



**BARRIERS ENCOUNTERED BY WOMEN IN CAREER DEVELOPMENT
TOWARDS SENIOR MANAGEMENT POSITIONS IN MANAGEMENT
INDUSTRY**

By

BABALWA MGAGULI

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Supervisor: Dr. Larry E Jowah

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Declaration

I **Babalwa Mgaguli**, declare that the contents of this dissertation represent my own unassisted work, and that the dissertation has not previously been submitted for academic examinations towards any qualification, in addition it represents my own opinions and not necessarily those of the Cape Peninsula University of Technology.

Signed Date.....

Abstract

The purpose of this study was to investigate the barriers encountered by women in career development towards senior management levels in management industry in organizations in Cape Town. To attempt to delve deeper into the possible reasons why there's less women in career development towards management/leadership positions. Why are the less women at the management levels in the country as whole, where when are in the majority? The researcher believed that women make better deals than men do. Women make more bills and get more support for those bills than male counterparts. This can also be reasoned to the way women operate in business, organization in the world as whole. This is also why the author wanted to identify women based factors that impede the progress of women in their effort to move to other higher levels. The rate of unemployment in South Africa is an ongoing issue, however this has made the South African government to an emphasis on women in career development. The objectives of this study were to identify factors that may contribute to the failure of woman success. In South Africa globally there is less representation of women than men at senior management levels. To address the issue of less representation of woman in organizations in Cape Town. To find a solution to the barriers encountered by women in their career advancement. A questionnaire was generated and used as tool to obtain contributions to fulfil the research questions. This study was based on material collected from Female employees in organizations in Cape Town. The findings are as follows: It seems to be absent is investment in understating the role of women managers 'representation in organizations, where by organizations become proactive rather than reactive. This is as true for staff development as it is for retaining. Organisations could further capitalize in management industry to ensure that women are taken care of. The recommendations and conclusions were based on the researcher's understanding and interpretation of the meaning of the data that was collected.

Based on findings, the results indicated that education has a significant relationship with career advancement is in consensus with findings; it has been shown that the majority of female employees are stuck as general staff support in the organization. Whereas the study indicated that only 3% of the female employees are in Head of operations, followed by 6% of Operations managers, followed by 7% of senior managers.

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- Not forgetting to mention my only brother Masilakhe Mgaguli for always being there for me when needed his support.

Dedication

I dedicate this dissertation to, my late father Mr. Mzana Livingstone Mgaguli, my dear Mom Mrs. Nosintu Mavis Mgaguli (imbokodoyam) and my one and only sister Sandisiwe Mgaguli for their undivided love.

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LIST OF ACRONYMS

- CEO: Chief Executive Officer
- JSE: Johannesburg Stock Exchange
- IDC: Industrial Development Corporation
- USA: United States of America.

GLOSSARY

- Leadership is the ability to influence people to perform.
- Career development: is the lifelong process of managing learning, work, leisure and transitions in order to move towards a personally determined and evolving preferred future.
- Barriers: is a circumstance or obstacle that keeps people or thing apart or prevents progress

- Senior management levels: is upper management, executive management or management team is generally a team of individuals at the highest level of management of an organization who have the day to day tasks of managing that organization.
- Management industry—the management of companies and enterprises sector comprises establishments that hold the securities of (or other equity interests in) companies and enterprises for the purpose of owning a controlling interest or influencing management decision.
- Gender equality: equal access to rights or opportunities regardless of gender

CHAPTER1:

BARRIERS ENCOUNTERED BY WOMEN IN CAREER DEVELOPMENT TOWARDS SENIOR MANAGEMENT POSITIONS.

1.1 Introduction

According to (Hirdman, 1988:102) in general female have fought for gender equality and this is demonstrated by managerial positions in the management industries, as men are still over-represented at the highest positions, Business, government, financial and religious institutions. (South African statistics, Women in Power: 21st August 2017) has indicated that there are many female individuals than male person in South Africa. It has been stated that approximately 1000 people that signifies the country's population of 56,5million would consist of 511 female persons and 489 male people. In addition, females comprise of 54% of the total population.

It then further indicated that, besides women making up just over half of the population, they continue fairly unrepresented in the positions of management and power. This has been indicated by the South Africa's Constitution, which arranges out gender equality as a founding principle. The women Empowerment and Gender Equality bill in particular call for 50% represents in decision making positions.

It has been indicated that even if the entire workforce is being considered, 44% in every 100 employed individuals are women. According to (labour ta

Released in 2017) Women fill 44% of skilled posts, which includes managers, professionals and technicians. The trend has not shifted much over the years.

Even though South Africa has made great strides, gender representation is still below the 50% mark for positions that come with a great deal of influence, according

Data from 2014, women comprised 32% of Supreme Court of Appeal judges, 31% of advocates, 30% of ambassadors and 24% of heads of state-owned enterprises. If we take a brief look at the Top 40 JSE listed companies, only one company had a female CEO.

This proposal will attempt to delve deeper into the possible reasons for why there's less women in career development towards management/leadership positions. The study will try to delve and identify barriers encountered to the progress of women in career development towards senior management positions in organisations. Why are there less women at the management levels the country as whole, where when are in the majority? What are these barriers?

1.2 Background: Where are the women in leadership?

It has been indicated that in South Africa there is only just 7.1% of all directors' business women's association in. Its then indicated that 14.7% of management and 17 female persons' account of 41.3% workforce. Globally, this number is roughly 60% (Treasurer, as quoted by Baker, 2017:332 -337).

This is regardless the fact that 90% global have informed that they would be content reporting to women in management position. (Baker, 2014:332-337). Latest studies have recommended that women out-perform their male peers in senior-level positions.

Yet, there is hardly any representation of women at senior management/executive level. The most recognized and agreed upon reason for the lack of women leaders is gender stereotyping in the workplace. Stereotyping is described by (Schultz, Bagraim, Potgieter, Viedge & Werner 2003:38) as a propensity to point certain characteristics to a group, then to accept that every member belonging to that specific group shares in those characteristics

According to (Miller, 2006:264), stereotyping in the organization has two components:

Prejudice: Undesirable attitudes towards an organisation member based on the person's culture group identity. Discrimination: noticeable

Discrimination: noticeable behaviours based on those perceived negative attitudes. Whereas prejudice is merely an attitude, discrimination is a more negative and physical action towards a prejudiced person. Rudman & Phelan (2007:19-45) theorise that beginning in the 1930s, stereotyping and prejudice captured social psychologists' attention, but their focus was on biases based on ethnicity, religion, and occupation. Remarkably, gender was ignored, perhaps because gender discrimination was normative that even females were largely satisfied with the status quo for example, traditionally and cross-culturally, males have been the dominant gender.

(Baker, 2014:332-337) indicated that in the beginning, gender researchers largely focused on two broad themes, described below. The first of these themes concerns sexist attitudes, defined as antipathy towards women folk's rights and the validation of beliefs of male superiority. Additional and related theme fears gender stereotypes, defined as beliefs about gender disparities. The trust that women are in need of protection can lead to seemingly pro-social performances, for example over assisting, taking over or limiting accountabilities that reinforce assumptions of women's incompetence and assistance to sustain their lower status.

The superficial divergence between male and female elements largely aligns with traditional expectations for gender roles, with men serving as a main source of income and women as

homemakers. (Baker,2014:332-337). When the Women's drive started in the 1970s, gender issues began to receive empirical attention.

(Sikdar2012:146-162) confirms the existence of evidence which proposes that stereotyping occurs where women are perceived as inferior to men on potentials believed to be necessary to succeed in business'. It has been noticeable that under- representation of women in supervisory positions is not the results of the obvious discrimination but is also a value of invisible barriers and cultural moralities surrounding gender and structures that supports men in leadership positions in the organisations. As we move further into the 21st century, women continue to join the

Work force in increasing numbers. As for women, dynamics such as career aspirations improved opportunities and supportive services such as crèche and flexi time have donated to participation in the labour workforce (Miller 2006:262).

Hewlett, as cited by Sandler, (2014: 61-67) indicated that clearly there are several, multiple difficulties to a prompt increase in women leaders or senior positions in management level. Determined official barriers show an important part. Women are still seen by some as less well-suited for leadership than men (Hewlett, as cited by Sandler,2014:61-67). Even though considerable lip-service, few organizations offer ample support to women during their child-bearing years to avoid losing many talented women in mid-career. Perhaps the most important reason is the trend of people already in leadership to employee and promotes people in their own image.

This means recognition and reward of a collection of qualities, skills and performances that men are more likely to establish than equally-competent women. Theorists have branded about yet another possible reason for the slow movement of women into leadership positions. This is a phenomenon known as 'female modesty effect', whereby the individual female downplays herself and her achievements, but readily highlights the successes and assistances of others (Wade, as cited by Budworth and Mann,2010:177-186). Similarly, these high achieving women does not request for recognition for them, but they may request for recognition the colleagues. The woman would lower her achievements to others, though male counterparts constantly self-promote their successes or achievement.

This also reverts back to the earlier statement about complacency and being accepting of the status-quo(RudmanandPhelan,2007-88). Diffidence is postulated to have a devastating effect on the careers of women (Budworth and Mann,2010:55). Since women have been socialised to trust that they will experience more positive outcomes regarding their success once they have seen by others as non- competitive, they tone down their success in the presence of others to avoid being judged as unfeminine.

Since female managers are anticipated to be woman-like, when they show too much 'male' behaviour (such as hardiness, resoluteness, and confidence), they are not well received by their peers at the top level (Vanderbroeck, 2010: 764-770).

Nevertheless, female who display too little of that behaviour seeming as not appropriate for the top management. Studies further indicate that in several countries globally, stereotypically woman like qualities are generally not the qualities. That come to mind when people think of successful leaders (Fullager and Schein as

Cited by Prime, et.al, 2009:25-49). Another possible has also been given as the exclusion of women from social circles where most business deals and networking take place. In a bank in the United Kingdom, males are regarded as having an unfair advantage over females, as most businesses were conducted in a golf course'.

The bank had corporate membership for all employees, but females were not allowed membership or entrance to the golf club (Wilson,2014:361–371), and therefore felt that they were obstructed from spending time with their clients, and unable to build the social capital essential for them to develop their careers. Experimental investigation further confirms that the lack of women leaders can also be attributed to what has been termed the 'motherhood wage penalty', a term that describes women who struggle to climb the corporate ladder (and therefore earn less than their childless peers), due to discriminatory practices against them because they have children (Cheung and Halpern, 2010: 182-193).

According to trial analysis of this phenomenon, bogus applicants answered to a range of services advertisements with applications from women that varied according to whether the women had families or not. The applications were carefully matched on work-relevant requirements. It has been noticeable that merely 3.1% of the females with families were invited to attend interviews, Compared with 6.6% of the same qualified females with no families. Based on the trial analysis, the highly successful women have been identified by a choice of choosing either a family or a briefcase

In terms of performance reviews, 360° evaluation tools are well established and widely accepted as effective and valid instruments, but it is claimed that they are

Biased in favour of men and not gender-neutral (Vanderbroeck,2010:764-770). Further, research has indicated that persons apply lower qualities when evaluating the leadership ability of men compared to women. In an investigation where participants were requested to make raise recommendations, participants required a minor confirmation of leadership ability from men candidates compared to female candidates (Prime, et. al 2009: 25-49).

1.3 Breaking the glass maximum:

It has been indicated that female managers who shattered the glass of medium– sized non-traditional organizations showed that best leaders/management cannot arise from one form. It has been demonstrated that utilising the knowledge and control of style managing others, a style normally related with traditional organization is not the only way to succeed (Kart,2004: 160 - 176).

To define the effectiveness of women in leadership, there is a need to define what effective leadership is. (Heagly,2007:1-12) posits that there are different characteristics associated with effective leadership, and the context of the leadership is a determinant of what characteristics should be employed.

According to Eagly and Johannesen-Schmid (2003:569-91) suggest that the suitability of types of leader actions depends on many other factors like the public values, the culture of organizations, the nature of the task, and the characteristics of supporters. Modification in leadership is significant, it is the main aspect that could influence people 'opinions regarding female employees should be granted leadership positions in organizational hierarchiesEly and Meyerson (2000:103-51) suggest that public characteristics are recognized stronger to women than men, these relate to the following characteristics:

- Sympathetic
- Co-Operative
- Caring and
- Nurturing

In occupation situations, public behaviours might include speaking shyly, not drawing attention to oneself, accepting others 'direction, supporting and pacifying others, and contributing to the solution of relational weaknesses and needs.

However, careful examination of the study has demonstrated that there are multiple findings than acknowledgement by the supporters of difference or the advocates of similarity between gender leadership, including:

- Appointment of the first Chancellor of the University of Johannesburg
- Director at Vodacom
- Director at Findevco
- Director at Alliance Capital Management
- Director at Vendome South Africa
- Director at the Industrial Development Corporation (IDC)
- Director at the International Marketing Council

- Director at Cycad Holdings
- Director at the Southern African Fund
- Board member at the Johannesburg Stock Exchange

That vice chancellor has been named one of the Leading Woman Entrepreneurs of the World, and a Global Leader for Tomorrow by the World Economic Forum. Her biggest international accolade is being named one of 50 Leading Women Entrepreneurs in the World by the STAR Group in Los Angeles, USA. There are many other women who have broken historic barriers to become pioneers and leaders in our lifetime. These include, but not limited to: Oprah Winfrey (USA), Joyce Banda (Malawi), Ellen Johnson-Sirleaf (Liberia), Folorunsho Alakija (Nigeria) and Sheikha Mayassa AlThani (Qatar).

1.4 Interventions to shatter the stereotype

As part of the research proposal, I would like to propose several behaviours, interventions and adjustments that, based on previous research, could possibly change the current trend and ensure better representation of women at senior management level.

1.4.1 Interventions at personal level

The most basic step, as identified by Vanderbroeck (2010: 764-770), is that each leader's self-awareness of their own strengths and weaknesses is a key success factor. They must surround themselves with people who offer complementary qualities. Brandt (2013:44-46) agrees that high self-awareness among leaders is connected to effectiveness. (Trinidad and Normore, 2005:574-590) suggested that 'the plan is to develop females with performances that are woman like enough not to deviate from the gender role expectation, but masculine enough to gain credibility as professionals. Additionally, women need to generate their leadership styles that are relevant to who they are and within the parameters of their own strengths and competencies.'

It has been indicated that both counterparts have different management potentials, however when the organisation does not recognise those different management potentials, they tend to develop female managers in appropriate way. As results, female managers discover themselves barred from the top management level. (Vanderbroeck, 2010: 764 – 770).

(Cornish 2007:18-20), has revealed the following suggestions for aspirant and newly appointed women executives:

- **Build a 'going in' plan:** Develop a start plan which contains real outcomes expected of you in your first days and year and a learning plan for getting to know the job and organisation. Set out clear objectives and goals on how you and your supervisor will maintain communication, strategic issues, and roles and responsibilities. As well, discuss

for a support system that are in place, be it a professional coach, mentor and networking organisation.

- **Find leadership presenters:** Presenters are 'rules of communication' that oversee leadership style. For some presenters is a personal vision. Set of personal values and guiding principles that oversee daily interaction. for example, integrity, respect and accountability. For some people it is an obvious set of behaviours that an organisation offers seamless service to its client. Once time is limited to sort out plan and operational priorities, it is advisable to communicate with the presenters to settle fear and stimulates confidence.
- **Be able to show first impression:** Based on the knowledge and experience that you have, choose what impression you should show first. Decide on leadership messages that you should convey? Basically you need to demonstrate direct style. Demonstrate that you are a reachable team player. It is much easier to establish a reputation than to change it later, so plan ahead. Even if you are being promoted, others are experiencing you for the first time in your new position.
- **Find early first wins:** In the first days, find out for short-term successes that will create forward momentum and show up your leadership credibility. Short-term successes are the 'low-hanging fruit'– the easy projects or initiatives with a good chance of success and high visibility. Think through initiatives that are relatively non-controversial within the organisation and might showcase or hire your unique strengths.
- **Control your relationships:** Decide who plays an important role to your success and consider their interest as well. The first gathering will be dictated by the first plan; however there will be a need to connect with your stakeholders to be team mates, unions, shareholders and many more. Communicate with them, find out their concerns and ideas are. Develop communication channels. If you have been promoted from within, you will know the strategic issues and can begin to address them quickly. If you are new to the organisation, you will need to find out about the organisational issues, focus and priorities.

1.4.2 Interventions at organisational and leadership level

Organisations and leaders should acknowledge that disparities in leadership qualities and styles of females and males are not there to be pitted against each other. However, a diverse explanation of female leadership performances. Identifying female styles of leadership signifies a vital tactic to fairness as long as they are not stereotyped as 'the' ways female lead but as 'other' ways of leading (Trinidad and Normore,2005:574-590).This phenomenon is also known as being 'gender bilingual' (Vanderbroeck (2010: 764-770).

Cornish (2007:18-20),has some rather interesting views on how organisations can help encourage and support women leaders. These are as follows:

- Allocate supporters to accelerate female employees. These supporters should be persuasive and strictly believe in the mentee's potential.
- Develop opportunities for informal but genuine connections.
- Encourage female persons develop informal networks and coaches.
- Provide gender-non-specific activities. Swap the annual golf game with a barbecue, or similar non-masculine activity.
- Encourage an environment that facilitates work-life balance.
- Recognise the additional pressure put on women who have families, often catering/accommodate for their needs and demands (such as providing day care) benefits both female and male employees.

Prime, Carter and Welbourne (2009:25-49) encourage the 'weighting' of rules for criteria in performance evaluations. This would be necessary to eliminate any degree of error or unfairness, as tools like 360° have previously been identified as being biased towards men (Vanderbroeck, 2010:764-770). These scholars further encourage leaders to develop a structure of quality assessors and balances whereby performance ratings are challenged and monitored for gender inequalities.

Presentation assessments should not rest with single individuals. Instead, such decisions should be verified widely by engaging differing business or functional units in addition to Human Resources, and encouraging decision-makers throughout the process to challenge the ratings to ensure the validity of performance assessment scores.

1.5 Problem statement

Baker (2014:332-337) postulates that close on 60% of the work force worldwide is female and women continue to dominate by their numbers postgraduate studies. (Prime, Carter and Welbourne 2009:25-49) assert that 58.8% of all master's degrees worldwide are held by women, yet women comprise of only 16.4% of the corporate leadership positions. It is estimated that there are only 8% women CEOs the Fortune 500 companies. The proportion of women in the labor force varies widely across countries, e.g. 14% in Saudi Arabia, 27% Chile, 45% Australia, 45%, UK, 46%, France 47%, and 48% in Finland (Powell, 2012: 119-141).

In South Africa, 364 corporations listed on the Johannesburg Stock Exchange and state-owned enterprises, merely seven have female CEOs, and 60% have no women managers on their boards (Littrell and Nkomo, 2005:562-580). The great question is what has happened to all the women who appear in larger numbers than men as a general population. Women outnumber men in the schooling system, they outnumber men in the workplaces, but are invisible at the leadership level. The research will focus on the identification of causal factors that impact negatively on the progression of women to senior management positions.

1.6 Research objectives

Objectives are the expectations from the results, what the research aims to achieve at the end of the survey. As such, the objectives have been grouped into two types, namely; primary objectives and secondary objectives.

1.6.1 Primary objective

To identify barriers to the progress of women into senior management in organizations

1.6.2 Secondary objectives

Secondary objectives serve the purpose of further explaining the “by-products” of the primary objectives, thereby providing clarity of the expectations from the study. The secondary objectives in this case are;

- Identify cultural structures that may be responsible for the development of women into senior managers in organizations
- To identify women-based factors that impede the progress of women in their effort to move to senior management positions.
- Identify what the generic requirements are for an individual to rise to top management in an organization.

1.6.3 Research question

Jowah(2017:77)postulates that a research question is essential to guide the research and assist is determining the limitations or the extent to which a research should go. This primarily makes reference to the scope of the study, and enables the researcher to stray into literature that may not be relevant for the study. The research question for this study is;

- Why are there no women at the senior manager levels in a country where when are in the majority?

This question brings about many other thoughts as more questions arise from the main question—meaning, there are sub-questions emanating from this. The sub- questions are directly derived from the main question, and serve as finer guides to the scope and what should be looked for. The main question and the sub-questions together assist in the construction of the research instrument—the questionnaire. The sub-questions emanating from the main question are;

- Are women failing to reach senior management levels because of qualifications?
- Are women failing to reach top management because of men standing on their way and discriminating against them?
- Are women failing to reach top management positions because of faults of their own?

- What can women do to reach or develop to the level of senior management positions in organizations?

These questions will assist in the construction of the instrument to be used to gather information for the research.

1.7 Research methodology

The nature of the problem directed or informed the design and methodology to be cultural and structural barriers, it has been considered necessary to take a dual method approach (mixed methods comprising of qualitative and quantitative methods). These two different methods are intended to complement each other and improve the chances of getting a more accurate answer to this puzzle.

1.7.1 Target population

The target population will be women that experienced the discrimination or felt that there are barriers to their effort to rise in these organizations. Population in this analysis talk about matters with specific characteristics which consist of a total collection of persons from the continuing study (Welman, Kruger and Michell,2008:54).All women will prospects to rise to management and senior management positions will be targeted for the survey.

1.7.2 Sampling and sample sizes

The sample involves the populations that are directly affected who work in the administration and fail to get the anticipated promotions. Random sampling will be used in all the sections in the Old Mutual Head Office Financial Institution in Pinelands, Cape Town in the Western Cape. The sample size for the study has been fixed to a minimum of 30, there are in all women in the Unit Trust department. A minimum of 30 respondents has been considered to be adequate (1/5of the total) and this will provide a low significance of error.

1.7.3 Data collection method and research instrument

A planned questionnaire will be used as an instrument to collect the required data from randomly selected respondents, face to face questioning will be used to minimize low responses and solve any problems of ambiguity. Collis and Hussey a(2003:173) suggested that a questionnaire is used with the sole intention of collecting standard data from different respondents.

1.7.4 Data analysis

The SPSS will be used to analyse the data, which will be converted to easy-to-use graphs, tables, histograms,bar.charts and piecharts. Collis and Husse (2003:17) considered the

decision on the special of the methods and technique used for data analysis to depend largely on the type of data, whether quantitative or qualitative.

Floyd and Fowler (2009:145) indicated that data collection, irrespective of the method, the data must be translated into a form suitable for examination.

Three principals will be used for the actual statistical analysis, to be detailed

- Testing the measuring instrument's reliability by measuring internal consistency
- The tool found both reliable and valid will be used in the model for regression analysis to assess the independent variables

1.8 Ethics consideration

Ethics in research is the form of ethical values to different types of research studies in the method of ordering logical studies. This includes academics and misconduct by the investigators or academics which may be in the method off asking ethical inappropriate questions, reporting improper information, plagiarism, dishonesty, subjectivity, researching without getting express permission, misuse of information discovered in the research, moral responsibility towards the participants, and confidentiality of the participants.

Study informants contributing in the review will be advised and their secrecy will be guaranteed and discussed reflexively and through dialogue with them to allow for understanding of the importance of research ethics.

1.9 Chapter classification

- Chapter one: The proposal and guide to the study of the thesis
- Chapter two : Women in career development – Work life- balance -Career versus family –women leader's self-perception
- Chapter three: Barriers encountered by women in career development
- Chapter four: Research methodology
- Chapter five: Data analysis and interpretation of research finding
- Chapter six: Summary of the finding, conclusions recommendations, limitations and suggestions for future studies.

1.10 Summary

Women constitute a majority of the population, both in South Africa and the world over. Evidence exists that they obtain executive education at a much higher rate than men. Further evidence exists that they make up the majority of the workforce. However, a deficiency exists when it comes to their representation at top levels of corporations. Extensive research has

been conducted by various scholars as to the causes of this deficiency, it is hypothesized that the general feelings amongst people, depending who you ask, women fail to reach senior positions towards men. Little is said about possible other factors, namely: Willingness of women to take the positions. The fact that women have got choices and many other human factors may impede women from reaching high levels. This research therefore was undertaken with the intention to establish causal factors for the absence of women in senior management positions in the South African context.

Additional to that, women also need to become more aware, assertive and expressive of their own strengths and achievements, in order to inspire confidence in their peers and subordinates in equal proportion. They need not be ashamed of their femininity, but rather embrace it, knowing full well that their unique qualities bring a fresh perspective into the sphere of how corporations are run.

In this dissertation, we have also looked at women who have, through sheer tenacity and an unflinching conviction, managed to break free of all imaginable restrictions, and gone where no woman has gone before. These women hail from all corners of the globe, are of different races, ages, cultures and creeds: but the one thing they have in common is that they have inspired generations of less inspired people.

CHAPTER 2: WOMEN IN CAREER DEVELOPMENT

2.1 Introduction

This chapter focuses on women mechanism, elaborated more on how women pursue into management systems. How women cope with work life balance, faith and spirituality, career versus family, gender differences at workplace, prejudices, perception of women leaders and representation of women in senior management. This chapter elaborated on how do they get to handle all those factors mentioned and how do they see them as barriers.

2.2 Mechanism within which women operate

As more women enter the labour force, women will seek to transition into leadership positions. Leadership is the interaction between leaders and followers and the influence the leader has on the followers (Hancock, 2012:323). (Collins, 2009:255) explored the development of the student's leadership skills before a student enters a professional field. Although an increase in women enrolled to enter the broadcasting industry exists, men seem to hold the positions of power (Collins,2009:299). Even though only 14.6% of the Leaders in management are women, in which less than 5.3% of executive leaders incorporations are African women (Warner,2014:109). Few African women are in leadership in higher education (Irbly,2014:222) Irbly experienced negativity regarding a pursuit of a career in the academic arena.

Carnes and Radojevich–Kelly (2011:203) studied African women who could not secure upper management positions and the steps that these women took to accelerate in their careers. African female entrepreneurship increased because the women believed growth within their organization based on their experience and skills was not possible Carnes &Radojevich–Kelly (2011:11) The problem is that although women are in the workplace, African women still fall behind men regarding representation in the top tiers of the African workforce (Carnes &Radojevich– Kelly, 2011:55).

According to (Montgomery, Dason and Johnson2014:29) women have three main barriers to gain promotion and tenure in the academic arena, lack of socialization to faculty life, lack of meaningful mentoring, and inability to articulate a sustainable research agenda. It has been indicated that women had similar experiences with the struggles to advance their careers, balancing work-life responsibilities, and maintaining relationships such as companionship.

Davis et al. stated that women perceived their experiences as impaired by racist and sexist minor aggressions in the workplace. (Byrd2009:12) presented a qualitative study on the experiences of women in government. Byrd evaluated how the women's race, gender and

social class affected their leadership role and examined the lived experiences women who held executive or senior-level management positions within their organizations. Byrd stated that the majority of the research on leadership was based on white men. There is limited research conducted on women in leadership roles in organizations. Byrd offered the main categories derived from the interviews with the 10 women: disempowering encounters, exclusion from the good ole boy social network, being the one(outsider), needing validation and DE mythicizing stereo typical images. Byrd stated that even in a leadership position, women are still undermined.

2.3 Work life- balance

Usually, women have been the caregiver of their families and are considered the nurturers and the men as the bread winners that go out to work and support the family(Sundaresan,2014:21). However, the nature of the workforce has transitioned and the number of women in the workforce has increased. Women assume the role of two fulltime jobs—one at home and the other at the office (Sundaresna,2014:44). Statistics indicated that although women are interested in career advancement, women possess a desire to achieve a work life balance outside their career in comparison to male counterparts (Madsen, 2012:13).

College educated women have a decision to make when their options include creating a family and focusing on their career(Bijawat,2013:14). Bijawat discussed government and private sector college-educated women perspectives regarding which role is more valuable to them—a career or a family. The results reflect that Career women of both races who had families looked to their husbands to assist with the household and raising the children equally.

Guillaume discussed work-life-balance and creating a successful career and presented the question what would you sacrifice to get to the top management position? Women argued that paid and unpaid jobs needed evaluation regarding the discussion of the barriers faced when seeking senior management positions and positions of higher authority (Guillaume. 2009:66).

(Sundaresan,2014:42), presented a study to discuss the factors affecting work life balance for women across various industries. Sundaresan obtained 125 questionnaires from working women about their work life balance and the results were that majority of the women experience difficulty balancing work and family due to excessive pressure from work, no personal time, and always taking caring of others. Because poor work life balance, women experience high levels of anxiety and stress, dysfunction at home and inability to fulfill their full potential (Sundaresan, 2014:45). To work in an executive role is time consuming and when working in a position of power and other sides of life may suffer such as family, relationships and hobbies.

(Sundaresan2014:48) suggested two solutions for women that might enhance their work-life-balance: the role analysis model and three-factor model. Both models were created to give working women a guideline to maintain a healthier life both professionally and personally. The role analysis model is where you analyse both roles:at work and at home There is usually an imbalance in work life because of the overload of family life or role interference with worklife. Role analysis model analyses each role and how to eliminate certain task to create a balance for the working woman. The three-factor model is based on knowledge, skills and behaviour. By maintaining a healthy work life balance based on these contributing factors, this might assist the women to balance all avenues of life.

(Tajlili, 2014:10) discussed work life integration and the conflict it has on family life for women.Career counsellors are not informing female college students of the realities of having a career and a family. Tajlili stated that counsellors are giving the female students the concept of" having it all" is attainable. Blending the Kaleidoscope Career Model and the Systems Theory Framework was a proposed solution to understand

The personal influences, the environment, and how society can help worklife integration for women. Both models are about career development and being able to live a fulfilling life. Kaleidoscope Career Model focuses on balance, authenticity, and challenges that are vital to creating a fulfilling lifestyle and Systems Theory Framework focuses on the contextual and relational aspect of women's careers (Tajlili,2014:13). With the –two models integrated, an encouragement exists for women to make career decisions that promote career life integration.

2.4 Faith and spirituality

Women used to faith and spirituality to cope with struggles and overcome obstacles (Lyons,2013:77).Lyons focused on women who worked in government and how their religion helped them during their career advancement. Lyons provided the women an opportunity to share their lived experiences to and to the study. Women in governments shared obstacles such as inequality, unfairness, and not receiving opportunities to excel in their careers. Lyon ascertained that faith and spirituality are not perspectives viewed as a contribution to the progression of women in government and their careers. However, spirituality has been guided forces in many lives of women seeking senior level positions.

(Lyons,2013:88)discussed the work environment that women endure when entering a predominantly government organization in senior level role. The environment is usually hostile, stressful and alienated from networks and peers. Women use their faith and spirituality to gain strength to endure such experiences that come from race and gender to stand strong against adversities in the work place and have excelled to become effective leaders in various professions and occupations (Catalyst, 2014:35).

2.5 Social and cultural barriers faced when seeking senior management level

(Wyatt and Sylvester,2015:55) highlighted the difficulty women have when attempting to reach a senior management position and evaluated the journey to leadership position. Wyatt and Sylvester identified common themes in the progress to a leadership role in both groups : development, networks, visibility and line manager support. The difference for women was how they processed the barriers that were prohibiting them from career progression.

2.6 Social responsibility and women development

According to Eagly&Carli,(2007:10)creating a successful career path takes much dedication, time, sacrifice, and focus.

2.7 Gender differences

The focus based on gender differences suggests that women and men have different leadership-related traits that can explain the reduced presence of women in higher decision-making positions. In accordance with this idea, women are not represented in senior positions due to the differences in leadership styles between men and women. In general, the traits associated with men have been more highly valued for leadership positions. However, different authors indicate that effective leadership requires a combination of characteristics associated with both men and women, such as emotional intelligence, risk-taking, empathy, integrity or the capacity to persuade, motivate and inspire people, among others (Eagly&Carli,2007:101)

- Taking into account the gender differences in the division of household responsibilities, it has been suggested that women are less motivated to seek out leadership positions, thus explaining their scarce presence in senior positions. Nonetheless, several authors claim that women and men show the same level of commitment to their jobs and the same motivation towards seeking out leadership positions (Bielby,2007:22).
- According to Bowles and McGinn(2005:99),the main gender differences in relation to leadership occur in the demand by men and women for executive positions. In general, men demand and keep a greater number of leadership positions than women. Women are less likely to initiate negotiations to access the desired positions and opportunities and generally have greater social costs than men when they do (Babcock & Gettman,2007:75).
- In human resources election and promotion processes, men receive better scores than women for management positions, since as a general rule, leadership is linked to traits associated with masculinity (Butterfield&Parent, 2002:122).When women challenge social norms and try to access leadership positions, a certain contradiction occurs

between traditional leadership and gender roles, and they often must face social rejection (Bowles&McGinn, 2005:107)

- Moreover, the effectiveness of the leadership depends on the attitude of the followers towards the leader, and in the case of female leaders, the followers are usually reluctant to accept the influence of a person who does not match the ideal image of a leader (Hoyt,2010:177). As a result, men are more likely to assume an official position as a leader, while women usually adopt informal leadership roles, such as that of a facilitator, organizer or coordinator(Bowles&McGinn,2005:185)

Research on female and male leadership styles indicated that women are no less effective than men when performing leadership tasks(Hoyt,2012:144). Furthermore,it has not been observed that they are any less motivated to perform leadership functions or less committed to their jobs than men. However, when they attempt to access upper level positions, they must often confront gender stereotypes and shoulder the social dissent that this implies.

2.8 Evolution in the representation of women in senior management positions

The presence of women, in both the field of education and in the world of work, has undergone substantial changes in recent decades. Currently, most women encounter no obstacles to accessing higher education, and the increase in their level of education has been noticeable in recent years. However, it must be mentioned that the preferences of men and women are still different when deciding upon higher education.

As indicated by (Illescas,2013:103), even though women are present at universities in greater numbers than men, in some scientific and technological degree study programs the percentage of men continues to be greater than that of women. Likewise, the Statistics on University Students from the Ministry of Education, Culture and Sports for the 2014-2015 academic year reveal that for all degree study programs, the percentage of women is higher than that of men, but that this trend is inverted in the case of the fields of engineering and the sciences. In this sense,in the world of business administration, it is common to find businessmen who have completed technical studies, while the education of business women tends to focus more on economics, administration or sales and marketing (JunqueraCimadevilla,2004:111).

The presence of women has increased not only in the field of education, their participation in the workforce has also expanded, in both lower-level positions and those with a medium level of responsibility; however, women are still poorly represented in higher positions. The study conducted by Guenaga Garai, (2006:166) reveals the scarce presence of women in leadership positions and reflects the differences that exist among different government departments.

2.9 Prejudices

In line with the above, it can be stated that the barriers that most complicate the job promotion of women are those related to prejudices and stereotypical gender expectations. A stereotype is a set of beliefs about the characteristics of a group of people, regardless of the real diversity in the traits of those people Hamilton, Stroessner,(2011:177).In addition to influencing perceptions of the general characteristics of men and women, gender stereotypes also indicate the appropriate traits and behaviors they should have(Cuadrado&Molero,2012:180). With regard to the characteristics associated with leadership, stereotypes still persist that establish that women take care of and assist people, while men take control and focus on the task(Hoyt,2012:130).

- The social role theory of gender attributes the differences in the behavior of men and women to the different social functions that they have traditionally performed (Eagly, 2001:100).According to this theory, in a certain productive social structure, people take on different gender roles and are coherent with the requirements of said roles. Accordingly, men would have individualistic values and agent-instrumental traits linked to assertiveness and domination, due to the practice of traditional roles that have developed in society. Women, in turn, would have collectivist values and expressive-communal traits related to the concern for others, derived from the functions that are usually associated with them (Cuadrado, 2004;García-Aeletal.,2012;Martínez Tola etal.,2006;175). Through role assignment, the skills and motivations of men and women are oriented towards these stereotypes (García-Leiva,2005:200).
- Taking into account gender stereotypes, it is possible to match different leadership styles with men and women. Stereotypically masculine traits are associated with an authoritarian, managerial and task-focused leadership style, and stereotypically feminine traits are linked to a democratic, participative leadership style focused on interpersonal relations (Belcher&Messner, 2009; 909). Along the same lines, a transformational leadership style, based on aspects such as the motivation, guidance, stimulation and training of followers, is associated with the way women lead Ramos Lopez(2004;202).
- Different authors have associated a transformational leadership style, frequently used by women, with greater effectiveness in leadership Brandt &Edinger (,2015:100) Furthermore, the current globalized economic context in constant change seems to demand a transformational style of leadership. In this sense, several authors mention its suitability in the environment of extreme competitiveness and uncertainty in which organizations operate, which demands participative, flexible structures capable of innovation and adapting quickly to changes).

- However, current data on the participation of women in senior management continues to reflect a considerable gender imbalance. Women continue to face prejudices and negative expectations about their leadership capacity (Hoyt, 2010:54). Some authors associate a more participative and democratic female leadership style with credibility problems that women face when trying to employ a hierarchical and authoritarian leadership style (Carli, 2001:199). In general, women face greater resistance than men when they try to exercise leadership, especially when they use styles that go against traditional gender roles. The research conducted by Schein (2001:125) reflects that, in the different countries analyzed, the qualities necessary to hold management positions are associated with men, regardless of which traits are perceived as masculine or feminine in the different cultures. In other words, even though the characteristics required for corporate success vary from one country to another, these characteristics are still considered to be primarily associated with men.

Cultural differences do not seem to affect the perception of women as less likely to have the traits required for corporate leadership, and this represents an important obstacle for their career development in management positions. Among other aspects, from a psycho-sociological perspective, stereotypes can exert a profound influence on the behavior of the people they affect (Spencer & Aronson, 2002:205). In other words, the mere interpretation of the capacities or behavior of people can significantly influence the way they act (Kray, Thompson & Galinsky, 2001:70; Sekaquaptewa & Thompson, 2003:25). In the case of female leadership, the traditional gender stereotypes that suggest that women do not have the required characteristics for leadership, besides influencing the attitude of their followers as indicated earlier, can also negatively affect the behavior and career development of female leaders.

- According to Rudman et al. (2012:54), gender stereotypes serve to reinforce the gender hierarchy that assigns higher status to men, as well as greater access to power and resources. These authors propose that behaviors which challenge this gender hierarchy are censured and women who present the stereotypically masculine traits required for promotion in most high-status professions run the risk of being economically and socially sanctioned.
- Along these same lines, (Heilman, 2001:109) proposes that gender prejudices and stereotypes explain the scarcity of women in upper level positions in organizations. According to the views of this author, the descriptive and prescriptive dimensions of these stereotypes produce different types of prejudices. The descriptive aspects, which indicate what women are like, and their discrepancy with what an upper level management position implies, promote the idea that women cannot perform this type of work effectively. Prescriptive aspects, which dictate how women should behave, can

lead to social rejection when they prove to be competent. In short, gender stereotypes can halt or hinder to a great extent the career development of women in senior management, given that when any ambiguity exists about their competence, they are likely to be judged as incompetent and when their competence is beyond reproach, they run the risk of being penalized socially.

2.10 Strategies aimed at achieving gender balance in leadership positions

In line with the view of Pons Peregotetal.(2013:105), understand that the barriers that prevent women from accessing positions of great responsibility in both public and private organizations represent a considerable cost for all of society, which has invested in the training and preparation of these people. The imbalance between the high educational level of women and their career development implies a waste of abilities and human resources in a global economy where human capital constitutes a key factor for competitiveness.

From a corporate perspective, several studies confirm that organizations which take advantage of diversity in upper level management positions can obtain better performance (Maitland,2009:108). Nielsen and Huse(2010:100) analyzed a group of Norwegian companies and confirmed that there is a positive

Relationship between the proportion of women directors in a company and its effectiveness. Cox and Smolinski (2000:11) present diversity in work groups as an important economic opportunity, as it allows competitive advantages to be obtained in the areas of marketing, creativity and problem solving, and it favors better performance of the organizations.

In this sense, Forsyth (2010:13) suggests the variety of experiences, knowledge, perspectives and ideas that diversity provides work groups and mentions a greater capacity to identify new strategies and solutions in heterogeneous groups. According to Wittenberg-Cox and Maitland (2009:99), given the complexity and diversity of the current global market, companies that recognize the potential of women in senior management can obtain an advantage over the rest.

Therefore, it would seem, from a strictly economic perspective, that it is beneficial for both companies and society as a whole to promote equal opportunities for the career development of all people. Along these lines, there are multiple measures that can contribute to eliminating gender barriers and achieving a balanced representation of men and women in leadership positions.

Companies that are aware of the benefits that can be provided by the participation of women in senior leadership positions try to implement policies oriented towards reaching a gender balance in these positions. In this regard, some changes, such as flexible scheduling or work

calendars that permit greater compatibility between one's work and personal life, can favor access by women to leadership positions (Cooper & Lewis, 1999:33). When proposing a model of compatibility and flexibility, it is important to prevent these policies from being seen as exclusively oriented towards women. It is a matter of improving work conditions for both men and women so that they can engage in other activities in their personal life without having to sacrifice their careers.

Likewise, actions aimed at providing the support necessary for women so they can access management positions, especially with regard to those aspects in which organizations currently have the greatest shortcomings, such as the

Building of professional networks and guidance in career development, can favor the gender balance in upper level corporate positions within companies. It is essential to offer women adequate preparation for leadership positions, through training and practical experience. This type of actions contributes to making women visible and including promotional channels, and increase the likelihood that their skills and talents will be taken advantage of. In this manner, companies committed to diversity send a positive message both inside and outside the organization, especially to highly qualified women who can access management positions. It is also important for the implemented action or change plans to be evaluated. Among other aspects it is a good idea to measure the perception of women regarding the usefulness of the training plans or improvements in development options.

We believe that the public administrations play an important role in making companies aware of the benefits that gender diversity can provide in management teams. It is crucial for governments to establish policies to persuade the corporate sector of the importance of improving career development opportunities for women. In his sense, in recent years, public administrations have carried out different initiatives aimed at supporting women in accessing executive positions. (Silver, 2000:255).

Besides campaigns to introduce gender perspective in human resource management, build professional networks and provide guidance for career development, it is important to stress codes of good corporate governance, and in the case of some countries, even legislation that establishes a minimum percentage of women at the decision-making levels of organizations. Likewise, all measures aimed at business entrepreneurship by women represent an important advance in the participation of women in leadership positions (Wirth, 2001:77).

However, even though gender equality policies have been extended to promote the access of women to positions of power, improvements in this area have occurred at a very slow pace. In this regard, it is important to stress that a large number of the obstacles mentioned in this work are closely related to gender stereotypes and the expectations that these generate about what

women are like and how they should behave. Specifically, it has been indicated that stereotypical

Gender roles produce certain workplace behaviors, and in some cases, a corporate culture that is less oriented towards the career development of women. Likewise, women must deal with prejudices regarding their leadership ability, and on many occasions when they access upper level positions, they run the risk of being economically and socially sanctioned. As indicated, it is a matter of beliefs and attitudes firmly established in society that can constitute one of the most obstinate obstacles to the personal and career development of and which are not quickly transformed.

The elimination of prejudices that prevent the access of women to leadership positions requires the adoption of structural measures, the impact of which is only noticeable over the medium to long term. It is essential to promote a reflection that delves deeper into the processes that cause situations of imbalance and that proposes new ways of confronting them. The transformation of gender stereotypes also involves a learning process on the part of all of society that can be promoted, among other ways, by incorporating gender perspective at the different levels of the educational system, in the media and in the workplace. (Silver,2001:78)

Therefore, in order to accelerate the change from a situation of imbalance that affects all of society, a proposal was made that the need to intensify all the actions to incorporate a gender focus in areas of power over the short term. At the same time, it is important to promote a deeper process of reflection and learning that enables progress to be made in eliminating the barriers related to gender stereotypes that complicate the career development of women. Research, especially in the area of the humanities and social sciences, can enhance this analysis process and provide solutions that make it possible to attain greater social well-being. We believe that better comprehension of the factors that hinder the gender balance represents a step towards possible solutions to achieving it (Eagly & Carli, 2007; 89, Hoyt , and 2010:44). In this same sense, education that includes gender perspective can be a determining factor in transforming the perceptions of society and making progress towards the construction of a fairer social model.

Traditional societal gender stereotypes pose a fundamental challenge to women in leadership. There is a mismatch between the qualities traditionally associated with leaders and those traditionally associated with women. Assertive and authoritative behaviors that people link with leadership tend not to be viewed as typical or attractive in women. What is deemed assertive in a man appears abrasive in a woman. Thus, women face trade-offs between competence and likability. (Wade, as cited by Budworth and Mann,2010:177-186). Generally, these challenges result in women dropping off the leadership track or taking lower posts, reinforcing

assumption that women are less committed to their careers and less worthy of training or managing challenging assignments.

The absence of women in leadership positions negatively affects women lower in the organizational ranks. Since feminine attributes appear a hindrance to success they adopt masculinize approaches to leadership, modeled by men

2.11 Women leader's self-perception

It has been indicated that many women also internalise societal stereotypes and these create a psychological glass ceiling. They consider themselves less qualified for leadership positions. This lesser sense of entitlement discourages them from engaging in assertive, self-promoting behaviours and from taking risks, which are key leadership traits (Vanderbroeck, 2010: 764-770).

Further, some women in leadership develop what is often referred to as a 'queen bee syndrome'. 'They consider their title and status a culmination of an individual struggle, and therefore do not support their female juniors' ascent to leadership. Women tend to be less aggressive than men in applying for the big jobs they want; only applying if they have all the required papers. When it comes to pay negotiations, they are reluctant to appear aggressive and so lose out on this score too (Wade, as cited by Budworth and Mann, 2010: 177-186)

And going indicates a need to ensure gender parity as well as the creation of enabling environments for women to access and stay in leadership. A number of recommendations towards this end are deliberated.

2.12 Chapter summary

This chapter has focused on the literature review that supports this study. This report is detailing information regarding women in leadership. The barriers as to why women under represent themselves to their men counterparts. Looking at perception of women leaders, self-image, social responsibility and women development and gender differences as well as strategies aimed at achieving gender balance. This chapter provides critical evaluations of these barriers in relation to the research problem being investigated. The following chapter will focus on barriers encountered by women in career development, including self-image as barrier to women advancement, non-existence of assertiveness as a barrier to women advancement, limited career orientation as a barrier to women development

CHAPTER 3:

BARRIERS ENCOUNTERED BY WOMEN IN CARRER DEVELOPMENT

3.1 Introduction

This chapter focuses on individual factors as barriers, organizational aspects as barriers, home related barriers, globalization, lifestyle conflicts, stereotyping, and gender role development. This chapter discusses on how these factors impact the success of a woman.

3.2 Poor self–image as a barrier

According to (Morgan,King&Robison,1981:531) the term self has two distinct meanings, namely ,the self an object and the self as a process. The self as an object has to do with people attitudes about themselves, their picture of the way they look and act, the impact they make on others, their traits and abilities, their foibles and weaknesses. The same authors again point out clearly that the second set of meanings relates to the psychological processes which are the executive functions, the processes by which the individual manages and copes, thinks, remembers, perceives and plans. The forgoing to explain how in the course of time, a person comes to perceive him-self or herself.

According to (Woody,1994:22) Compared to several decades past, women have made leaps in terms of advancing toward senior management positions previously controlled by men in the public sector. However, career development opportunities for women still pause noticeably. (Weiss,1999:201) estimates.

That although women in developing spheres of government make up almost half of the entire workforce, only 5 percent of them are situated in top management positions. An irritating fact is that while there seems to be equal opportunities for men and women in entry-level positions, the road towards the more senior levels positions are unfortunately blocked for women. Although is unquestionable that the greater workforce composition of women is one of the most positive social changes in the public sector, struggle for equal opportunity persist as women are still excluded from the top positions in the organizational hierarchy (Weiss, 1999:255)

Wall (1996:104) also discussed the status of women in the corporate world. The status was developed as a description of the complex barriers that block women's opportunities to break through the top levels in the organization. This status is especially evident when one looks at rarity of female senior managers in organizations of virtually all disciplines.

It has been indicated that there are several barriers that hindered women in order to achieve their full potential within the career hierarchy. The same study confirmed that “gendered” structural and organizational barriers prevented women from attaining the most senior management positions in several companies. Moreover, it lamented on the so-called

“hegemonic masculinity” that is pervasive in the organizational culture in corporate America (Woody & Weiss, 1994: 133)

Many studies have reported on the various barriers that women encounter during professional advancement. A report by women's group Catalyst (1994:44) listed the most common barriers identified by mid-level managers that prevent them from advancing further into the top-level positions. These barriers include:

- Stereotyping and preconception about suitability for leadership positions;
- Exclusion from informal networks of communication;
- Absence of effective management training for female employees;
- Failure to hold upper level managers accountable for developing and advancing women;
- Inadequate appraisal and compensation systems, leading to inequities in salaries;
- Inflexibility in defining work schedules; and
- Absence of programs that enable employees to balance work/non-work responsibilities. (Shinew, 199: 42-43)

The work of researchers (Henderson and Bialeschki, 1995:55-56) has been influential in comprehensive studies that aim to identify the different barriers that women face in their pursuit of upward career mobility. They conducted a nationwide survey among women practitioners in the recreation and leisure industry. The researchers grouped the different barriers into three broad categories: individual, organizational, and home/family. By examining career patterns, family situations, career satisfaction, and equity in the workplace issues, they found that stereotyping and gender-based discrimination remains the greatest barrier for women that prevent them from advancing to the top tier of the corporate ladder. More than half of them also reported being sexually harassed. Other identified barriers include the lack of training, lack of mentors, and women's exclusion from “male-only” networks.

Another study by (Frisby and Brown 1991:11) surveyed 30 women mid-level managers belonging to leisure-oriented organizations in order to examine their career experiences as they struggled their way to the top. Consistent with previous findings, women in middle management reported that the most common barriers they encountered from advancing in their careers include career interruptions due to pregnancy or family issues, the lack of role model and mentors, the lack of support from senior executive to promote women, exclusion gender stereotyping, personal factors, and exclusion from male-dominated social networks.

(Frisby, 1992:15) did a follow-up study to examine in a more comprehensive manner the factors that hinder the career development of women in leisure organizations. Using a descriptive-quantitative design, Frisby grouped the various barriers reported by women managers that have influenced their career direction and mobility. There were legislative

factors such as gender discrimination, pay equity, and laws on sexual harassment; organizational factors such as patriarchy, exclusion from networks, flexible work options, difficulty in dealing with male-dominated organizational culture, lack of training and mentoring opportunity; and individual factors such as gender, education, and geographical mobility; and lastly, family factors that include lack of support from spouse and difficulty balancing work-family responsibilities.

Due to the complex and varied nature of identified barriers for women, studies by Henderson & Bialeschki (1995:57) have grouped these barriers into three categories:

- Individual factors;
- Organizational/Structural factors; and
- Family or Home-related factors

3.3 Individual factors as barriers

Individual traits and skills are often attributed for laggard career advancement among females. Individual factors such as age, educational attainment, skills, experience, proficiency, or ability are related to advancement. Some express that women lack the necessary attributes such as assertiveness, motivation, or networking skills to advance in careers (Vecchio, 2002; 19).

Morrison, Greene and Tickler (1999:200) argue that the simple fact of “being female” thus becomes a potent barrier for career advancement among women. For instance, there is a double standard when it comes to appreciating leadership in females opine that when women display competence in leadership; they are viewed negatively while men who visibly lead are appreciated. Similarly, succession in vacated executive positions is usually based on the gender or the job. Since most senior executive positions are dominated by males, women are immediately excluded from consideration. Moreover, females are placed in “traditionally-female” positions such as staffing and human resources and cannot be promoted to higher positions that are “traditionally-male” in nature. Age can also be a barrier as individuals who are deemed “too young” or “too old” may not be deemed suitable for senior executive positions.

3.4 Organisational factors as barriers

Woody & Weiss (1994:21) indicated that most research studies conclude that the biggest barriers to career advancement among women are beyond their personal

Control. The Glass Ceiling Commission indicts organizational and structural barriers as the most predominant barrier toward women's upward climb in the career ladder

Bergmann (1986) opined that organizational structures specifically job assignments are designed to prevent women from ascending to the top. Job assignments are considered to be

the primary route for career advancement. Organizational structures “steer away” women's potential for upward mobility by confining them to work roles that are considered to be “women's occupations.” Bergmann cites a study by Forbes that the quickest way to the top of corporations is placement in functional areas or crucial job assignments that lead to the accomplishment of critical organizational tasks (Weiss, 1994:88).

(Klenke1996:1) suggests that women face an exclusion policy that prevents them from penetrating the “old boys” network. Access to such networks is considered significant step to gaining upward mobility in organizations. One can access information and learn more about the organization not possible in regular communication channels.

Another barrier cited by women is the lack of mentoring opportunities from male superiors. For instance, (DreherandCo, 1996) found that females find it difficult to gaining formal mentors who are male .If they do find a male mentor ,they also face challenges in the course of the mentoring relationships especially in relation touts nature and possibility of misinterpretation. Some female manager seven report being subjected to sexual harassment.

(CooperJackson,2001:15) contends that the scarcity of women role models is another perceived barrier toward advancement. Organizational leadership is predominantly patterned after the male form of leadership. Since acquiring senior executive positions are blocked, developing women role models that would inspire and motivate women and neutralize male-dominate culture in the organization becomes challenging. Moreover, because women lack opportunities for role modeling or mentoring relationships, they often fail top and their career and build effective networking strategies.

There laity of stereotyping has been found to affect women's career advancement deeply. Because of gender stereotyping, women feel isolated and discouraged because they perceive themselves unable to blend well or fit in with the patriarcha.

(Davidson and Cooper 1997:6) report that gender stereotyping in the organization leads to higher stress levels among women than men .This is because gender stereotyping often pressures women to exert extra effort or to work harder and perform better than their male counterparts in order to prove themselves equal to them. Women tend to believe that in order to achieve their career goals; they have to over-perform to counter the effects of negative gender stereotyping. Even when women are promoted and do acquire senior executive status, there is a prevailing norm that they have to perform even better than their male colleagues to prove themselves worthy of the position.

Powell and Butterfield (2001:22-21) state that stereotyping also leads to social isolation among female managers and their heavy dependence on formalized relationships for career advancement. Female managers put a prime on their professional portfolio and credentials

when they pursue promotional opportunities whereas men can depend on informal networks to advance in their careers.

Collinson and Hearn (2001:22-21) believe that unless the patriarchal nature of institutions are broken down, women will find it difficult to advance their careers in what is considered male territory. They define patriarchy as a process and a context through which males up remake is promoted by men and institutions. Patriarchy is a stumbling block for women because it “controls access to hierarchical power and characteristics of knowledge claims” Collinson and Hearn, (2001:23). In this environment, cultural practices and information flow signify male authority, hence, placing women as mere subordinates to men.

However, the problem with patriarchy’s that it is a “complementary process” that is legitimized by both women and men and forms part of the organizational culture .In this manner, male dominance becomes a self-perpetuating phenomenon in organizations. Moreover, Collison and Hearn (2001:24) opine that executive culture is a male realm. They believe that women are not accepted wholly in to the workforce.

But are merely tolerated. Hence, the notion of “patriarchal elitism” especially into executive culture is widespread. (Pringle, 1999:8) contends that female managers lack access to networks, trainings, and mentoring programs because they are usually gender-based and male- gendered. The domination of men in organizations is sustained with constant identification with one another. Perpetuating a gendered organizational culture leaves women managers isolated and places them in a situation where executive leadership feels very much like engaging inconstant “physical combat”(Sinclair, as cited in Pringle, 1999:10).

3.5 Home-related factors as barriers

The barriers that women encounter extend far beyond the confines of the workplace to the home. For many female managers, the home environment presents several obstacles that must be overcome in order to achieve upward mobility (Pringle, 1999:11-12)

One obstacle is that some women managers, especially, those with families, experience the so-called “second shift syndrome” where they must work on the first shift in the workplace and continue on the second shift in the home environment. The burden of juggling work-related goals with family responsibilities is a serious concern for some women. Women who find themselves in this circumstance are also called “dual career women” where performances at work and at home are necessary. To perform this balancing act between professional development and personal life may prove too difficult for some women in many ways. Some of them eventually may find inadequate support from their respective families to pursue career advancement goals. (Pringle, 1999:15)

A 1995 survey by recruiting company (Robert Haff and Associates ,1995:9) found that more than 80 percent of women managers who were interviewed preferred a job that featured more flexible hours, provided more family time, and slow-paced advancement than grueling jobs that featured rapid career mobility. In a sense, because of additional responsibility at home and with their families, women do not perceive career mobility as “a methodical rise to power” (Aburdene & Naisbitt, as cited in Pringle, 1999:43). Unlike the men, women do not focus on the singular objective of professional advancement but struggle to “do it all” and come up with more creative ways to reap professional success.

Research also reports that women managers continue to bear the brunt of carrying the “double burden” of family and work. They have to be successful equally in the home and at work. In the home environment, they need to assume the manifold tasks of wife and homemaker and struggle to become equals with men in the workplace at the same time. Sue Newell opines that so long as women continue to juggle these dual roles, they may never achieve the parity they need and deserve in relation to men in the work environment (Newell, 1992:109).

However, studies have also found the home and family-related barriers do not necessarily interfere with motivation and career success among many women. The problem with having the additional burden of family responsibility for women is that it is viewed as a negative thing. Research has suggested that many companies look at women with home-related commitments with disfavor (Swiss & Walker, as cited in Pringle, 1999:44-45). What is worse is that some women may even be penalized career-wise for having commitments outside of the professional realm. Having marital and family responsibilities may not interfere in terms of commitment among women but these factors might slow down the promotional opportunities of woman managers. Some women have reported that the workplace was inviting and conducive to success when they were single and changed considerably to a more unwelcome environment when they got married and had children.

In an article, management expert Douglas (T. Hall, 1990:22) suggested that in order to provide more access for women in terms of career advancement, companies need to come up with strategies that promote balance between work and family responsibilities. Among the strategies he recommends were more flexible work schedules and expanded use of home-based work option

3.6 Assertiveness as a barrier to woman advancement

According to (Grogan 2002:26) women must take their demands and their claim along with others, make them powerfully and passionate, stereotyping and discrimination can be effectively eliminated. (Ouston 2003;9) laments the fact that women have difficulty in developing an authoritative voice. They tend to be modest about their achievements and

knowledge and to only speak assertively when concerned about others. It has been indicated that women lack of assertiveness on issues affecting them. A result of their inclination to be caring, loving, tolerant, sympathetic, patient, accommodative and passionate even events and circumstances demand otherwise.

Back and Back in Armstrong (1991:27) define assertiveness as standing up for your own rights in such a way that you do not violate another person's rights. Expressing your needs, wants, opinions, feelings and beliefs in direct, honest and appropriate ways. It has been alleged that women lack this very important aspect of leadership, hence, it, is regarded as one of the barriers that count against them when candidates are considered for promotions. McCulloch (1984;14) further brings that when the roles of women are considered in social life, they are characterised as passive and emotional. In other words, the perception boils down to the simple conclusion that two men are driven by emotions and passiveness instead of such important leadership ingredients as decisiveness, honesty, fairness, curiosity and adventure.

It has been indicated that women are less curious, adventurous and inquisitive to explore new terrains. Waitleys (1996:1) presented the assumptions that regard women as lacking assertiveness as follows:

- Women tend to be aggressive instead of being assertive
- Women tend to be apologetic when they are expected to be decisive
- Women become easily angry when they should be calm
- Women are inclined to wonder when they should be focussed and
- Women tend to become negative when they should be positive clearly, all these assumptions show that men and women are not the same, however exist as they do in order to complement one another in whatever they do.

Graig (1994:504) indicated that women respond in more detail than men, they seemed to be more deeply involved with interpersonal relationships. Women consider reciprocity most important in their real friendships, while men tend to choose their friendships on the basis of similarity. Government also needs a partnership in its departments of learning if maximum peace, security and harmony are to eventuate like it is the situation in families where equality, fairness and collaboration exist between males and females.

To reiterate, an ideal arrangement would be, where the Director would be a man and the deputy director should be a woman. For this arrangement, although uncommon, seems to have merit as an approach for addressing problems Government is experiencing in many of its departments of development, especially that leadership is still traditionally perceived as some sort of dominance or control over subordinates. (Kerk , 1993:153) . A balanced and sound governance structure of leadership that representative of all affected is desirable, if the

potential the country is harboring, is to be maximally unlocked for the benefit of all its inhabitants.

3.7 Globalization

Globalization presents many new barriers for women. Senior level managers and top executives now have even more responsibility and higher expectations than before. Due to the time pressures and relocations of many businesses, top executives have had to move to new towns, cities, and countries. This presents a large barrier for many women with families and a working spouse or significant other (Wellington, Kropg, & Gerkovich, 2003: 60). Perhaps more surprisingly, the largest problem, however, has not been family issues; it has been adoption of new cultures and social norms. While the natural ability of women to adapt is higher than that of men, a large number of women have been unable to accept the culture shock and fail in their new environments. Similarly, women may also experience resistance in other cultures to female leadership. Many countries will simply not deal with a women executive because of their beliefs and perceptions that women are incapable of doing business effectively (Strout, 2001:15).

3.8 Internal motivation

Many senior executive and top management claim that women simply do not have a desire to excel in their current job positions. However, a recent study indicated that 55% of women not in management positions desire to be in the top most levels of their organizations. (Annis, 2008:6) finds many women lose their drive to excel due to the many obstacles met along the path of becoming a manager. These obstacles include discrimination, stereotyping, prejudice, family demands, and lack of opportunities (Emory, 2008:71).

3.9 Life-style conflicts

For many women, in addition to the roles they hold in their companies, they remain the primary caretakers for their families (Hughes, Ginnett, & Curphy, 2009:32-33). As the time constraints and demands of a job become more important upon, promotion forces many women to choose between family and career. According to (Jack and Suzy Welch, 2007:38), very few women CEOs and women executives have children due to the affect it would have on their career. Conversely, many women have voluntarily left their jobs due to family decisions (Baxter, 2000;100 Wallace, 2008:202). While a decreasing number of women are taking pregnancy or childcare leaves, 32% of women still leave their jobs once they have children. Also, once a woman has children she is much more reluctant

3.10 Stereotyping and leadership styles

Past perceptions of leadership skills, competence, and assertiveness may hinder the ability of women to succeed in management. Many companies associate masculine characteristics with success and achievement. These include assertiveness, aggressiveness, and task-oriented leadership abilities (Jogulu & Wood 2006;11 Envick, 2008:55). Other stereotypes of women include the expectation of being modest, quiet, selfless, and nurturing (Eagly & Carl, 2003:111).

These simple characteristics may be seen as non- executive material. Entities desire a leader who will execute, take criticism, and do what is best for the company at all cost (Nelson & Levesque 2007:15).Leadership styles are closely associated with common perceptions and stereotypes of women leaders (Goff, 2005:52; Henderson, 2004:24). In early 1990 studies found that men emerged as task-oriented leaders more frequently than women who emerged as social leaders more frequently than men (Marrujo & Kliender, 1992:2). Due to the demands of leadership positions, it became a socially accepted tendency for men to assume leadership because their task-oriented style was more widely accepted (Ryan & Haslam, 2007:22). As time moved on, the social leadership style of women was more accepted and valued in some circumstances (Jogulu &Wood, 2006:42)

It has been noted by (Jogulu &Wood, 2006:49-50)study of leadership topics has been a fascinated historians and social scientists for centuries, and more recently resulted in enormous amounts of research on the subject. Nevertheless, one cannot find a generally acceptable universal-comprehensive theory of leadership. Instead, one finds competing theories emerging from several behavioural disciplines. State it appears there are three broad leadership theory categories reflecting the research and opinion on the topic, including trait, personal-behavioural, and situational theories.

One of the most comprehensive inquiries into personalities and leadership issues is the “Big Five” personality traits. The five factors include openness, conscientiousness, extraversion, agreeableness, and neuroticism. Cross-cultural researched has concluded there is a universal pattern of sex differences on responses to the Big Five Inventory. (Jogulu &Wood, 2006:51-52)

Women consistently report higher neuroticism and agreeableness, and men often report higher extraversion and conscientiousness. Sex-based differences in personality traits are larger in prosperous, healthy, and egalitarian cultures in which women have more opportunities that are equal to those of men. (VonGlinow, 2006;22 (Wikipedia On the other hand, Likert, 1999:1) building on the findings of the Survey Research Centre and the Research Centre for

Group Dynamics describes five conditions for effective leadership behaviour. The items include:

- a) Principle of Supportive Relations,
- b) Group Method of Supervision,
- c) High performance goals,
- d) Technical knowledge, and,
- e) Coordinating, scheduling, and planning

3.11 Create safe “identity workspaces”

In the upper tiers of organizations, women become increasingly scarce, which heightens the visibility and scrutiny of those near the top, who may become risk-averse and overly focused on details and lose their sense of purpose. (In general, people are less apt to try out unfamiliar behaviours or roles if they feel threatened.) Thus a safe space for learning, experimentation, and community is critical in leadership development programs for women (Jogulu & Wood, 2006:62-63)

Consider performance feedback, which is necessary for growth and advancement but full of trip wires for women. In many organizations 360-degree feedback is a basic tool for deepening self-knowledge and increasing awareness of one’s impact on others—skills that are part and parcel of leadership development. But gender stereotypes may colour evaluators’ perceptions, subjecting women to double binds and double standards. Research has amply demonstrated that accomplished, high-potential women who are evaluated as competent managers often fail the likability test, whereas competence and likability tend to go hand in hand for similarly accomplished men. We see this phenomenon in our own research and practice. Supervisors routinely give high-performing women some version of the message “You need to trim your sharp elbows.” Likewise, we find that participants in women’s leadership development programs often receive high ratings on task-related dimensions, such as “exceeds goals,” “acts decisively in the face of uncertainty,” and “is not afraid to make decisions that may be unpopular,” but low ratings on relational ones, such as “takes others’ viewpoints into account” and “uses feedback to learn from her mistakes.” We also frequently encounter women whose performance feedback seems contradictory: Some are told they need to “be tougher and hold people accountable” but also to “not set expectations so high,” to “say no more often” but also to “be more visible,” to “be more decisive” but also to “be more collaborative (Jogulu & Wood, 2006:67-69)

Creating a safe setting - a coaching relationship, a women’s leadership program, a support group of peer - in which women can interpret these messages is critical to their leadership identity development. Companies should encourage them to build communities in which

similarly positioned women can discuss their feedback, compare notes, and emotionally support one another's learning. Identifying common experiences increases women's willingness to talk openly, take risks, and be vulnerable without fearing that others will misunderstand or judge them. These connections are especially important when women are discussing sensitive topics such as gender bias or reflecting on their personal leadership challenges, which can easily threaten identity and prompt them to resist any critical feedback they may receive. When they are grounded in candid assessments of the cultural, organizational, and individual factors shaping them, women can construct coherent narratives about who they are and who they want to become Jogulu & Wood (2006:70-71)

3.12 The importance of leadership purpose

How women are perceived- how they dress, how they talk, their "executive presence," their capacity to "fill a room," and their leadership style- has been the focus of many efforts to get more of them to the top. Voice coaches, image consultants, public-speaking instructors, and branding experts find the demand for their services growing. The premise is that women have not been socialized to compete successfully in the world of men, so they must be taught the skills and styles their male counterparts acquire as a matter of course Jogulu & Wood (2006:73-74)

3.13 Career orientation as a barrier to woman development

According to Camerer (2000:12) in the face of many barriers women have to overcome, it must be borne in mind that women in reality have practically no career orientation opportunities available to them. They are also experiencing a pronounced absence or lack of appropriate role models. Linton (2002:6) argues that children who are not loved do not live. In a nutshell for a woman to prosper, government should do more to release them from traditional beliefs, prejudices, stereotypes and biases that still regard women as inferior beings fit only to stay at home as housewives and mothers.

Mbowane (2001:18) indicated that education is the key, without it life is dark and finally restricted. Therefore, the preparation of women for meaningful and responsible participation in senior management positions should be offered by the government.

He also pointed out that women should be given the support, training and exposure they need to do their respective jobs accordingly.

It has been observed that the top two barriers encountered by women in career development towards senior management positions in government were lack of career guidance and exclusive networks by inflexible working practices and lack of training provision (Linton 2000:3).

Some significant gender difference occurred with respect to inflexible working practices (32% women and 21.4% of men). There were no other significant differences between men and women in government in terms of perceptions in career barriers.

In the Western Cape government, high proportions of women claimed to have experienced exclusive network (56.1%) and prejudice of colleagues (39.6%). These were chosen over other barriers such as lack of career guidance, lack of training education. Lack of confidence was also a problem for 36% of women. Highly significant gender differences emerged with respect to exclusive networks and prejudice of colleagues and it has been noted that there is only 8% of women claimed no barriers (Linton, 2003; 55).

(Betz 1994:22) indicated that career choice and flexibility have not been luxuries that many women have enjoyed. Though the world is changing at a rapid pace, careers for women continue to crawl towards advancement. Researchers in career development have identified barriers that may explain the complicated nature of these career hurdles. Knowledge of these barriers may aid women in coping with current working conditions

3.14 Gender-role development

According to Betz (1994:33), career socialization of women from birth has emphasized family and the responsibilities of motherhood. "From early childhood throughout life, many women are exposed to pervasive messages that a woman's life should revolve around taking care of others and that her career plans are somehow superimposed on this primary obligation" (Cook, 2002:19). As a result of these early gender socializations, (Gottfredson, 1996:55) claims that the role of gender becomes the most significant aspect of career decision making . Women find it less difficult to enter into a profession that fits their assigned gender, regardless of personal interests or abilities.

3.15 Employment inequities

Along with socialized internal barriers, external barriers are very real in today's workforce. Women deal with discrimination, sexual harassment, and a lack of professional and personal mentorship (Coogan, 2007:44). In 1999, Statistics Government reported that women working full time earned 70% of the average annual salary of men (Matlin, 2004:20). Matlin also found that 50% of women who filed complaints of sexual harassment with a state enforcement agency were fired and another 25% resigned due to the pressures associated with the complaint or the harassment itself. Regarding lack of mentorship, Coogan reports that the benefit of mentorship is available to most men in the workplace, but not available to most women (Coogan, 2007:61). Without mentorship, it becomes more difficult for women to maneuver the career waters. According to (Ragins 2002:13), mentors can serve to buffer women from discriminatory selection and treatment.

3.16 Work-family balance

In 1987, Betz and Fitzgerald claimed that marital and family status was the most consistent predictor of women's career orientation and innovation. More than 20 years later, women still struggle to balance work and family. Schreiber describes work and family roles as sequential responsibilities for men and simultaneous responsibilities for women (Betz 2000:109). According to this idea, men may be able to easily separate work and family life, while women have to constantly juggle both sets of responsibilities, taking each into account at all times. Because of this constant balancing act, there are times when one set of responsibilities must out way the other, causing career interruptions.

(Cook, 2002:229) surmise that many women who make the choice to have a family, essentially forfeit advanced achievements in many careers because they are no longer considered serious about their work, or they must struggle to update their knowledge and skill. If this is the traditional standard, it would be correct to acknowledge that family interruptions may certainly become a "career liability for women".

3.17 How do women respond to barriers?

According to (Lang, 2012:2) Women can perpetuate the barriers to their advancement by choosing to respond to difficulty in unhelpful ways. If a woman sees or experiences a barrier, she may respond by internalizing it inappropriately, by rationalizing it through sense making, or by avoiding the career altogether. Contrariwise, the perception women do not advance because they shrink from opportunity.

It has been highlighted that when women experience discrimination in the workplace, particularly on-going delicate forms of discrimination, they tend to internalize the incidents and take responsibility for what went wrong. This is because women in senior positions tend to hold to high standards of meritocracy, the belief that circumstances are largely a result of one's own actions (Barreto, Ellemers, Cihangier, & Stroebe, 2009: 110).

The delicate discrimination that is more prevalent today lowers self-esteem. Women in these situations observe implied or vague barriers such as being ignored, overlooked, or resisted. When this happens, they try to figure out what went wrong and take personal responsibility for the incident. This approach does not address the underlying issue if their treatment comes from a colleague or if a superior is discriminating against them in subtle ways, such as not inviting them to a meeting, ignoring them in a conversation, or overlooking a suggestion. If a superior discriminates against them in blatant ways, on the other hand, such as making overt statements that women belong in certain roles or restricting educational development to men, the discrimination is easier to resist (Barreto, Ellemers, Cihangier, & Stroebe, 2009:109).

Reduced confidence in their abilities perpetuates women's feelings of inferiority and creates a self-fulfilling effect. Additionally, studies into women's response to breaks in the corporate contract show interesting facts on how women respond to barriers. Corporate contracts are the unwritten beliefs held by employees about what has been promised to them by their employers, such as increasing pay, job security, training, and promotion (Hamel, 2009: 235). Sense making involves the rationalizing of incongruent information and events).

Research has found that women, who are treated unfairly, particularly when the anticipated advancement or increased compensation is not actualized, will seek information, make attribution for the barriers, make sense of the incongruence, and then act in one of four ways.

According to Hamel (2009:250), these actions are to leave quietly, leave while voicing their objections to the discrimination, remain at work and be silent, or remain at work and try to raise awareness to the problem. Although the latter is best to initiate potential change, it is also the most difficult and the least frequent choice. The vast majority of women, 90%, leave quietly, which perpetuates any unresolved issues within their work environments.

A perspective of this unwillingness to raise awareness about difficult work environments is flagged by Linda Robertson, a lawyer in Vancouver, who writes a blog about legal issues in Canada. In a post from November 15, 2010, she contends that women tend to foster harmony in the workplace and resist asking for raises so that they will not jeopardize their positions. She also discusses a gender bias in which a woman who advocates on her own behalf is seen by her colleagues as pushy and overbearing (Robertson, 2010: 5).

It has been argued that another way that women respond to barriers is by avoiding careers in which a higher rate of stereotyping or discrimination will occur. These tend to be male-dominated industries, particularly those that involve skills that are traditionally considered male strengths. Math and science careers are included in this category. Women who experience insecurity about or disparaging reviews of their ability to perform mathematical and scientific tasks choose careers that avoid these tasks (Zhang, Schmader, & Forbes, 2009:134). Many of these are lucrative careers, so women's absences from them contribute to the compensation gap between the genders.

A recent argument that women do not advance because they do not try is called the "ambition gap," the perceived propensity for women to choose family before work or to shrink from opportunity. This argument has been discredited by Catalyst's report entitled, (Carter & Silva, 2011:2). The study involved over 3,000 MBA graduates who stayed on a traditional career path and did not take leave for education, personal or family reasons. It summarized the myth that women did not ask for promotions with this statement, "Women were more likely than men to ask for a variety of skill-building experiences, to proactively seek training opportunities, and to

make achievements visible, including asking for feedback and promotions” (Silva, 2011. 11). These actions were not, however, reflected in their advancement. The men and women in the research group who actively pursued advancement found different results. Twice as many men advanced to senior executive levels as women. Further, the researchers found little difference between the women who actively requested advancement and those who were less proactive in their efforts, unlike men who found significant advancement by asking for it.

3.18 Grow and maintain your network

According to an article by Nicki Gilmour, Founder and CEO of theglasshammer.com, effective network building isn’t the same as networking and it is more than just socializing. Building your network requires more than idle chit chat with nice people. Look for events to engage with your peers. “All good networks provide support but should also provide access to senior members (both men and women) in your firm,” says Gilmour.

Join a professional industry-related association to keep up-to-date with your field and to meet new people. Gain more visibility by volunteering to serve on the board or pitching in at the annual conference. Not only is it important to expand your network outside the office, it’s important to network within your organization as well. Do you have coffee or lunch with colleagues from other departments? Networking within will help keep you visible and it will help you understand what is going on in other areas of the company.

3.19 Find a mentor

Why not shorten the learning curve? Find someone who has “been there, done that.” A mentor can help guide you, connect you with other influential people, and help you over the hurdles on the way to the top. Typical developmental areas a mentor can help with include time management, stress management, prioritizing, teamwork, and communication skills.

A sponsor may be even more beneficial to your career. According to a recent Forbes article, “The New Case for Women on Corporate Boards: New Perspectives, Increased Profits,” “sponsorship is a more aggressive cousin of mentorship, involving advocating for the advancement of high-potential individuals in their careers.” Start looking within your network to identify a potential mentor or sponsor.

3.20 Whistle your own horn

Women often feel like they are bragging when sharing their accomplishments. However, if you don’t share them, who will? It can be as simple as, “I’m really excited to have just finished the ABC Project on time and under budget.” A good book to help clients overcome this fear is “Brag! The Art of Tooting Your Own Horn without Blowing It” by Peggy Klaus. The author says

that self-promotion is recognized as one of the most important attributes for getting ahead, but learning to share your talents and successes without coming across as smug or rehearsed is a tricky skill. Her techniques can help readers become great self-promoters.

3.21 Assisting other woman who fall out

For women who decide to remove themselves from the workplace to raise children or care for elderly parents, career practitioners can help these clients create a plan to maintain marketability while taking time off from paid employment. Encourage your clients to stay in contact with former colleagues and maintain membership in an industry-related professional association. Help them explore volunteer options or part-time or contract work to keep their skills up-to-date.

3.22 Summary

Although women are generally perceived to have made great strides towards equality in achieving senior positions, the fact remains that women still do not share equal representation in these roles. Executive women are atypical. Complex, pervasive and ongoing barriers limit the progress of millions of women who wish to move into positions of power. The structural, prejudicial, and discriminatory hurdles these women face are often subtle and misunderstood, creating a complex, pervasive, and multi-faceted labyrinth that thwarts any progress they may make. To correct this imbalance, corporations must distinguish the research from the myths and act accordingly

CHAPTER 4: RESEARCH DESIGN

4.1 Introduction

This chapter represents the methodology of the study. It starts by describing the preliminary study and trial visits which a researcher did prior get on the main research. Then it discusses the research design and research area which comprises Barriers encountered by women in career development. This includes a discussion of women in leadership, strategies aimed at achieving gender balance in leadership positions, Perception of women in leadership. It signifies the research design, population under consideration, sampling design, data collection methods, research procedures and the methodology that the researcher working in the study.

4.2 Research

A number of explanations of research have been suggested by different scholars and researchers, working in different fields. According to (Thornhill, 2003:176) research is something that people undertake in order to find out new things in a systematic way, thereby increasing their knowledge. Oxford Advanced Learner's Dictionary of Current English (1986:720) defines research as systematic investigation undertaken in order to discover new facts, get additional information.

From the explanations of research proved above, it follows that is a planned activity, aimed at establishing new facts and information about a particular phenomenon.

The research process involves the identification of a particular problem or area of interest, translating that problem into a research problem, collecting data, analysing the data and reporting the findings of the research.

4.3 Research design and methodology

According to (Du Plooy – Cillers, 2004:690) the two concepts research design and research methodology need to be clarified firstly, in order to clear the confusion that is often associated with their usage, particularly by the emerging researchers. Each of these concepts is presented

as a compound word, with the concepts design and methodology attached to the noun research. It is appropriate to first answer the question. "What is research?"

4.3.1 Research methodology

The research method is a strategy of enquiry, which moves from the underlying assumptions to research design, and data collection (Myers, 2009:103).

Although there are other distinctions in the research modes, the most common classification of research methods is into qualitative and quantitative. At one level, qualitative and quantitative refer to distinctions about the nature of knowledge: how one understands the world and the ultimate purpose of the research. On another level of discourse, the terms refer to research methods, that is, the way in which data are collected and analysed, and the type of generalizations and representations derived from the data (Meyers, 2009:225)

Quantitative research methods were originally developed in the natural sciences to study natural phenomena. Qualitative research methods were developed in the social sciences to enable researchers to study social and cultural phenomena. Research methodology and design quantitative and qualitative research studies are conducted in education. Neither of these methods is intrinsically better than the other; the suitability of which needs to be decided by the context, purpose and nature of the research study in question; in fact, sometimes one can be alternatives to the other depending on the kind of study. Some researchers prefer to use mixed methods approach by taking advantage of the differences between quantitative and qualitative methods, and combine these two methods for use in a single research project depending on the kind of study and its methodological foundation (Bryman and Burgess, 1999:45).

Qualitative research is naturalistic; it attempts to study the everyday life of different groups of people and communities in their natural setting; it is particularly useful to study educational settings and processes. "qualitative research involves an interpretive, naturalistic approach to its subject matter; it attempts to make sense of, or to interpret,

naturalistic approach to its subject matter; it attempts to make sense of, or to interpret, phenomena in terms of the meaning people bring to them (Denzin and Lincoln, 2003:119).

According to (Domegan and Fleming 2007:98) "Qualitative research aims to explore and to discover issues about the problem on hand, because very little is known about the problem. There is usually uncertainty about dimensions and characteristics of problem.

According to (Myers, 2009:230), qualitative research is designed to help researchers understand people, and the social and cultural contexts within which they live. Such studies

allow the complexities and differences of worlds-under-study to be explored and represented (Philip, 1998:267).

In qualitative research, different knowledge claims, enquiry strategies, and data collection methods and analysis are employed (Creswell, 2003: 259). Qualitative data sources include observation and participant observation (fieldwork), interviews and questionnaires, documents and texts, and the researcher's impressions and reactions (Myers, 2009:240).

Data is derived from direct observation of behaviours, from interviews, from written opinions, or from public documents (Sprinthall, Schmutte, and Surois, 1991:101). Written descriptions of people, events, opinions, attitudes and environments, or combinations of these can also be sources of data. An obvious basic distinction between qualitative and quantitative research is the form of data collection, analysis and presentation. Research methodology and design 303 presents' data as descriptive narration with words and attempts to understand phenomena in "natural settings". This means that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them." (Denzin and Lincoln, 2000:3).

Quantitative research makes use of questionnaires, surveys and experiments to gather data that is revised and tabulated in numbers, which allows the data to be characterised by the use of statistical analysis (Hittleman and Simon, 1997 :31). Quantitative researchers measure variables on a sample of subjects and express the relationship between variables using effect statistics such as correlations, relative frequencies, or differences between means; their focus is to a large extent on the testing of theory. (Stake,1995: 51) describes three major differences in qualitative and quantitative emphasis, noting a distinction between: explanation and understanding as the purpose of the inquiry; the personal and impersonal role of the researcher; and knowledge discovered and knowledge constructed (Page 37).

Another major difference between the two is that qualitative research is inductive and quantitative research is deductive. In qualitative research, a hypothesis is not needed to begin research; it employs inductive data analysis to provide a better understanding of the interaction of "mutually shaping influences" and to explicate the interacting realities and experiences of researcher and participant (Lincoln and Guba, 1985:15).

It allows for a design to evolve rather than having a complete design in the beginning of the study because it is difficult if not impossible to predict the outcome of interactions due to the diverse perspectives and values systems of the researcher and participants, and their influence on the interpretation of reality and the outcome of the study. However, all quantitative research requires a hypothesis before research can begin. (Lincoln and Guba, 1985:30).

Table 4.3.1 below shows a summary of major differences between quantitative and qualitative approaches to research.

Orientation	Quantitative	Qualitative
Assumption about the world	A single reality, i.e., can be measured by an instrument	Multiple realities
Research purpose	Establish relationships between measured variables	Understanding a social situation from participants' perspectives
Research methods and processes	- procedures are established before study begins; - a hypothesis is formulated before research can begin; - deductive in nature	Flexible, changing strategies; - design emerges as data are collected; - a hypothesis is not needed to begin research; - inductive in nature.
Researcher's role	The researcher is ideally an objective observer who neither participates in nor influences what is being studied.	The researcher participates and becomes immersed in the research/social setting.
Generalizability	Universal context-free generalizations	Detailed context-based generalizations

4.3.2 Research design

According to (Mouton, 1996: 160) Research design can be thought of as the logic or master plan of a research that throws light on how the study is to be conducted. It shows how all of the major parts of the research study– the samples or groups, measures, treatments or programs in an attempt to address the research questions. Research design is similar to an architectural outline.

The research design can be seen as actualisation of logic in a set of procedures that optimises the validity of data for a given research problem. According to (Mouton 1996: 175) the research design serves to "plan, structure and execute" the research to maximise the "validity of the findings".

It gives directions from the underlying philosophical assumptions to research design, and data collection. (Yin, 2003:7) adds further that "colloquially a research design is an action plan for getting from here to there, where 'here' may be defined as the initial set of questions to be answered and 'there' is some set of (conclusions) answers" (Page19).

From a meta-analysis of research topics and methodologies in South Africa, (van der Westhuizen 2002 :22) found that the most typical application of qualitative research in instructional technology seems to be that of case studies. This Researcher investigated 24

dissertations at Masters and Doctoral levels at the UB library and found 19 of them Chapter 4: Research methodology and design

4.3.3 Research method

Methods are, according to (Eriksson and Kovalainen , 2008:85), specific ways that can be used in research in order to understand the world better. Methods are often divided into methods of data collection and methods of data analysis. Methodology, on the other hand, is sometimes called the philosophy of methods and provides a guide for the research process and research design.

This is a mixed methods research study of the variables related to barriers encountered by women in their work places and their contribution to the improvement of their career developments towards senior management levels. Given this focus the literature reviews and questionnaire were used to collect data. According to (Van der Merwe 1996:290), in the theoretical studies these researcher produces his/her evidence to support arguments from existing facts or information.

4.3.4 Literature review

This study focuses on variables related to barriers encountered by women in career development towards senior management positions in the management industry. For this purpose, an extensive and relevant literature review was conducted in an attempt to provide a theoretical foundation for the research project. The literature review provided scientific explanations for the research question(s) and enabled me to verify findings and to compare these with the work of other researchers in the field of management.

According to (Neuman ,1997:89), a literature review is based on the assumption that knowledge accumulates and that we learn from, and build on, what others have done. Literature reviews can make various forms, namely: contextual, historical, theoretical, integrative, methodological and meta – analysis. Each type of review has a specific goal. Each type of review has a specific goal.

(Neuman ,1997:89) indicates that the goals of a literature review are: demonstrating the researcher's familiarity with a body of knowledge that already exists about the subjects of research and establishing the credibility of such knowledge, showing the path of prior research and how the current projects is linked to already completed research, integrating and summarizing what is known in and about his/ her area of research; learning from others; and stimulating new ideas.

4.3.5 Target population

According to (Cohen et al 2000:171) Target population refers to the entire group of individuals or objects to which researchers are interested in generalizing the conclusions. The target population usually has varying characteristics and it is also known as the theoretical population. (Burn & Grove,1997:236) further indicated that target population is the entire aggregation of respondents that meet the designated set of criteria.

Target population in this study constituted all women working at Old Mutual Financial Institution that encounter barriers in career development towards senior management positions. The target population was all permanent female workers with grade 12 qualifications and experience. The total number of women participated in investigation was 30 women. It was 10 managers, 15 female administrators. 2 skills coach and 3 team leaders.

4.3.6 Sampling methods to be used

There are two different methods researchers can be used to select their sample. In this case, who should be interviewed (Cohen, Marion and Morrison ,2000:44). The first method is probability. Furthermore, Cohen declares the sample taken is claimed to be representative for the entire population. The second sampling method is non- probability sampling and in this case cannot, statistically, be representative of the population. According to (Cohen, 20001: 37) the non- probability sampling technique includes five types of techniques; judgmental sampling, quota sampling, snowball sampling and convenience sampling. By using the judgmental sampling technique, the researcher selects who should participate in the study, based on what sample can contribute to the research to the research. When using the quota sample researcher uses quotas to fill the sample. When the scientist on the other hand makes uses of the convenience technology, the researcher knows how many people the sample should consist of and then Selecta who should be included on the basis of which ones are easiest to include (Cohen et al 2000:102).

The samples are understood to compromise more detailed information and high degree of accuracy as they deal with relatively small number of units.

- So the questionnaires were given only to administrators, skills coach, team leaders and operational managers;
- it included only females,
- It focused on all races between the ages of 18-40.
- No men were allowed to participate in the survey.

4.3.7 Sampling criteria

According to Rees (1997:134), inclusion criteria are “the characteristics we want those in our sample to possess”. The clients were all female employees in the Old Mutual financial

institution working on Mondays to Fridays between 08:00 and 17:00 who could speak English zulu and Isixhosa the languages the researcher is conversant with.

4.3.8 Selecting the sample

According to (Levy and Lemeshow, 2013: 8) quoted that a sample survey is well defined as an education involving a subject/ issue (or sample) of individuals selected from large population inhabitants. These quantities are then collected over all individuals in the sample to achieve summary statistics (for example sizes and equals). The above philosophies again quoted that sampling plan is the approach utilised for selecting the sample from the inhabitants. The estimation processes are the systems utilised for attaining approximations of population values from the sample data and for estimating the reliability of these population estimates. (Levy and Lemeshow, 201:8)

A report of the conducted research was meant to study and scrutinised the barriers encountered by woman towards career development in senior management in the management industry. The main instrument was to identify what are the issues eliminating women from being in leadership positions. The nature of research questions for study has revealed the necessity for identifying respondents who could provide the accurate evidence about the probed questions. It was accepted that the employees of Old Mutual Financial Institution were the suitable individuals to fulfil the need of this investigation.

Old Mutual Financial Institution was considered for the study purpose and well-defined as Institution of Investments and Financial Management. Thirty employees were chosen randomly from the organization to participate in the study. (Levy and Lemeshow, 2013 : 9) mentioned that sampling helps a lot because it selects several elements in a population and one may come positively about the whole population. At the same time sampling is not really necessary in some cases. When a researcher is sampling a small and variable population, any sample drawn may not be demonstrative of the population from which it is drawn. Questionnaire was used as an instrument of collecting data and it was explained.

4.3.9 Sample size

According (Polgar and Thomas, 2008:23) Sample size refers to the number of subjects in a study. If there is only one sample, then the sample size is designated with the letter. If there are samples of multiple populations, then each sample size is designated with the letter. When there are multiple population samples, then the total sample size of all samples combined is designated by the letter.

(Herrington et al, 2014: 589) stated that a study's sample size, or the number of participants or subjects to include in a study, is a crucial aspect of an experimental design. Running a study with too small of a sample runs numerous risks including not accurately reflecting the

population a sample was drawn from, failing to find a real effect because of inadequate statistical power, and finding apparent effects that cannot be replicated in subsequent experiments. However, using more subjects than necessary is a costly drain on resources that slows completion of studies. Furthermore, if an experimental manipulation might pose some risk or cause discomfort to subjects, it is also ethically preferable to use the minimum sample size necessary. This entry focuses on the factors that determine necessary sample size.

4.3.10 Variability

The variability of data is a crucial factor for estimating what sample size is needed. The sample sizes needed in descriptive studies are dependent on the variability of measures of interests in the population at large. If the measures of interest are narrowly distributed in the population, then smaller sample sizes might be sufficient to predict these measures accurately. Alternatively, if these measures are broadly distributed in the population, then larger sample sizes are needed to predict these measures accurately (Herrington et al, 2014: 589)

For example, suppose a group of forestry students wished to determine the average tree height on a Christmas tree farm and in an adjacent forest. All the trees on this Christmas tree farm are 4-year-old Douglas firs, whereas the trees in the forest are of various ages and species. The students could likely measure relatively few trees in the Christmas tree farm and have an accurate idea of the average tree height, whereas they would likely have to measure many more trees in the forest to determine the average tree height there. (Herrington et al, 2014: 590)

In experimental studies, the more variable data are across subjects, the more subjects will be needed to detect a given effect. One means of reducing variability across subjects and thereby reducing the sample size required to detect an effect is to use a within-subject design. Within-subject designs, or repeated testing on the same subjects across the different phases of the experiment, reduces variability across subjects by allowing each subject to serve as his or her own control. Care must be taken to control for possible carryover effects from prior testing that might influence later measures (Polgar and Thomas, 2008:23)

For example, let us suppose a researcher wishes to test the effects of a novel drug on performance on a memory task. Under baseline conditions, there is a fair amount of variability in performance across subjects, but each subject scores about the same each time he or she performs the task. Using a within-subjects design and comparing each subject under placebo and drug conditions helps control for variability between subjects and allows the researcher to use a smaller sample size than would be necessary in a between-subject design with separate placebo and drug groups (Polgar and Thomas, 2008:23) .

4.3.11 Data collection

A questionnaire was given to female employees at Old Mutual Financial Institution to fill in; the researcher gave guidance to participants where they had difficulties to understand. This research targeted at least twenty (30) employees from Old Mutual Financial Institution. This included all females regardless of they were South Africans or not because the main aim was to get their perception as they all experience barriers towards their career development at workplaces. These employees were informed that their participation was voluntary and that they were allowed to withdraw from research at any time for any reason. They were informed that they are also allowed to skip questions that they did not want to answer and that their data will be treated with full confidentiality and if published it will not be identified as theirs. Then questionnaires were taken back and used for research purposes.

4.3.12 Data analysis

According to (I Morgan, King & Robison, 1998:531) informational researchers try to develop their data through direct interaction with the phenomenon being studied. An important aspect of data analysis in qualitative case study is the search for meaning through direct interpretation of what is observed by themselves as well as what is experienced and reported by the subjects.

(Bogdan and Biklen 2003 :155) define qualitative data analysis as “working with the data, organizing them, breaking them into manageable units, coding them, synthesizing them, and searching for patterns”. The aim of analysis of qualitative data is to discover patterns, concepts, themes and meanings.

In case study research, (Yin 2003: 204) debates the need for searching the data for “patterns” which may explain or identify causal links in the data base. In the process, the researcher concentrates on the whole data first, then attempts to take it apart and re-constructs it again more meaningfully. Categorisation helps the researcher to make comparisons and contrasts between patterns, to reflect on certain patterns and complex threads of the data deeply and make sense of them.

(Strauss and Corbin, 1990: 147) discuss the process of data analysis begins with the categorisation and organisation of data in search of patterns, critical themes and meanings that emerge from the data.

A process sometimes referred to as “open coding” (Strauss and Corbin, 1990:151) is commonly employed whereby the researcher identifies and tentatively names the conceptual categories into which the phenomena observed would be grouped. The goal is to create descriptive, multi-dimensional categories that provide a preliminary framework for analysis. These emerging categories are of paramount importance as qualitative researchers tend to use inductive analysis. In some of the case studies li, the data collection and analysis can also

go hand in hand in an iterative manner in that the results of the analysis will help guide the subsequent collection of data.

(Strauss 1990: 160) then indicated Data collection and analysis inform or drive each other, with the result that the analysis becomes a higher level synthesis of the information. The iterative cycle is repeated and course design and development checked and revised as the process continues. In this study, a couple of open-ended questions were posed to female employees were required to respond in writing. In this process useful information that may be closely linked to their experiences can emerge. The individual responses were analyzed.

Table 4 .3.12 Seven (7) steps in the data analysis process

Stages in the mixed methods data analysis process	Description of each stage	Application in quantitative data analysis	Application in qualitative data analysis
1.DataReduction	Reducing the dimensionality of the qualitative and quantitative data	Via descriptive statistics, exploratory factor analysis and cluster analysis	Via exploratory thematic analysis
2.DataDisplay	Pictorially describing Both the qualitative and quantitative data	Using tables and graphs	Using matrices, charts, graphs, networks ,lists, rubrics, and
3.Data Transformation		Quantitative data are Converted into data that can be analyzed qualitatively	Qualitative data are converted into numerical codes that can be represented statistically
4. Data Correlation		Quantitative data is correlated with qualitative data	Qualitative data is correlated with quantitative data
5. Data Consolidation	Both qualitative and Quantitative data are combined to create new or consolidated variables		
6 Data Comparison	Involves comparing data from both the qualitative and quantitative		

7. Data Integration	This is a final stage, wherein both qualitative and quantitative data are integrated into either a coherent whole or two		
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4.3.13 Ensuring validity and reliability

As this study contains the use of both qualitative and quantitative research data, the impressions used to express validity and reliability are wider than those traditionally associated with quantitative research. When working with qualitative data, the impressions of trustworthiness, dependability, transferability, and credibility are also utilized (Silverman 2004:280).

According to (MacMillan and Schumacher 2001:407), validity is the degree to which the interpretations and concepts have mutual meanings between the participants and the researcher.

Reliability, on the other hand, according to (Silverman 2004:285), is the degree to which the findings of the research are independent of accidental circumstances. It is closely related to assuring the quality of field notes and guaranteeing the public access to the process of the publication of the research results. (Joppe 2001:1) defines reliability as the extent to which results are consistent over time, and are an accurate representation of the total population under study. If the results of a study can be reproduced under a similar methodology, then the instrument is considered to be reliable.

In order to ensure the validity and reliability of the content of the questionnaire, the questionnaire was reviewed by the official statisticians from the Department of Statistics at the University Of Cape Peninsula University Of Technology. The questionnaire was engaged with the Old Mutual Financial Institution Head of Office in Pinelands, Cape Town in the Western Cape Region to test their validity and reliability. The following processes for ensuring validity and reliability, legitimizing the data, and finally lending credibility to the research report were used for this study

4.3.14 Instrumentation

The survey included 30 semi structured questions that were printed and circulated to the participants at Old Mutual financial institution (Denzin, 2014: 56). (Bernard, 2013:78) suggested that semi structured questionnaire is conducive when one has one opportunity to conduct a survey with participants. The pre –established questions had guidelines that

enhanced the communication during the survey. The answers to questions were the opinions of the participants based on their work experiences. To analyse data, I used Questionnaire this questionnaire assisted in analysing the data collected from the circulation of the questionnaire with 30 employees in junior, middle, senior executive positions in the Old Mutual financial institution , head office Cape Town.

4.3.15 Questionnaire

A questionnaire is a form containing a set of questions, especially addressed to a statistically significant number of subjects, and is a way of gathering information for a survey. It is used to collect statistical information or opinions about persons. The (Oxford Advanced Learner's Dictionary 1997:952) defines a questionnaire as a written or printed list of questions to be answered by a number of persons, especially as part of a survey.

For the purpose of this study, the questionnaire formed my second data collection and its content was guided by the literature reviewed. Assistance from the Statistics Department at the Cape Peninsula University of Technology, Cape Town Campus was required, predominantly to get advice with regard to validity of items for statistical purposes. The questionnaire was directed to the 30 female employees of Old Mutual, Head Office Financial Institution. Utilization of questionnaires was worthy as the researcher managed to direct them to the expected number of participants

This was done to find out what were the barriers encountered by women in career development towards senior management positions. The questionnaire included biography, characteristics of leadership styles, Organisational policies as barriers, the women themselves as woman, problems encountered by female employees at their workplace.

4.3.16 Distribution and collection of the questionnaires

As indicated in the sample and sampling procedures described below, my target sample was the 30 female employees in the Head Office of Old Mutual Financial Institution of the Western Cape Province in Cape Town. The purpose of the questionnaire was to investigate and document the barriers encountered by women in career development towards senior management positions in management industry.

The following methods were used to distribute and collect the questionnaires:

- The questionnaires were handed delivered directly to the participants.
- Operational Manager was telephonically informed.
- All 30 female employees participated in the completion of the questionnaire

4.4 Summary

This chapter has focused on the research design and methodology that support this study. Detailed information regarding the mixed methods design, its origins, its relevance to this study and its general characteristics, were explored in this chapter. The following chapters build on from the methodological propositions made in this chapter by employing the proposed data presentation and analysis approaches to analyse the quantitative and qualitative data.

CHAPTER 5

PRESENTATION AND DISCUSSION OF RESULTS

5.1 Introduction

This chapter illustrates and predominantly discusses the results of the study which shortened and illustrated in frequency distribution charts and tables. The intention of the study as mentioned in chapter 1 was to: 1) Identify cultural structures that may be responsible for the development of women into senior manager's positions. 2) Identify women based factors that impede the progress of women in their effort to move to senior management positions. 3) Identify what the generic requirements are for an individual to raise to top management in an organization/institution.

The analysis was piloted amongst the individuals who are female managers including general staff members and project managers in Cape Town, Western Cape. A total of (66) individual in the financial institution were interviewed. The research instrument was created and distributed to a few contenders (5), and the recreated to encounter the expected standards from an instrument of questionnaire of its quality

The gadget was divided into three sections, being the following: biographical. The purpose was to assist with screening to understand the relevance of the respondents to the questions. The following dealt in detail with variables that would be measured. This was predominantly discussed in the literature review chapters.

The following last question investigated other issues that to experiences which are required to barriers encountered by women in career development towards senior management position in the management industry in Cape Town Western Cape. In terms of user friendly and qualities, Statistical Package for the Social Sciences (SPSS) was utilised for analysis and effectiveness. The section below covers in detail, the data collected and scrutinized. In the questionnaire, each question that was asked was furnished with the purpose for receiving the information.

5.2 Section a: biography

The presentation of the findings reflected back to the research question and the conclusion of the data retrieved from the participants. The questions that were asked in this section included the following: Have you attended any training in your current job? How did you obtain this position? How long have you been working in the industry?

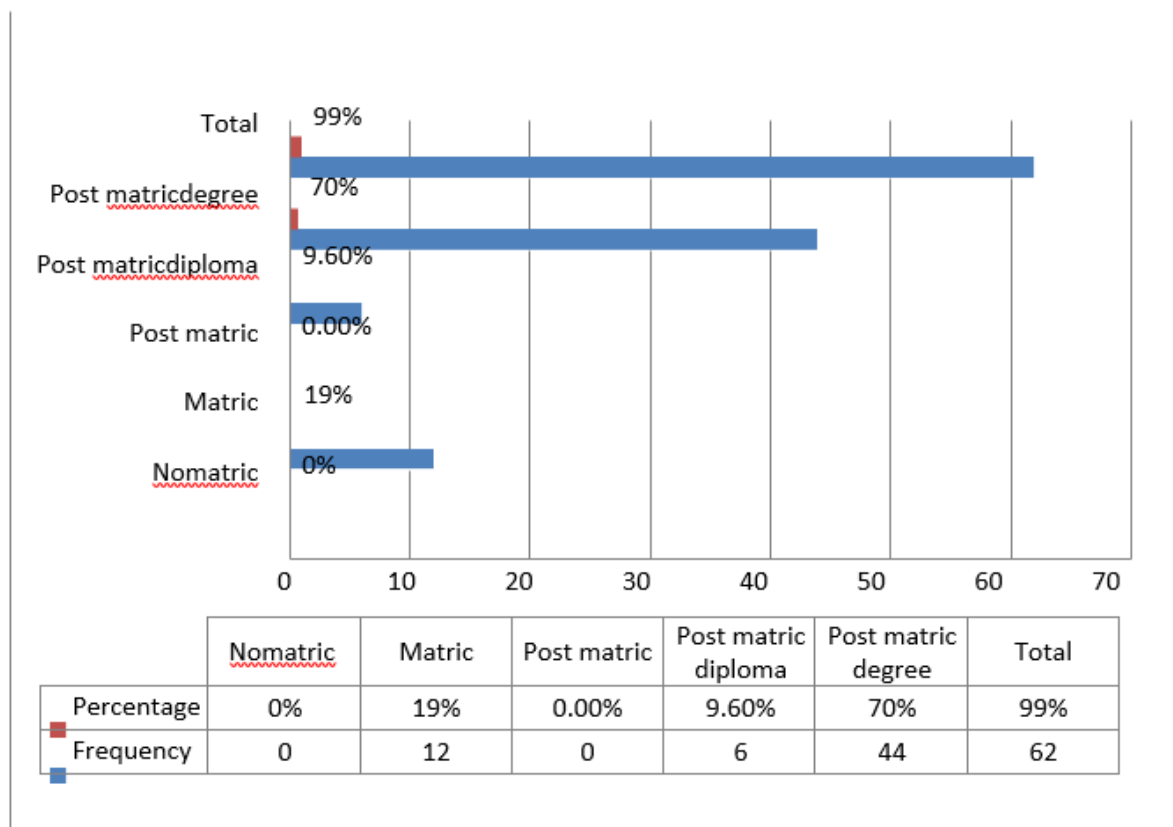
What is your highest qualification? What made you choose the current employment? What are your intentions for this position? Were you interested in serving this position before you were

appointed? These questions intended to sought to inaugurate an understanding of the respondents in terms of their position in the industry, and the number of years in that particular position as an indicator of how much they understand in relation to senior management roles in management industry.

5.2.1 What is your highest qualification?

The purpose of this question was to determine what qualifications the responds have. This question also destined to determine the education background, knowledge and experience in terms of career growth towards management level. It was discovered that most of the respondents are well educated with postgraduate qualifications. It has been noted that respondents are empowering themselves, they do not just block in Matric 70% out of 100% are cultivated. The results of the study are shown in Figure 5.1 below.

Figure 5.1– Highest qualification in the organisation



What is your highest qualification?

Source: Author's own analysis

The survey results revealed that the majority of respondents are well educated. The research further indicated that respondents with (70%) agreed that they are postgraduates. they are followed by matric at 19%, Diploma at 9.6%. The results indicated that the greater part of the

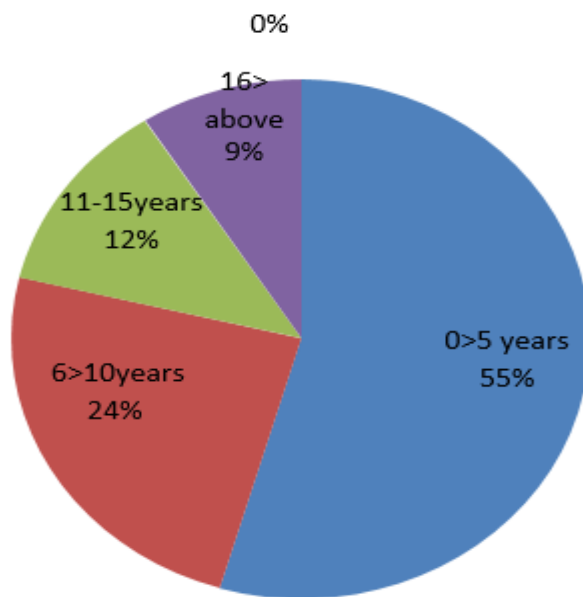
respondents is well educated that means they have at least basics that enable them to management industry even though some of them do not have solid experience as yet. It is always better to empower e person who has at least a basic education and experience.

5.2.2 How long have you been working in the organization/Industry?

The number of years’ experience in the management industry has a lot to do with the possible career development of emotional intelligent Jowah (2013:278) submits that there is a direct relationship between the levels of emotional intelligence and an individual’s experience. The more the experience that they have, the better the respondents will be able to assess senior management levels, because they understand the pros and cons of this industry. In the same manner in the organization enables the respondent to be in the position of the senior management authority.

Figure 5.2– Time expended working in the organization / Industry

Time expended working in the organization/industry



Source: (Own compilation: Analysis and interpretation, 2018)

The research has indicated that 55% of the respondents have more than 5years of working experience. Followed by the 23% of respondents who have 6>10 of working experience. Followed by 12% of the respondents who had 11 and above years of working experience. It has been indicated that only 9% of respondents indicated that

They have more working experience than others which is equivalent to 16 and above of working experience. Figure5. 2 illustrates then necessities as sought by the question. From the results it can be seen that a majority of the respondents have been working in the industry

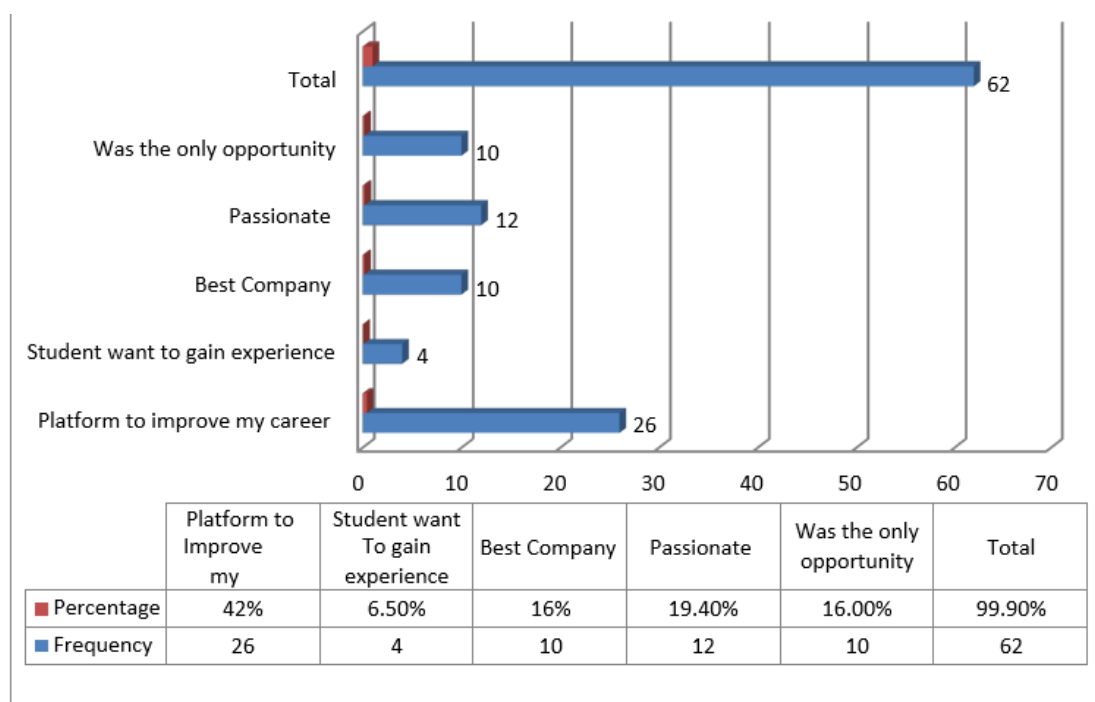
although they are getting to top management level. It can be seen that the support staff are not getting opportunities to get to the top or are not offered training to develop themselves towards senior management positions.

5.2.3 What made you choose the current employment?

The aim of this question was to determine the level of interest and passion on the respondents, how best the respondents desire this industry. The results of the study are illustrated in Figure 5.3 below.

Figure 5.3–Current Service

What made you choose the current employment?



Source: (own compilation: Analysis and interpretation, 2018)

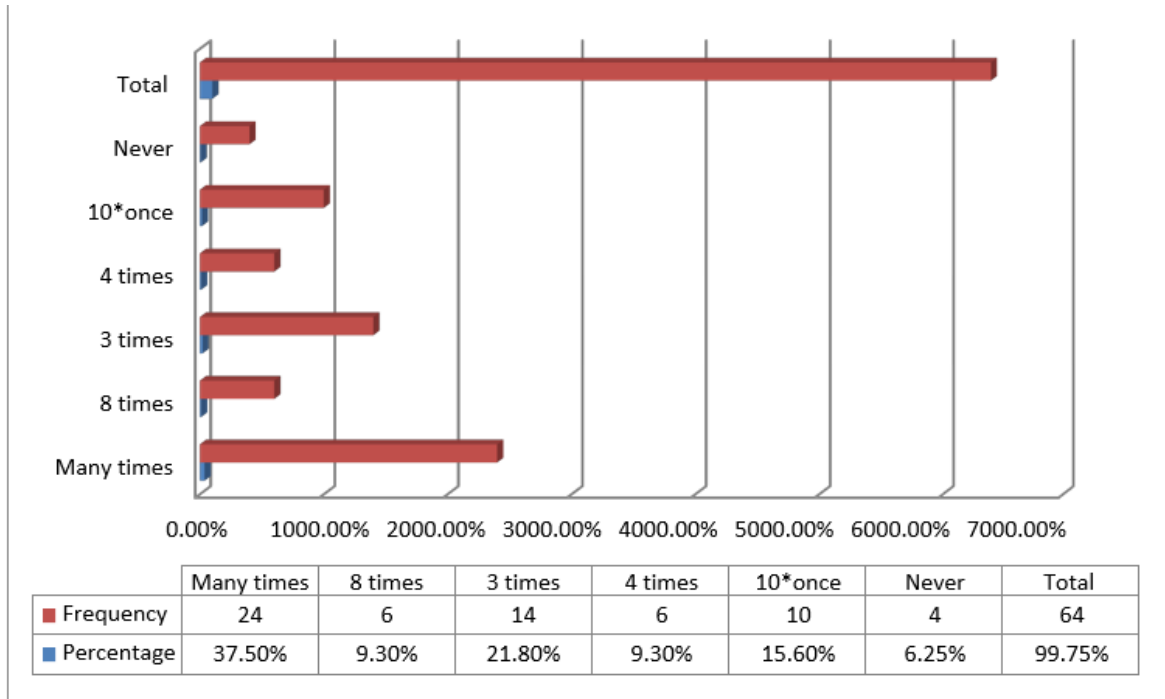
The study below revealed that 42% of the respondents chose their current employment, merely because they wanted platform to enhance career path. 19.4% of the respondents were passionate about their employment status. 16% of the respondents believed that they working for the best company and the other 16% indicated that it was only opportunity available at the time they applied for employment. 6.5% of the respondents believed that they wanted experience. They further indicated that in our days it easy to find employment more especially when you do not have working experience or you have never worked before. They believed that when it comes to getting experience, you do not choose. You take what is available and what is granted to you at that particular time.

5.2.4 Have you attended any training in your current position?

The intention of the question was to assess whether the respondents have been exposed to any training opportunities at their workplaces. The figure 5.4 below illustrates the training attendance obtained by support staff on training opportunities in the organization. The outcome of the study is illustrated in figure 5.4 below.

Figure 1 Figure 5.4– Training attended

Have you attended any training in your current position?



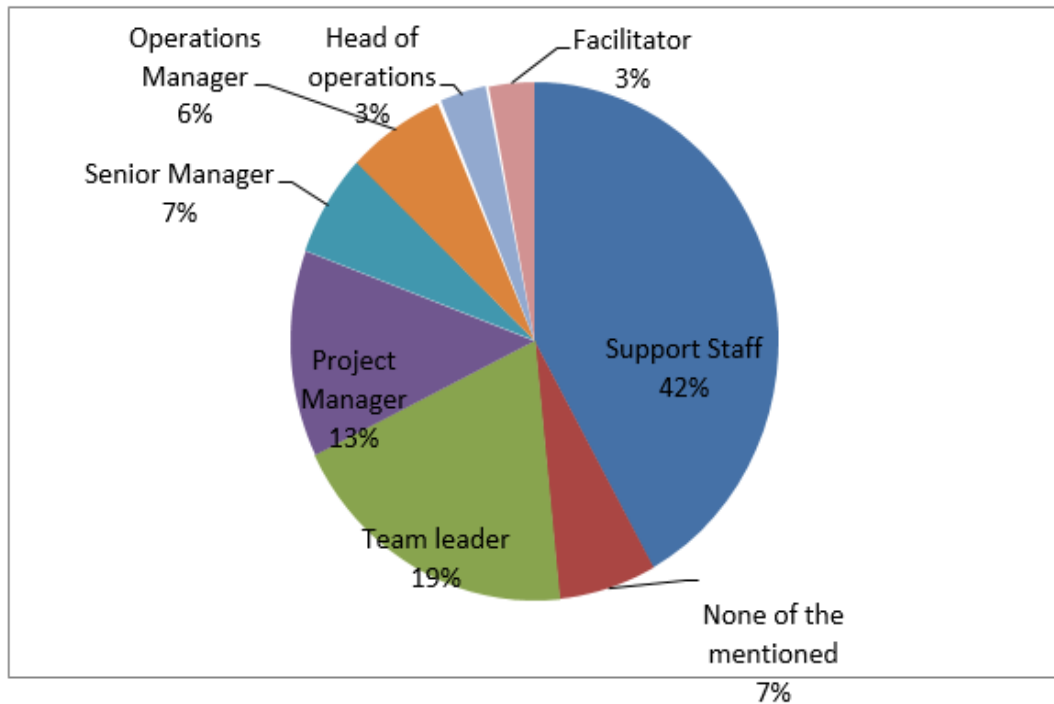
Source: (own compilation: Analysis and interpretation, 2018)

Figure 5.4 indicated that the majority of the respondents with (37%) agreed that they have attended basic trainings on management and leadership skills offered by the organization. They are followed by (21.8%) of respondents who indicated that they also attended training programs for approximately many times in the organization. There other (15.6%) of the respondents confirmed that they have been involved in business training programs as well, however they still waiting for open opportunities within the organization. (9.35) slightly attended. There is about (6.25%) of respondents who have never attended any training in the organization. The results show that most respondents are in the middle management level and support staff, which is also important to the organization as they say as function or operations of the business. They know everything in the business.

5.2.2 Please indicate your role in the management in your department?

The notion of this question was to detect the role of the respondents in the management industry. The outcome of the study is illustrated in Figure 5.5 below.

Figure 5.5-Occupation



Source: (Own compilation: Analysis and interpretation, 2018)

The figure 5.5 above demonstrates that the greater part of the respondents with (42%) confirmed that they are support staff. Follow by (19%) who are team leaders. (13%) of the respondents indicated that they are Project Managers. Senior Managers are at (7%). Operations managers are at (6%) whereas Facilitators are sitting at (3%) as well as Head of Operations at (3%)

The results illustrated that the majority of the respondents are support staff, it is clearly indicates that there is a barrier that eliminate women in getting to senior positions. It has been indicated in the study that only 3% of women are at senior level positions as Head of Operations. The study revealed the lack mentoring and training opportunities offered to the women to better equip women for career development

5.2.6 General information – Additional information

Figure 5.6 – Additional information and comments from the respondents

1. How did you obtain this position?	<ul style="list-style-type: none"> • Applied online • Through agency • Normal recruitment • Responded to an advert • Contacted and offered
2. Were you interested in serving in this position before you were appointed?	<ul style="list-style-type: none"> • Interested & enthusiastic to continue serving and learning more • Professional Growth Opportunity • Best Company • Salary structure
3. What are your intentions for this position to leave or stay?	<ul style="list-style-type: none"> • Want to move to higher position • To leave when the time is right • To stay and positively grow the department to meet & exceed the required expectations of performance
4. If no / yes, is your decision based on your experience in this position?	<ul style="list-style-type: none"> • Yes, based on the number of opportunities that are at my disposal due to this position • No growth and opportunities and gained enough experience
5. Please explain your experience in	<ul style="list-style-type: none"> • Minimal, research, policy drafting was an ad hoc task

Source: (own compilation: analysis and interpretation, 2018)

In figure 5.6 above is general information, trying to get more information from the respondents. This how respondents represented themselves also included information that was not included in the instrument. Majority of the respondents indicated that they were more interested in leadership not in the actual business. Followed by the respondents who indicated how they obtained their positions. They also presented their intention in their current positions. Intentions were different.

5.3 Section B: Understanding on the different perceived factors

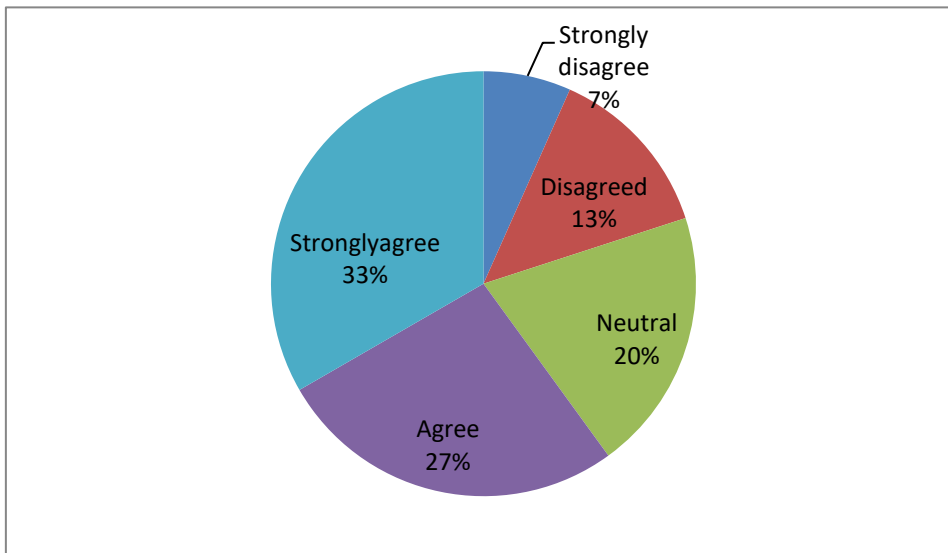
This section presents and discusses the understanding on the different perceived factors for woman in career development in their own organizations towards senior management roles in the management industry. The respondents were required to rate the experience and understanding on the different perceived factors in their own organizations. The rating scale

was between 1 -5 with 1 being strongly disagree, 2 – Disagree, 3 –Indifferent,4 – Agree, and 5- Strongly agree.

5.3.1 My Organization does not have policies for mentoring women

The idea of this question was to determine whether the respondents think that is prudent for organizations to provide policies for mentoring women in order to move from barrier to growth

Figure 5.7–Organization Policies



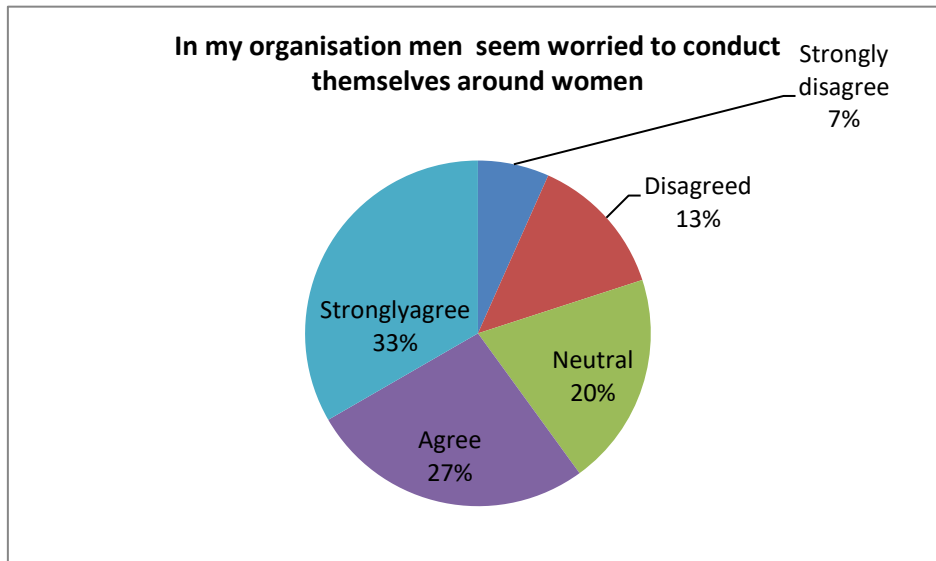
Source: (Own compilation: Analysis and interpretation, 2018)

The survey revealed that (33%) of women strongly agreed organizations do not have policies for mentoring women, followed by (27%) indicated that they agree to the fact that organizations do not offer women strategies to better themselves towards senior management positions. (20%) were neutral, whereas only (13%) disagreed and believed that women should take initiative to enhance their skills and knowledge, it should not be an organization’s responsibly to better them. The results of the study are illustrated in figure .5.7 above.

5.3.2 In my organization men seem to be worried to conduct themselves around women

The intent of the study was to determine whether the respondents think that men seem to be worried to conduct themselves around women. Survey revealed that men & women seem to see the workplace differently, however they go to the same meetings; strive for the same promotions but their perspective seem to be dissimilar.

Figure 5.8– Woman vs Men



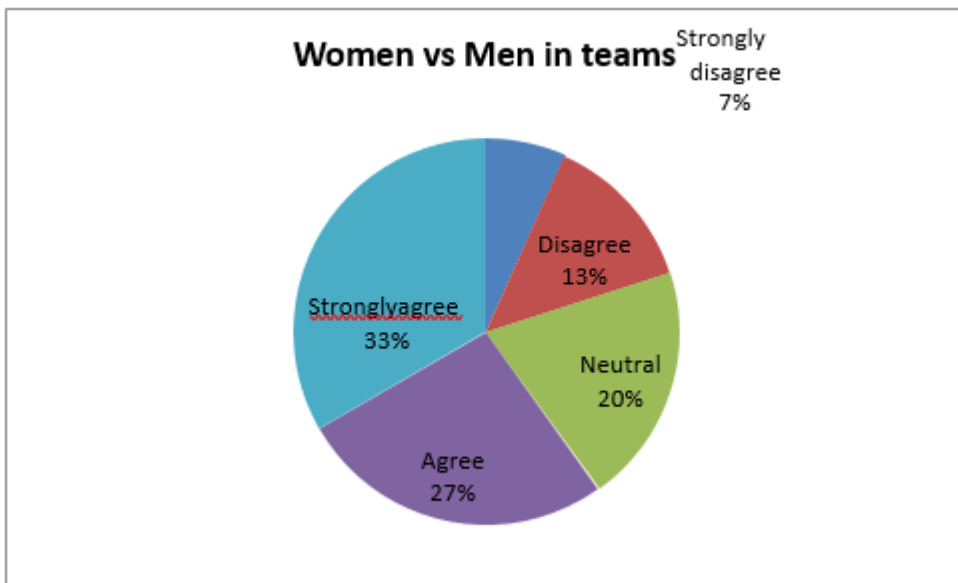
Source: (own compilation: Analysis and interpretation 2018)

Figure: 5.8 above illustrates that the greater part of respondents which is (33%) strongly agreed that men seem to be worried to conduct themselves around woman in the workplace. They indicated that men were still inclusivity in the workplace compared to women. Followed by (27%) of respondents agreed indicated based on the following. Men could be falsely accused of sexual harassment or assault therefore women could also lose out on opportunities at work merely because men will be afraid to work with them (20%) of respondents were neutral, followed by (13%) of respondents disagreed and (7%) of respondents strongly disagreed.

5.3.3 In my organization men do not want to work in teams made up of mostly Women

This question was to determine whether the respondent was male or female and can be able to work together in teams. The results of the study are illustrated in Figure. 5.9

Figure 5-9 Women vs Men in teams Strongly



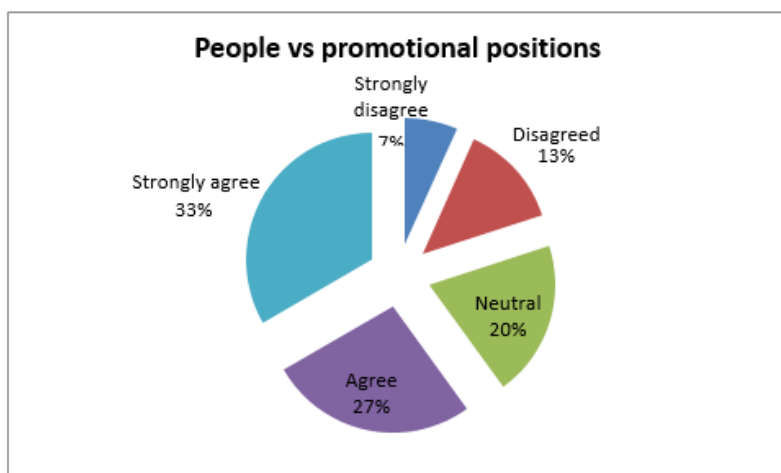
Source: (Own compilation: Analysis and interpretation, 2018)

The figure 5.9 above indicates that the majority of the respondents with (33%) strongly agree that men do not want to work in teams made up of most women. Based on women being indolent, men felt intimidated of being controlled by women. They followed by (27%) of respondents agree, (20%) were neutral (13%) disagree and (7%) strongly disagree.

5.3.4 In my organization all people compete openly for any promotional positions.

The intention of this question was to find out whether employees have interest in promotion and also whether they do apply for open positions. The results of the study are illustrated in figure 5.10.

Figure 5-10 People vs promotional positions Strongly disagree



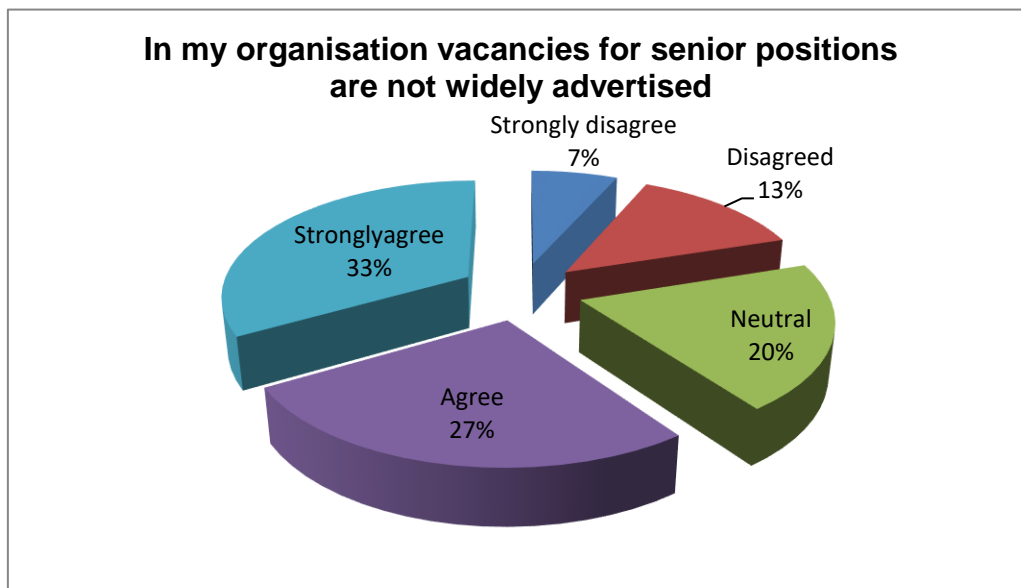
Source: Author's own construction

The figure 5.10 above indicates that the majority of the respondents with (33%) strongly agree that people compete openly for any promotional positions. They followed by (27%) of respondents agree, (20%) were neutral (13%) disagree and (7%) strongly disagree.

5.3.5 In my organization vacancies for senior positions are not widely advertised

The purpose of this question was to determine whether the respondents thought that in the organization vacancies for senior management positions are not widely advertised. The results of the study are shown in figure 5.5 below

Figure 5-10



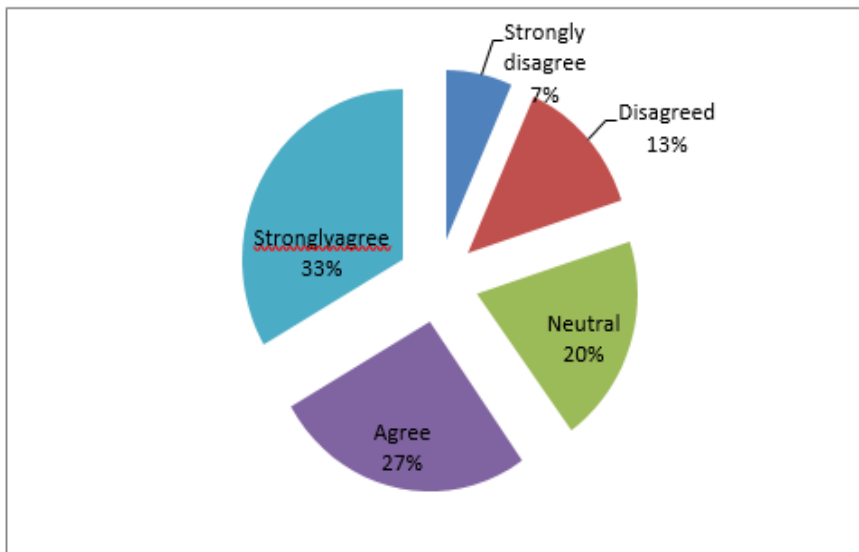
Source: (own compilation: analysis and interpretation, 2018)

Majority of the respondents in figure 5.5 above (33%) strongly agreed that in the organization vacancies for senior positions are not widely advertised, followed by (27%) of the respondents agreed to with the above statement. There are (13%) of the respondents disagreed with the above statement. Not all jobs are posted on internet boards or advertised in the newspaper. A slide of good jobs is not ever broadcasted to the general public and that does not mean a person cannot break into this hidden market. Finding an unlisted position is taking creativity and perseverance and much more than traditional networking. There are (20%) of the respondents being neutral.

5.3.6 In my organization years of experience are used as a main factor in promotion

The intention of this question was to determine whether the respondents thought that years of experience are used as a main factor in promotion. The results of the study are illustrated in the figure 5.6 below.

Figure 5.6– Years of experience are used as a main factor in promotion

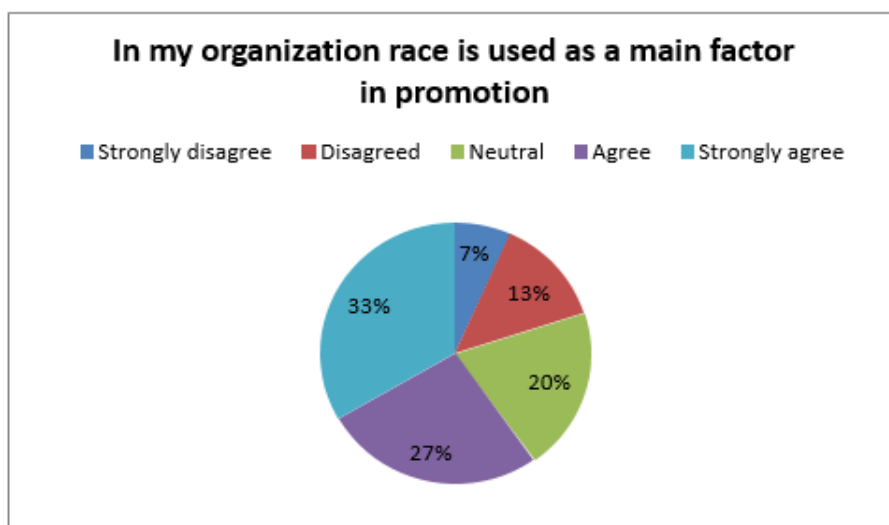


Source: (Own compilation: analysis and interpretation, 2018)

The figure 5.6 above illustrates that a majority of the respondents (33%) strongly agreed that years of experience are being used as a main factor in promotion. Followed by (27%) of the respondents who agreed with the statement above. In addition years of experience should not be the main factor in promotion. Skills, performance as driver for promotion eligibility, education, potential of progression, fit the new role those factors should also be considered as critical factors leading in promotion. There are (7%) of the respondents who strongly agreed with the above statement.

5.3.7 In my organization race is used as a main factor in promotion

The intention of this question was to determine whether the respondents thought that race is used as a main factor in promotion. The results are illustrated in figure 5.7 below.



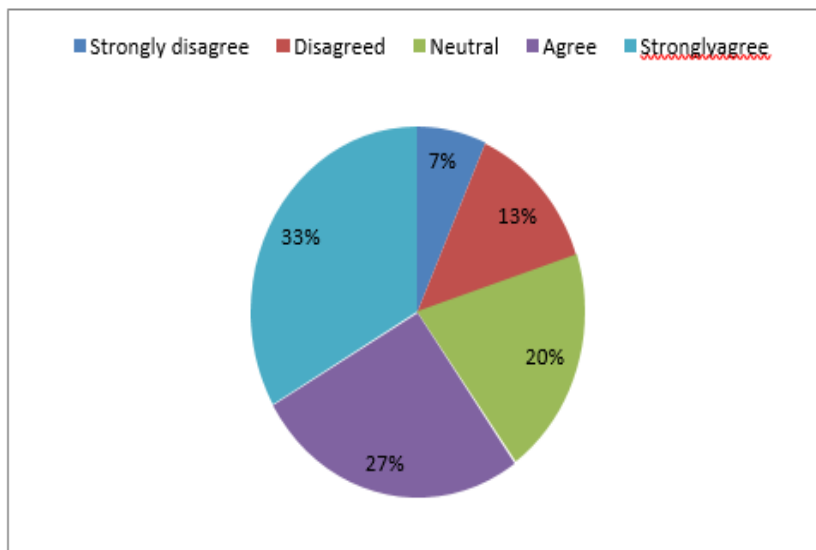
Source: (own compilation: analysis and interpretation, 2018)

According to figure 5.7 above illustrates that a majority of the respondents (33%) agreed that race is being used a promotion factor, they are followed by (27%) of the respondents who agreed with above statement. There are (20%) who were neutral, (13%) disagreed with the statement above and only (7%) strongly disagreed with the statement above.

5.3.8 In my organization woman employees are treated equal to men

The question was to determine whether the respondents were treated equal in the organization. The results of the study are shown in Figure. 5.8 Below.

Figure 5.8– Women employees are treated equal to men



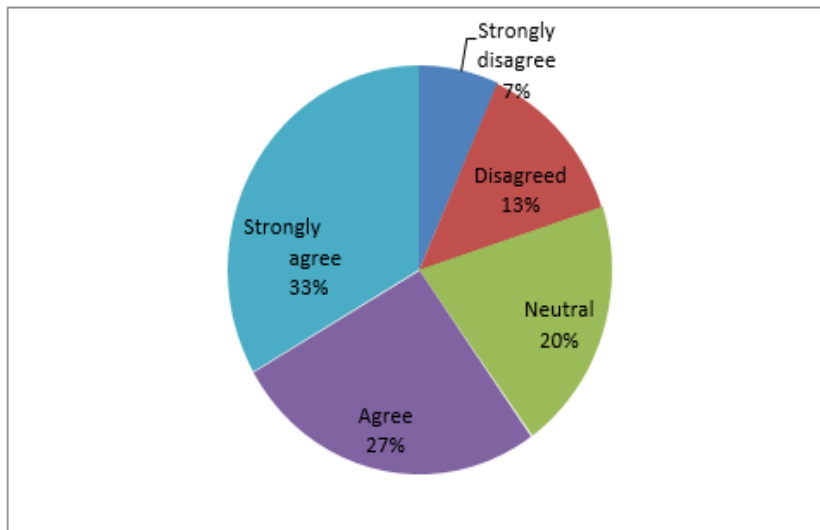
Source: (own compilation: analysis and interpretation, 2018

The figure 5.8 above illustrates that a majority of the respondents with (33%) strongly agreed that women employees are treated equal with men employees. Followed by (27%) of the respondents who agreed. At (13%) of the respondents disagreed with the statement above. While women have made a lot of progress in the workplace, certain differences in male and female attitudes still exist that drive a wedge between feminine and masculine roles. Followed by (7%) of the respondents who strongly disagreed. Men have been privileged in the workplace for centuries. Even though there were laws in place, some organizations did not apply to it because in most workplaces, they did not offer privileges to the women.

5.3.9 In my organization unions are actively involved in all job placements

The question was to determine whether the respondents believed that unions were actively involved in all jobs placements. The results of the study are shown in figure 5.9 below.

Figure 5.9– Unions are actively involved in all jobs placements

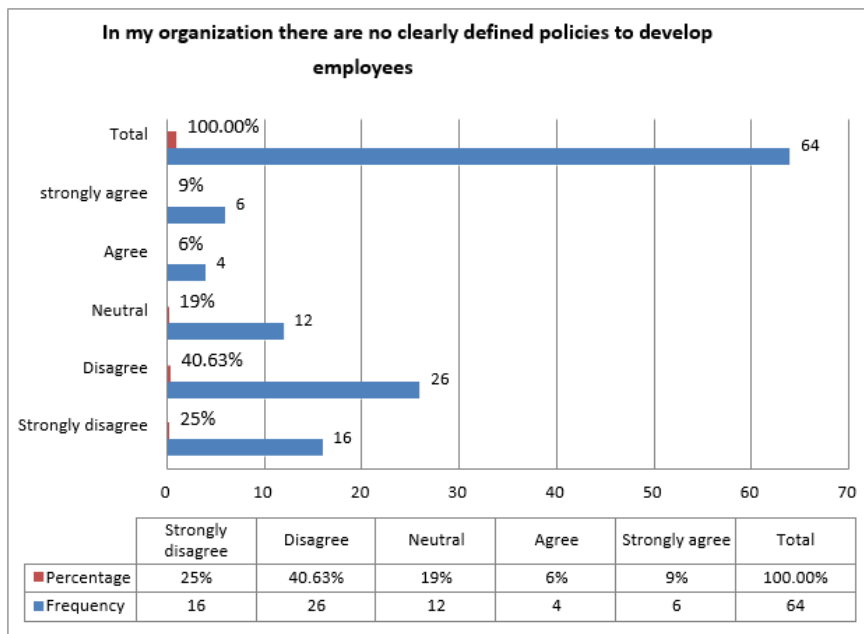


Source: (own compilation: analysis and interpretation, 2018)

According to figure 5.9 (33%) of the respondents believed that unions are actively involved in all jobs placements. Followed by (27%) of the respondents who have agreed. While (20%) of the respondents were neutral and (7%) strongly disagreed with the statement above.

5.3.10 In my organization there are no clearly defined policies to develop employees

The purpose of this question was to determine there are clearly defined policies to develop employees in the organization. The results are shown in figure 5.10 below



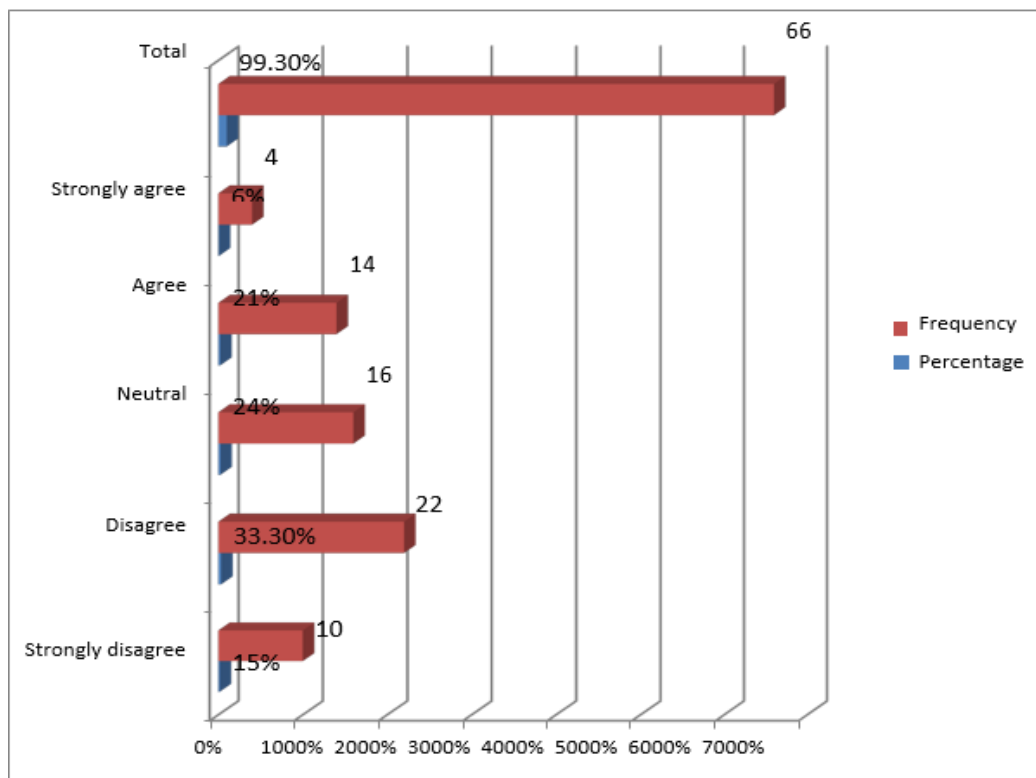
Source: (own compilation: analysis and interpretation, 2018)

According to figure 5.10 (40.63%) of the respondents believed that the organization does not have clearly defined policies to develop employees. Followed by (25%) of the respondents who have strongly disagreed. While (6%) of the respondents agreed and (9%) strongly agreed with the statement above.

5.3.11 In my organization gender is used as a promotion factor for management positions

The purpose of this question was to determine whether gender is being used as a promotion factor for management positions. The results are shown in figure 5.11 below

Figure 5.11–Gender is being used as a promotion factor for management positions



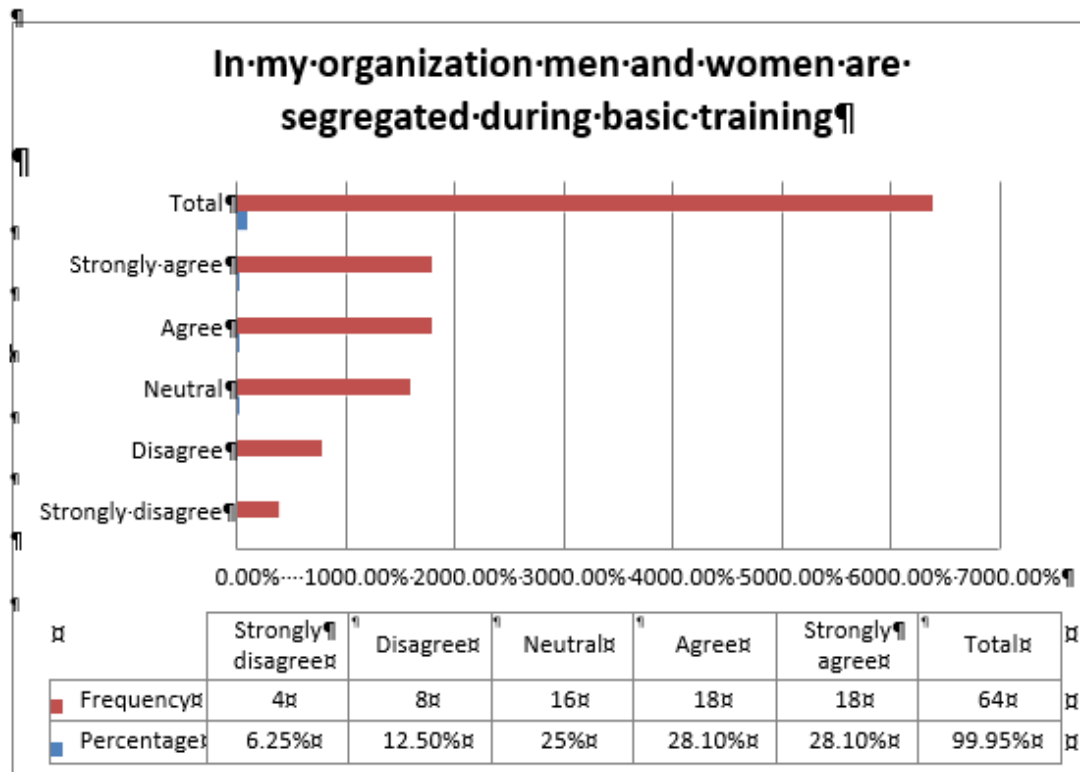
Source: (Own compilation: analysis and interpretation, 2018)

In figure 5.11 above it can be seen that (33.3%) of the respondents disagree with the fact that gender is used as a promotion factor in the organisation for management position. Respondents further indicated that women’s promotion is negatively affected by socio- cultural factors. Despite the increasing participation of women and the significant, they are challenged with constraining factors that negatively affect their corporate performance and limit their promotion up to top management levels. While a minority of (21%) agreed that the gender is being used as a promotional; factor to get to senior management levels

5.3.12 In my organization men and women are segregated during basic training

The intention of this question was to determine whether the organization men and women are segregated during basic training. The results of the question are shown below in figure 5.12

Figure 51.2

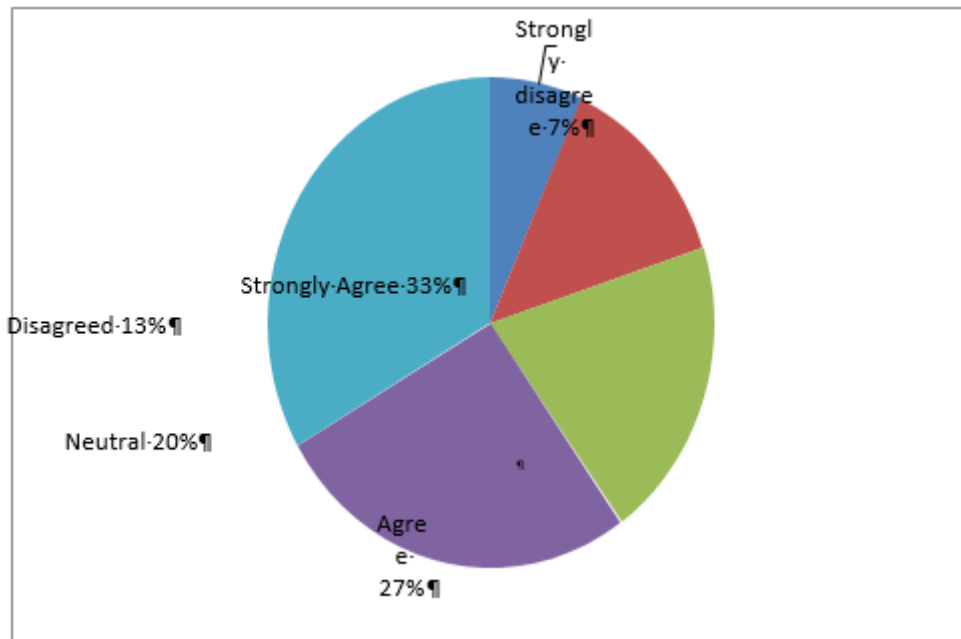


Source: (Own compilation: Analysis and interpretation, 2018)

The figure 5.12 above illustrates that a majority of the respondents (28.1%) strongly agreed with the statement above that men and women get separated during basic training reason being the organization fear of the attraction and distraction of sexuality is distracting from the effectiveness of basic training. They are followed by another (28%) of the respondents who have indicated that they agree that men and women are segregated during basic training while (25%) at neutral, (12%) disagree and (6.25%) strongly disagree with the statement above.

5.3.13 Our organization does not have management training specifically for female employees.

The intention of this question was to determine whether organization does not have management only designated for female employees. The results of the question are shown in figure 5.13 below.



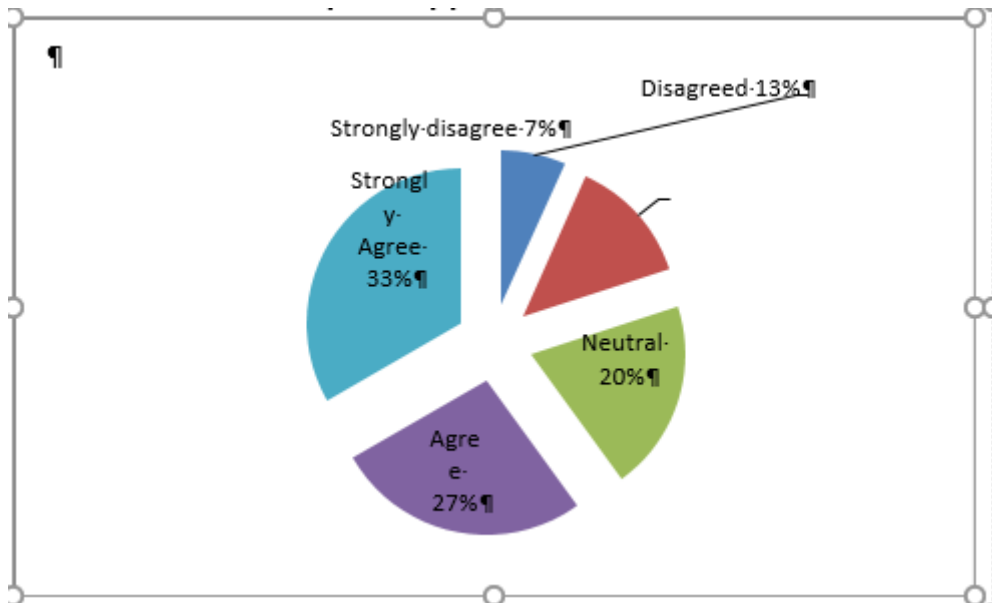
Source: (Own compilation: Analysis and interpretation, 2018)

The results in Figure 5.13 shows that a majority of the respondents (33%) strongly agreed that the organisation does not have management training specifically designated for female employees, they followed by (27%) of the respondents who have agrees that organisation does not have management training programmes for female employees while (20%) at neutral.

5.3.14 Our organization has inadequate appraisal assessments

The intention of this question was to determine whether the organization has scarce appraisal assessments for employees. The results are shown below in Figure 5.14.

Figure 5.14–Inadequate appraisal assessments



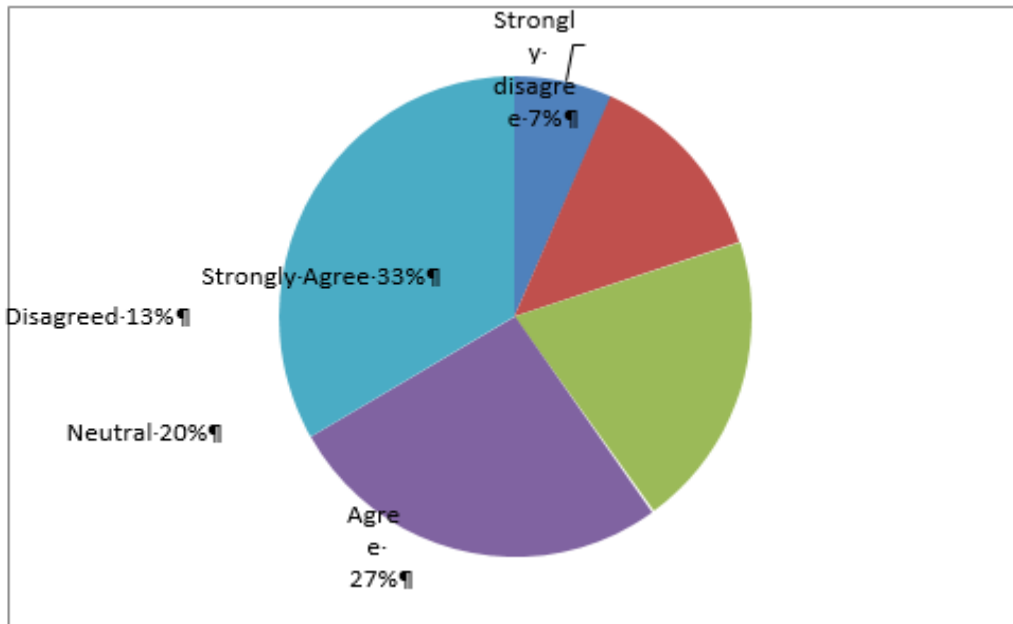
Source : (Own compilation: analysis and interpretation, 2018)

The results of the study in figure 5.14 show that a majority of the respondents (33%) strongly agreed that the organization has insufficient appraisal assessments for employees. Organization does not necessarily provide assessments to its employee in order for them to see how much are they contributing to the business. It has been indicated that most of the assessment that manager's complete focuses on the individual, they do not necessarily assess actual performance. Managers do not provide feedback frequently. Sometimes the process is not fully integrated with compensation, performance management and lack of integration leads to duplication and missed opportunity. Followed by the respondents (27%) agreed that organization has inadequate appraisal assessments in a fact that some managers simply give the employee the form to quickly sign and they do not even solicit feedback. Many employees are intimidated by managers and the process, and as a result, they say nothing during or after the appraisal.

5.3.15 Working hours in our organization put an undue demand on women who have children

The purpose of this question was to determine whether the working hours in organization put an undue demand on women who have children. The results of this study are shown in figure 5.15 below.

Figure 5.15 – Working hours put undue demand o women who have children



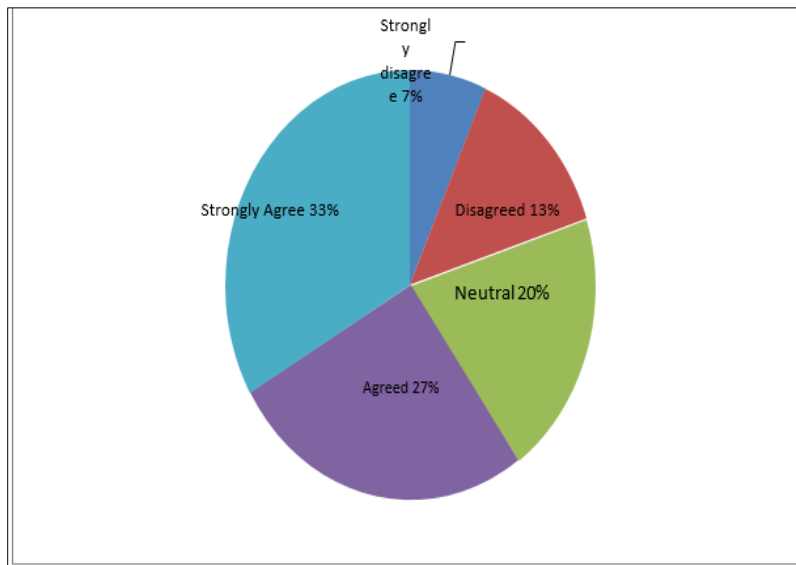
Source: (Own compilation: Analysis and interpretation, 2018)

The figure 5.15 above illustrates that the majority of the respondents (33%) strongly agreed with the statement that working hours in organization put an unnecessary demand on women who have children. They followed by (27%) of the respondents who agreed that Many working women start their families while they are working and some others may find the need to return to work sooner than expected in the postpartum period. The working mother is an institution in her own right, one who combines a successful career giving her financial independence, with an effective motherhood raising a child.

5.3.16 Our organization provides opportunities for women to develop themselves

The intention of this question was to determine whether the organizations provide opportunities to develop themselves. Some of the organizations do look at the enhancing employee’s performance by looking at what areas of your job do you find most difficult or want to improve as an individual? For example, ideas look at past performance reviews or talk to your manager, colleagues or HR department. Seek advice from those whose skills or career you wish to emulate. The results of the study are shown below in figure5.16

Figure 5.16 – Opportunities for women to develop themselves



Source: (Own compilation: Analysis and interpretation, 2018)

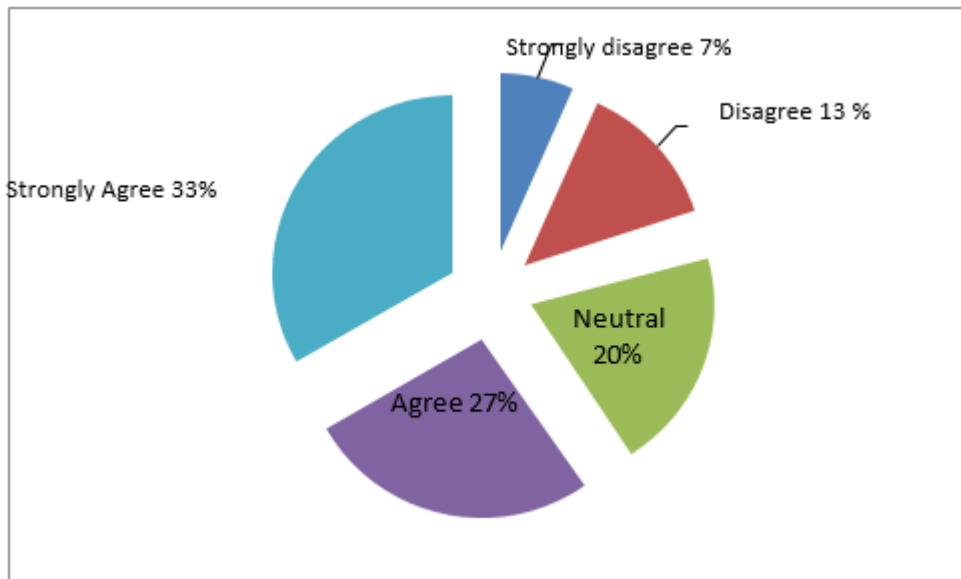
The figure 5.16 above illustrates that the majority of the respondents (33%) strongly agreed with the statement that organization do provide opportunities for women to develop themselves as well as to enhance their performance, followed by (27%) of the respondents who agreed on the above statement, only (7%) strongly disagreed.

Despite their potential, the majority of women do not see themselves as future Managers. Some of the women indicated that they never wanted to be Managers however took the position of a sense of responsibility. Few of the mentioned that they did not realized they could be managers until someone else to them, describing themselves as forcefully focused on driving results as on their advancement and success.

5.3.17 There is a lack of opportunities for female employees to be models in my organization

The idea of this question was to assess whether there is a lack of opportunities for female employees to be models in organization. The results of the question are illustrated below in figure 5.17

Figure 5.17 - Lack of opportunities for female employees



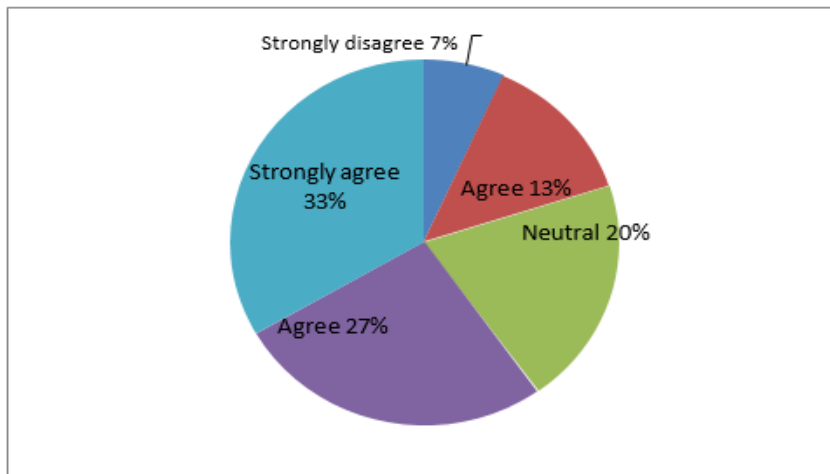
Source: (Own compilation: Analysis and interpretation, 2018)

The study in figure 5.17 indicated that (33%) of the respondents strongly agreed that there is lack of opportunities for female employees to be models in organisation. They further indicated that they experienced and witnessed gender bias in most instances, especially in the early years. However most of it was so subtle that It caused to think twice about whether it was a person's own sensitivity to the issue. They followed by (27%) agreed that there is lack of developments for women employees to be models, coach, mentors etc. (20%) at neutral, (13%) disagree with the fact that there is no opportunities for female employees. Only at (7%) strongly disagree.

5.3.18 In my organization being a female is a barrier to obtaining a senior management position

The intention of this question was to assess whether being a female is a barrier to obtaining a senior management position. The results of the question are shown below in figure 5-17 below.

Figure 5.18 – Being a female is a barrier



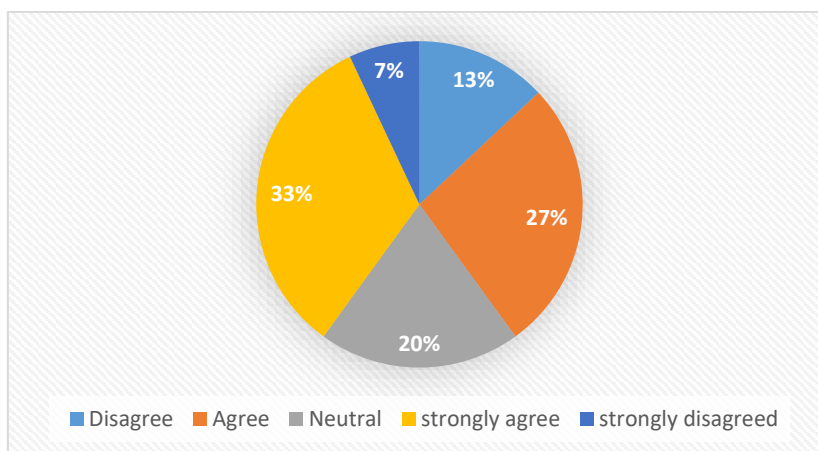
Source: (Own compilation: Analysis and interpretation, 2018)

According to figure 5.18 (33%) strongly agreed that being a female is a barrier to obtaining a senior management position in the management industry. The study highlights the gender imbalance in decision – making positions. Most barriers to senior management are related to gender stereotypes. They followed by (27%) of the respondents agreed to the fact that woman managers are being limited to authority levels. Followed by (20%) neutral, (13%) at disagree and (7%) at strongly disagreed.

5.3.18 We measure our performance success by gender representation

The purpose of this question was to determine whether the performance successes being measured by gender representation. The results of the question are shown below in figure 5.3.18 below

Figure 5-18 –Performance success vs gender representation



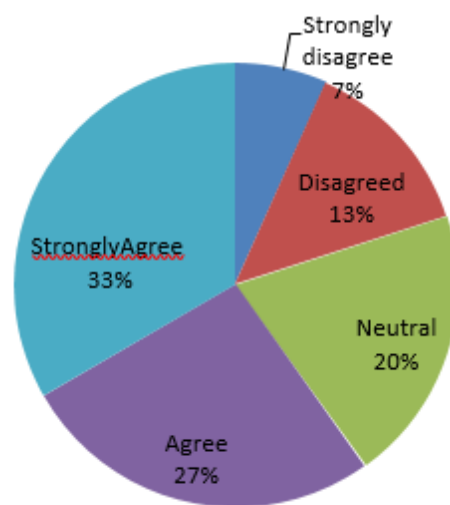
Source: (Own compilation: Analysis and interpretation) 2018

According to figure 5.18 (33%) of the respondents indicated that they strongly agree that the performance success is measured by gender representation, as to how, many women or men represented in the awards in that particular performance award event. Followed by (27%) of the respondents agreed and (20%) with neutral while (13%) disagreed and (7%) strongly agreed. It can be concluded in the study that the number of studies investigating gender differences in attributions for achievement has increased steadily.

5.3.19 Our management serves our needs on daily basis

The purpose of this question was to determine if the respondents thought that management serves their needs on daily basis.

Figure 5. 19 –Management serves the need on daily basis



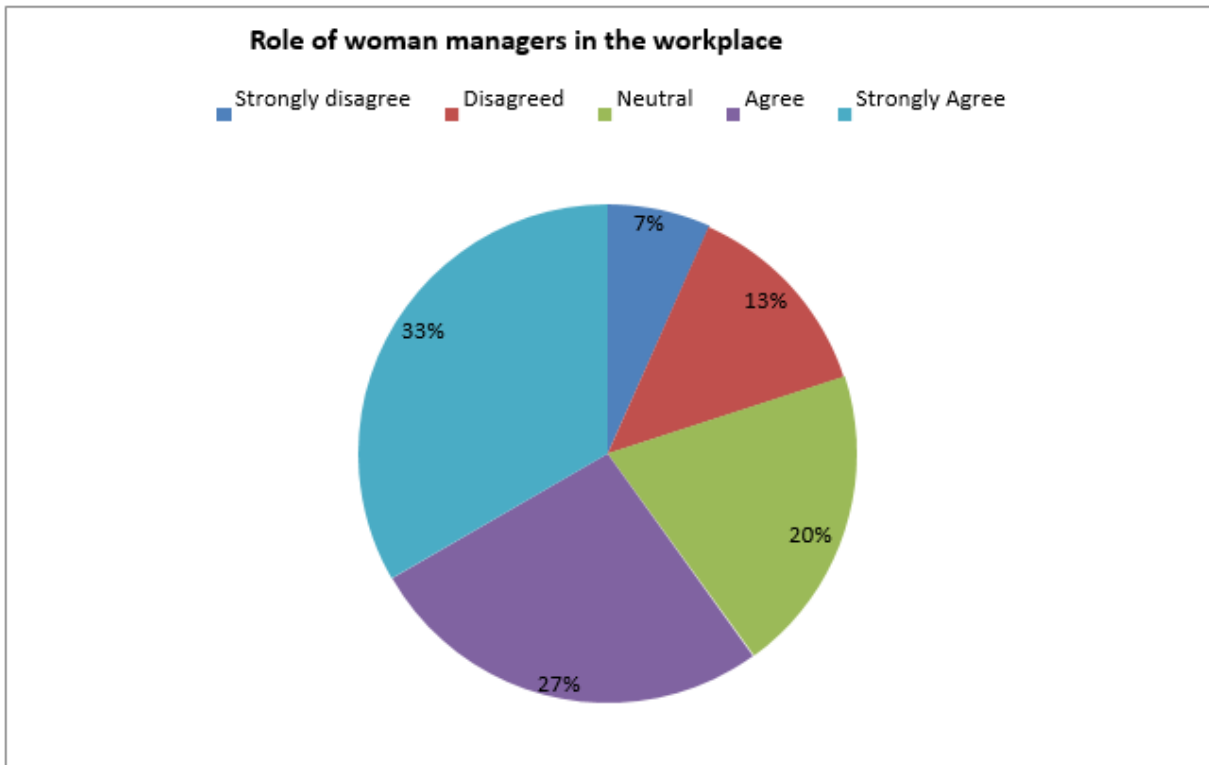
Source: (Own compilation: Analysis and interpretation 2018)

The illustration above shows that respondents do understand and agree that managers at their workplace serve the needs on daily basis at (33%) followed by (27%) agree while (20% with neutral followed by (13%) disagree and at (7%) at strongly agree. It is imperative that a women manager should be someone for attitudes and ambitions of young women too. It can also be concluded from the study that a female manager should be a visionary.

5.3.20 We understand the role of women managers representation in our workplace

The intention of this question was to determine the role of female manager's image in the workplace, why don't we have more woman managers in leadership in the workplace. What is it that is holding women back? Whether the respondents that an effective female manager is an individual who leads by example.

Figure 5.20 –Role of women managers in the workplace



Source: (Own compilation: Analysis and interpretation, 2018)

The results in figure 5.20 indicate that a majority of the respondents (33%) agreed that that they do understand the role of women senior managers in the workplace. Given the fact that the percentage of women in senior roles is increasing globally. They further indicated that senior managers often apply gender stereotypes to leadership. Women take care and Men take charge. (27%) with agreed that they understand the role of an effective female manager in the workplace and they believe that women representation increases yearly in the workplace. (20%) with neutral, disagree at (7%) and strongly disagree at (13%)

5.4 Section C What Barriers to career development do you encounter in your workplace / organization?

The purpose of this request was that the respondents could add any additional information they felt could be beneficial to the study and it was not included in the tool. The table below includes responses from the respondents

Barriers to career development do you encounter in your workplace/ organisation	
Participant	Barriers

Participant	Not being informed always of what is available for training pertaining to your role
Participant	Lack of empowerment – given opportunities to make decisions
Participant	Being developed for something that is not on your career path just to cater for the needs of the business
Participant	You must good personal relationships with senior management
Participant	Favouritism
Participant	Anti- African Advancement Sentiment
Participant	Race
Participant	Level of education
Participant	Nepotism
Participant	Office Politics
Participant	Gender
Participant	Training is always provided long after the need
Participant	No bursaries for postgraduate studies
Participant	No bursaries for postgraduate studies
Participant	No Flexible working hours for women who have children
Participant	Undermined
Participant	Less experience at work
Participant	Career advancement is based on race and gender
Participant	There are few positions for people to move up
Participant	Financial Constraints
Participant	Discrimination
Participant	Poor leadership

Barriers to the advancement of women to leadership positions.	
Participant	Response
Participant	Having to work harder than others just because you are a woman
Participant	Having to always justify your actions all the time whilst your counter colleagues do not have to
Participant	Having to always prove why you are there as if someone has done you a favour
Participant	Lack of trust / faith in women that they can hold higher leadership positions
Participant	Underestimated woman abilities – “this job is for a man”
Participant	Bias and favouritism towards male employees
Participant	Pregnancy
Participant	Family life
Participant	Periods
Participant	Some jobs require extensive travelling.
Participant	Demoralised woman inequality in racial advancement
Participant	Working conditions & hours
Participant	Family versus work responsibilities(Arrival time at work and leaving in the afternoon, also working during the evening and doing extra work after hours cannot be done by all working mothers
Participant	Do not believe that there is such a thing
Participant	Less knowledge

5.5 State any barriers to the advancement of women to leadership positions.

As might be expected, women were more likely to make sacrifices regard having pregnancy, periods and children. The study indicated that women made sacrifices regarding time spent with family and friends, and mentioned relocating to advance their careers.

The responses to these two questions regarding barriers encountered by women in career development towards senior management positions are virtually identical. Female participants who indicated their work groups had gender diversity had (55%) women in their groups, while women who said that their work groups did not have gender diversity had (45%) women in their groups. The majority of women indicated that they had to sacrifice their family time in order for them to advance their careers. They further indicated that Arrival time at work and leaving in the afternoon, also working during the evening and doing extra work after hours cannot be done by all working mothers. About (60%) of women indicated that they had spouses/partners that they need to look after while about (18%) did not have a spouse or partner.

5.6 Summary

This chapter presented and discussed the results of the survey. The intention was to present the results in the form of graphs and tables and analyse them in order to respond to questions that were elevated in the questionnaire. The responses that were received from the participants were in agreement with the literature review in chapter two of this study. The participants agreed that growth and career development, training opportunities are required for women. The results also indicate that the participants agree that poor leadership skills, Knowledge and experience, gender inequality, family responsibilities, career advancement based on race, pregnancy and working conditions and hours are main big challenge to their career development. The following chapter summarizes the results, concludes the study and makes recommendations based on the survey's findings.

CHAPTER 6

FINDINGS, CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

The objective of this study was to identify the barriers encountered to the progress of woman in career development towards senior management levels in organizations. To attempt to delve deeper into the possible reasons for why there's less women in career development towards management/ leadership positions. Why are the less women at the management levels that country as whole, where when are in the majority? Identify women based factors that impede the progress of women in their effort to move to other higher levels. In South Africa globally there is less representation of women than men at senior management level.

Globally there is a marked gender disparity in employment, which appears to be intractable. Despite the existence of equal opportunity policies in most organizations and some implementation, many institutions need to go the extra mile and ensure that opportunities are readily available to female employees to develop themselves. What frequently seems to be absent is investment in understating the role of women managers' representation in organizations, whereby organizations become proactive rather than reactive. This is as true for staff development as it is for retaining. Additionally, organizations could further capitalize in management industry to ensure that women care of. In the previous chapter the findings of the study were presented in relation to the research objectives, as outlined in chapter one of the document.

This chapter presents the findings in respect of the data that was collected from the analysis, and the objectives of the previous chapters are also discussed. The purpose of discussing the objectives of the previous chapter was to define whether there is a connection between the new data from the findings and the currently available data and information. The recommendations emphasize areas of improvement in education in women it means there is improvement in terms of career development. The study revealed that the majority of the respondents held grade 12 certificates, followed by 70% of respondents with post matric. There were no respondents found with no matric although there were no limitations in the instrument. The results indicated that women at least have basic education that permits them to drive towards senior management roles. It is very significant to have qualified managers in our organizations because managers must be able to communicate effectively with employees. This means a manager should have an ability to read people; troubleshooting problems and help teams collaborate as necessary. This is where the education, qualification come in towards senior management role. To assist future female employees to become senior

managers by providing them with necessary skills and development, strategic tools that are required in order to be a successful senior manager

6.2 Summary of objectives of previous chapters

The concept was introduced in the **first** chapter and the significance of the study was also emphasized. The brief literature review in the first chapter highlighted a gap for the study which helped to structure the problem statement. The problem statement was rationally followed by the specification of the research objectives, including research design and research methodology. The target population was debated, including sample size, sampling selection and method of sampling as well as the limitations of the study. Ethical consideration was also debated, and the nature of the research was clarified as having no ethical problems.

Chapter two concentrated on literature review, specifically women in leadership, work life-balance, career versus family and gender disparities. The chapter covers the barriers and challenges that are experienced by women in career development towards higher positions and to empower themselves in life generally. One of the main challenges that were discovered as barriers within female development life was lack of meaningful mentoring and inability to articulate a sustainable research agenda. It has been indicated that women are not getting enough support when it comes to mentoring and coaching to empower themselves. Additionally, the problem is that although women are in the workplace, women still fall behind men regarding representation in the top tiers of the workforce. Women had similar experiences with the struggles to advance their careers, balancing work life responsibilities and maintaining relationships such as championship. The author highlighted that there is usually an imbalance in work life because of the overload of family life or role interference with work life. The author further indicated that working women want to care for their children full-time but are trapped in jobs they cannot afford to drop. Some women felt it is too much for them to pursue their career at the very same time to care for their family that is why work life balance seems to be a barrier in their career development. The author suggested a potential solution that the Government should adopt a policy framework that accommodates and encourages working mothers to pursue their career and to empower themselves. Leaders too should foster an environment that encourages female employees to discuss issues to assist in bridging the gap.

Chapter three focused on issues around barriers to women's advancement to positions of leadership in organizations. Most women experience that in career development opportunities for women are still noticeably fewer compared to men. An irritating fact is that while there seems to be equal opportunities for men and women in entry-level positions, the road towards the senior management positions is unfortunately blocked for women. The author also mentioned that the study confirmed that gendered structural and organizational barriers prevented women from attaining the most senior management positions in many organizations. The barriers

identified included: Stereotyping and preconcert about sustainability for leadership positions; Absence of effective management training for female employees; Failure to hold upper level managers accountable for developing and advancing women; Absence of programs that enable employees to balance work and now work responsibilities. This has been indicated the number of female manager's representation in organization. This chapter also reveals about individual factors as barriers, how doe an individual become a barrier. For example, in some cases, women lack the necessary attributes such as assertiveness, motivation, confidence and or network skills. Those are the barriers on its own to a woman's life.

Chapter four introduced the research design, theoretical aspects of research methodology and research strategy. The target population and the sample size, as well as the research objectives were also discussed and including limitations of the study. The methodology of data collection, sampling selection and method of sampling were discussed. The use of stratified random sampling method was suggested and justified. Assumptions that were made for research were also discussed, together with the data analysis, validity and reliability, sampling bias and ethical considerations for research methodology and research design.

Chapter five presented and discussed the results of the barriers encountered by women in career development towards senior management positions in the management industry in Cape Town. The results were illustrated in form of graphs and tables along with explanations and interpretation explaining each graph. The results and findings and findings were discussed in detail with special reference to the research objectives, as a set out at the beginning of the study. The chapter concluded by stating that the respondents also agree that existence of less representation in senior management position is a gap and has a negative reflection in organization.

6.3 Discussion of findings, conclusions and recommendations

In chapter six the main point were highlights of the results and findings as discussed in chapter five, whereby they were brief discussed and recommendations were made. The recommendations and conclusions were based on the researcher's understanding and interpretation of the meaning of the data that was collected.

Based on findings, the results indicated that occupation has a significant relationship with career advancement is in consensus with findings, it has been shown that the majority of female employees are stuck as general staff support in the organization. Whereas the study indicated that only 3% of the female employees are in Head of operations, followed by 6% of Operations managers, followed by 7% of senior managers. It simple means that there is a barrier that eradicate woman not to get to higher positions. In this aspect, in order not only to attract and retain female workers at work place, once ways to enhance employee's 'personal

development is by encouraging them to take part in professional licensing examinations. Additional request the employees to further study especially female employees. Organization try to provide training skills and development for women employees and also submits to empower women and also to accommodate those women who cannot afford to study further because of their financial situation. This is due to women will have more commitment toward their career advancement. Organization should also provide flexibility for female employees in order to support them to work life balance.

In addition, research discovered family responsibilities and personal matters are the highest rank of barriers towards women motion and the study revealed that men do not want to work in teams made up of mostly women, reason being indolent and not keen to take initiative. This is in line with the study after the researcher has found that access to education and training development program could enable women to develop and participate in managerial level. Female employees can develop career opportunity by acquiring information regarding their field of career with identification of career goal and planning. The study further indicated that some of the female employees chose the current career only because it was the only option available at the time. They did not really want to work for the organization.

Last but not least, the individual who are responsible toward career advancement within the organization, include senior managers and obviously employees itself. Senior managers can create family- friendly environment so that employees keep focus on their daily activities and able to reach their personal goals appropriately despite having commitment to their family and employees as well should ensure that they plan and manage, monitor their own career path appropriately.

6.4 Conclusion

According to the research findings, it has become clear that women need to work hard, be determinant, devoted and focus about their career path in order them to get to senior management positions. Key barriers were perceived as being childcare; lack of flexible work and time; lack of support and encouragement; self – esteem and confidences; lack of suitable and training. It is significant for further research to identify

6.5 Recommendations

It is recommended that barriers that women encounter in the workplace need to be viewed as part of a wider issue of work life balance that affects both sexes but weights most heavily upon women. It is further recommended that education and training programs for female employees must be well planned and be carried on the planned intervals for success. It is recommended that maximum participation on female employees should be ensured and monitored. It is

recommended that policies that enable all staff to fulfil their potential, and not just managers must be implemented so that men should be keen to work with women freely, knowing that they are capable and well educated. It is recommended that more women should be encouraged to seek promotion in the workplace, implementing schemes such as mentoring and coaching. Accept the responsibility to tackle barriers to employment for women. There are practical effective structures and opportunities that can assist women progress and maintain work.

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ANNEXURE A: The questionnaire



QUESTIONNAIRE;

3 Barriers encountered by women in career development towards senior management position in management industry.

Participation in this research is a voluntary exercise, and as a respondent you are free to opt out at any stage as you see fit. You are kindly requested to take part to assist in the development of knowledge around this subject – you are protected in that the information you provide is strictly confidential, no official will be given access to this information. Please do not put your name or anything that might identify you.

SECTION A. BIOGRAPHY

Please cross the applicable boxes

1. What is your highest qualification, please select from boxes below and cross applicable

No matric	Matric	Post-matric	Post-matric	Post matric
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2. How long have you been working in the organisation/Industry? —
– Years — Months

3. What made you choose the current employment?

4. Have you attended any training in your current position? Yes, or No ___

5. If yes how often have you attended training? ___ times

6. Please indicate your role in the management in your department?

Facilitator	Team leader	Project Manager	Support Staff
-------------	-------------	-----------------	---------------

General information:

1. How did you obtain this position?

2. Were you interested in serving in this position before you were appointed?

-
3. If yes, why?
 4. What are your intentions for this position to leave or stay?
-
5. If no / yes, is your decision based on your experience in this position?
-
6. Please explain your experience in this position?
-
7. Has serving in this unit made you more or less interested in staying in the financial institution?
-

SECTION B: CHARACTERISTICS OF LEADERSHIP STYLES

Respond to ALL questions by marking your response to each statement by means of a cross in one of the boxes BELOW. The questions are marked 1 – 5. Use the following scale for your guidance; 1= Strongly Disagree, 2 = Disagree, 3=Indifferent, 4= Agree and 5= Strongly Agree.

WHAT IS YOUR UNDERSTANDING ON THE DIFFERENT PERCEIVED FACTORS?

		Strongly	Disagree	Indifferent	Agree	Strongly agree
	PLEASE RESPOND TO ALL STATEMENTS WITH REGARD TO YOUR EXPERIENCE IN YOUR OWN ORGANISATION					
1	My organisation does not have policies for mentoring women	1	2	3	4	5
2	In my organisation men seem worried to conduct themselves around women	1	2	3	4	5
3	In my organisation men do not want to work in teams made up of mostly women	1	2	3	4	5
4	In my organisation all people compete openly for any promotional positions	1	2	3	4	5

5	In my organisation vacancies for a senior positions are not widely advertised	1	2	3	4	5
		Strongly	Disagree	Indifferent	Agree	Strongly agree
6	In my organisation years of experience are used as a main factor in promotion	1	2	3	4	5
7	In my organisation race is used as a main factor in promotion	1	2	3	4	5
8	In my organisation woman employees are treated equal to men	1	2	3	4	5
9	In my organisation unions are actively involved in all job placements	1	2	3	4	5
10	In my organisation there are no clearly defined policies to develop employees	1	2	3	4	5
11	In my organisation gender is used as a promotion factor for management positions	1	2	3	4	5
12	In my organisation men and women are not segregated during basic training	1	2	3	4	5
13	Our organisation does not have management training specifically for female employees.	1	2	3	4	5
14	Our organisation has inadequate appraisal assessments	1	2	3	4	5
15	Working hours in our organisation put an undue demand on women who have children	1	2	3	4	5
16	Our organisation provides opportunities for women to develop themselves	1	2	3	4	5
17	There is a lack of opportunities for female employees to be role models in my organisation	1	2	3	4	5
18	In my organisation being a female is a barrier to obtaining a senior management position	1	2	3	4	5
19	We measure our performance success by gender representation	1	2	3	4	5
20	Our management serves our needs on a daily basis	1	2	3	4	5
21	We understand the role of women managers representation in our workplace	1	2	3	4	5

SECTION C;
WHAT BARRIERS TO CAREER DEVELOPMENT DO YOU ENCOUNTER IN YOUR WORKPLACE/ ORGANISATION?

- a.
...
- b.
....
- c.
....
- d.
....
- e.
....

State any barriers to the advancement of women to leadership positions.

- a.
....
- b.
....
- c.
....
- d.
....
- e.
....
- f.
....
- g.
....
- h.
....
- i.
....
- j.
....

8. Please indicate your gender, this is purely for statistical purposes and does not affect the research.

Male	
Female	

9. Please indicate your post -level

Administrator	
Skills Coach	
Team Leaders	
Managers	

Thank you for your participation