

**Factors Influencing Career Advancement of managers
of ESKOM in the District of Ngaka Modiri Molema**

**By
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AUTHOR'S DECLARATION

I declare that the work in this project was carried out in accordance with the Regulations of the North-West University. The work is original except where indicated by special reference in the text and no part of the project has been submitted for any other degree. The project has not been presented to any other University for examination either in South Africa, Africa or overseas.

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DEDICATION

To The Almighty God for guidance with deep love, I dedicate this project to my wife Antoinette, my children Oratile and Kaone, my grandparents Chabaemang family and my in-laws, 303 Motlhageng, brothers Loss, Big Moss, Malebogo, Bakang Kagisho, Lesego and sisters Panki, Alpha and my freinds for their patience and support throughout my studies.

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ABSTRACT

This study examined the “Factors influencing career advancement of employees at Eskom to managerial positions: case study: Ngaka Modiri Molema District. The fundamental goal of the research study was to establish which factors drove the career advancement and a critique was undertaken of the substantial literature on career advancement, the driving factors and other relevant issues. Career choices and success are affected by one's immediate environment, parents and social context, as well as one's distinctive characteristics such as age, gender, specific talents, interests and values. Adding to this wide array of influences are also broader issues, such as geography and political and economic climate.

Key theoretical developments were integrated to provide linkage between the conceptual foundations and frameworks of those constructs. Training leads to career advancement and was of more advantage to employees. Work experience and education increased training, again more for men (64.3%) than for women (35.7%) when looking at the findings. The result suggests that career encouragement influences individuals to seek or accept opportunities for training. Self-confidence appears to enhance career advancement. Its impact occurs because those with higher self-confidence gain greater career encouragement and training than do others, in keeping with mastering challenges and overcoming obstacles.

ABBREVIATIONS

- DME- Department of Minerals and Energy
- DSM- Demand Side Management
- EDI- Electricity Distribution Industry
- ESKOM- Electricity Commission of South Africa
- ERA- Electricity Regulation Act
- FSE- Field Service Engineers
- GDP- Gross Domestic Product
- IEP- Integrated Electricity Planning
- IPP- Independent Power Producers
- KWh- Kilowatt Hour (Standard unit for electricity consumption)
- NERSA- National Energy Regulator of South Africa
- NMMD- Ngaka Modiri Molema District
- PTO- Project Technical Officers
- RTP- Real Time Pricing
- RED- Regional Electricity Distributors
- SAPP- Southern African Power Pool
- SSM- Supply Side Management- Supply Side Management
- WEP- Wholesale Electricity Pricing
- STO- Senior Technical Officials
- TO- Technical Officer

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CHAPTER ONE: OVERVIEW

1.1 INTRODUCTION

This research aims to critically scrutinise the regulatory, institutional, managerial, financial, social and political factors that permit or hinder the career advancement of Eskom employees and their impact on the performance of ESKOM in its mandate to supply electricity, specifically in the Ngaka Modiri Molema District Municipality of the North West Province in South Africa.

It is the assumption of this study that career advancement opportunities in an organisation do not only motivate employees but also inspire loyalty and dependability among them to the organisation that employs them. It is also the understanding of this study that motivated and inspired employees are productive, reliable and less likely to leave the organisation. In short, the success of an organisation heavily depends on the motivation, morale and indeed happiness of its workforce. The ESKOM vision, mission and strategy is outlined as follows,

- * **Vision:** To provide the worlds' lowest cost electricity for growth and prosperity.
- * **Mission:** To satisfy all our customers' electricity needs in the most cost-effective way.
- * **Strategy:** To develop Eskom as a business that maximises the value of its products and Services to South Africa.

There is a growing body of literature that has contributed significantly to the understanding of career trends. The best practices of human resources management have been at the forefront of these studies resulting in extensive inspiration of research practice around a diverse career trends and development in the work place and related organisations and institutions. These trends have thus also marked a significant increase in the number of highly skilled female professionals and managers across different industries resulting in the shifting of senior management positions in favour of female employees. This study is concerned with the investigation of factors that influence career advancement of employees at Eskom within the Eskom in the Ngaka Modiri Molema District. Some of the issues surrounding employees and their perceptions regarding personal aspirations such as careers, mentoring and education have duly been explored.

1.2 Background of the study

Clearly, on paper, ESKOM has a vision that is accompanied by a powerful mission statement which is backed by a robust strategy to deliver electricity to South Africa in an affordable, efficient and effective manner. To achieve the above, it cannot be over emphasised that Eskom will have to rely on its pool of men and women in its employ.

It is the aim of this research therefore to investigate and report on the internal factors that permit or hinder the career advancement of these men and women within the echelons of ESKOM, with specific focus on the Ngaka Modiri Molema District Municipality in the North West Province of South Africa. This research will also pay close attention to how the career advancement opportunities available or not available to employees affect their loyalty, motivation, morale, reliability and indeed productivity.

The research probes the internal conditions of ESKOM using research objectives and methodologies that are explained later. It will enrich this research to pay close attention the vast literature that is available on this topic, and this will be elaborated on the literature review section that is to follow.

This research does not dedicate time and space to defining key concepts and terms that are central in the understanding of the subject under discussion. These include 'career advancement' and the term 'career' itself is clarified so as to differentiate it from 'job' and 'employment,' which are normally confused. These definitions will logically follow after the research problem, the purpose of the study, the objectives of the study and its research questions have clearly been clarified.

It is fitting in this introduction to the research that this study explains clearly its tools and instruments of understanding what will guide its progression from this introduction to the conclusion. Andrew Morrison Fischer (2007) in his motivational book, 'Winning in the Workplace', gives a list of 'issues that influence the need by employees to advance their positions in the workplace'. The issues are categorised as follows

- Individual
- Organisational
- Educational

- Societal
- Economical
- Managerial
- Political

What Fischer has contributed is a catalogue of well understood factors that can permit or disallow the career advancement of individual employees within a given organisation. This study uses these factors to investigate the internal career environment for Eskom employees within the Ngaka Modiri Molema District Municipality in the North West Province.

This study also attempts to establish the pros and cons of these factors and how they have, for better or for worse affected the career lives of employees in the chosen site of this research. From this introduction, this research progresses to state the research problem of the study which will help to map the tasks of the study.

1.3 The research problem

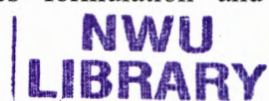
From the introduction above, this research departs towards a statement of the research problem. It is the aim of this research in this section to spell out clearly, what the research problem of this study is, of which it investigates factors that permit or do not permit the career advancement of employees of ESKOM with specific reference to the area of Ngaka Modiri Molema District Municipality in the North West Province. This research problem statement will form the compass that will guide this study towards its logical conclusions to finding out the opportunities or lack thereof career advancement in ESKOM and indeed how this has affected ESKOM's ability to deliver to its vision, mission and strategy that are stated in the introduction of this study.

Factors influencing career advancement to managerial positions have not been well established. Most studies have examined the impact of very specific constructs, such as the leadership motive pattern and mentoring. Only a few studies have examined a range of personal and situational variables and these have been without the benefit of a specific theoretical underpinning. Recently, comprehensive theories of career advancement have been developed for women. The theories may also be useful for explaining the advancement of men, for whom comprehensive theories are lacking (Patrick, 2009). Using positive modeling, the researcher wishes to examine models of influences on employee's career advancement

based on recent theories pertaining to women and the applicability of the models to men. Researchers could necessitate the need to test models of sequenced patterns of relationships if the managerial advancement of both males and females is to be better understood.

There is no harmony in empirical evidence as to the work behavior women and men exhibit in organisations. The perspectives often employed to explain this, among others, are the gender-centered perspective, organisational structure perspective and gender organisation-system perspectives. The fundamental argument of the gender-centered perspective suggests a major determinant of an individual's preferences, abilities, skills, and, behaviors. In this context, men would assumed to be more competent relative to women, in terms of which they (men) are mostly considered for senior level positions.

A related approach to the gender-centered perspective is the balancing contributions approach which argued that even though men and women are different, each make valuable contributions to the organisation (Elias, 2009). The organisational structure perspective posits that observable differences in management behavior of men and women are due to contextual or situational variables (such as organisational promotion policies formulation and implementation, nature of work and type of industry).



The gender-organisation-system perspective supports the other two approaches but went further to say that those individuals and organisations can be adequately understood only in relation to the societal norms and values in which they operate. This implies that workplace experiences of women and men cannot be separated from existing stereotypes in the society. This theory can be used to argue that opportunities for employees in the business world result not from a single standalone event, but rather from intricate relations and junction among multiple forces, including political and legal activities, societal beliefs, values, practices, and, organisational and individual actions.

An explanation to career advancement may be the lack of organisational and career mentor and coach. It could be argued that many lack career advancement due to various problems associated with the issue of mentoring and probably because there have been fewer women mentors. Women may have had problems of getting female mentors than their male colleagues. A few women who were given male mentors complained about the morality of

the issue (Armstrong, 2006). For, example, some felt it was against their religious beliefs to have close relationship with a man who was not their husbands.

Other researchers suggest that there is scarcity of female mentors at higher organisational ranks, and because cross-gender mentoring relationship was less likely to engage in close friendship and that social role that involve after-work networking activities could be vulnerable with an appearance of romantic involvement. Nevertheless, Armstrong (2006) described cross gender mentoring as a more beneficial mentoring relationship. The increasing assortment of the workforce adds a new element to the mentor-mentee matching process. People were attracted to mentors who talked, looked, acted and communicated like them. Gender, race, ethnicity and religion could play a role in matching (Adams and Adams, 2009).

Various researchers (Ballou and Godwin, 2007) identified the lack of adequate education, training and experience in the past, as contributive to the difficulties employees experience in getting management jobs. Access to organisationally sponsored training and development schemes, and to educational opportunities is often unequal between the sexes. The human capital model is frequently adopted to justify differential treatment towards male and female employees with respect to training and educational opportunities (Ashforth, Sluss and Saks, 2007). The various authors stress that employers tried to maximize profits by minimizing costs to the extent possible. In some instances women were often considered to be higher-cost workers due to family issues such as: women were often said to have higher rates of absenteeism (probably in part because of family responsibilities which caused them to miss work in order to care for family members).

1.4 Purpose of the study

Any study, if it is to be relevant and play its role in increasing peoples' understanding of the truth and that of life must be able to justify itself and defend its purpose and objectives. It is the purpose of this study to investigate the individual, organisational, educational, societal, economic and political factors that influence, in a positive and not negative manner, the career advancement of employees at ESKOM. Since ESKOM is such an organisation This research therefore focuses specifically on ESKOM in the Ngaka Modiri Molema District Municipality in the North West Province in South Africa.

While the focus is on ESKOM and its employees, it is noteworthy at this juncture to observe that the discoveries and observations that this research will make will naturally be usable in understanding the situation of other organisations and their employment and career advancement conditions. For that reason, it can be stated that this study will not only contribute to, but will also provoke debate on the subject of employee motivation and organisational conditions in South Africa.

It is also valuable at this stage to note that this study has within its purposes, interest in the interplay between organisational interests and the interests of employees and their careers. For that reason, this study is central in uncovering new insights on how organisations and employees can better their relations and workings by being alive to each other's interests and agendas.

1.5 Objectives of the study

The objectives of this study are as follows:

- **Individual Factors:** As quoted by Patterson and Ingrid (2008, 134) legendary sociologist, Abraham Maslow argued that each individual human being has got physiological, psychological, emotional, social and sentimental needs. It is those needs that influence what humans do and the decisions that they make in the workplace and outside. It is one of the fundamental objectives of this research to therefore investigate the individual human factors that influence positively or negatively the career advancement prospects of employees at ESKOM. No matter how deep or wide this research goes into the chosen subject, it would not have done enough justice to the study if it ignores the individual human needs as expounded by Maslow.

- **Organisational factors:** An expert in organisational behaviour, Clem Sunter (2011) states that, like human beings, organisations have character and personality. They also have moods and characteristics that are determined by those who run them. It is these internal characteristics of organisations that make their environments which are either good or bad suitable for career advancement of employees. This research would not have done its part if does not investigate these organisational factors which influence the career advancement prospects of employees at ESKOM.

- **Educational Factors:** Education and training is a key human resources factor that matters in any organisation. So crucial is that it largely contributes to how employees progress in their career prospects. Together with hands on experience, education and

training are considered when it comes to making decision on promotions and demotions. Not only that, research has proven that educational and training among employees has an influence in productivity and excellence in the delivery of organisational aims, objective and indeed visions and missions. It would be an error of serious omission if this research was to retreat from the objective of investigating educational factors that affect employee career advancement at ESKOM.

- **Societal Factors:** As individuals, employees live in communities that make their society, which is made out of family, relatives, friends and associates. Almost all wishes, dreams, aims, plans and objectives that individual employees make about their careers have to factor in society. It is for this good reason as well that this study has the objective to interrogate the social factors that are the push or pull, backward or forward energy, in the career advancement prospect of ESKOM employees.

- **Economic Factors:** Human beings live in an economy where they also have to buy goods and services, in the form of shelter, food, clothing, water, energy, transport, entertainment and other needs. As a result salaries, bonuses, incentives, allowances and other occupational benefits make the difference between success and failure of employees within organisations. It is vital therefore that this research pays attention to economic factors that affect the lives of employees in such organisations as ESKOM. It is also for that reason that employees have formed and joined trade unions and other organisations to protect their rights to minimum economic security within the workplace.

- **Political Factors:** It was Athenian Philosopher Aristotle (1987:144) who made famous the statement that 'human beings are political animals'. Individual human beings cannot live outside the trapping of power and control in the societies and organisations that they are in. Politics are everywhere in work relations, outside the work place and even at family level at home. So many aspirations, hopes and decisions that people make are for political reasons. It will be very important therefore for this study not to marginalise the import of political factors in determining employee career advancement in such organisations as ESKOM, which is the subject of this study.

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1.6 Research Questions

Now that this research has clearly spelt out its objectives of study which will guide it to its logical conclusions, it is important in the interests of clarity and logic that this study uses the above objectives to formulate clear research questions that this study must answer. Coming from the above study objectives, there are five research questions which are catalogued below,

- Does Eskom (NMMD) have mechanisms to evaluate the effectiveness of the approaches to career advancement of employees?
- Are employees given the platform to conduct seminars/conferences/workshops as a way of sharing the knowledge and experience they acquired through training and advancement at Eskom (NMMD)?
- Do employees participate in external workshops/conferences/seminars for Eskom (NMMD)?
- Does Eskom (NMMD) arrange in house seminars/conferences/workshops?
- Do employee's job responsibilities become enlarged or enriched or does job rotation take place at Eskom (NMMD)?

It is the above catalogued research questions that will help this research to come up with a clearly defined reading list that will equip this study with relevant and reliable insights which will deliver durable conclusion that can withstand questioning and test.

1.7 Literature Review

The literature review section of this research takes a helicopter view of some of the relevant and important literature that is available on the topic in question. It explores, in passing some of the prominent themes that present themselves within the scope of the topic. In a way, this section helps to frame informational territory that the study claims.

Since this study is centred on examining the factors that affect, for better or for worse, the career advancement of employees for ESKOM, the first authoritative document that deserves close consultation is the Constitution of The Republic of South Africa (1996) which spells out how ESKOM is to be composed. The Constitution of the Republic Of South Africa

(1996: Act No 108) gives clear insight on how ESKOM as a parastatal was to be composed and how it had to operate. This information is vital if this study is to knowledgeably handle the issues that are to be raised by this research.

Jewson and Macgregor (1997) have edited a series of rich papers that discuss a number of themes around the subject of 'labour relations and career opportunities for employees' in 'contested governance and new working conditions' which in view of this study accurately captures the South African Eskom context. The only limitation of this helpful publication, however, is that the scholars are discussing employee relations and experiences in European countries, of which some of the case studies are irrelevant to the African and specifically the South African situation. On the other hand, in those exotic European human employee approaches and work environment case studies, there is a wealth of insights that can be applied in the context of South African case study.

Since this research is slanted more towards an investigative approach as far as scrutinising the workings of employee relations to do with career advancement in ESKOM and in South Africa, it will benefit richly from the publication by Roland M Malan, et.al (1984) which raises the very important subject of monitoring and evaluation, performance appraisals and 'performance auditing' of employees in local governmental departments. This aspect of performance auditing is important for this as it pays attention to auditing of employee career advancement in a parastatal.

Cloete and Mokgoro (1995) have also edited a valuable book which chronicles what it describes as innovative and creative 'policies for public service transformation, and the motivation of employees in the public sector'. The relevance of the need for policies that will transform the 'service' capabilities of such public service organisations as ESKOM in South Africa needs to be taken into consideration regarding workings of intergovernmental relations that suggest new thinking around the concept of career advancement for employees.

Also important in this study are the publications in leadership, management motivation and career advancement. In his book, *The Pillars of Leadership* (2006) and his other book, *The Seventeen Rules of Teamwork* (2008) Maxwell discusses several themes to do with the career development of employees within organisations and companies. As the study,

hopefully rolls out in serious, several more critical sources are to be identified and utilised in the following chapter. It is noteworthy also at this juncture to observe that there is a growing body of relevant literature that will become apparent in this study.

1.8 Career Advancement

For the avoidance of doubts and the elimination of any possible semantic and dictionary ambiguities, there is need that key terms be clearly defined. Beeson (2000) argues that 'career advancement is the movement of an employee from the tearoom to the executive suite'. This implies a rise of an employee from the lowest ranks of the company to the highest

Mckay (2011) states that career advancement encompasses everything you do from the time you are employed to the time you retire. For others it means 'a rise through the corporate ladder until you are in the executive suite, while for others it means doing a good job and being recognised for it'.

From the two definitions above, career advancement has to do with growing and staying in the job until one achieves fulfillment and happiness. It involves gaining experience and in terms of the rewards that come with the occupation. There is deepening of knowledge and expansion of experience which then makes an individual employee suitable for rewards and promotion on the occupation.

Maxwell (2008) defines a career as a 'chosen pursuit, a profession or occupation'. Maxwell's definition suggests a difference between a career and a job. A job is what one does within his career which is a lifetime 'pursuit' that an individual has chosen. At the end of the day all employees do their jobs in order to further their careers, which makes career advancement every employee's dream.

1.9 CONCLUSION

The is need for employees to possess some essential skills that include the need to earn credibility and gain power in their organisations; recognizing the importance of networking among themselves; and that personal achievement and successes are equally vital. Furthermore, there should be a sustained focus on the education and capacity building to achieve economic empowerment. Government has put in place policies such as the Skills Development policy as a way of encouraging individuals to embark on acquiring the necessary training, skills and expertise inadequate education of employees has contributed to the slow advancement of employees in the workplace. Leadership training and development of employees are also suggested by most scholars as critical factors in the development and transformation of individual employees.

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A brief account of the focus of this research has been introduced above in terms of the background of this study, statement of the problem, objectives, research questions and a number of related issues. This dissertation consists of five chapters of which the first deals as already highlighted with the general introduction that pays attention to its specific focus. The second chapter provides a literature survey relevant to this research. The third chapter pays attention to the methodological issues and approaches appropriate to the question under investigation. The empirical data and analysis is presented in chapter four. Lastly, chapter five rounds off by way of a conclusion the various accounts that run throughout this dissertation.

CHAPTER TWO: LITERATURE REVIEW

2.1. Introduction

This chapter provides the literature survey pertinent to the study paying particular attention to the factors that influence the career advancement of some employees at Eskom to managerial positions. It is noteworthy that career advancement comprises the intellectual capacity and ambition of individual employees in pursuit of change and recognition in the realm of their employment situation. An occupation for individual employees (man or woman) describes their status within that particular organisation at any given time (Abdulla, Djebarni and Thomas, 2008).

Job satisfaction within any work environment is very significant for individual development and progress to be registered. Such satisfaction is often supported by the presence and availability of continued work related training programmes associated with new developments and technological advancements within a particular field, whether in administration, decision making, information technology, technical inclined interests, journalism and other international development work. This type of continued readjustment to the demands of the occupation is not only significant but rewarding for employees and the organisational development and advancement at large (Abdulla *et al.*, 2008). If organisations, institutions and various facets of businesses are to survive in this rapidly changing whole world is continued adaptation is the norm. It is within the foregoing context that the career advancement of individual employees needs to be contextualized as it is also provides more access to available job opportunities.

Failure to address the skills issue within any organisation or institution, including Eskom, can rapidly lead to the lack of financial viability, leading to financial collapse thereof. Within this framework, it is important to recognize that every factor contributing to skills development also contributes positively to economic growth. It is fundamentally the resources and sharing

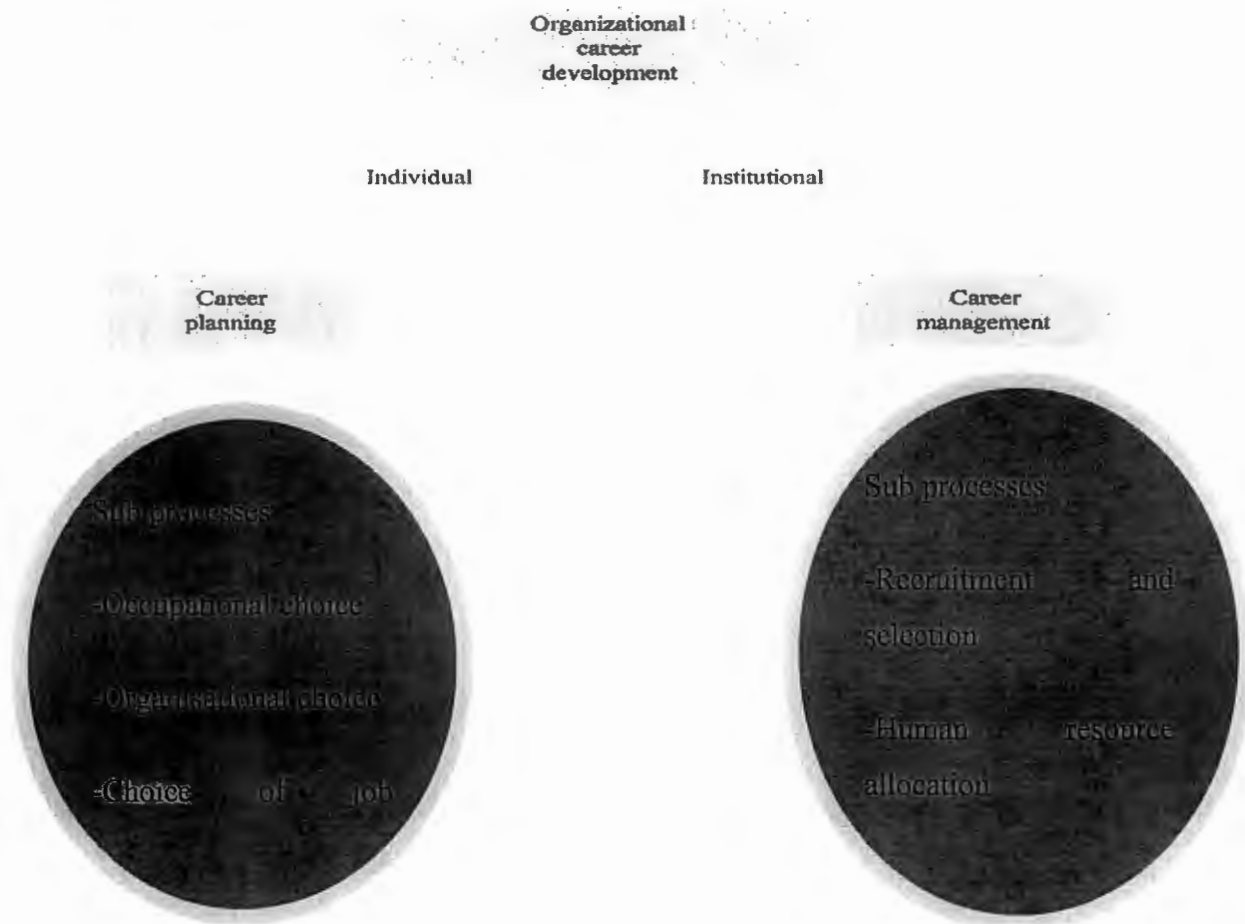
of information that makes training a skills empowering exercise from specialized professionals, in terms of which:

- Training needs to be task specific in order to equip employees with skills,
- Employees need to be committed to acquiring new ways of doing things techniques, initiatives and responsibilities,
- Training should be a continuous activity that emphasizes the sharing and acquisition of knowledge rather than a formal training activity,
- Managers and supervisors and any other resourceful individuals can all play a pivotal role in training,
- Action training where everybody is involved in the setting and implementation thereof is the most suitable,
- Formal training lays the foundation to skills development, as it instills confidence and enthusiasm to those being trained,
- Training enables institutional matters to be handled professionally (chairing meetings, agendas and conflict resolutions) and
- Training also provides communication skills for effective and efficient running of organisations.

2.2 Career planning and career management

According to Abu (2009) “career advancement relates to internal processes of individual employees that explicitly express their cherished careers within the particular positions that they hold in an organisation, institution and/or any other working environment in terms of succession and sustainability, paying attention to their own career goals”. Within this context individual employees will certainly chart structural processes of carrying out their career goals in line with those goals drawn out by the organisations that they work for (Abu, 2009). These career path goals and associated ambitious progression are clearly illustrated in Figure 2.1 below.

Figure 2.1: A model of organisational career advancement



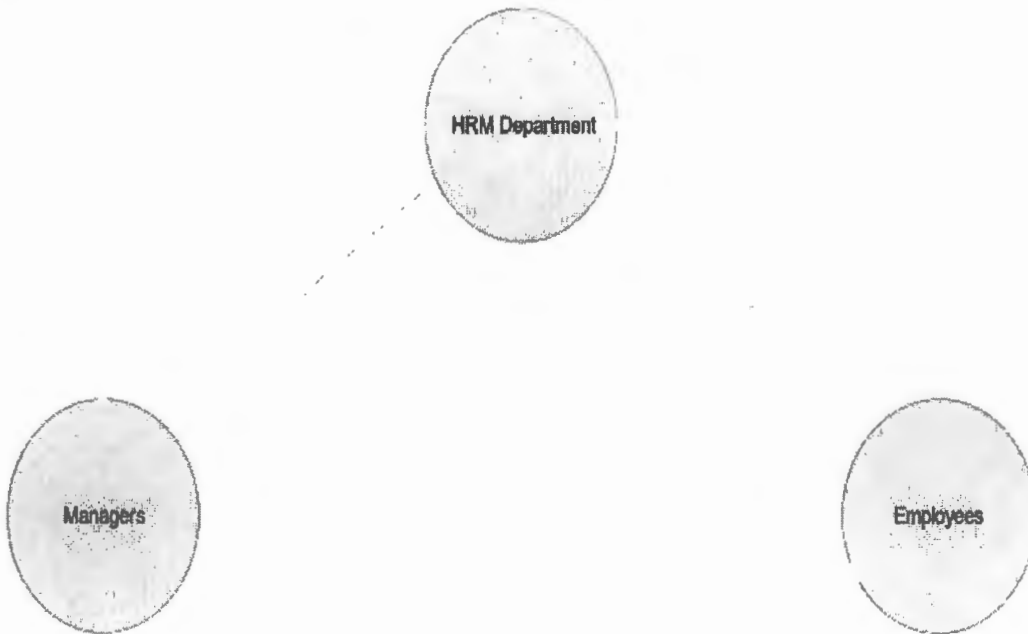
Source: (Abu, 2009:34)

2.3 Roles in career advancement

Career advancement in an organisation emphasises the relationship between the following factors: employees, decision-makers and human resource elements and the institution as a whole (Adams, 2006:45). The roles that all the factors play within a particular organisation or institution are significant and central subject to the variation of time and impact. The actual specific tasks performed by individual employees within a particular organisation define or illustrate the nature of their roles (Armstrong, 2006:79). An individual within an organisation will certainly execute many roles from a low level entry to a higher more role characterized by a degree of decision making, responsibility and accountability. Upward mobility in one's

career necessitates understanding of other employees who are also charged with different roles within that particular organisation.

Figure 2.2: Career management



Armstrong, (2006:90).



Within the context of an individual’s career advancement, other employees must of necessity find out their occupation and career paths inter-dependent in ways that are connected with the objectives, vision and mission statement of that particular institution, administration or organisation. The human resources department of that entity is charged with searching and mapping applicable career paths of individual employees. The dissemination of information by the human resources department not only provides information feedback to the employees but also the potential that the organisation offers in terms of progression and sustenance within the work environment. It follows that the managers play a crucial facilitating role in enabling career advancement progression. The needs and objectives of the organisation are correlated with those of individual employees, their wellbeing, abilities and skills (Ashforth, Sluss and Saks, 2007).

2.4 Factors which influence career advancement

Baker and Dutton (2007) have noted number of factors that are vital in impacting an individual employee's career advancement. Of these, some have the powerful force of motivation and progression, while others places unforeseen limitations on the career paths of individual employees. These include the following: professional resume, online visibility, presentable appearance, networking, confidence, education, positive thinking, leadership abilities, communication skills, career accomplishments, resilience, and motivation.

Coaching can be an extremely effective way to develop confidence and strong supervisory – subordinate relations in terms of the following:

- Providing continuous feedback to motivate and improve performance,
- Ensuring the provisioning of training and the development opportunities and resources when needed,
- Providing the necessary resources when needed, and
- Encouraging and empowering all employees to monitor themselves and take responsibility for their own learning.

All of these factors are crucial and manageable for the achievement of a career path of an individual employee. Put differently, all things being equal, the success of the career path of an individual employee is within the power and motivation of that particular individual to attain career advancement and progression from a lower to a higher level (Adams and Adams, 2009: 27).

The manager and employees need to continuously engage at agreed intervals to review the generally accepted measures and standards by:

- Evaluating actual performance against expected performance,
- Identifying the strengths and weaknesses of employees and managers,
- Identifying training, development support needed to improve performance, and
- Using periodic formal appraisals most effectively in order to summaries key issues and maintain motivation.

Performance management of individual employees is referred mostly as performance appraisal (Grilling, 2005). It is concerned with formally reviewing, evaluating or assessing a subordinate, usually at the end of the planning year. In this context, performance appraisal

ought to be viewed as the day-to-day management of the performance of an individual or a group of employees, by both the immediate manager and the individual employees themselves.

Performance management at its broadest can also mean any activity which is designed to improve the performance of employees and managers (Van der Waldt, 2006). It can also be contextualised in accordance to the following three basic activities:

- Setting clear objectives for individual employees and managers, which are derived from the strategy of the organisation,
- Formal monitoring and review of progress towards the set objectives, and
- Employing the outcome of the review process to reinforce desired employee and manager behaviour in terms of the mechanisms of rewards, training and development needs.

Performance management interventions focus on how goal setting, performance appraisal and reward systems can contribute to organisational effectiveness by aligning employees' work behaviour with organisational strategy and workplace tools and technology. The interventions designed to develop and assist organisational employees can be grouped under three headings, which comprise:

- Career planning,
- Development, and
- Managing workforce diversity and the health of employees.

The career tendency is often beset by other circumstances beyond the control of any individual employee as clearly demonstrated by the uncertainty in market forces that have resulted in business or organisation closures (Kroukamp, 2007). Under such a climate, career advancement gets halted or completely destroyed, especially where economic uncertainty has negatively affected the prospects of a particular organisation, as happens under severe recessionary periods.

Under these conditions career trends and advancement are assisted by visionary decisions that take into account varying projected economic trends at all times specifically to thwart futuristic uncertainties. The resultant economic projections necessarily lead to production changes and readjustments in line with the uncertain changing operational environment, and

hence continued effective and efficient management of businesses, institutions and organisations (Bakker and Dutton: 2007, 21).

Clearly, as can be seen from the foregoing scenario, even the tools that are necessary to advance career progression also change to suit the changing production conditions of those institutions or organisations. As the tools or instruments change, so does the necessary knowledge required for adaptation to the new conditions. The importance of coaching under these changed or changing conditions cannot be overemphasised.

The conditions outlined above prevail in a number of organisations whose visionary leaders or managers coherently balanced their future projections in ways that ensure sustainability of their programmes and/or production lines. It is within this context therefore that the dominant feature becomes a comprehensive analysis of the general causes of economic success and decline for career paths and advancement to be sustained in ways that are both beneficial and rewarding to individual employees and the organisations that they work for.

Performance appraisal is an integral part of performance management and productivity management. In this context performance management is a productivity action step. Performance must always be a consideration in productivity work because of the clear relationship between the effectiveness of the work of each individual and the output per man-hour of a group. Effective management of human performance in an organisation requires more than formal reporting and annual ratings. A complete appraisal process includes informal day-to-day interactions between managers and subordinates through formal face-to-face interviews.

2.5 Individual counselling

Career counselling is an activity or process that takes into account one-on-one consultation between an individual employee and the relevant representative of the organisation or institution. It is an activity that consumes a lot of time given that it is mostly conducted on one on-one basis, and usually militates against other methods aimed at career advancement. Counselling sessions mirror those involving annual performance evaluations of employees by their managers (Bakker and Demerouti, 2007:67).

These sessions are further characterised by the determination of the goals of employees in ways that clearly provide some form of guidance, intervention and assistance from the counselors in focusing an employee towards the achievement and/or implementation of those identified goals. Counselling is a very significant form of intervention that plays a critical role in assisting employees towards advancement of their careers. Clearly, not only is counselling important for career employees, but through the continuous intervention and feedback form it is also very crucial for the entire workforce irrespective of the length of service in that particular organisation or institution. Only those managers with the interest of the organisation as determinant both in terms of its performance and the capabilities of its employees qualify to become counselors (Ballou and Godwin, 2007).

2.6 Information services

Any organisation that does not value the critical role played by information systems in this changing dynamic world cannot survive (Bechet, 2008:96). Within an organisation there will be an internal communication system that is vital for its overall performance in terms of keeping employees abreast of any developments and changes taking place at all levels. Through this two-way interchange communication system that is characterized by continual instruction and feedback the organisation is informed of all the challenges thrown at it at all times, including its potential growth and/or decline.

Furthermore, the organisation also gets informed about the need of assessing its employees through the two way information environment about the career planning needs of individual employees. Given that the confidentiality of information, it is important that it is target specific paying particular attention to the skills of all employees, their knowledge and familiarity with the working environment, as well clearly identifying suitable candidates for promotion and recruitment to the available job opportunities.

In most cases, these information systems take into account job posting advertisements and/or announcements that clearly refer to the availability of employment opportunities within an organisation and the registration or acknowledgement of existing skills before external advertisement and recruitment (Brim and Asplund, 2009: 45). In this context, vacant

positions are advertised internally by the organisation in a variety of forms, such as the circulation of flyers in spaces accessible to the employees and by email.

The purposes with which these internal advertisements serve are clearly intended to provide employees with career advancement opportunities. These advertisements would certainly contain precise information about the nature and requirements (in terms of the qualification criteria and skills) for the job, including the salary for that particular position. Internal advertisements play a crucial motivating role for employees as they in actual effect recognize the value of those employees and their need for career advancement within a particular organisation as opposed to external recruitment. This in effect implies the recognition of by an organisation of existing talent, skills, capabilities, abilities, expertise, experiences, and qualifications of employees (Burke, 2009:79).

The information system of the human resources department of any organisation will certainly contain a skills register of its employees. This skills register is vital and a major resource for any organisation especially when the need to identify potential arises. It follows thus it is also an important tool of determining whether an organisation is lagging behind with skills at its disposal, such that outsourcing becomes an option, whilst at the same time other measures aimed at boosting the educational requirements and provision of training programmes are considered.

It is has also been noted that the information systems that an organisation possesses does offer individual employees with additional opportunities such as career pathing, including potential future job opportunities (Burke, Matthiesd Pallesen, 2006:19). There will be a myriad of other employment related opportunities that enable employees to chart their advancement upwards as well as those that offer employees individual personal growth in their quest to achieve their career goals.

Promotion represents career advancement progression in any work related environment, especially where it was done in recognition of merit and just reward. It is also a recognition by the organisation concerned that the individual employee who has been promoted has in actual fact moved from a lower level to a higher level within the organisation. It does not

really matter how high an individual employee has moved through the act of promotion, but it is that act of movement and change that is recognised (Carlan, 2007:93).

Not all organisations are forthright about the career paths that are potentially available, but other institutions tend to employ colourful marketing strategies simply to highlight what they offer by way of careers for their employees. The usefulness of these marketing strategies relate to the familiarisation of employees to what is available by way of job opportunities, conditions of service, rewards and ultimately career advancement and progression. There can be no doubt therefore that career paths can assist employees to rise and get recognition in the workplace, through the acquisition of necessary experience, skills, capability and recognition for promotion.

Although there will be obstacles along the way as individual employees climb the advancement and/or promotion ladder, it has been reported that other organisations have employed double career paths or dual track systems that recognises effective accountability within both the administration and non-management realms (Carlan, 2007:94). Within this context, it is noteworthy as it has also been argued that career paths within the professions such as engineering and natural sciences are a given taking cognisance of the expertise and specialism involved in those professions.

Put differently, by virtue of the nature of those professions, individuals get outright promotion from the beginning of their careers and hence are recognised early on from the start as doctors, scientists, engineers and so forth. It is also important to note that even whilst these professions allow individuals to start upward with some kind of recognition, the same professionals would still have to undergo some form of training to equip them with the necessary management tools and expertise. Owing to the nature of these professions, additional mechanisms that attract some form of penalty present certain restrictions by way of ceilings attached to them. As such, these professions by their nature have to follow some given standardised upward movement in line with the set restrictive mechanisms (Carlan, 2007:95).

2.7 Organisation assessment programs

The technique for assessing the potential for employees comprises advancement assessment programmes in those organisations (Vanc and Stafford, 2008:63). In these organisations assessments of employees is done when the need for promotion arises especially paying particular focus to the middle and senior managers, including technical employees. The intention of these assessments is to fill vacant positions with capable employees who have demonstrated a track record in the execution of their responsibilities within those organisations. These assessment programmes are referred to as assessment centers and succession planning, where usually the considered opinion and judgment of a small number of senior managers is taken into confidence (Cappelli, 2009: 23).

In other cases assessments are structured within the framework of interviews, tests, group discussions, in-baskets and business games. Senior managers are at all times tasked with the role of evaluation. It is noteworthy that senior managers in this case include persons who are above a certain rank that is being evaluated. A good example in this case would be Heads of Departments assessing and evaluating any other rank below theirs from Chief Director downwards, as well as Assistant Directors evaluating Senior Administrative Officers, and so on. In other instances, the role of assessment and evaluation is outsourced to professionals with that particular expertise. As with any other professional task, although the assessment might be done verbally by way of an interview, all the information yielded from that particular exercise is noted down and oral communication recorded in line with effective planning of the organisation and compliance with the legislative imperatives. Under these conditions it is appropriate to estimate the actions and performance of individual employees in any organisation (Chan and Doran, 2009:100).

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Senior managers of an organisation will continually plan and review the work and performance of their subordinates in ways that identify those with potential for further development (Clapp-Smith, Vogelgesang and Avey, 2009:76). As senior managers identify those for upward movement they equally at the same time identify those who will fill the vacant positions left behind by those promoted in a series of succession planning, preparation and implementation processes. The incident or process where an incumbent manager identifies his or her replacement is referred to as unofficial succession planning. On the other

hand, a process that involves forecasting of human resources, ratings of present performance, inspection of strategic plans, promotion, etc. is referred as formal succession planning. Arguably, succession planning is both a top-down and down-top exercise that identifies individual employees who do not only need but deserve advancement and progression.

It has also been argued that at other times a number of succession planning systems do not always succeed as intended due prejudice where there is no adjustment to the changes in positions over time and also where a single candidate is in line for various positions within a given organisation. This succession planning failure is also attributed to situations where decision making is fraught with difficulties in the consideration of inputs from individual employees regarding their own career benefits. Under these circumstances mentoring although exceptionally crucial and important involving the official working relationship between the junior and senior employees is usually just an exercise that becomes located within the significant managerial roles (Dolan, Garcia, Gabezas and Tzafirc, 2008:21).

Job rotation has also been noted to be comprising another form of advancement programmes within an organisation (Edwards, van Laar, Easton and Kinman, 2009: 76). Accordingly, the employee is instantaneously exposed to various roles and a series of skills of work within that particular organisation. This kind of exposure is beneficial to both the individual employee and the organisation. By being able to perform a number of roles and duties the individual employee gets becomes multi-skilled, gets to understand the different functions of the organisation, including what is required in terms of responsibilities from employees and the organisation benefits directly without having to recruit specialized skills elsewhere.

2.8 Personal factors

It is not probable to discover two persons who are entirely identical. As a result, unlike individuals have various relations and dissimilar fondness in their careers. A whole lot of different factors maneuver the alternative and advancement of one's career. Those factors can be correlated to social status, relatives, associates, organisation and potentiality it offers, economic status, but first of all these are personal characteristics such as attitudes, personality, skills or abilities (Edwin, Boezeman, Naomi and Ellemers, 2009:51). The career

is wholly inclined with environmental and personal factors. It develops through different stages and each of these stages is influenced by the factors stated above.

2.9 Attitudes

Attitudes are defined as behavioral factors that highly influence individual employees within an organisation and usually positively or negatively determine the career possibilities. They comprise a particular positive or negative mind-set that is either learned or inherent within that individual employee especially with regard to treatment and response to other colleagues as well as to people coming from outside the organisation (Elisaveta, 2006). It is within that particular context that an employee will display some attitudes not only towards one's career, but to the working relationship with others. Individual employees will at all times display some kind of attitude towards their work, organisation, rewards if any and ultimately their behavior.

It is noteworthy that attitudinal factors trigger thought, emotive and behavioral responses. The information an individual employee has about a particular job, his or her opinions and behavior constitute the cognitive constituent of an attitude. Any job or working situation will undoubtedly appeal positively or negatively to any individual employee. Employees will behave constructively if they feel positively about a job and negatively when their perception of that particular job militates against their interests. In situations where employees are positive about their working environment, they will contribute positively and this will include coming to work on time wearing a smile most of the time, but disastrously when their perceptions are entirely negative.

2.10 Personality

The importance of the occupation that individual employees perform moulds their work personality, again positively or negatively. Within this setting there will those employees whose work is perceived to be helpful and those who will be thought to be unhelpful. Employees depicting a positive personality will be very keen to carry out their tasks without hindrance while others would need constant persuasion at times backed up warning. It is important to recognise that each employee will interact and express his/her personality very differently from others due to the unique characteristics that each individual possesses

(Ashforth, Sluss and Saks, 2009). The same authors affirm the distinctiveness and temperament of each individual employee which are products of shaped by various factors such as the heritage, culture and the environment. It is these variables or factors that help determine the positive or negative contributions of employees in a work related situation (Gong, Yaping, Jia-Chi, Huang &Jing-Lih and Farh, 2009:54).

2.11 Knowledge as a precondition for career progression

It has been argued that education is a very important feature for human development and career advancement. Education also serves as a reference point for the development of any viable human resources in any organisation. The main reason then for assigning particular importance to education is its competitive edge within an organisation (Ashforth, Sluss and Saks, 2009). The interests ascribed to education have to do with accessing employment because of the historic tendency associated with basic entry to an organisation and the world of business at large. Although the task of pursuing further education and acquisition of skills through training and continuous advancement falls on an individual, it also becomes a necessity on the part of the organisation concerned. This is due to the fact of the need by organisations to invest in their employees through the provision of education, training and advancement. Just as investment in infrastructure, most organisations invest in education in light of the ever changing social, economic and business environment (Gilson, 2008:17).

It is in terms of the above that education is seen as a crucial mechanism for the achievement of career advancement within an organisation. According to Barker and Dutton (2007) education, continuous learning and training are critical variables for the success of both individual employees and the organisation. Along with this, education is arguably the generator of additional advancement through the intensification of an individual's cognitive knowledge, skills and abilities, and therefore decision making (Holton, Dent and Rabbetts, 2009:66). It is through education that individuals get equipped to review and understand various work related situations and challenges and respond appropriately. It is through continued learning that individuals not only acquire skills, but also become aware of the different roles that need to be performed in a series of adjustment of work related behavior (Ilies, Schwind and Heller, 2007:92).

Training has for many generations constituted a separate distinct mechanism for improving the performance of employees paying particular attention on their work. It is through training that employees gain new knowledge and skills, as well as the required ability for perform at a higher level as a pre-condition that a certain organisation succeeds in achieving its goals (Luthans, Avey and Patera,2008:61). It may also be appropriate to see the process of training as that which yields new talents, capability and comprehension in pursuit of the means necessary to the achievement of the goals of the organisation.

There is no doubt that the importance of training is of gigantic proportions especially in relation to career advancement, organisational development and transformation. This assertion cannot meaningfully be separated from education and learning. The correlation with gaining new knowledge, skills and abilities becomes apparent and is a requirement for any employee to achieve greater performance, innovation and continued learning. Accordingly it is through dedicated learning and preparedness which is motivated and inspired that enables employees to ultimately succeed (Mazerolle, Bruening, Casa and Burton, 2008:43).

The milieu of skills that have been acquired by an employee plays a pivotal role in overall consolidation and retention within a given organisation. Enthusiasm represents another important requirement for learning (Bakker and Demerouti, 2007). The individual learner thus becomes the key driver of the acquisition of the new proficiency and change with a specific focus on the associated benefits of learning. In terms of which, there can be no substitute for rigorous individual enquiry as well as being taught by others. Within this context individuals are inspired in realizing their own set goals (Boyle, 2009). It is in terms of the above that employees sustain themselves and contribute to the advancement of resources within the organisation.

Employees also benefit from learning from the material provided by work related conferences, in terms of the increased ability that makes the execution of the jobs or responsibilities possible, efficient and effective (Bloom, Krestchemer and van Reenen, 2006). By applying the skills learned elsewhere, whether through some training programmes, workshops or conferences, employees play a critical role in ensuring that the company's resources are utilized efficiently and effectively (Meurs, Breaux and Perrewe, 2008:20).

Learners gain considerably more when they understand the importance of the new material that is introduced.

The philosophy of learning is much more than all that has been presented above. When individuals go through a process of learning, not only do they learn new things and ideas, they also process and preserve what has been learned (Brim and Asplund, 2009). There is a multiplicity of ways within which individuals learn, such as learning by doing or execution as well as by repetition (Burke, 2009:31).

In the context of learning, it is important to have some measure as to what material, teaching aids and duration would effectively assist learners to acquire education, development and transformation. The choice of learning does influence what needs to be taught as well as the design of appropriate programmes (Cappelli, 2009). Envisaged difficult courses and programmes need to be broken into several steps to make learning accessible (Luthans *et al.*, 2008:78). This is important in order to ensure that those who find the learning exercise difficult are able to participate and gain considerable insights and knowledge from the entire exercise.

Abudulla *et al.*, (2008:25) argues that feedback in the form of criticism of a learner's performance is very important in assisting that particular learner to gain knowledge and understanding. Accordingly, Abdulla's argument is that there is no purpose at all in providing education in any form (whether by training or full time class attendance) when the outcome of that exercise is not communicated to the learner. Learners will progress to higher levels by consolidating what has been learnt and thereby establishing some kind of information base that is valid, reliable and backed up by experience. It is the linkages and correlation between what has been learnt in the past with the new acquisition of knowledge that is crucial (Bechet, 2008:61).

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Motivation in this instance is the precursor of the acquisition of new material or skills, building on the already learned ones. By clarifying the main concepts and points about everything that is being learned, vigorous participation and energetic performance is usually triggered resulting in the learned skills and retention (Chan and Doran, 2009).

2.12 Adult learning principles

According to Edwards, van Laar, Easton and Kinman, (2009), “it is only through the acquisition of new skills and further cultivation of critical ideas that adult employees contribute towards their career advancement”. This is so because different individuals owing to their uniqueness perform things in different ways and thereby acquiring different techniques at different times and localities. The emphasis herein is their individual traits, characteristic and maturity paying particular attention to the age of the individuals rather than their intellect. It is absolutely vital that adult employees are occasionally exposed to various forms of work related learning specifically in order to gain additional skills.

Many approaches as opposed to those applied in primary or secondary schooling have to be employed with regard to the education of adult learners (Holton *et al*, 2009:18). Coaching of adults will also be different from those applied elsewhere, as will be the emphasis on values and practices. These fundamental differences of approaches between the adult and child learners are also underlined by Dolan, Garcial, Cabezas and Tzafnr, (2008:100). Following from the foregoing, it is important to note that not only will adults be learning new things, ideas and or acquiring additional and technical skills, but they will also be building the their vast and enormous experience acquired from basic education, work, reading, their socio-economic, political and cultural environment over many years. Paying attention and conversing with other adults. In addition, it is also important to note that because of their age, adults would have been accountable for many of their decisions in most environments that they would have been exposed to and appropriate to their future, including, for their own learning and motivation.

It follows from the foregoing that adults will generally not shy away from being inspired and learning new things pertinent to their career advancement and future development (Edwin and Ellemers, 2009). It is in this regard, given their vast life experience, that adults would in general feels compelled to seek answers to questions that they do not understand and thereby creating mutual encouragement and co-dependency (Clapp Smith, Volgelgesang and Avey, 2009). The argument that owing to their age, adults take longer to learn new ideas and skills appears to be unfounded. On the contrary, adults do have the ability to achieve competency and performance levels equivalent or even higher than those achieved by young people.

Ultimately, everything is dependent on how both sets of groups (adults and the young people) conceptualise and prioritise the elements of enthusiasm, formation, acquaintance, organisation and time (Elias, 2009:89).

2.13 Training

Elements of training and advancement have already been alluded to in the course of this Chapter above. These may seem and indeed appear similar terms that embody similar characteristics, but are quite different although they are usually applied jointly. This is because they embody some correlation between them. It is noteworthy therefore that the word training refers to some kind of process that results, equips and empowers the trainee with some sort of skills, whereas the word advancement applies to the elevated condition or position (be it of power or otherwise) that makes it possible for a person with new skills following a particular training exercise to occupy (Elisaveta, 2006).

According to Gruman, Saks and Zweig, (2006:19) the terms training and advancement normally get infused into one phrase. This then becomes a useful phrase for organisations when the enhancement of the skills of their employees becomes necessary and apparent (Gruman, Saks and Zweig, 2006:19). These same authors went on to divide the training succession into three phases, with the first known as the need assessment phase, the second known as the training phase, and the last one as the evaluation phase (Gruman, Saks and Zweig, 2006:19).

2.14 The need assessment phase

Before embarking on any training, it is important to undertake a detailed needs assessment to decide which employees should be trained, what they are to be trained about and which methods will best offer the necessary results (Gilson, 2008:11). Assessing the needs is a crucial exercise that needs proper targeting in order to avoid training those that do not at all require such training. In this case, only those employees whose performance is lacking, including those who need to benefit from the acquisition of new skills will be targeted for the training. This will involve a cost effective exercise for the organisation that is clearly supported by the viable appropriate selection of techniques in the compilation of the needs assessment (Mazerolle *et al.*, 2008: 92).

Depending on the needs assessment, training can then be projected to meet the intended in pursuant of the overall key performance areas of the organisation concerned. This exercise would have involved a thorough analysis of duties, responsibilities and the required competency levels within which the functionality of the organisation is improved and sustained. It is this vigorous analysis of both the requirements of the organisation and the skills required for effective and efficient performance set in motion what needs to be done by way of training (Mazerolle *et al.*, 2008: 92).

2.15 The training phase

Ahead of recognising the training needs, the second imperative step is propose and execution of the training program. Accurate intend and execution of the training program will guarantee meeting the goals, this being proficient during the second stage called the training phase. This phase begins with choosing training techniques and developing training materials which are to make superior results by considering how people study by shaping the level of their promptness and drive (Mountain States Employee Council, 2009). The condition with learning is the same as with training, when the trainee's keenness and motivation are concerned .

Trainee's readiness depends on their maturity and skill, which means that they should have the surroundings information and expertise needed to understand the substance of training programs. One must know that only adamant, goal-oriented and self- regimented employees are provoked for training (Gruman, Saks and Zweig, 2006). They are capable to grip the correlation between the endeavor they put into training and higher performance on the work. After the training program has been designed it is central to apply it satisfactorily (Halbesleen and Wheeler, 2008). There are various teaching systems appropriate for dissimilar groups of employees. In most instances those techniques differ from non-managerial and managerial employees. These are divided since non managerial employees oblige different training systems from the managerial ones, given that their requests in terms of advancement and perfection are different. Most measures for both groups of the workers can be separated in on-the job methods and off-the job procedures (Gong *et al.*, 2009:51). The first ones are performed at the work location and in the milieu of actual occupation, while the others are performed in classrooms.

2.16 The evaluation phase

The concluding phase of the training procedure is evaluation phase. Training should be assessed to establish its efficiency, i.e. to delineate the point to which the training activities have met the goals placed. Regrettably, organisations habitually formulate meager evaluation or even overlook it. There are four principles of correct evaluation, these being: response, learning, manners and outcome (Ilies et al., 2007:81). The first gauge is feedback of trainees. Participants can enlighten whether they liked the curriculum or not, but also can give imminence into the substance and modus operandi they found most functional. The next measure is learning, which gauge to what extent the trainees have master training.

Comprehension and proficiency testing made prior to the training is the control base for subsequent evaluation. One more circumstance is on-the-job behavior (Lovelace, Manz and Alves, 2007). In many instances the familiarity gained is not transported to the occupation, but this does not signify that training was not effective. The conveying of training will be durable if the surroundings on training are the same as on the job. The final level is the result of training, which can be measured by utility and benchmarking. Utility refers to the benefits derived from training in relation to the expenditure incurred (Holton, Dent and Rabberts, 2009:22). An organisation can gauge the consequences of training by means of benchmarking, which is a process of measuring one's own services and practices against the recognized leaders, in order to identify the areas to be improved (Ilies et al., 2007:82).

2.17 Career drivers - foundation for career advancement

The outlook regarding career and its projections have tainted recently from the customary concepts, feature for the precedent decades in production setting, to the present concepts. Being employed at one's first job and starting a career, a person enters into a psychological contract between them and the employer (Luthans, Avey and Patera, 2008). The initial months of employment are well thought-out to be significant for a positive psychological contract between a worker and employer (Halbeslen and Wheeler, 2008:17). These contracts are explained as the viewpoint employees embrace about the stipulations and circumstances of the trade concurrence between themselves and their organisations. The employees'

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needs. It is essential to recognise that organisations themselves are not constant, but changing all the time (Meurs, Breaux and Perrewé, 2008). This literature review chapter has been central in focusing the research towards a formidable contribution to knowledge. The following chapter presents the research methodology followed for this crucial research study.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1. Introduction

This chapter presents the research approach used in this study. This research methodology comprises all the approaches utilized in this study for the purposes of collecting and analysing both the secondary and primary data (Badenhorst, 2007). It follows thus the procedure followed in collecting data for this study is framed as the research design, whereas the ordered scientific analysis of data represents the investigation design. This scientific approach through which research questions are posed and answered or tested is referred to as the general research preparation (Himmelstein, (2010).

This study has been concerned with the establishment of factors that influence career advancement of Eskom employees to managerial positions at Ngaka Modiri Molema District in the North West province. It is important therefore not to lose sight of the focus of this study when considering the data gathering process, the examination of the population and sample size determination, limitations and the ethical considerations.

3.2 Research Nature

This research sourced information from documents, books, Journals, newspapers, magazines, personal observations, and interviews, documentaries, parliamentary publications, The South African Constitution and the World Wide Web (internet) also comprised the menu of sources for relevant information.

A case study approach was found to be appropriate for this dissertation. Particular attention was paid to the critical variables pertinent to this study without any deviation there from (Beck and Manuel, 2007). It is within this context that a questionnaire was preferred.

3.3 Qualitative and Quantitative investigation

Development research and indeed social science approaches are characterized by variations. The prevalence of these variations centers on their universal validity applications. It is

noteworthy that data research methods are two-fold: qualitative and quantitative. It is through a vigorous assessment of both the quantitative and qualitative methods that their strengths can be discovered.

In qualitative approaches, analyses are focused upon motivation and behaviour of employees at their place of work. These analyses also rely on purposeful review of the data contained in the questionnaires. However, when these analyses employ arithmetical calculations they take on the quantitative approach (Creswell, 2003). The appropriateness of quantitative approaches usually entails a description whose application relies on basic statistical techniques.

In view of the above, both qualitative and quantitative methods are used in this study for collecting and analysing data in order to address the research questions and objectives. Qualitative and quantitative open-ended and close-ended questions characterise the methods used at data collection for this study in order to gain a full understanding of the factors influencing career advancement at Eskom within the Ngaka Modiri District.

The benefits of triangulating are also important paying attention to the relevant different purposes for which they can be utilised (Saunders, et al., 2007). Triangulation refers to the combination of two or more research methods, theories, investigators or data sources within a particular research method (Mangan, et al., 2004). It is common for both qualitative and quantitative research methods to be used in a single piece of research. Reliability and validity are normally increased when the triangulation method is used in any given study as this methodology compensate weaknesses of either method with the strength of the other (Amarantuga, et al, 2002)

Within this context, the application and utilization of both methods supports the strength of each method whilst at the same time ensuring their limitations (Day, 2008). The qualitative and quantitative method assisted the researcher to gain deeper insights into the work place of employees at Eskom within the Ngaka Modiri District (Hiemelsten, 2010) The interaction with respondents during interviews and when completing the questionnaires, on the other hand, compensated for limitations of the quantitative method where it could not account the context of the research situation (Halcomb, 2007).

3.4 Research Design

Since the topic under study has to do with probing the factors that influence career advancement of employees within ESKOM, this research assumed, first an observatory posture, where employee relations at ESKOM were observed, then a descriptive expression where observations were described and explained, and finally a prescriptive presentation where possible solutions to the observed problems were suggested. Throughout the study, an exploratory approach was assumed as the study had to be open to new discoveries and willing to accept alternative insights from other sources.

Time and budgetary constraints necessitated a research design that sought to answer the research questions in the form of the collection of the desired information from the respondents (Ghauri and Gronhaug, 2005). Burke (2007) has argued that “research design entails an array of circumstances that are arranged for the collection and analysis of data which is relevant and economy in procedure to the topic under investigation”. Following on from Burke, this study presents a descriptive research design paying particular attention to the three requirements of relevance, purpose and economy in procedure.

In this dissertation, the research design employed an inexpensive approach that cuts across all studies and established a clear relationship between the factors under study on the one hand, whilst on the other this relationship lends itself to some bias (Hussey & Hussey, 1997). It follows thus an inference is drawn of a study that encompasses a cross-sectional survey approach.

The overriding concern of this study is career advancement at Eskom of employees occupying managerial positions. Given the vast population of the workers at Eskom, this study in line with the adoption of a cross-sectional approach embraced the simple random and stratified sampling (Hilyer, 2008). The extensive and the detailed nature of the data collected acceptable utilization of this research design. This design suggests a survey population which is representative of the entire population. Questionnaires were distributed to the sampled population. The qualitative approach provided an explanatory and substantiated and valued rationale. In this study, THE quantitative approach was justified for inspection studies, link research, progression designs and survey research (Leedy & Ormrod, 2005).

The quantitative research approach made it possible to reaffirm or reject the findings that resulted in helpful knowledge for predicting, explaining and controlling the different effects and results (Sekeran, 2003). The correlation between factors influencing career advancement and the ultimate progression of employees to managerial positions was examined in this study. It is within this context that this research strategy or plan projects consistency from the initial conducting of the research to the findings (Hilyer, 2008). The approach of this study is therefore to provide a general plan by which research inquiries or hypotheses are responded to (Morse and Richards, 2007). The research questions and problem areas of this research were thus interrogated within the described research design.

3.5 The study area

Eskom is a state-owned enterprise which was established in 1923 as a corporation or parastatal from the start, run on business principles to supply affordable electricity to the mining sector and industry. It is through the provision of electricity to the mining and industrial sectors that contributed to the significant shaping and development the South African economy. The study area is the Eskom Mmabatho Service Centre, at the Ngaka Modiri Molema District in the North West province, which consists of 5 local municipalities operating under it, namely, Mafikeng Local Municipality, Ditsobotla Local Municipality, Tswaing Local Municipality, Ramotshere Moiloa Local Municipality, and Ratlou Local Municipality.

3.6 Target Population

The target population of this research necessarily targeted to extract information from through the questionnaires for reliable, dependability and validity comprised the hands-on role players at Eskom in the form of:

- Senior Managers
- Middle managers
- Lower managers
- Human Resources staffers
- General employees

The target population consisted of a total of 194 employees, which included Field workers and customer service employees in Eskom at the Ngaka Modiri Molema District (NMMD). The structure of Eskom employees in the Ngaka Modiri Molema District comprised the following job categories:

- Senior Supervisors
- Field service engineers, (FSE)
- Senior Clerks,(Snr Clerks)
- Work Co-coordinators
- Project technical officers(PTO)
- Senior Technical Officials (STO)
- Technical Officers (TO)
- Technical Officer (TO) store persons

The MFSC (Mafikeng Service Centre) is the main office branch which all sub regions report to. It deals mainly with customer services such as call centre operations and human resources administration of Eskom in the NMMD. There are four (4) job descriptions of employees within the MFSC, namely: 1 senior supervisor, 1 field service engineer, 1 senior clerk and 1 work coordinator. The sub regions are Ngaka Modiri Molema District (Mmabatho TSC) which has a total of 34 employees; Tswaing Local Municipality (Delareyville TSC) which has a total of 27 employees; Ditsobotla Local Municipality (Lichternburg TSC) which has a total of 33 employees; Ramotshere-Moilwa Local Municipality (Zeerust TSC) which has a total of 37 employees; Ratlou Local Municipality (Molopo TSC) which has a total of 34 employees and lastly, the Minor works (TSC) SS which has a total of 25 employees.

3.7 Sampling design and size



In this study stratified and simple random sampling practice was applied. It was used to select employees from which to gather the information. This was from the population from which the study was carried out by Yin, (2008) who suggested that purposive sampling is distinguished by the application of judgment and a premeditated attempt to acquire an envoy sample together with most probably usual region of the cluster in the sample. The stratified sampling modus operandi is commonly imperative since it bestows to the researcher an opportunity to choose the point which they feel is best for them and can offer the best information, in the case, Eskom at Ngaka Modiri Molema District.

3.8 Data to be used

Primary data is explained as the original information that is gathered by the researcher particularly for the investigative study during interviews and surveys. Secondary data is explained as the information that has been formerly acquired by someone else for some other function which can be salvaged by the researcher. Secondary foundations include books, journal articles, reports, and others. According to Leedy and Omrod (2005) primary data is refers to as a layer neighboring to the precision and secondary data as a stratum which are not consequent from the legitimacy itself but from the primary data as an alternative. For this study both primary and secondary data have been used.

The questionnaires were given to each respondent. On conclusion of the questionnaires, they were collected afterward from the respondents for data analysis. There are numerous kinds of research techniques that can be used to accumulate primary data. Interviewing is perhaps the most familiar data gathering process in qualitative research (Henning *et al.*, 2005). It explains as the get-together of two persons to trade information and thoughts through questions and responses, resulting in communication and united creation of a meaning about a particular theme (Anselm, and Corbin, 2007). In qualitative studies, interviews are frequently open-ended; yet in investigative research interrogation are rather structured (Henning *et al.*, 2005).

According to Henning (2005), quantitative research interviews are more structured than in qualitative research. In a structured interview, the researcher inquires a typical set of questions and not anything else. Planned interviews are most official mostly used in survey research, telephone interviews and market research. Supervision by an interview schedule, with customary inquiries and exploration is made of closed and open questions but the latter are generally not very wide (Osborne, 2008) .

Semi-structured interviews are also known as in-depth interviews. Their intention is to survey a theme more explicitly and permit contributors to articulate the thoughts in their own words. Further, the aspiration is to shift away from one's life and comprehend from other viewpoint. It is helpful for understanding how people create reality. Participant's reply determines the array and configuration of the interview (Henning *et al.* 2005). Unstructured interview is

typically conducted in the field in coincidence with an observational study. They are more impulsive and free-flowing. The inquiry is not pre-arranged and it is closest to factual conversations (Leedy *et al.* 2005).

A survey is whereby the organized compilation of quantitative figures from a cluster of person by means of observation (Leedy *et al.*, 2005). In this study, the primary data were gathered by means of a structured questionnaire which was hand delivered to the employees of Eskom (NMMD) who completed the questionnaire (Yin, 2008). The survey research detains a transitory instant in time, much as a camera captures a single-frame photograph of a continuing activity.

A survey was conducted to trial the alliance between factors which influence career advancement and managerial positions, with an aspiration to ascertain which precise factors influence career advancement in order for employees at Eskom (NMMD) to can obtain managerial positions. The favored plan for the survey was cross sectional since there was no adequate time to do annotations of participants over a long time (Yin, 2008).

3.9 Questionnaires

The questionnaires were used as the data-gathering utensil as it allowed the compilation of quantifiable and qualitative data and permitted for the scrutiny of this information to establish prototype and associations. The personnel were asked to fill in the survey, Yin and Osborne (2008).

Advantages

- It can be kept for prospect reference.
- The respondent does not fear because he is alone
- Questions direct on the manner to respond
- It does not seize so much of the researcher's time.

Disadvantages

- It is costly to produce them out
- Some may not go back thus it happens to be untrustworthy
- There is no getting in touch with between the researcher and the respondent
- Researcher cannot supply supervision on the difficult query

3.10 Data collection procedures

For all the above sources of information, this research study must elaborate how information will be collected from the sources. This is essential for purposes of satisfying all concerned with this study that the research is feasible.

- **Documents:** Relevant legal, policy and academic publications were studied and notes recorded.
- **Books:** Relevant text books were studied and notes recorded.
- **Personal observations:** The researcher travelled around relevant places and sites to make observations on the research.
- **World Wide Web:** The internet was surfed for relevant information.

The researcher made face-to-face visits at the assorted departments within Eskom (NMMD) with the research apparatus. The questionnaire was overseen to each respondent. After completion of the questionnaires, the researcher collected the questionnaires from the respondents for data analysis.

3.11 Scoring of the research instruments

The questionnaire comprises of a variety of categories of questions and scales. Most using either 4 or 5 Likert scale format. Data collected was obtainable in the structure of graphical representations, figures and tables.

3.12 Data organisation and analysis

Once data had been collected using the above mentioned methods and techniques, an interpretative process followed, which involved breaking down the information, classifying it according to themes and subjects and then formatting it for analysis and presentation. The analysis involved interpretation, deductions and calculations. Processed information was presented in narrative, and where necessary, tables, graphs, charts and figures for illustrative purposes.

Statistical analysis involved the calculation of certain procedures along with the exploration for guide of associations that subsist surrounded by the figures collected. The scrutinised data

was obtainable, whereby the researcher used frequency tables, pie charts and bar charts. Statistical Package for Social Sciences was used for data analysis.

3.13 Sampling Method

Sampling plan i.e. intention and volume depended on the research pattern. The population of interests for this study was all the customer service and technical staff, senior, middle and junior staff in Eskom Ngaka Modiri Molema District in the North West province.

3.14 Ethical considerations

The researcher considered the following ethical issues in the course of the study,

- **Informed consent:** Informed and agreed consent was sought from all participants in the research. Full disclosure of the purposes of the research was also be made.
- **Privacy:** The researcher preserved the privacy and confidentiality of the participants by maintaining the anonymity of the participants.
- **Legality:** The researcher used only legal academic methods of accessing government information and statistics.
- **Reliability and validity:** The researcher only stuck to credible, transferable, dependable and confirmable sources of information. Speculation, guesswork and exaggeration were completely avoided.

According to Hilyer (2008), the researcher may erase names and identifiers from the figures and account only on the extensive categories of replies to assist in guaranteeing confidentiality. In this study, participants stayed nameless and the contribution was completely voluntary (Badenhorst, 2007). Each participant was well-versed of the precise scenery of the study. Participants were guaranteed that the information provided would not be used for any purpose other than the stated (Day, 2008).

3.15 Limitations

The major restraint of a questionnaire was the failure of the researcher to guarantee a satisfactorily high return rate (Caulley, 2007). The returned questionnaires may not be the envoy of the sample initially selected for the specific disciplines, which may impact on the

significance of the research result. For the rationale of this study, the researcher focused on the Ngaka Modiri Molema District in the North West Province instead of South Africa.

3.16 Validity and Reliability of data

To accomplish consistency and authority of the data collected, and augment the response rate, questions were premeditated successfully and configured. Reliability of questionnaires authorise exact statistics to be composed and guarantee that the statistics gathered is reliable (Mahoney and Goertz, 2006). The principles for dependability coefficients range from 0 to 1.0. A coefficient of 0 means no reliability and 1.0 mean perfect reliability. Since all tests have some error, reliability coefficients never reach 1.0. Generally, if the reliability of a standardized test is above .80, it is said to have very good reliability; if it is below .50, it would not be considered a very reliable test. A commonly accepted rule of thumb for describing internal consistency using Cronbach's alpha is as follows: (Loseke and Cahil, 2007).

Table 3.1 Cronbach's alpha

Cronbach's alpha	Internal consistency
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

Reliability Statistics

Cronbach's Alpha	N of Items
0.743	37

The weight of a questionnaire depends first and primarily on reliability. If the questionnaire cannot be shown to be dependable, there is no discussion of validity. In addition to the plan of the questionnaire, intimidation to reliability and validity can glide during the foreword of favoritism in the study procedure. If there is custom of an interviewer, relatively than have the questionnaire self-completed, there is a tall probability for the interviewer to be biased. Interviewers can influence the retort in many ways, even by their attitude in their voice. A 'response effect' can occur, for example, out of the keenness of the respondent to indulge the interviewer or from a propensity by the interviewer to request out the reply that sustains predetermined concept. It is far easier to 'lead' in an interview than it is in a questionnaire. The advantage of using an interviewer is elasticity. Interviewers can search deeper, build affinity, put respondents at easiness and maintain them to be interested. An interviewer will need to be trained.

3.17 Conclusion

This chapter explained the research plan and methodology used in this study. Further, it highlighted instrumentation, research type, population, sampling method, and data gathering methods from a theoretical perspective. A discussion of how these were applied in this study was also presented. Justifications for the choices made were also given. The next chapter presents the study findings that would be used in rejecting or accepting the raised questions. A questionnaire is a convenient method of data collection, which was used in this study. Finally the technique chosen for this study is a descriptive technique. This type of technique involves the presentation of data through tables and percentages. Chapter 4 covers a presentation, analysis and interpretation of data.

CHAPTER FOUR: FINDINGS AND DATA ANALYSIS

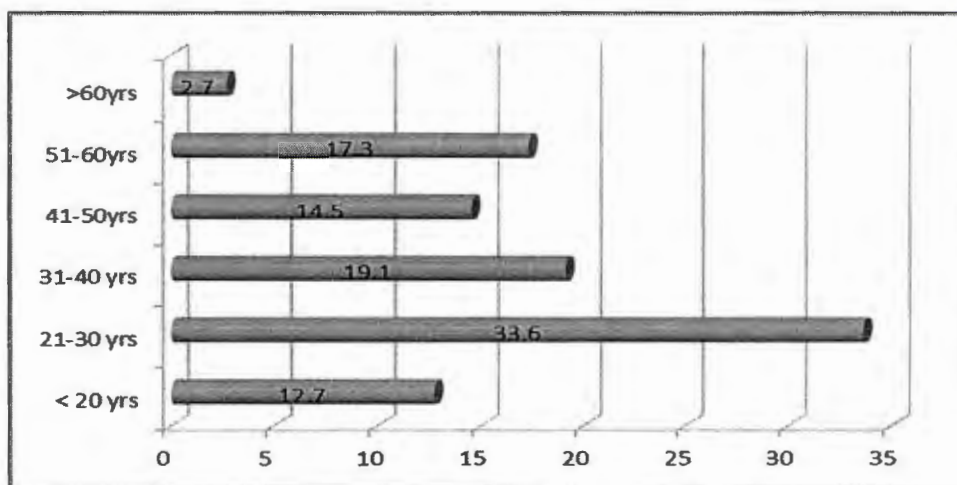
4.1 Introduction

The objective of this chapter is to present the research findings. This chapter provides an analysis of data which has been collected from the respondents. This will assist to identify critical findings and consequently recommendations will be noted. Questionnaires were used to gather information. The objective of this chapter is to conduct analysis of the collected data using methods described earlier on in this dissertation. Tables and graphs are used to summarise data. Himelstein (2010) states that the true test of a competent quantitative research comes in the analysis of data, a process that requires analytical craftsmanship and the ability to capture understanding of the data in writing and in relevant graphic and illustrations.

4.2 Biographical information

The responses to given research questions are in this section classified and categorised along the lines of their age, gender, racial origins, employment position, professional experience, educational qualifications.

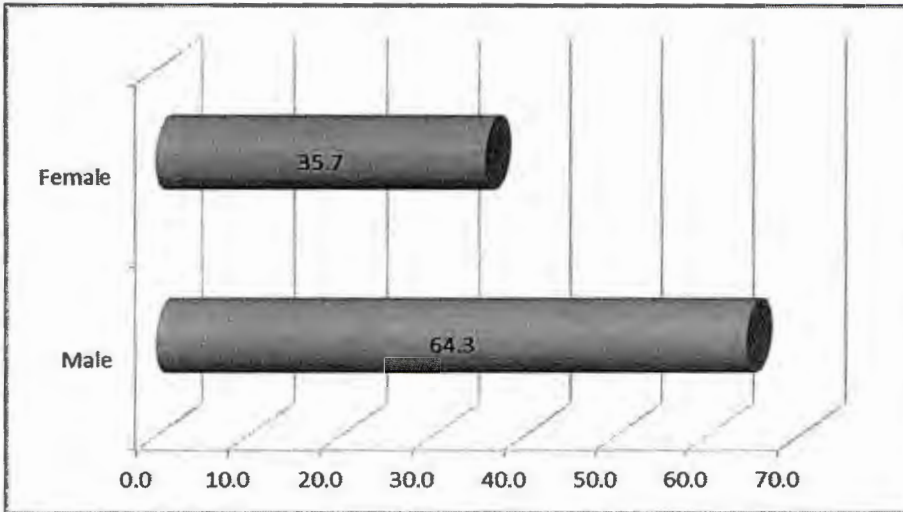
Figure 4.1: The age group



The majority of respondents (33.6%) were between 21-30 years of age, whereas, (19.1%) of the respondents were between the ages of 31-40 years. In addition, 17.3% of the respondents were between the ages of 51-60 years and 14.5% of the respondents were between the ages of

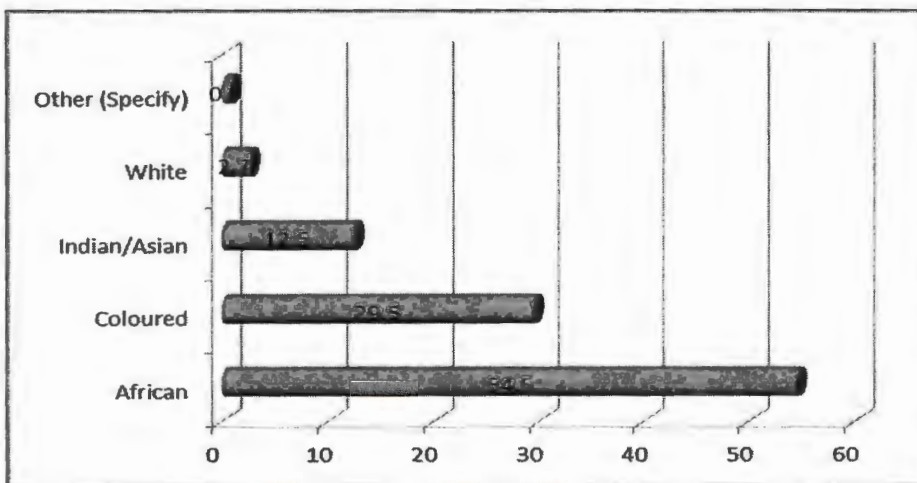
41-50 years. Lastly, 12.7% of the respondents stated that they were less than the age of 20 years and the minority of respondents (2.7%) were 60years and older.

Figure 4.2: Gender.



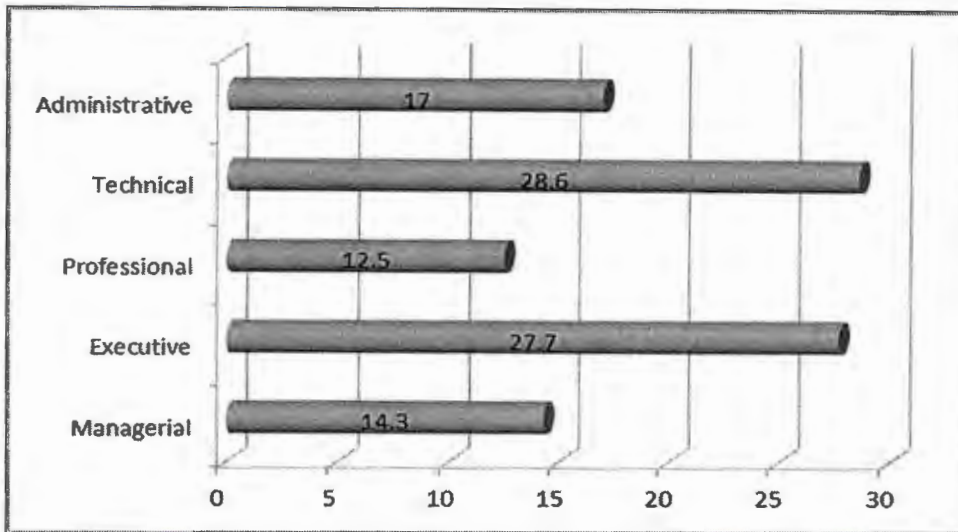
The majority of respondents (64.3%) of Eskom employees in the Ngaka Modiri Molema District indicated that they were males whereas 35.7% were females.

Figure 4.3: The race group



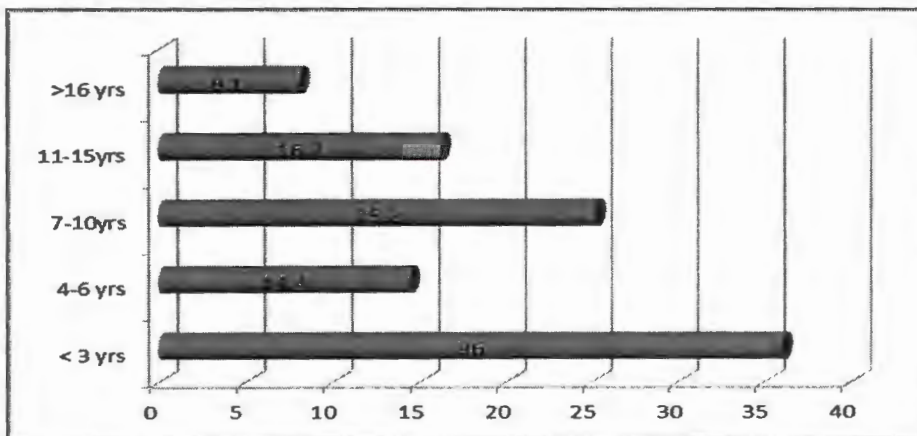
The majority of respondents (54.5%) indicated that they were African and 29.5% of employees were Coloured with regard to their race. Moreover, 12.5% of the respondents were Asian/Indian and 2.7% were White.

Figure 4.4: The positions held in the organisation.



The majority of respondents (28.6%) occupied technical positions, whereas, 27.7% of the respondents occupied executive positions. Moreover, 17% of the respondents were in the administration positions and 14.3% occupied managerial positions. The minority of respondents (12.5%) held professional positions.

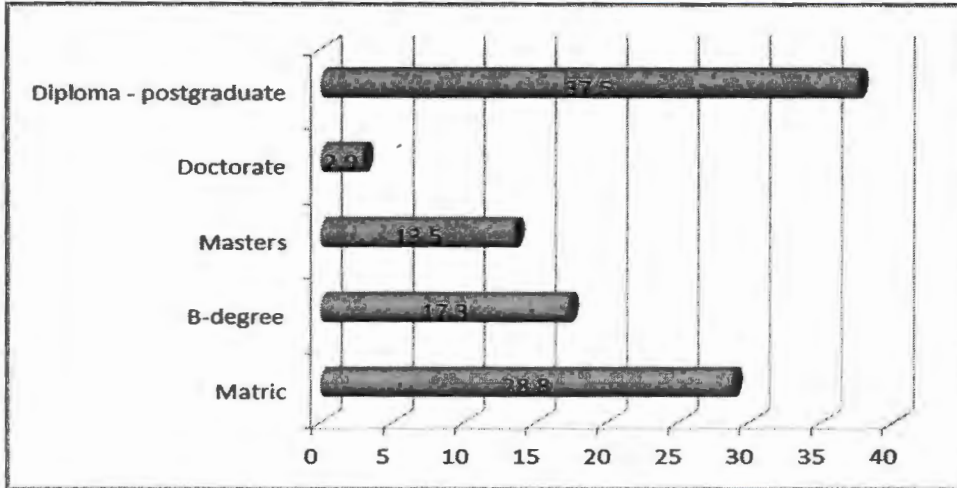
Figure 4.5: The years of experience in professional positions.



The majority of respondents (35.7%) indicated that they had occupied their current positions for a minimum of 3 years and 25.2% of the respondents had been employed for between 7 and 10 years in their respective positions, whereas 16.2% of the respondents had 11-15 years

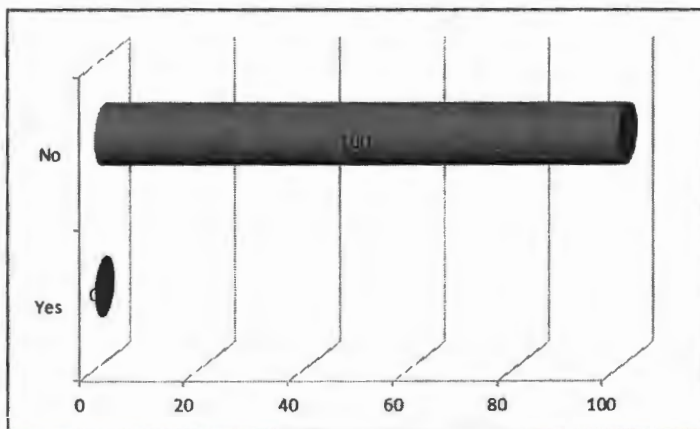
of experience in their positions. The minority of respondents (8.1%) indicated that they had more than 16 years of experience in their various positions.

Figure 4.6: The type of qualification.



The majority of respondents (37.5%) indicated that they possessed a matriculation certificate as their highest form of qualification. However 28.8% of the respondents indicated that they possessed a master degree qualification. The minority of respondents (17.3%) indicated that they had a degree and 13.5% of the respondents possessed a doctorate degree, whilst 2.9% of the respondents were in possession of a postgraduate diploma.

Figure 4.7: The ability or disability condition.

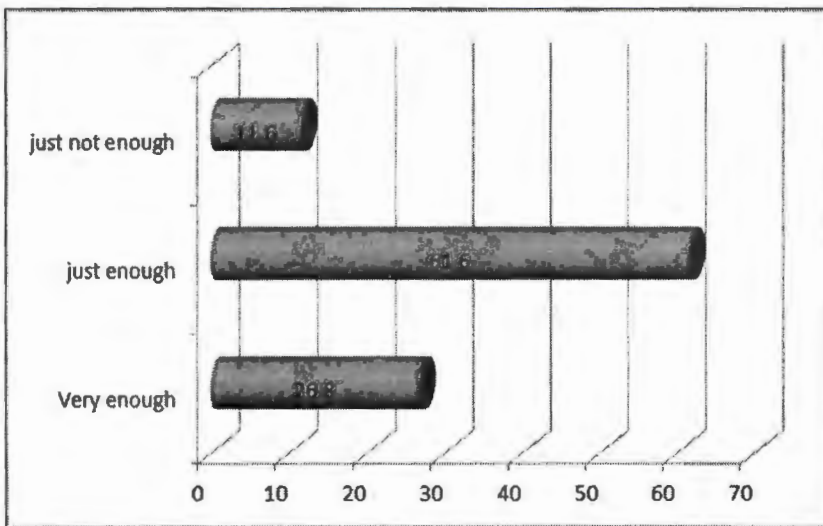


All the respondents said that they were not physically disabled and therefore were all physically able to perform their day to day work.

4.3 WORKING CONDITIONS AT THE WORK PLACE

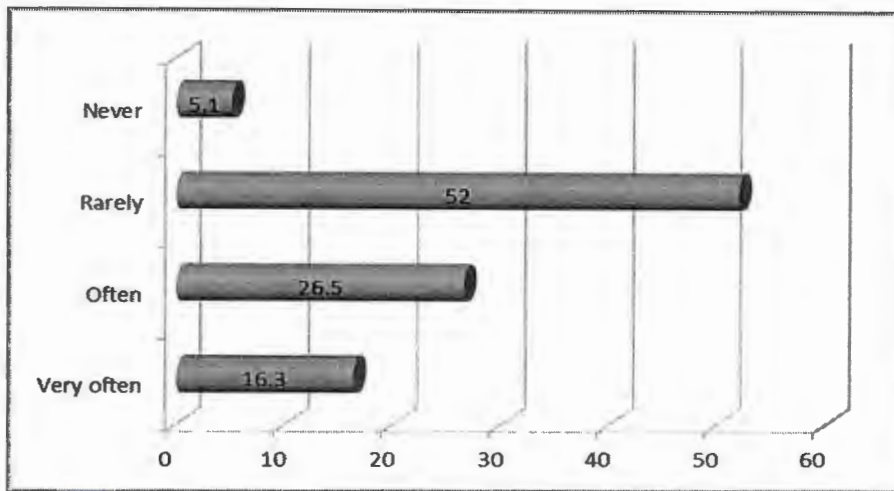
This section deals with the working conditions at Eskom. The purpose is to investigate if there any environmental, infrastructural or contextual impediments that may prevent employees from performing to their maximum abilities.

Figure 4.8: Adequate tools and equipment.



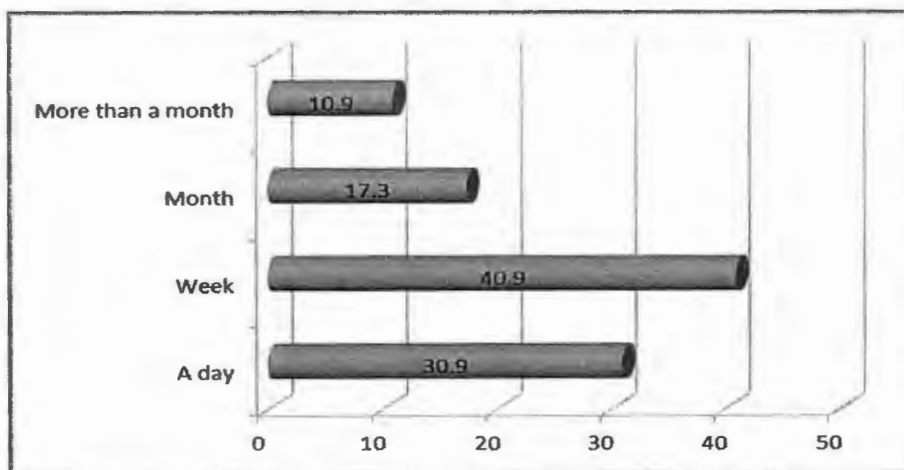
The majority of respondents (61.6%) agreed that they were provided with adequate tools and equipment to get their work done well, with an additional 11.6% of the respondents also agreeing. The minority of respondents (26.8%) also agreed that they were provided with adequate tools and equipment to perform their duties.

Figure 4.9 Breakages of equipment



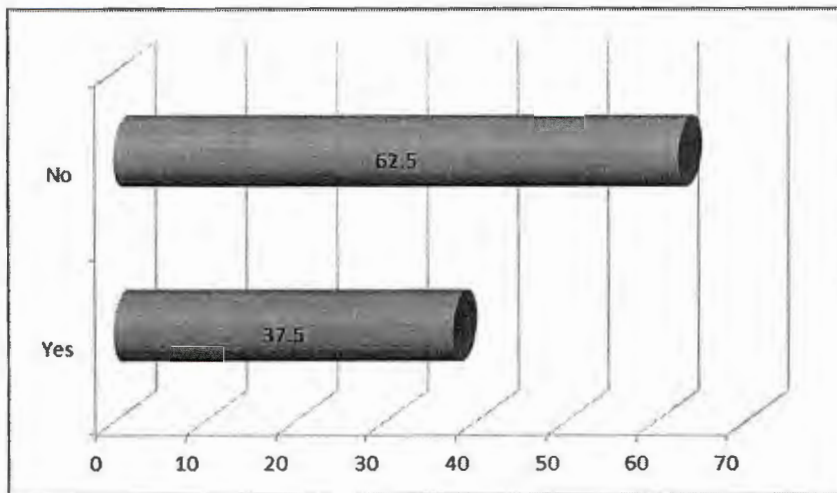
The majority of respondents (52%) confirmed that their equipment broke down often. However, 26.5% of the respondents stated that their equipment rarely broke down. The other respondents (16.3%) agreed that their equipment broke down very often, whereas 5.1% of the respondents categorically stated that their equipment never broke down at any time.

Figure 4.10: Time taken to fix or replace damaged equipment.



The majority of respondents (40.9%) confirmed that it took approximately a week to fix or repair broken or damaged equipment, whereas 30.9% stated that it took only a day to repair damaged equipment. The minority of respondents (17.3 %) stated that it took about a month to repair damaged equipment and 10.9% of the respondents stated that it took more than a month.

Figure 4.11: Health hazards at the work place?

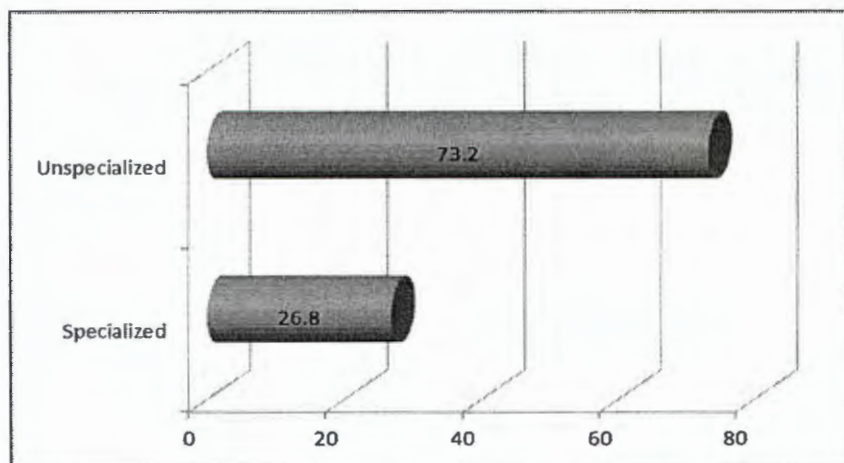


The majority of respondents (62.5%) disagreed that there were health hazards at their workplace, with 37.5% of the respondents confirming the existence of health hazards at their workplace.

4.4 TRAINING AND DEVELOPMENT OF EMPLOYEES

So crucial is this section because it investigates the availability or the lack of training and advancement opportunities for employees. It assesses whether employees perform tasks that they have specialised on and whether the nature of jobs require them to keep learning new things from time to time. This section also aims to determine if promotions of the employees took place in the last five years by way of career advancement.

Figure 4.12: The nature of employment tasks



The majority of respondents (73.2%) stated that they performed specialized tasks at Eskom, whilst 26.8% indicated that they did none specialised jobs.

Table 4.1: Training and development of employees



Training and development	Yes	No
Does your job require that you keep learning new things?	58	42
Since you got your current job have you ever attended training or gone for further study or increased your capacity in any other way?	45.5	54.5
In the past five years have you ever been promoted?	37.8	62.2

The majority of respondents (58%) agreed that their jobs required them to keep learning new things and (42%) stated that their jobs did not require them to keep learning new things. The minority of respondents (45.5%) confirmed that they had attended training, but the majority of the respondents (54.5%) disagreed to having attended any form of training since they got employed. As can be seen from Table 4.1 above, the majority of respondents (62.2%) stated that they had never been promoted in the past five years and with only 37.8% in the affirmative.

4.5 EXPECTATIONS AND KNOWLEDGE OF EMPLOYEES

This section deals with expectation and knowledge of the employees. An employee has certain expectations from the employer such as career advancement. The human resource department of Eskom which represent the employer has to hire, promote and fire employees.

Table 4.2: Expectations and knowledge.

Expectations and knowledge	Yes	No	Not sure
Do you expect to be promoted to a higher grade in the next five years?	50	48.2	1.8
Do you have a job description?	85.7	13.4	0.9
Has your job description been reviewed in the last 12 months?	39.3	57.1	3.6
Does your Department have a policy for reviewing job descriptions?	35.7	60.7	3.6
Does your Department have a written strategic plan?	71.2	25.2	3.6
Does your Department have a written Human Resource Strategy?	80.6	14.3	5.1
Does your Department have a written Human Resource plan?	82.9	14.4	2.7
Do you know who is responsible for training and advancement in your Department?	44.6	40.2	15.2
Does your Department have a written training and advancement policy?	31.3	41.1	27.7

The majority of respondents (50%) agreed that they expected to be promoted to a higher grade in the next five years and (48.2%) said that they did not expect to be promoted to a higher grade however, with only 1.8% who were not at all sure. The majority of respondents (85.7%) agreed that they did have a job description but the minority of respondents (13.4%) stated that they did not have job descriptions. Of these respondents, 9% were not sure. The majority of respondents (57.1%) agreed that their job descriptions had been reviewed in the last 12 months but 39.3% of the respondents disagreed with 3.6% of the respondents not sure. The majority of respondents (60.7%) agree that their departments did have policy reviews for

job descriptions and 35.7% said that they did not have departmental policy reviews with (3.6%) not sure. The majority of respondents (71.2%) agreed that their departments did have a written strategic plan but 25.2% of the respondents disagreed, with the minority of respondents (3.6%) not sure. The majority of respondents (80.6%) agreed that their department had a written human resources strategy and 14.3% disagreed with 5.1% not sure.

The majority of respondents (82.9%) agreed that their department had a written human resources plan. However, 14.4% of the respondents disagreed with the minority (2.7%) stating that they were not sure. The majority of the respondents (44.6%) agreed that they knew who was responsible for training and advancement in their various departments, but 40.2% did not know with 15.2% not sure. The majority of respondents (41.1%) agreed that their department had a training and development policy, but 31.3% opposed that view with 27.7% of respondents not sure.

4.6 APPROACHES TO CAREER ADVANCEMENT OF EMPLOYEES

This section deals with the approach to career advancement of employees at Eskom. The career advancement has two approaches namely: on-the-job career advancement which deals with departmental coaching, rotation and mentoring and off-the-job career advancement which deals with seminars, workshops and conferences.

Table 4.3: On and off job approaches to career advancement.

Career advancement	Yes	No
Have your job responsibilities ever been enlarged or enriched since you joined Eskom?	82.1	17.9
Have you ever been rotated to any sections since you joined Eskom?	17.9	82.1
Have you ever been assigned a Departmental coach since you joined Eskom?	17.9	82.1
Does Eskom have a formal mentoring programme?	28.6	71.4
Have you ever been seconded to any department since your career in the Eskom service?	46.4	53.6
Does Eskom arrange in-house seminars or workshops or conferences?	21.4	78.6
Do you participate in external workshops/seminars/conferences for Eskom?	18.8	81.3
Have you conducted any seminar/conference/workshop for Eskom?	14.4	85.6
Are you a member of any professional body or organisation?	21.4	78.6

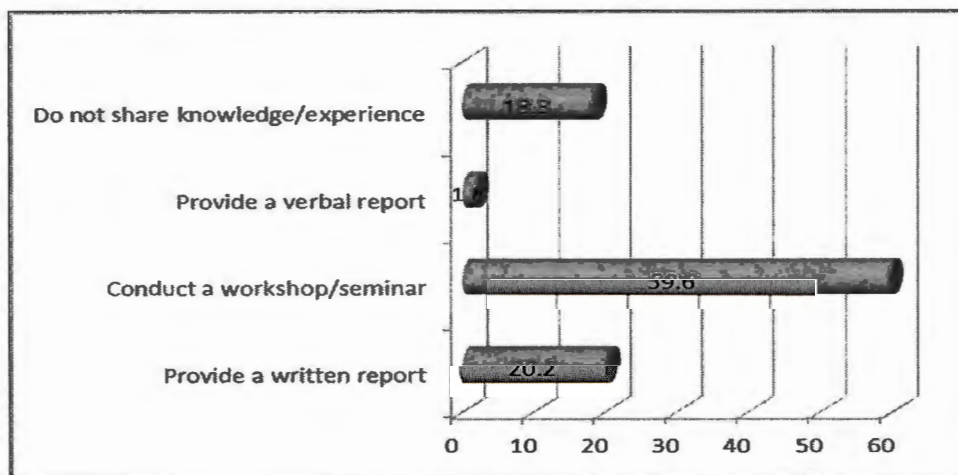
The majority of respondents (82.1%) agreed that their job responsibilities had been enlarged since they joined Eskom whereas 17.9% stated that their responsibilities had not been enriched since they joined Eskom. The majority of respondents (82.1%) confirmed that they had never been rotated to other sections since they joined Eskom but 17.9% agreed that they had been rotated to other sections since they joined Eskom. The majority of respondents (82.1%) stated that they had never been assigned a departmental coach since they joined Eskom but 17.9% of the respondents confirmed that they had been assigned a departmental coach since they joined Eskom.

The majority of respondents (71.4%) said that Eskom does not have a formal mentoring programme, whereas 28.6% said Eskom had a formal mentoring programme. The majority of respondents (58%) said that they had never been assigned a mentor but 42% stated that they had been mentored since joining Eskom. The majority of respondents (53.6%) said that they

had never been seconded to any department since their career in the Eskom service, however, (46.4%) of the respondents disagreed, noting that they had been seconded to various departments since their career in the Eskom service. The majority of respondents (78.6%) said that Eskom did not arrange in house seminars or workshops or even conferences, moreover, but 21.4% of the respondents confirmed in the affirmative. The majority of respondents (81.3%) stated that they did not participate in external workshops/seminars/conferences held by Eskom whereas 18.8% of the respondents confirmed that they participated in the above mentioned workshops and seminars. The majority of respondents (85.6%) said that they had never conducted any seminar/conference/workshop for Eskom but 14.4% of the respondents agreed with the above mentioned statement. The majority of respondents (78.6%) said that they were not members of any professional body or organisation with only 21.4% of the respondents confirming that they were affiliated with a professional body or organisation.

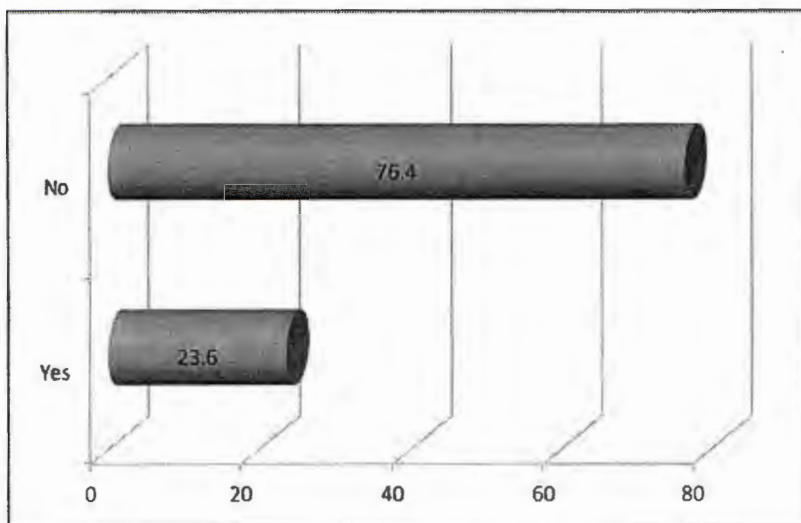
Figure 4.13: Knowledge and experience

NWU
LIBRARY



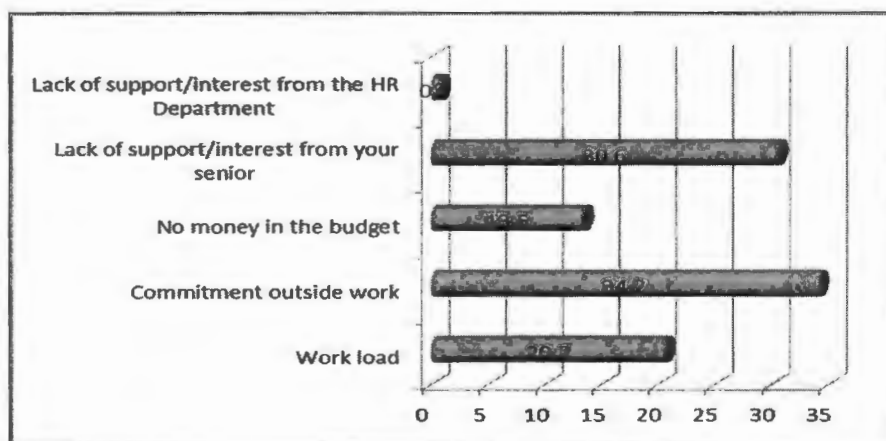
The majority of respondents (59.6%) said that they shared knowledge and experience they obtained from training and development facilitated through workshops or seminars, with 20.2% of the respondents stating that they would rather do so by providing a written report. In addition, 18.3% of the respondents said that they opted for providing a verbal report, with 1.8% of the respondents indicating that they do not share the knowledge and experience they obtained from training and development workshops and seminars.

Figure 4.14: Evaluation of the effectiveness of the approaches to advancement



The majority of respondents (76.4%) disagreed that Eskom had mechanisms to evaluate the effectiveness of the approaches to advancement, with 23.6% indicating that it had those evaluation mechanisms.

Figure 4.15: Factors most likely to impede career advancement.



The majority of the respondents (34.2%) said that their commitment outside work was likely to stop them from their career advancement. The minority of the respondents (0.9%) cited the lack of support and lack of interest from the HR department.

4.7 OPEN ENDED QUESTIONS

4.7.1 Briefly explain what factors may have hindered your career advancement.

The majority of respondents raised concerns that individuals who are not part of the permanent organisational core are expected to focus on continuous learning to remain employable across organisations. In addition, continuous learning appears to be a prerequisite to career success for many individuals in the current environment of downsizing, discontinuous careers, and employers. Others believed that knowledge and experience was a measure of lifelong learning and investment in human capital such as education, on-the-job training, and type of occupation, yet they felt that Eskom was less interested in these aspects. These are the overall factors which individual respondents hinted to as contributing factors in the lack of advancement in their careers, as well as the supervisors not recommending them and failure to recognize their years of work experience and achievement, including the long work hours per week and job performance.

4.7.2 Explain how your relationship with your supervisor affects your career advancement.

The majority of respondents highlighted that encouragement to achieve goals in terms of their various jobs was affected by the kind of the relationship some of them had with their supervisors. Some stated that their supervisors were not encouraging and did not have mentoring skills. Some supervisors had years of work experience with only a matric qualification and this made them to be stingy in sharing the skills they possessed in fear of losing their positions. This affected the prospects of other employees in achieving career development. Other respondents said that their supervisors encouraged educational attainment by making it possible for their subordinates to go for workshops, seminars and conference as a way of encouraging them to grow in their jobs. Encouragement of education was vital because it enhanced self-confidence attributes for leadership and management which enhanced career advancement.

4.7.3 Explain the goal setting activities you undertake to promote your career.

The majority of respondents did not answer this question.

4.7.4 Explain how networking has contributed to your career advancement.

The minority of the respondents attempted to answer this question; with 20% indicating that networking among employees was one of the best things in the career advancement. The position of developmental relationship was increasingly changing and this was equally evident in social and organisational psychology literatures. The respondents highlighted that networking could be a vehicle for individual strategy in advancing one's career and could as well be a strategy to give employees a voice in an organisation and improve motivation and confidence.

4.7.5 What other factors would contribute to your career advancement?

Some respondents were emphasizing the need to their individual career planning involving them identifying their career-related goals and establishing plans for achieving those goals. They pointed out that individuals had to communicate their preferences to their managers, and organisations had to provide proper information systems with updated information. Some employees said that if an employee was satisfied with his/her career, he/she would become more attached to the organisation and the success achieved would make his/her ambitions higher. Dissatisfaction with the accomplishments and with further forecast could cause an employee to search for other possibilities outside of that organisation.

4.7.6 Briefly explain the factors that may have hindered your career advancement

The majority of the respondents said that an individual was primarily responsible for his/her own career and its development, since others were lazy and others just wanted to focus on getting the work experience after tertiary. Other respondents had reached a retirement stage whereby they parted their knowledge by equipping the junior staff. Some respondents said that manager had very important and responsible roles in the process of his/her subordinates' career development and they were not doing exactly that. They further uttered that the manager had to identify and link individual needs and preferences of his/her employees with the needs and possibilities of an organisation. One of the respondents said that if there was individual employee encouragement in a form of counselling, then that would be beneficial to career advancement. One of the challenges was the workload employees had and the risks there from of losing their jobs.

4.8 CROSS TABULATION BETWEEN AGE GROUP AND PROVISION OF ADEQUATE EQUIPMENT.

Table 4.4: Age and provision of adequate equipment.

Age group	Are you provided with adequate tools and equipment to get your work well done?			Total
	Very enough	Just enough	Just not enough	
< 20 years	13	0	0	13
21-30 years	1	31	2	34
31-40 years	14	1	4	19
41-50years	0	14	1	15
51-60years	0	14	4	17
>60years	0	1	2	3
Total	27	61	12	100

The number of respondents aged less than 20 years were 13% and 14% for the 31 to 40 years age group who had very enough tools and equipment to get work done. The majority of the respondents (61%) said they had just enough tools and equipment to get work done, with respondents at age 21 to 30 years having (31%) of 61 percent and the respondents at age 41 to 60 years with (28%) of 61 percent.

The minority of the respondents (12%) said that they had just not enough tools and equipment to get work done. The respondents at the age of 31 to 40 years and the respondents at the age 51 to 60 years had equal (4%) say in this matter.

Table 4.5 Gender and provision of adequate equipment.

Gender	Are you provided with adequate tools and equipment to get your work well done?			Total
	Very enough	Just enough	Just not enough	
Male	7	32	12	51
Female	19	30	0	49
Total	26	62	12	100

The majority of the respondents (62%) said tools and equipment that they had were just enough, with males slightly higher than females with a difference of (2%) between the two groups. Whereas 19% of females out of 26% of very enough said that the tools and equipment are very enough. The minority of the respondents (12%) who were all males said there was not enough tools and equipment to perform their tasks.



4.9 RESPONSE TO THE RESEARCH QUESTIONS

The main findings of this research in relation to each of the research question will now be discussed. Each of the questions is followed by a discussion of the findings relating to the question.

4.9.1 Does Eskom (NMMD) have mechanisms to evaluate the effectiveness of the approaches to career advancement of employees?

The study revealed that the majority of respondents (76.4%) agreed that Eskom (NMMD) had no relevant mechanisms and the minority of respondents (23.6%) said that Eskom (NMMD) had mechanisms to evaluate the effectiveness of the approaches to career advancement of employees. According to Adams and Adams (2009), there is one influencing factor to career advancement which is beyond the control of an employee.

Without careful consideration of current and future career trends in the management of one's career, career advancement could easily be derailed. Eskom (NMMD) needs to practice organisation assessment programmes, as recommended by Chan and Doran (2009) who argued that assessors are usually the managers who occupy a few organisational levels above the assessors and are specially trained for this task. After having performed all sorts of exercises, the assessors are also interviewed. The advisors write a detailed report on each assessor and usually make an overall judgment about possible promotion and also provide feedback to employees.

4.9.2 Are employees given the platform to conduct seminars/conferences/workshops as a way of sharing the knowledge and experience they acquired through training and advancement at Eskom (NMMD)?

It was discovered that the majority of respondents (59.6%) are not given the platform, whereas the minority (1.8%) are given the platform to conduct workshops/seminars/conferences as a way of sharing the knowledge and experience they acquired through training and advancement. It is also noted in the findings that the majority of respondents (28.6%) held technical positions whereas the minority (14.3%) held administration positions. Many authors regard Human Resources Management/Administration as the heart of every organisation. The study shows that there is a minimum number of administration employees whom if given the chance, are in a better position to can help with human resources management, training and development, and counselling of other sub directorates with the Eskom (NMMD). According to Adams and Adams, (2009), being the member of the stable business and technological environment, an employee expects from his/her organisation steady employment, guaranteed rewards, upward mobility, few lateral entries, formal training, and career management from the organisation, fair and equitable human resources management practices.

The researcher unpacked this above mentioned research question into one question which was asked in the questionnaire and it is as follows;

4.9.3 Does Eskom (NMMD) arrange in house seminars/conferences/workshops?

The study revealed that the majority of respondents said that their various sub directorates within Eskom (NMMD) (41.1%) do not have written training and development policies. This finding would justify the reason why some of the employees stated that when they were from workshops/conferences/seminars they did not share the knowledge they acquired (81.3%). Some respondents said that there was a lack of interest displayed from their HR department and supervisors. An attitude could be described as a factor that highly influences the employee's behavior in an organisation and as such could fortify or deny the possibilities for someone's career advancement. An attitude is a positive or negative feeling or mental state of readiness, learned and organised through the experience that exerts specific influence on the person's response to people, objects and situations (Elisaveta,2006)). An employee has some attitudes towards his/her career.

4.9.4 Do employee's job responsibilities become enlarged or enriched or does job rotation take place at Eskom (NMMD)?

The majority of respondents (60.7%) said that Eskom (NMMD) does not have a review of job descriptions and that (82.1%) of the respondents said that job rotation does not take place. Another type of advancement programs is job rotation (Edwards, van Laar, Easton and Kinman, 2009: 76). It stands for assigning an employee to a series of jobs in different functional areas of an organisation. It systematically moves an employee from one job to another, thereby increasing the number of different tasks an employee performs, without increasing the complexity of jobs. It also provides an employee with a chance to learn and use new skills, to understand better different organisational functions and to build a network within the organisation.

4.10 Conclusion

The objective of this chapter was to process and interpret the data that was collected from the respondents. It had been made clear that young people of 21 to 30 years are the majority at Eskom and that there are more men than women in the ranks. The average service duration of the employees ranged from three years to fifteen years. Employees with only a matric as their highest academic qualification are domineering at 37% of the total employees. While

mechanical breakdowns of equipment were of concern, the real problem was manifested at how a good 62.2% of the employees had never been promoted since they were employed. Clearly relations between employers and employees were not excellent. This points to a rather uneasy working environment which could be prohibitive to efficient and effective performance.

The data has been represented by using figures and tables. During the analysis of data, the results have showed that the majority of the respondents were male African and their ages were between 21-30 years. Most of the respondents had been with Eskom for a period of less than 3 years.

The following chapter will present the conclusion of this research study and make recommendations and suggestions where possible paying attention to the individual, institutional, financial, managerial and human resources that hinder the career advancement of employees at Eskom and logically impede their motivation and performance.

CHAPTER FIVE: CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

This concluding chapter brings together all the various arguments and findings that run through this dissertation. Chapter One provides a general orientation of this research. Chapter Two reviewed the relevant literature to this study whilst Chapter Three provided the methodology followed. Chapter Four dealt with the empirical findings and analysis. This Chapter therefore provides a conclusion of this research in ways which bring out and draws together the key theoretical and empirical findings of this research.

5.2 CONCLUSION

Developmental aspects offered by the organisation and personal skills based dynamics intermingle to forecast the overall career advancement. Career support increases training and maturity lengthen one's consideration by signifying how support may lead to advancement, moderately through training. The results suggest that career advancement persuades individuals to seek or accept opportunities for training. The force of career encouragement on training is, greater for women than for men, who have reported to have less encouragement (35.7%) from superiors and they themselves are less motivated. Work knowledge increases training because it provides more opportunities for training. The finding adds to one's perception of how exertion practice influences advancement. Occupation experience has been known to foresee managerial level and salary consistently. Its collision, however, emerge to be meandering, occurring at least partly through training. Educational encouragement from supervisors influences self-confidence and augment education level.

Education offers the information, credentials, and reliability required for advancement. Age enhances with work experience and career advancement and the result widens comprehension. It grants opportunities for representation of career advancement, and it illustrates how the differential opportunities may function. The result that training leads to career advancement is essential, seeing that confirmation for the brunt of training on advancement had been absent. Training boosts advancement since it increases a person's comprehension, expertise, reliability, and qualifications. However, the impact of training is larger for men than for women, who attend less interior training lessons and symposium or

industry meetings. One prospect to authority appears to be the development of specialty know-how through training. Therefore, training requires being incorporated in theories of career advancement.

5.3 RECOMMENDATIONS

Career advancement is important for organisational development. Moreover, shifting occupation is gradually more seen as a yearning for personal and professional growth and therefore job security. Within this context, it has been shown that a person's alternative has a considerable persuasion on slanted and intentional career accomplishment. While younger generations situate an elevated reputation on a life career; i.e. triumph in their confidential and professional area, older generations still relatively detain career achievement to the customary linear outlook of climbing up the ladder. In line with the pursuit for a changeable occupation a person's rendezvous in career management has an optimistic sway on skewed as well as objective career accomplishment.

Confidence emerges as a way to augment career advancement. Its force transpires since those with higher self-confidence achieve better career support and training than others do in keeping up with mastering disputes and conquering hindrance. Finally, this study only makes a small contribution to knowledge in seeking to understand and explain career advancement of employees in an organisation. More research aimed at understanding and explaining this phenomenon is recommended for this country and the Third World in general, given that this subject of career advancement has been widely researched only in the developed countries.

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THE STUDY QUESTIONNAIRE

Dear Respondent,

RE: PARTICIPATION IN RESEARCH

I am a postgraduate student pursuing my Master of Business Administration (MBA) degree at the North West University, Mafikeng Campus in South Africa. I am currently conducting research study entitled **“Factors influencing Career Advancement to Managerial positions at Eskom in Ngaka Modiri Molema District Municipality (NMMDM)”** as one of the major requirements. In this regard, you have been selected to take part in this study as a respondent. This survey will investigate your perceptions of the factors which influence career advancement to managerial positions at Eskom in NMMDM.

Please complete all items to reflect your opinions and experiences. Please answer all the questions freely. You cannot be identified from the information you provide and nor information about individuals will be given to any organisation. The data collected will be used for the purposes of this academic research only. The purpose of this questionnaire is to assess factors influencing career advancement. Please select the response from among those given that best represents your views.

Your participation is important for the success of this project and I greatly appreciate your contribution.

Sincerely,

G Morwe

Appendix 1: SECTION A (QUESTIONNAIRE)

BIOGRAPHICAL INFORMATION

NB: Please answer by making a cross (X) in appropriate boxes

1) Please indicate your age group					
< 20 yrs	21-30 yrs	31-40 yrs	41-50yrs	51-60yrs	>60yrs

2) Please indicate your gender	
Male	Female

3) Please indicate your ethnicity group				
African	Coloured	Indian/Asian	White	Other (Specify)

3) Please indicate your position in the organisation				
Managerial	Executive	Professional	Technical	Administrative

4) Please indicate your years of experience in your position				
< 3 yrs	4-6 yrs	7-10yrs	11-15yrs	>16 yrs

5) Please mark your type of qualification				
Matric	B-degree	Masters	Doctorate	Diploma - postgraduate

6) Please indicate whether your disabled or not	
Yes	No

(B) This part deals with working conditions at the work place.

Are you provided with adequate tools and equipment to get your work well done?

- (a) Very enough (b) just enough (c) just enough

How often does your equipment break?

- (a) Very often (b) Often (c) Rarely (d) Never

How long does it take to fix or repair broken or damaged equipment?

- (a) A day (b) Week (c) Month (d) More than a month

Are there health hazards at your work place?

- (a) Yes (b) No

Which ones

.....

What can you say about?

Ventilation at your work place

.....

Light at your work place

.....

Working space at your work place

.....

(C) This section deals with training and development of employees.

Do you usually do specialized tasks on your job or is your job specialized?

- (a) Specialized (b) Unspecialized

Does your job require that you keep learning new things?

(a) (b)
Yes No

Since you got your current job have you ever attended training or gone for further study or increased your capacity in any other way?

(a) (b)
Yes No

Explain.....

In the past five years have you ever been promoted?

(a) (b)
Yes No

What was the cause of your promotion?

.....

Do you use your skills, knowledge and experience fully on your job?

Explain

SECTION B

EXPECTATIONS AND KNOWLEDGE

Expectations and knowledge		Yes	No	Not sure
1	Do you expect to be promoted to a higher grade in the next five years?			
2	Do you have a job description?			
3	Has your job description been reviewed in the last 12 months?			
4	Does your Department have a policy for reviewing job descriptions?			
5	Does your Department have a written strategic plan?			
6	Does your Department have a written Human Resource Strategy?			
7	Does your Department have a written Human Resource plan?			
8	Do you know who is responsible for training and advancement in your Department?			
9	Does your Department have a written training and advancement policy?			

SECTION C

APPROACHES TO CAREER ADVANCEMENT

List career advancement or executive programmes which you attended in the last 2 years?

Programmes/Courses	Year attended
1.	
2.	
3.	
4.	

On-the-job approaches to Career Advancement

On-the-Job approaches to Career Advancement	Yes	No
1. Have your job responsibilities ever been enlarged or enriched since you joined Eskom?		
2. Have you ever been rotated to any sections since you joined Eskom?		
3. Have you ever been assigned a Departmental coach since you joined Eskom?		
4. Does Eskom have a formal mentoring programme?		
5. Have you ever been assigned a mentor and be mentored since you joined Eskom?		
6. Have you ever been seconded to any department since your career in the Eskom service?		

Off-the-job approaches to Career Advancement

Off-the-Job approaches to Career Advancement	Yes	No
1. Does Eskom arrange in-house seminars or workshops or conferences?		
2. Do you participate in external workshops/seminars/conferences for Eskom?		
3. Have you conducted any seminar/conference/workshop for Eskom?		
4. Are you a member of any professional body or organisation?		

If the answer is **yes**, then what is the name of the professional body?
 _____ when did you join it? _____ Does
 Eskom pay membership fee? _____

How do you share the knowledge and experience you normally obtain from training and advancement? Use the empty space if you have a different option.

Provide a written report		Provide a verbal report	
Conduct a workshop/seminar		Do not share knowledge/experience	

Does Eskom have mechanisms or systems to evaluate the effectiveness of the approaches to advancement it normally pursues?

Yes		No	
-----	--	----	--

5.1. If your response is **yes**, then kindly mention them here

What is most likely to stop you spending time on your own advancement? Use the empty space if there are other options which have not been included here.

Work load	
Commitment outside work	
No money in the budget	
Lack of support/interest from your senior	
Lack of support/interest from the HR Department	
Lack of support/interest from your subordinates	
Lack of career opportunities	
No opportunity to apply what you learned	

SECTION D

OPEN ENDED QUESTIONS

Briefly explain what factors may have hindered your career advancement.

Explain how your relationship with your supervisor affects your career advancement.

Explain the goal setting activities you undertake to promote your career.

Explain how networking has contributed to your career advancement.

What other factors would contribute to your career advancement?

Briefly explain what factors may have hindered your career advancement

Thank you for your time and patience