



City Research Online

City, University of London Institutional Repository

Citation: Lawley, J.C. (1994). Transcending culture : developing Africa's technical managers. (Unpublished Doctoral thesis, City University London)

This is the accepted version of the paper.

This version of the publication may differ from the final published version.

Permanent repository link: <https://openaccess.city.ac.uk/id/eprint/8295/>

Link to published version:

Copyright: City Research Online aims to make research outputs of City, University of London available to a wider audience. Copyright and Moral Rights remain with the author(s) and/or copyright holders. URLs from City Research Online may be freely distributed and linked to.

Reuse: Copies of full items can be used for personal research or study, educational, or not-for-profit purposes without prior permission or charge. Provided that the authors, title and full bibliographic details are credited, a hyperlink and/or URL is given for the original metadata page and the content is not changed in any way.

TRANSCENDING CULTURE:DEVELOPING AFRICA'S TECHNICAL MANAGERS

A Thesis Submitted for the Degree of

DOCTOR OF PHILOSOPHY

of

City University

by

JONATHAN COLDSTREAM LAWLEY

February 1994

CONTENTS

| | Pages |
|--|----------------|
| Abstract | i |
| Acknowledgements | ii |
| Chapter 1 : Africa and Leadership | 1 - 27 |
| 1.1 Introduction | 1 |
| 1.2 African History | 2 |
| 1.3(1) Culture | 7 |
| 1.3(2) Education | 7 |
| 1.3(3) Dependency and Self-perception | 8 |
| 1.3(4) Aid, Investment, Expectations and Politics | 10 |
| 1.4 Cases Country by Country | 12 |
| 1.4(1) Zambia | 12 |
| 1.4(2) Zaire | 16 |
| 1.4(3) Mauritius | 18 |
| 1.4(4) Zimbabwe | 19 |
| 1.5 Conclusions | 26 |
| Chapter 2 : Management Development in Zimbabwe's Mining Industry | 28 - 44 |
| 2.1 Introduction | 28 |
| 2.2 An Industry in Transition | 28 |
| 2.3 Zimbabwe Mining Development Corporation | 34 |
| 2.4 ZISCO Steel | 36 |
| 2.5 Anglo American Corporation | 38 |
| 2.6 Lonrho | 40 |
| 2.7 African Associated Mines | 41 |
| 2.8 Update | 42 |
| 2.9 Conclusions | 43 |
| Chapter 3 : Management Development in an International Context | 45 - 68 |
| 3.1 Introduction | 45 |
| 3.2 The Importance of Management and of Effective Management Development | 45 |
| 3.3 Education and Management | 46 |
| 3.4 National Approaches to Management Development | 47 |
| 3.5 Culture and Management | 53 |
| 3.6 How People Learn and the Role of Experience | 57 |

| | | |
|------|--|----|
| 3.7 | Management Development, Business Education and the Role of Business Schools | 58 |
| 3.8 | The Transferability of Technology and Management Concepts | 60 |
| 3.9 | Change | 62 |
| 3.10 | Specialisation and Generalism in Management | 63 |
| 3.11 | International Management and Multinationals | 63 |
| 3.12 | Catering for High Flyers | 65 |
| 3.13 | Management and Management Development for the Future | 66 |
| 3.14 | Conclusions | 68 |

Chapter 4 : Management Needs in Africa **69 - 83**

| | | |
|------|----------------------------------|----|
| 4.1 | Introduction | 69 |
| 4.2 | The Impact of History | 69 |
| 4.3 | Facing up to the Realities | 72 |
| 4.4 | Facing up to the Problem | 74 |
| 4.5 | The Culture Factor | 75 |
| 4.6 | Management Development in Africa | 78 |
| 4.7 | Problems Facing African Managers | 81 |
| 4.8 | Maximising African Strengths | 82 |
| 4.9 | Africa and the World | 83 |
| 4.10 | Conclusions | 83 |

Chapter 5 : The Approach **84 - 117**

| | | |
|------|--|-----|
| 5.1 | Introduction | 84 |
| 5.2 | Historical | 85 |
| 5.3 | Gaining the Mining Industry's Under- standing, Co-operation and Support | 85 |
| 5.4 | The Basic Approach | 88 |
| 5.5 | Recruitment | 90 |
| 5.6 | The Academic Approach | 92 |
| 5.7 | The Team or Group | 96 |
| 5.8 | Self-Development and the Learning Approach | 97 |
| 5.9 | The First Intake | 98 |
| 5.10 | Work Attachments | 100 |
| 5.11 | The Environment | 105 |
| 5.12 | The Culture Factor | 106 |
| 5.13 | Building Confidence | 107 |
| 5.14 | Experience on Attachments | 108 |
| 5.15 | Aspects of Learning | 111 |
| 5.16 | Special Experiences | 114 |
| 5.17 | Trust Director's Role | 116 |

Chapter 6 : The Results

118 - 140

| | | |
|-------|---|-----|
| 6.1 | Introduction | 118 |
| 6.1.1 | Handling the Data | 121 |
| 6.2 | Settling Back into the Industry | 122 |
| 6.3 | How ex-trainees see themselves and are seen | 123 |
| 6.4 | What has brought about the change? | 127 |
| 6.5 | Measuring Progress | 130 |
| 6.6 | Measuring changes in the management's view of trainees and the way they see themselves | 131 |
| 6.7 | Salary Progress | 132 |
| 6.8 | Benefits | 134 |
| 6.9 | Time Spent on Technical and People Problems | 134 |
| 6.10 | Promotion Patterns | 135 |

Chapter 7 : Change and the New Manager

141 - 164

| | | |
|-----|---|-----|
| 7.1 | Background | 144 |
| 7.2 | Barriers | 145 |
| 7.3 | The New Manager | 149 |
| 7.4 | Bringing about change and Self-reappraisal | 151 |
| 7.5 | Change and the Impact of Interface | 153 |
| 7.6 | A Retrospective Look at the Approach and why it has Worked | 156 |
| 7.7 | Some Lessons Learned | 158 |
| 7.8 | Individual Cases | 159 |

Chapter 8 : Conclusion - A New Management Concept

165 - 183

| | | |
|------|--|-----|
| 8.1 | The Scientific Model | 165 |
| 8.2 | The Management Model | 167 |
| 8.3 | Comparing the Models | 168 |
| 8.4 | Setting up the Exciplex and Introducing the Stimuli | 169 |
| 8.5 | The Forbidden Gap and the Barriers to be Overcome | 171 |
| 8.6 | Adding Energy to the Exciplex and Bridging the Forbidden Gap | 173 |
| 8.7 | The Exciplex Manager | 174 |
| 8.8 | Reactions to the Exciplex and the Varying Aspects of change | 176 |
| 8.9 | Quantifying Success | 180 |
| 8.10 | Was Success Dependent on the Exciplex? | 182 |
| 8.11 | Conclusion | 183 |

Chapter 9 : The Practical Relevance of the Exciplex Theory and The Future

184 - 190

| | | |
|-----|--|-----|
| 9.1 | Is it the Right Model? | 184 |
| 9.2 | Can the Exciplex Concept be Applied Elsewhere? | 184 |
| 9.3 | What has Made the Scheme a Success? | 186 |
| 9.4 | The Main Lessons and Conclusions | 188 |
| 9.5 | Some Reflexions | 188 |

| | |
|---------------------|------------------|
| Appendices | 191 - 193 |
| References | 194 -198 |
| Bibliography | 199 - 203 |

ABSTRACT

This thesis explains the background to the shortage of indigenous black technical management in Sub Saharan Africa by focusing on a number of countries in the Southern African region. It explains the implications of this shortage particularly for Zimbabwe and its mining industry which at independence in 1980 had no black technical managers. Having looked at management development worldwide and the experience of leading developed countries, the thesis goes on to consider the views and theories of a number of writers on management and management development in an African context. It also considers its crucial importance to the continent's future and the urgent need for effective ways of improving Africa's management capability particularly in the technical area. In this context a scheme (the ZTMTT) set up in 1982 to train black managers for Southern Africa's mining industry is described. The methodology of the approach is detailed including the important interrelationship of the practical and the academic experience in the learning process. This is followed by a description and analysis of the results of the scheme after eleven years. Following consideration of the special barriers and difficulties facing aspirant black managers in the Southern African context, the thesis goes on to describe and analyse the factors that have brought about the necessary fundamental change in trainees and helped them to relate the management challenge to themselves. It goes on to detail some successful case histories and contrast these with the very few failures. The success of the programme has culminated in the development of a new management theory, describing the mechanism of transition from reliance on a single home culture to the point where management capacity has been transformed by exposure to global experience. Scientific concepts have been invoked to produce the new management theory. As in science, where certain chemical reactions proceed through excited state intermediates, exciplexes which react to produce a new product, so too the merging of management cultures to form a management exciplex (excited state) can, given appropriate conditions, lead to new successful management types.

ACKNOWLEDGEMENTS

This thesis is dedicated to three very special people - To my dear friend the late Richard Valentine, farmer and manager whose encouragement was vital in persuading me to get started - To Ronnie Walker, retired Mining Director of RTZ to whose imagination and foresight ZTMTT owes its existence and to the late Bernard Mutuma whose enthusiasm and faith were indispensable to the eventual success of the scheme.

Very special thanks are due to my tutor Dr. Sue Grimes for her encouragement and for her help on planning and strategy and for her guidance in the formation of a new management theory. In the background has been Professor John Donaldson with his invaluable and trenchant interventions. Special thanks are also due to the ZTMTT trustees, past and present, for their encouragement especially past chairman Sir Donald Tebbit. I have also received various help and advice, including comments on drafts or the benefit of special knowledge or experience, from a great many people. They include Dr. Brian Fagan, Dr. Effison Munjanganja, Shirley Camack, Rev. David Camack, Don Bailey, Chris Cunliffe, Anne Oosthuizen, Louis De Smaele, Jim Jourdain, Charles Chadwick, Pierre Sorrell, Derek Bucknall, Douglas Sagonda, John and Jean Durant, Asprey Mparutsa, Mary-Anne Davey, Ken Severs, Jeff Chamberlain, Veronica Cecil, Gordon Clough, Denis Dickinson and many others including many ex- trainees. I thank them all. I also owe a deep debt of gratitude to Pat Sherwood for all her efficient work and for her enthusiastic support and commitment over four years, despite numerous retypes of drafts. Very sincere thanks too to Brenda Amberge who arrived recently to complete the final stages of the work so willingly and efficiently.

Finally I would like to thank my wife Sarah for her understanding and support when the thesis has dominated weekends and holidays and for the way she has totally shared my commitment.

AFRICA AND LEADERSHIP

1.1 Introduction

The work described in this chapter is concerned with the need for the development of indigenous technical managers in Southern African countries. It considers the historical background to the problems of the Africanisation of management and uses data from a scheme (The Zimbabwe Technical Management Training Trust) designed to train black managers for the technically based industries. The results are discussed in terms of existing appropriate management theories to determine whether a new theoretical approach is required for this essentially practical problem.

This chapter seeks to give a perspective on Africa and its history, relating this to disparity, dependency, self-discovery and other factors bearing on the development of local indigenous management. Consideration is given to the particular importance and significance of the different approaches adopted by the colonial powers and the significance of this in terms of its impact on national self-discovery and self-respect, both factors related to local leadership. An insight is given into some of the factors which have inhibited and continue to inhibit the development of local management skills in a number of countries.

Africa in this context does not include North Africa which is part of the Arab World. When Africa is mentioned, therefore, it is Africa South of Sahara, though the particular focus of this study is Southern Africa, with its particular problems of race, recent independence for some and the continuing struggle to meet the aspirations of its people.

It is assumed from the start that in Africa's struggle to find answers to its problems to harness the continent's resources and the potential of its people, the role of leadership and management is of crucial importance. Attention is drawn to how the need for competent indigenous African management as a factor has been ignored or given insufficient priority not only historically by the colonial powers, but also until recently by the main companies and organisations operating in Africa. Major reports on African development are still produced which ignore it as a factor. (See the World Bank's "Strategy for African Mining" produced in April 1992). It has also been ignored by many academics and writers whose

arguments and proposed solutions to Africa's problems have tended to centre round perceptions of fairness and justice and political ideals related to their own culture-based prejudices and with little consideration for local cultural or historic realities. The thesis as a whole will highlight the importance of local African management competence and the means of achieving it. The emphasis is on technical management which is in particularly short supply, in an age when technology and technical considerations are increasingly important everywhere.

Consideration is given to some of the historical and cultural reasons behind Africa's lack of technical management skills and to the attitudinal barriers which perhaps more than anything else have inhibited the development of those skills. Individual focus is given in this chapter to four African countries in order to highlight particular needs and particular lessons for the continent as a whole.

This introductory chapter is followed by chapters on Management Development in Zimbabwe's mining industry, Management Development in an international context, African Management Needs, the Zimbabwe Technical Management Training Trust (ZTMTT) Approach to Developing Managers, the Results of the ZTMTT Approach, a description of the new African manager who transcends cultures, together with conclusions and finally the description of a new management theory.

1.2 African History

Africa's contact with the rest of the world and the great civilisations of the East and West has been mainly confined to the last one hundred years and "the scramble for Africa", colonisation, decolonisation and the independence period. Prior to this, contact with the outside world started with the navigators and explorers in the 15th century and then for hundreds of years was limited to the establishment of trading and staging posts around the coast. The growth in the slave trade in the 18th and 19th centuries was accompanied by the incursions of the first explorers and traders and missionaries to be followed in the 1890's by the entrepreneurs, settlers and administrators as the colonial powers, sometimes eagerly, sometimes reluctantly, joined in "the scramble for Africa" and went on to establish conditions which would allow for the exploitation of the continent's natural resources.

Slavery was practised by many of Africa's tribes and people and its existence made it easier

for the slave trade with the outside world to continue as long as it did. Not surprisingly the slavery factor is one that has had a marked impact on the continent's psyche and contributed to what Ali Mazrui, in his Reith lectures under the title 'The African Condition', (1980) called "the cross of humiliation". As he says, only Africans in recent times have been slaves. This pre-colonial era of the slave trade and the struggle to put an end to it which touched the imagination and the conscience of the world also led to the belief that Africa and Africans needed to be "protected". Such ideas put forward principally by David Livingstone led to large areas of East and Central Africa coming under British protection in the 1890's, (Jeal 1973). The vestiges of such ideas and attitudes remain to this day and are to some extent a barrier to African self-realisation and progress.

Having put an end to slavery the colonial powers nevertheless went on to subjugate the continent and divide it amongst themselves with little or no consideration of ethnic or tribal divisions.

The colonial powers varied enormously in their approach to the continent and in the nature and effectiveness of their administrations. Included among the great differences in their approach towards all aspects of justice and administration, trade, religion and land tenure was that concerning the attitude towards the local culture. These differences of course reflected the colonial power's own domestic culture and religion and its perception of its particular role in the world. They have had a major impact on Africa and bear on many of the problems relating to African leadership and management today. Broadly there were two approaches. The first approach practised by the French and the Portuguese held basically that the colonial power had a superior culture and civilisation more appropriate to the needs of the modern world and the best and most effective way forward was to develop a local elite which would espouse that culture. Though local culture would not necessarily be actively suppressed, the benefits of the 'superior' culture would become apparent to the indigenous population and those who assimilated it fully (e.g. Portuguese *assimilados*). These people would be fully accepted as French or Portuguese. Thus like-minded people would be running the country and with little or no consideration of race and the imperial power's influence on culture, language, religion and its 'civilising mission' would be perpetuated.

A very different approach practised by the British was developed by Lord Frederick Lugard in Nigeria and Uganda in the early part of the century and was known as 'indirect rule'. It is described in "Representative Forms of Government and 'Indirect Rule' in British Africa

(1928). This had much more to do with minimising the costs of administration and maximising effectiveness through involvement of the local people, than considerations of culture or of a 'civilising mission'. It meant that though in the eyes of the administrators British culture was certainly superior, the question was academic. Britain had no desire to impose its culture on the local inhabitants of its colonies and by implication would have been unwilling to accept the products of such an approach anyway. Indirect rule meant that, in so far as possible, people would continue to be governed through their own institutions, chiefs, etc. Only where local laws or customs came into conflict with the basic principles of British justice would the latter prevail. Indirect rule meant that local customs and culture were not only preserved but given respect, status and importance. Though in retrospect it looks like a contradiction in terms, Britain was saying that it did not presume to interfere with the culture of subject peoples and it certainly did not intend to promote its own. The significance of this will be seen to be increasingly important in terms of national pride and self-respect and therefore has a bearing on the resolution of African problems by Africans themselves. At the time of independence there were no equivalents in British Africa of Houfuey Boigny of the Ivory Coast or of President Sengor of Senegal where espousal of French Culture was the result of deliberate French policy. Any espousal of things British by people such as Kwame Nkrumah, Kenneth Kaunda, Jomo Kenyatta or Hastings Banda was incidental, though the cross-cultural understanding shown by the latter two which turned out to be a vital factor in their effectiveness as political leaders, may have come from the many years they spent studying living and working in the UK.

Thus did the colonial experience of African countries vary, as did their preparation for independence which overall was woefully inadequate. Though the French and the British and the Belgians all stood for democracy and talked of the benefits of the democratic system, their colonies received little or no practice in its application. Even at local government level the basic concept of democracy was not understood, and therefore people did not identify with it. Thus though countries were launched with democratic constitutions, democracy itself was soon discarded by nations where nationhood itself was a new concept. Discouraging division and keeping the country together had to be the top priority of the new leaders.

In contrast to the British and French West African colonies, independence came to Central and Southern Africa before economic developments affecting the great mass of the population had led to the development of an enterprise culture, particularly in the rural areas. In 'The Best of Both Worlds? A Challenge on Development Policies in Africa' (1967), Guy Hunter

compares Africa in the early 1960's with England in 1650 when in addition to agriculture there were sophisticated industries including coal and metallurgical mines employing hundreds of thousands of skilled artisans. Hunter estimated in 1962 that to catch up or even to keep pace with the rest of the world growth in Africa needed to be ten times the rate of other countries. Clearly this has not happened. In retrospect the reasons are not difficult to identify.

In some African countries the colonial power through European or Asian expatriates took all the decisions and ran absolutely everything up to independence, including all government services, the infrastructure and industry. Not surprisingly many of the untrained and inexperienced indigenous people taking over jobs from departing expatriates were unable to cope. In much of British Africa, especially in the South and East, local blacks had made only the most limited progress in the administration. In theory black advancement was the policy, in reality there was a reluctance to advance blacks into decision-making posts. Blacks seeking entry were told they needed degrees. When they produced degrees they were told they lacked 'personal qualities' and experience. This scenario was confirmed in retrospect at a symposium held in March 1979 to review the end of the British Empire. The proceedings and conclusions described in 'Africa in the Colonial Period - The Transfer of Power' (1979), make it quite clear that little thought had been given to the practicalities of what would happen after independence when the only sort of local leadership would be provided by the local politicians, who often had minimal education or qualifications and no experience. For colonial powers anxious to rid themselves of responsibility and the pressures of world opinion, it seemed to be good enough to (a) talk of the will of the people and the United Nations, (b) complete the constitutional arrangements, (c) fix up an aid package and then (d) hand over responsibility in the almost certain knowledge that lack of preparation for the realities of independence would lead to serious decline. And so it transpired.

Colonies became independent with the entrepreneurial management role still associated in everybody's minds almost entirely with the white man or expatriate. Africans' difficulty in seeing themselves in this role was exacerbated by a lack of understanding of what it really involved. This brought widespread distrust of fellow Africans who aspired to it. Thus, not surprisingly, the very rapid localisation of the 60's, following independence, led to failure and disappointed expectations. Inefficiency became the norm and led to disinvestment and on continuing or greater dependence on single industries and on expatriate skills. Rural poverty and high expectations encouraged the drift to the towns fuelling unemployment,

crime, corruption and the breakdown of traditional morality and values. Falling standards of efficiency led to a serious deterioration of national infrastructures. For these and other reasons the conditions and opportunities within newly independent countries for an enabling environment conducive to the growth of individuals or a class capable of confronting the real issues was sadly lacking.

For most African countries and for a majority of the African population the present situation is grim and it is no exaggeration to talk of crisis. Non-existent or slow overall economic growth, sluggish agricultural performance coupled with rapid rates of population increase, and balance of payments and fiscal crises, are dramatic indicators of economic trouble. A 1981 World Bank report entitled "Accelerated Development for Sub-Sahara Africa : An Agenda for Action" said that between 1960 and 1979 per capita income in fifteen African countries recorded a negative rate of growth. Aid of all sorts there may have been, but investment has been negligible. An article by Bennell (1990) says that between 1979 and 1989, forty three of the one hundred and thirty nine British companies involved with Africa withdrew their investments in the region during the period. Clearly all round confidence in Africa is at a very low ebb and as the Princess Royal said at the 1991 Cambridge Conference on Africa, the world is losing interest. For most countries dependency on aid and on the skills and advice of outsiders has increased since independence.

The scenario painted is a gloomy one involving for some countries seemingly endless self-perpetuating stagnation, corruption and degradation. Colonisation did not leave Africa with leaders and managers with the experience and training to be able adequately to understand and tackle the continent's problems or to run its enterprises and institutions and help its people towards progress and prosperity. Clearly not enough of the right sort of leader or manager has emerged in the post-colonial period and the shortage remains critical.

Before going on to consider the positive aspects of Africa's leadership challenge, let us consider some of the main factors beyond the historical which bear on the development of African leadership:

- (a) Culture

- (b) Education

- (c) Dependency and self-perception

- (d) Aid Investment Expectations and Politics.

1.3(1) Culture

The cultures and sub-cultures of Africa are as varied and numerous or more so than the cultures of Europe. African cultures share a number of characteristics including an intense spirituality which links people to the land and to their ancestors and to their history. The reality of an African's culture does not of course in any way prevent him from adapting to or learning from other cultures. Africans' adaptability, including cultural adaptability, has proved itself over the years. However, like all cultures African Culture is not something that is static. Guy Hunter, writing in 1967 said that Africa could have the best of both worlds if she took advantage of her strengths, including social mobility, and borrowed selectively from advanced technology.

Like all people, Africans have limitations that are culture-based and stand to gain from adaptations from elsewhere. Such impediments they face are no greater than those that the Japanese, for example, had to overcome in becoming an industrial and trading giant. Africans, like the Japanese, are willing and eager to learn. This is one of their great strengths, as is their culture itself. Bauer, in 'Quality, the Third World and Economic Delusion' (1981), points to the case of Iran under the Shah as an example of an attempt to change the culture itself thus leaving the people lost between two cultures. The colonial powers such as Portugal and France, whose policies implied a denial of the appropriateness of African culture for the problems of the 20th Century, were as wrong as were the white supremacists of Southern Africa. It is in fact the latter whose sub-culture most needs to adapt to the world's new realities and take full advantage of African talent and cultural strengths for the good of their country. What is now required is (1) help for Africans and organisations operating in Africa to appreciate the importance of considerations of culture and to recognise that there is no inherent incompatibility between African culture and modern technical management, (2) for organisations and companies in Africa to reflect African culture, and (3) for African companies and organisations to take more from external cultures and influences.

1.3(2) Education

Quite rightly, education has been given the highest priority by nearly all governments in Africa. In 1972 it was sixteen per cent of government expenditure on average and up to thirty five per cent in the highest spending country (World Bank Report 1981). Education is what

the young of Africa aspire to as a means of attaining the better life and of solving all problems. The older generation of Africans aspire to for their children what they did not have themselves, and all generations agree that education in the widest sense is essential to progress.

One aspect of this is what Hutton describes in 'The World of the International Manager' (1988) as "a naive belief that everything is soluble by engineers, scientists and economic managers". This belief, he says, led to a proliferation of overseas 'experts' and the creation of yet more dependency. Again, Africans having been told in the colonial era that the reason why they were not given senior positions was their lack of educational qualifications, it is hardly surprising that a degree or a diploma was seen as being in itself preparation enough to hold down the position without regard to experience. This factor, together with the sometimes over hasty desire to replace whites or expatriates has resulted in failure, demoralisation and the destruction of confidence amongst many intelligent and promising individuals, and thus the failure of a great deal of African management talent and potential.

Another major factor in the attempt of African countries to take a great leap forward towards modernity through the education of its people has been the sad spectacle of the products of the schools and the other educational establishments not being able to find jobs. The disillusion of such people who were told that education was the key to all success is a factor for serious instability.

Education in a broad sense and of all types is and will remain top of the list of African priorities for the indefinite future. It must be appropriately focused, related to the needs of the individual and his country and compatible with local tradition and culture. Only in this way can damaging disillusion be swept away.

1.3(3) Dependency and Self-perception

With the desire for political independence went the desire of Africans to rid themselves of their dependency. The economies of many African countries were almost wholly dependent on a single industry, commodity or crop, which in turn could not, in the early stages at any rate, do without outside expertise. With this went the dependence on expatriate skills and outside technology to maintain and build up transport and communications and the general infrastructure in order to move towards modernity.

For most countries, with the failure of attempts to reduce dependency and to diversify the economy, came the danger of yet more dependency so that in many cases dependency increased after independence. This was because faith in "experts" and aid leads to more dependency, albeit of a different sort to that which prevailed pre-independence. This scenario continues to be part of the African scene.

This new post-independence dependency became confused and interwoven with the dependency of the pre-independence era and risks becoming a permanent feature in some countries. It is sometimes unfortunately reinforced by the world determination to regard Africa as a special case for help of all kinds. Help has become a right for Africans and a duty for the developed world. Africans are torn between asking for more and fighting yet more dependency. The resulting frustration and impatience makes it all the more difficult for Africans to discover themselves through success. As Mazrui (1980) sees it, "Africans have been caught between rebellion and imitation". The failure resulting from too rapid localisation and disappointed expectations has led to deep disillusion and yet more dependency.

African leaders who see the need to throw off the dependency syndrome are quite right. Africa and Africans must be the prime movers in solving their own problems. What they may sometimes forget is that in one way or another all people and all nations are dependent on others. In a sense Africa is and has been dependent on the rest of the world to enable it to learn about itself. Though it is a pity the preparation was not more thorough and focused, Africa needed political independence to be in a position to discover itself and for its own self respect. The African living in a system in which others were telling him what was good for him, would not or could not fully realise himself within such a system - take responsibility and become a leader and become fully accountable. Apart from anything else there was always somebody else to blame..

Frustration from continuing failure, corruption and the cycle of dependency is leading more Africans throughout the continent to question hitherto accepted norms. In an article entitled, 'Para Onde Cominhamos?' (Where are we going?) in the April 1991 edition of the Mozambique journal 'Economica', Antonio Souto mentions the critical shortage of "managing skills", which he says is self-evident. He adds that his country does not need a series of "experts" to point it out. He sees the solutions lying with Mozambiquans themselves. This view reflects an understanding born of deprivation and suffering which have been particularly

acute in his country. Nevertheless, past solutions with their emphasis on political philosophies, particularly socialism, have clearly failed to produce the economic success which would provide the springboard to allow for escape from dependency. Socialist policies, Souto points out, have in his country killed off enterprise and a nascent managing class "within the egg". Equally unsuccessful has been the wholesale Africanization of the management structure as advocated by Mazrui (1980) or dispossession of expatriate entrepreneurs carried out by Mobutu in Zaire in the mid-1970's.

If Africa is to overcome dependency, Africans must be welcomed by and accepted much more positively and less patronisingly by the rest of the world. Help should concentrate on local management and decision-taking. Thus will they best be equipped themselves to decide what is or is not appropriate to their circumstances and their culture. In such ways can the dependency syndrome, which is such a barrier to progress, be purged from the African psyche.

1.3(4) Aid, Investment, Expectations and Politics

The dependency syndrome which is so formidable a block to African progress has been fuelled to a great extent by some of the aid Africa has received and the way it has been given. Much aid has been technologically inappropriate in that it implies that Africa, especially rural Africa, can move from the primitive to the technically sophisticated without going through the necessary stages, (see Dumont 1966). The result has been to prevent or stifle the development of local agriculture or industry through the damaging misapplication of technology (machinery, fertilisers and pesticides in the case of agriculture). In many African countries aid programmes did not help develop self-reliance. They merely helped foster the impression that past exploitation (real or perceived) gave them the right to help. By the same token, aid from donor countries was often motivated mainly by a sense of guilt. This syndrome, which is described by Bauer in 'Quality, The Third World and Economic Delusion' (1981) has caused a lot of harm to Africa from people who, though well meaning, had little appreciation of the real issues. It has exacerbated dependency, stifled local enterprise and self-reliance and inhibited the development of the sort of local leadership which is appropriate to African circumstances.

Africans had been told so much about the benefits of freedom, independence and democracy, and how they were being exploited and denied position and wealth and all the good things

in life that they associated with the white man, that it is small wonder that expectations of independence were high. When faced with suggestions of the possibility of failure Kwame Nkrumah's dictum, 'seek ye first the political kingdom and all else will follow' was much quoted. Though he was no doubt right in the longer term, neither he nor other African nationalists at the time were aware of how long it would take and of all the pitfalls.

Politicians, encouraged by outside political idealists, reinforced in the population the idea that they had been exploited and suffered injustice. Looking forward to the perceived good times ahead were the idealistic panaceas of Nyerere's "African Socialism", Kaunda's "Humanism" and Mobutu's "Authenticite", all demonstrating a striving not just for progress, but for the establishment of the identity denied them during the colonial era. The task of fulfilling the enormously inflated expectations of African populations was of course an impossibility and as the disillusion set in so has the impression that there is nothing that can be done to arrest the slide of some countries into yet further stagnation, corruption and degradation with a crumbling infrastructure and a deteriorating education system.

Confidence in politicians in several African countries is now at a very low ebb and this is being manifested in the current wave of interest in and the demand for multi-party democracy. This is a healthy development in that it reflects a new found willingness to question and to look for solutions outside sterile slogans and a rigid party line. Note should be taken of success stories in neighbouring countries. For example, the South Africans may see the recent history of other countries in their region as having nothing to offer them. Yet there is a multiplicity of lessons, both positive and negative. Principally there is all the experience of moving away from seeing everything in terms of race.

Perhaps mainland countries can take a leaf out of the Mauritian book. There is evidence in the success of its economy that national economic success is linked to the free expression of public opinion through the democratic process, through diversity and through genuine free speech and a free press. Further evidence of the link between the genuine will of the people and economic success in the Third World is contained in the book 'Hunger and Public Action' (Jean Dreze and Amartya Sen, 1989).

There are increasing signs that an increased awareness of the issues is matching a reluctance by Africans to place all their faith in political parties or despots claiming to represent the will of the people. It is necessary that this awareness should include the importance of local

management skills. What follows are aspects of the recent history of a number of countries in the Southern African region which illustrate the depth of their problems and the background to them. Their experiences illustrate what the countries can learn from each other particularly with regard to the development of local management skills.

1.4 Cases Country by Country

1.4(1) Zambia

Many of the problems of Africa which relate to the shortage of effective indigenous management are encapsulated in the case of Zambia. When Zambia gained its independence in 1964 there were approximately two dozen black Zambian graduates, of whom only one was a technical graduate. In the years before independence little priority had been given to the development of black administrators and managers. At independence the few blacks in senior positions in the Civil Service were there thanks to a large scale programme of 'shadowing', introduced less than nine months before. The 1963 Northern Rhodesia Civil Service staff list shows only four blacks in the administration and none above the lowest level of 'cadet'. It was a similar story in the mines where until independence the powerful white Trade Unions had completely blocked African advancement into skilled jobs, much less supervisory posts in technical areas. Some black advancement had taken place in the non-technical disciplines. Even so an article in 'The International Labour Review of August/September 1972' says that in 1965, a year after independence, sixty-two per cent of all "trained" manpower in Zambia were expatriates.

All the time little or no thought was being given to the development of black management or supervisory skills as a priority. The Copperbelt of Zambia Mining Industry Handbook 1964 merely mentions a "training for promotion programme" which started in April. The economy was almost entirely dependent on the copper mines which had brought the country a high degree of prosperity, and at independence the country's coffers were full and copper prices were high. This prosperity had increased after the mines ceased to be the main source of funding for the Central African Federation, including Northern Rhodesia (Zambia), Southern Rhodesia and Nyasaland (Malawi), which broke up in 1963, and Zambia became sole beneficiary of copper revenues. One result of this is that coincidentally with independence came the damaging illusion of great wealth which in reality led to the subsidization of much waste and inefficiency.

The new UNIP government's priorities were the control of the country's own resources and the reduction of dependency on the foreign owned mining companies Anglo American and R.S.T. So acquisition of the country's mineral rights from the BSA company at independence was followed in 1968 by a compulsory 51% stake in the mines. The government hoped thereby to fulfil its other major priorities of diversification of the economy and Zambianisation of the people running it more easily. (Faber et al 1971).

Meanwhile Zambianisation in the Civil Service proceeded apace and with the establishment of new ministries to replace the old federal ministries, meteoric promotion to posts carrying salaries of which the incumbents could hardly have dreamed a year or two before, were the order of the day. There was often little relationship between the pay and the incumbents' ability to do the job. For the moment the money was there. Second and third level expatriates stayed on to keep the wheels turning but it soon became clear to them that they were expected to give only such advice as the government wanted to hear. On the mines too, Zambianisation was given the highest priority with vast sums being spent from the 1960's on technical training and on raising the educational level of the work force. There was, however, little or no emphasis on management training or developing indigenous Zambian technical management. Because of the technical requirements of certain posts, promotion on the mines was not so rapid as in government, except in the case of newly qualified black technical graduates. In their case there was much over-promotion due to a commonly held assumption that a technical degree amounted to both the qualification and training to cope with both the technical and man management aspects of the job.

Overall, Zambianisation became an end in itself and bore little relationship to effectiveness or productivity. Those who missed out on the promotion gravy train felt deprived and became disillusioned. Those filling new senior positions almost invariably lacked the qualifications and experience to do the job. This situation could persist while there was the money available to enable the country to carry passengers and fill essential, particularly technical, gaps with contract expatriates.

There were some spectacularly successful cases of personal growth to match the new responsibilities, giving for the first time a taste of local leadership skills and management potential. There were also many failures, bringing about demoralisation and wasteful expenditure that the country could not sustain in the longer term. Overall, at this time, success was measured not by the criteria of measurable achievement, but by things such as

job title and perceived power status. The incentive to learn and to achieve is gravely weakened by such perceptions and by the widely held belief that the path to success depends mainly on who you know and on your family, tribal or party affiliations.

The illusions of progress and success in Zambia were haltingly sustained into the seventies. There was a convenient scapegoat when things went wrong to attribute failure to the need to confront the rebel regime in Rhodesia and support sanctions. What this often amounted to, however, was an attempt to paper over inadequacies and to put off the day when the real issues would have to be confronted. It is always easy and often convenient to convince yourself that your mistakes and inadequacies are someone else's fault!

Meanwhile in a misguided push for modernity various grandiose schemes aimed at helping to diversify away from the reliance on copper towards the exploitation of some of Zambia's other natural resources were failing. This was not usually because of a lack of funds, but due to a shortage of competent management and the application of inappropriate technology that relied on sophisticated machinery or specialised expatriate staff. Either way, Zambians would be left with voluminous reports or useless, inappropriate machinery. Such schemes cost a great deal, placed little or no emphasis on training and developing Zambian management and contributed nothing to local self-sufficiency. An example of such a scheme was given by Professor Theo Scudder, author of 'The Social Anthropology of the Gwembe Tonga' (1962) in an address to the Royal Africa Society and the Zambia Society on 12 November 1990. Professor Scudder, who has pursued a study of the Gwembe section of the lower Zambezi Valley since 1958, spoke of the damage done in recent years by the German funded, 'Gwembe Development Company' which had involved villagers being dispossessed of vital agricultural land as well as inappropriate technology and serious environmental damage due to the extensive use of chemicals and pesticides. All this had been carried out without consulting the local people whose disillusionment and opposition to the scheme was total. Professor Scudder went on to speak of some progress in the sixties and seventies towards the rise of a Zambian enterprise culture. This progress was not sustained into the eighties, in his opinion, mainly due to government's perceptions of the exploitive nature of enterprise, its interventionist policies and the lack of involvement of local people in the consideration of issues affecting rural economies.

Another factor in the catalogue of failure in this confused and often corrupt environment was the denial through maladministration of the benefit of the country's resources to its people.

One example is the country's rich deposits of emeralds. An article in Africa Research Bulletin, August 16 - September 15, 1990, says that industry officials estimate that Zambia was losing \$200 million in a year through unofficial emerald exports. The report says that the industry is "fraught with powerful vested interests" and goes on to say that "lost earnings from unofficial gemstone sales amount to over a third of Zambia's annual foreign aid needs".

Recent developments in the mining industry are encouraging in that despite the gradual decline of ore grades, mined production levels are being held steady and the state mining company ZCCM's emphasis on training seems to be paying off. There is now a heavy emphasis on management training and development, including overseas training. Hope for the future lies in the fact that the latent leadership talents so long left dormant are being utilized. Whereas previously, expatriate managers kept management decisions out of the hands of blacks and then were joined by newly qualified blacks in pushing decision-making levels higher and higher, the policy has recently been reversed. The new ZCCM policy introduced in October 1988 and contained in a policy booklet called 'The New ZCCM Management Style', distributed to all managers and supervisors, seeks to push decision-making down to the levels where the problem requiring a decision arises. More decisions are being taken and the new policy is paying dividends in terms of morale and production.

In Zambia the triple effects of oil price rises, the fall in copper prices and effects of confronting Rhodesia, until 1980, were certainly negative influences. They are not the whole story, however, and the country has dissipated its resources and remains with a large untrained and highly disillusioned population. The main formula and priorities for getting Zambia on a more hopeful track must be decided by Zambians themselves. Recent indications are that Zambians are beginning to face up to their problems and stop looking for others to blame. The movement for multi-party democracy should be seen in this context and for its potential to harness the will of the people towards constructive solutions. Though in short supply, experienced managers do exist, particularly in the mining industry and overall their potential for achievement is vast. Their role is crucial in helping the country to believe in itself again - also crucial is the ability to learn from the experiences and successes of countries such as Mauritius, Zimbabwe and South Africa and countries and cultures further afield.

1.4(2) Zaire

Zaire gained independence from Belgium as the Republic of the Congo in June 1960. The events which followed including the army mutiny, the attempt of the mineral rich Katanga Province to secede and the involvement of the United Nations, as well as foreign mercenaries, together made the country a byword for chaos and instability. All through the troubles, however, production at the vast Kolwezi copper/cobalt mine never ceased over this whole period, despite the departure of many Belgium employees and is an indication of the fact that black advancement on the mines pre-independence must be looked at in a different light than the rest of the economy and the country.

It is interesting to compare Zaire with other countries in the region, such as Zambia and Zimbabwe, in order to understand better what makes them what they are today and what lessons there are for each other and for other countries in Africa. Whereas the British and the French in Africa by common consent gave their colonies inadequate preparation for independence in terms of the training of civil servants and administrators, the Belgians gave none at all. Independence, therefore, became a gamble that somehow the Belgian indispensability would allow them to carry on as before. It was a gamble that failed and chaos ensued. By contrast, however, on the mines, blacks were being trained in technical skills from the time they had sufficient education to be capable of absorbing those skills. Thus, before independence in the 1950's while the European mine workers of Northern Rhodesia were justifying their own stance against black advancement by saying that blacks were incapable of taking on responsibilities such as driving locomotives, in the Congo blacks were doing just that and becoming qualified in a variety of technical skills. This meant that the independent Congo (Zaire) was better prepared to Africanise posts in the mines, including technical posts from the bottom upwards. Unlike Zambia, where in the mines as well as in the Civil Service many experienced whites who knew the country were made redundant or encouraged to leave, in Zaire top Belgians working for the state mining company Gecomines (later Gecamines), stayed to give the industry the benefit of their experience and allowed the new black technical managers time to become qualified and gain experience.

Whereas in Zambia leadership development had not formed part of the general training effort in the post-independence period, the Zaire copper mines placed much emphasis on the need to develop local technical managers. In a 1974 report on training for the new Tenke Fungurume mining project in Zaire, Bragg quotes the Gecamines' head of training,

M.Claude, as saying that, "The main training problem is not in teaching the technical aspects of the plant as the teaching of leadership and how to command".

The priority given to developing black management is reflected in the fact that at this time Gecamines employed a senior manager whose sole responsibility was the development of local graduates, thus recognising that a degree in itself did not qualify the holder to manage. Gecamines' policy was to send Zairois to both local and Belgian universities to do their degrees. Another indication of attitudes which were far more progressive than those in Zambia is given by the ex-Gecamines Directeur General des Explorations, the company's top technical manager who had been in the country since 1950 and retired in 1986. He discusses the issue of developing black management in his unpublished paper, 'Formation des Dirigeants Africains'(Sorrell 1989). In it he says that due to the lack of an industrial tradition in the local Shaba culture, it was important, in the post-independence period, to move quickly to develop a local managerial class - otherwise there was the risk of the new African manager being isolated and therefore being lost to the industry. Such sentiments demonstrate awareness of one of the main problems facing African technical managers, who may find themselves impossibly isolated from their own community. This awareness has been slow in coming in other Southern African countries.

In the Zaire context it is interesting to contrast the attitudes and experience of the international Societe Miniere de Tenke Fungurume Project run by Charter Consolidated with the strong influence (amounting to virtual control) of the Anglo American Corporation of South Africa behind it. The project between 1971 and 1976 involved a concession to mine a very rich ore deposit which was removed from Gecamines. Quite obviously the Zaire government which was a free-riding partner in the project was looking for a new approach from this 'international' consortium. The Zairois presumed that the Anglo/Charter group's experience, particularly of Africa, would make it more progressive and effective than Gecamines, particularly in bringing about localisation and developing local management talent. In fact (apart from a failed project in Mauritania) the group's main African experience had been in South Africa and Zambia and the uncoordinated SMTF management had neither the inclination nor the experience to set about training local technical management. Though the management's attitude reflected a presumption of superior policies, this attitude was largely without foundation. The policy in fact was to try to ensure that in all important circumstances decisions would be kept out of local hands. This short sighted approach which amounted to the antithesis of what the Zaire government had hoped to see,

failed to reconcile commercial considerations with local aspirations and long term practical realities and was partly responsible for the eventual demise of the project. Thus failed the one significant attempt in the post-colonial era to combine South African capital and technical 'know how' with local resources in a black African country outside South Africa's traditional sphere of influence.

1.4(3) Mauritius

Another African country which has a number of lessons for the continent as a whole is the island of Mauritius in the Indian Ocean, west of Madagascar. It is a member of the Organisation of African Unity and gained independence in 1967. It was discovered unpopulated by the Portuguese in the sixteenth century and colonised first by the Dutch, then by the French who established the sugar estates, and finally by the British in 1812. Its particular interest for the writer stems from two years on the island between 1977 and 1979 as a consultant advising a large company with diverse interests, on a personnel policy and management development.

Mauritius is about the size of Worcestershire and has a population of over one million, of whom more than a half are Hindus and a quarter each of Mohammedans and Creoles (mixed race, mainly African). There are also significant populations of ethnic Chinese (about sixty thousand) and Europeans, about thirty thousand (mainly of French extraction). The Africans were brought to the island as slaves to work the sugar estates and the Asians came as indentured labour following the abolition of slavery, after the British take over. For many years the island economy depended almost entirely on sugar. Being an island, the attitude towards change was conservative and old practices, some of which dated back to the days of slavery, prevailed until recent years.

Mauritius is of particular interest for a number of reasons. In combination its policies and circumstances help provide the enabling environment which is so important if local management skills are to flourish. Furthermore, it is the best example there is of decolonisation. The people gained practice in the exercise of power before being granted independence and the people understand democracy which they see as the best way to ensure peace, prosperity and genuine independence. There is genuine tolerance and a totally free press.

Secondly, therefore, the country gains real benefit and strength from its cultural and racial diversity. Leadership of the main enterprises on the island used, until the late seventies, to be associated with an amalgam of British expatriates and Franco Mauritians. This situation has changed very significantly with the departure of the British and the growth of local management talent and potential with a high proportion of non-Franco Mauritians making rapid progress in the main enterprises.

Thirdly, economic diversity away from dependence on a single commodity (sugar) into tourism and manufacturing industry.

Fourthly, a high priority has long been given to education and now the link between an educated work force and economic success is clearly shown.

For all its diversity, Mauritius has a clearly identifiable culture and identity, common to all the citizens and a common language (Creole) and many shared values. It is free, diverse, tolerant, enterprising and has become successful in recent years. Continuing growth and success under governments of the right and left has led to the country being known as the 'new little Tiger of the Indian Ocean'. The Mauritian experiences can be contrasted with the lack of a clear identity and the stultifying dependence of the local population in neighbouring Reunion, which remains part of the metropolitan France and with African countries on the mainland struggling to strike the right balances between State control, continuing dependence, outside influences and individual freedom and enterprise.

1.4(4) Zimbabwe

Zimbabwe currently plays a vital pivotal role in Africa as a multi-racial state which was, until independence in 1980, firmly allied to the white south, but is now equally firmly part of black Africa. Though the country is still discovering itself and its potential, it has over the years both pre- and post-independence, built up experiences which could be of the very greatest significance and use to South Africa, as well as to the other neighbours in the East, West and North.

In an attempt to outflank the Boers in the Transvaal and to fulfil the dreams of the empire builder Cecil Rhodes, the mainly upland savannah country between the Limpopo and

Zambezi rivers and occupied predominantly by the Shona and Ndebele peoples was settled from 1880 on by British farmers, miners and traders.

A series of rebellions by the native population having been defeated by the settlers backed up by Rhodes's Chartered Company, the territories of Matabeleland and Mashonaland, which became known as Southern Rhodesia, were administered by the company until 1923. In that year it became a British crown colony although under the effective control of the settlers. The administration of the colony through Native (later District) Commissioners was along British Colonial Service lines, but with the system of indirect rule applied towards white ascendancy and the maintenance of so called "civilized" standards. This situation continued until November 1965 when the government under Ian Smith made its unilateral declaration of independence, mainly through fear that Britain could impose majority rule. From 1965 to 1979 it continued to defy Britain, and the international community, despite mandatory UN sanctions and an increasingly bloody and bitter bush war waged against black nationalists. This came to an end following British mediation and reassumption of authority through a British governor. There were free elections under universal franchise, followed by independence in April 1980.

From the outset Southern Rhodesia had been regarded by the white settlers as a conquered territory in which their customs, culture, values and way of life would prevail. Settler enterprise developed the country's considerable mineral resources and agricultural potential and built up an increasingly sophisticated infrastructure of roads, railway lines, dams and electricity supplies. The wealth generated provided for schools, hospitals and public buildings. This was achieved with the help of a black population whose needs and aspirations were regarded by the white settlers in a totally different light from their own. The country was being built up as a white man's country with a British lifestyle, institutions and democracy for the whites. In Southern Rhodesia the British policy of 'paramountcy of African interests' as pronounced in 1922, certainly did not apply.

However, as is pointed out by Holderness in his 'Lost Chance - Southern Rhodesia 1945-58', (1985) "For much the greater part of their fifty-six years in power, the whites had a pretty good record. Economic development was extraordinarily widespread and achieved without any cost to the British tax payer or handouts from anyone else. Public administration was efficient and entirely incorrupt. African education and rural development was more advanced than in other non-selfgoverning colonies". Holderness asks how it was that the Southern

Rhodesian whites should in the end find themselves resorting to a brutal war with the black population. Part of the answer lies in the inability, indeed refusal of the whites to recognise the new realities prevailing after the end of World War II and to see and understand the culture and aspirations of blacks, even educated blacks, with whom they should have been sharing and finding common cause. This situation came about through lack of contact except in a master and servant context between whites and blacks. Apart from ignorance, the most potent factor was fear of losing what had been built up. This fear led first to measures to block black advancement through discrimination, and in the end into a full scale armed struggle in the name of 'standards' to preserve European privilege.

During the ten year life of the Federation of Rhodesia and Nyasaland from 1953 to 1963 there flickered the hope that a 'partnership' of the races would give due regard to the interests and aspirations of all in a wider geographical context. However, in Southern Rhodesia the deposition of the liberal Prime Minister, Garfield Todd in 1958, effectively meant, according to Holderness (1985), that a small group of people who held in their hands the key to the peaceful evolution of politics in Africa, at that point threw it away. The whites reverted to the dogged maintenance of their institutions, standards and way of life with little or no allowance made for the African viewpoint. Whereas pre-1945 and even up to 1958, blacks had been prepared to accept a subordinate position as the norm and to suffer all the so called 'pin pricks' of discrimination, racial abuse and innuendo, this was no longer the case, and increasingly they joined the nationalist movement. An obsession with race on the white side was countered by an equal obsession amongst black nationalists for majority rule.

Until independence and majority rule, within the economy and government only so called "white standards" and white leadership were acceptable. As in Northern Rhodesia (Zambia) white Trades Unions had blocked black advancement in industry and in the mines and white farmers and industrialists controlled the remainder of the economy. In the rural areas District Commissioners maintained and ran the rural administration until the ubiquitous war rendered them in every way out of touch with the local population.

The black population until the independence elections, remained largely unenfranchised. Therefore, as they were not consulted on how the country should be governed there was no inclination to identify with the government or its objectives. The lack of consultation or consideration of the real black viewpoint (as opposed to that of the traditional leaders, the

Chiefs) prevailed until there was a belated, but doomed, attempt to come to terms with African nationalism when Smith and Muzorewa cooperated to create Zimbabwe - Rhodesia, hardly a year before real independence. To the end, therefore, blacks in Southern Rhodesia played no significant leadership or management role within the government or the economy. In this society theirs was a subordinate status and this fundamental attitude prevailed in relationships between whites and blacks throughout society. For most on both sides it was the immutable norm. At the same time little or no allowance was made for traditional African culture in the way things were regulated. African nationalists came to see that the only way they were going to be able to bring about change and acquire political power was through armed struggle.

Nevertheless Zimbabwe always has been and it remains a very special place. This may have something to do with the fact that despite the antagonism generated by the so called "pinpricks" of everyday racial discrimination there had been a long standing tradition of mutual respect across the colour line. The two worlds of South Africa, totally out of sympathy with each other and lacking any real understanding of each other's aspirations and based on fear, were never part of the old Rhodesia. No section of the population ever lost its pride. In the pre-war days the country might have been seen as laid back and ineffectual.

However, the Rhodesian whites did feel they had built up something which was worth fighting for and Harold Wilson badly misjudged their motivation and their determination when he predicted the end of UDI in "weeks rather than months". The war had the effect of transforming a colonial backwater into a dynamic and self-sufficient economic entity. At the same time the blacks who had discovered new pride arising from their successes in the war could now fully identify with their country. What was now needed was for all these strengths and energies to be harnessed in building a new Zimbabwe.

The all pervasive war had come to such a sudden end that the population could hardly believe that it was over. For most whites there was real trauma with the sudden end of what they had believed their lives and futures depended on. Many had threatened to abandon everything in the event of a nationalist victory in the independence elections and head for the South African border. A few did so and thousands more were to follow in the coming months. However, many right wingers took stock and came round to accept the new realities. Yet others who had always shown sympathy to the black nationalist cause had perhaps lacked a realistic understanding of what was happening, became disillusioned and

bitter and to this day find common cause with those whose outdated ideas prevent them from seeing any good in what has happened.

On the black side the amazing policy and philosophy of 'reconciliation' brought in by the Mugabe government after independence steadied the whites and ensured that after the departure of those who could under no circumstances live under a black nationalist government, both races settled down very quickly to building a new country with the hate miraculously purged from an exhausted nation, matured by the trauma of its experiences. As had been the case in other newly independent African countries expectations were high, but moderated by the warnings of the leaders of neighbouring countries which had been through the process. Another significant factor was the remarkably good race relations already mentioned which had traditionally prevailed in Southern Rhodesia.

Aside from this miraculous goodwill and tolerance were a number of major advantages possessed by the new Zimbabwe. These included a high level of industrial and agricultural development and an infrastructure superior to any sub-Saharan African country, apart from South Africa, all largely untouched by the war. The country was self-sufficient in food and indeed had built up considerable export markets for maize and beef, as well as fruit and vegetables throughout the African continent and beyond. Self-sufficiency also extended to clothing and many manufactured goods developed during the period of UDI and necessitated by international sanctions. Many of these goods had an export potential. Another factor was the presence of a settler population with a belief in its destiny and a hitherto total commitment to the country. With the policy of reconciliation, provided it was able to come to terms with the new realities, its tradition of enterprise and rugged self-sufficiency would be a huge asset to the new Zimbabwe. Partly due to shortage of white skills during the war, whites and blacks had ironically come to understand each other better during this period due to both fighting together in the military. Furthermore, due to the call up of whites during the war blacks were given work opportunities previously denied to them. Besides its natural resources the new Zimbabwe inherited vast riches of experience, self-sufficiency, diversity, a lively enterprise economy and high standards.

It also inherited the enormous strength of a democratic tradition even if it had been applied mainly to the whites. Although maintaining it has not seemed to have been given a high priority by the country's leaders, popular sentiment against a one party State seems destined to ensure that democracy survives. What the whites had to contribute to the new country was

fully recognised and in the immediate post-independence years particularly, the mutually beneficial process of intercultural 'rub off' had started to take place. Another factor was the enormous pride taken by black Zimbabweans in their own indigenous culture. Though this had not gained due recognition from the whites, nor had it been suppressed. It had merely been neglected or ignored. Another major factor which helped to provide the requisite skills to ensure that the country could maintain standards and avoid a damaging decline was the return after independence of some 15,000 black graduates (many of whom qualified through British Council Scholarships) to join others who had qualified at the local university.

The country had the benefit of an infrastructure and standards unsurpassed anywhere else in Africa, except perhaps South Africa. Though many thousands of whites left on or shortly after independence more than 100,000 remained who were prepared to respond to 'reconciliation'. They had much to contribute in terms of skills and experience and had a sub-culture with much to offer the culture of the new Zimbabwe.

After independence, in addition to the returning black graduates there were large numbers of black exiles who had been gaining experience working in international organisations or a variety of enterprises abroad, and who now returned home. These people, proud of their native culture but with training and enterprise gained in many situations, were a great source of potential strength and indeed were able to make a very significant contribution to government, the civil service and private enterprise in the new Zimbabwe. The amalgam and intercultural 'rub off' between them, the whites and the remainder of the black population with its many strengths, including its advanced and productive agriculture and animal husbandry, makes for an African country rich in experience and diversity.

Thus the newly elected government after independence inherited a country with very many strengths and assets. However, apart from the enormous task of promoting reconciliation it faced the problem of trying to fulfil inflated popular expectations in terms of jobs and public services such as health and education. It had to work through a civil service having to be rebuilt mainly with returning exiles replacing departing whites in the upper levels. At the same time the emphasis on extravagant and grandiose schemes inspired by socialist philosophy led to some serious disillusion amongst local entrepreneurs. It also led to insufficient priority being given to investment in and modernisation of the wealth-creating industrial, mining and agricultural sectors of the economy. Whites who queried the new priorities risked being labelled as obstructionist or of being out of sympathy with the new

Zimbabwe. Yet the white controlled wealth-creating private sector did generally feel able to make its feelings known and was listened to provided points were made in a constructive matter. The fact that criticism came from citizens with a stake in the country was a vital factor in discouraging the sort of policies which prevailed with such damaging results after independence in Zambia where there was nobody to urge against them. Time was needed for the main realities to become apparent in Zimbabwe both to the government and the people. There remains the residue of suspicion of Western motives and influences, but urged on by entrepreneurs such as A J F O'Reilly of the H J Heinz Company (see his article in the Spring 1988 edition of 'Colombia World Business') the government is bringing in policies which genuinely encourage investment.

In a mere thirteen years Zimbabwe has achieved far more than it is given credit for and more than its leaders and its people realise. It remains difficult for many people, both black and white, to recognize the enormity of the positive gains in their society. After thirteen short years already the educated young are forgetting that considerations of race were once paramount. Many older people for the first time in their lives have developed a true understanding and friendships across the colour line. In that time a thriving, thrusting, middle class of black managers and entrepreneurs has started to emerge, to share power in commerce and industry in a cross-cultural partnership which is the stronger for its diversity. In the mining industry fifty per cent of technical managers are now black (see Chamber of Mines of Zimbabwe Circular and Statistics on Black Advancement in the Mining Industry of 28 February 1990) and this has been achieved without any fall in standards. The new Zimbabwe has already achieved much, has much more to achieve and is uniquely positioned to show the way, and to pass on the benefit of its success to the new South Africa if that country will but listen.

Though the potential is there Zimbabwe remains sensitive and potentially vulnerable. It has strengths to build on but many handicaps and weaknesses to overcome. For example, during their struggle for majority rule all the aid received by the nationalists exacerbated dependency and discouraged the population as a whole from appreciating that progress and prosperity depended mainly on them. If the country is to realise its potential, the role of leadership and management are going to remain crucial. Continuing help and involvement will be necessary. Not the sort of help that increases dependency either materially or in the mind, but help and investment that is going to produce people who are capable of learning and adapting to change, who can understand issues, decide on priorities, take initiatives, create

wealth and harness peoples' skills and enterprise. The country still has to steer the middle way between satisfying unrealistic expectations and creating destabilising disillusion. Too many blacks still look for too much from the whites and there is the danger from the growth of intolerance in the society, as well as debilitating corruption. Meanwhile the population grows and the main problem for the future will be to generate sufficient wealth and jobs to meet its needs and its aspirations.

1.5 Conclusions

The current situation on indigenous black leadership in Africa is a reflection of African recent history.

Hindsight has identified very clearly the factors which have held the continent back.

These include a dire shortage of indigenous local management skills and an almost total lack of local technical management skills.

Without these it is difficult to see how future development can take place.

One result of the present situation has been a continuing dependence on outside aid. This aid is clearly becoming self-perpetuating.

A related factor is that African industry continued to be managed according to Western cultural norms with little heed paid to African cultural realities.

It will become increasingly apparent in the years ahead that success of indigenous leadership in ex-British dependencies is linked to respect for local culture during the colonial era.

In the following chapters we shall be looking at all these factors to determine their importance in the development of indigenous technical management, concentrating on the maximisation of the positive factors in African culture.

There have to be solutions to Africa's problems and it is most important that these should be decided on by Africans themselves.

Because of its strategic position geographically and historically, emphasis will be placed on Zimbabwe with its potential to show the way forward for both South Africa and the remainder of the continent.

MANAGEMENT DEVELOPMENT IN ZIMBABWE'S MINING INDUSTRY

2.1 Introduction

In this chapter the background to the present situation on management development within Zimbabwe is considered as well as the progress made in the development of black technical management. Also considered are the attitudes, fears, expectations, pitfalls and priorities in an industry forced after fifteen years of isolation to adapt rapidly to new realities.

This adaptation has been going on for thirteen years since independence. After considering some of the main factors and issues facing the industry in its progress towards indigenisation, current attitudes and progress within a number of leading Zimbabwean mining companies are looked at individually.

2.2 An Industry in Transition

The potential lessons for the pre-independence Rhodesian mining industry coming from countries to the north over the years since the early 1960's should have been very clear. If standards were to be maintained the highest priority should be given to developing effective indigenous technical management. Also very clear was that in the interim, compatible experienced people, whether white citizens or expatriates, should be encouraged to stay to help in the overall training effort to build the industry and to maintain standards. In the old Rhodesia little or no attempt had been made to bring blacks into technical management, though prevailing attitudes towards education for blacks were far in advance of those in South Africa where in 1960 Prime Minister Vervoed pronounced that, "the sciences are not for blacks". When Rhodesia became Zimbabwe in 1980, much was going to depend on how quickly the industry could produce significant numbers of competent black technical managers and whether it would be possible to maintain standards in the face of considerable government pressure to produce results.

At independence in 1980 there were no blacks at all in so called Higher Management in the industry, nor were there any Mine Captains or Underground Managers and only a single black engineer. This reflected a situation which was hardly compatible with independence and black majority rule. The comparable figures for 1989 were 35 Higher Managers (28.68%), 27 Underground Managers and Mine Captains (67.50%) and 11 Engineers (34.37%), (Chamber of Mines of Zimbabwe Circular and Statistics 28 February 1990). These are indeed impressive figures and will have been improved on in the intervening time since the report.

Typical of the industry, in the Anglo American Corporation, for example, only 3% of posts overall (ie non-technical as well as technical) in the D and E grades (Mine Captain and above) were filled by blacks in 1981. In the technical disciplines the number of black managers was virtually zero in all the mining and mining-related companies.

As we have already seen, historically Rhodesia's white inhabitants had regarded as appropriate only Western or British institutions and methods for their country. In reality because of the close geographical proximity and all the cultural, business and other links with South Africa, this meant a strong South African influence. All industry was run, therefore, before independence, on lines which reflected the cultural and economic dominance of the whites. At the same time during the fifteen UDI years of isolation, due to sanctions, contacts with and influence from the outside world had been very limited, with attitudes and management practices, as well as machinery and mechanisation, not keeping pace with developments in other countries. Patience, understanding and some fundamental attitudinal adjustments had to become the new order of the day.

Despite sanctions and a shortage of investment in up to date plant and machinery, the Zimbabwe mining industry, employing some 100,000 people at independence, remained basically viable. Its importance as a foreign exchange earner and as an employer was enhanced by the fact that its deposits of a great variety of minerals, including coal, gold, copper, tin, asbestos and many others, are well scattered throughout the country. Mines therefore often provide the only employment in otherwise isolated rural areas.

Though the industry had not generally made best use of black skills and black potential, standards were high and the industry was basically efficient, though labour intensive. The problem was to maintain this efficiency in the face of the loss of white skills and the need

to bring on blacks as quickly as possible. Although the latter factors seem to complement each other the reality was that managements were struggling to retain particular white skills and in the absence of trained and experienced blacks to replace them, facing the temptation to go for 'window dressing' appointments of blacks.

In this situation there were serious fears and genuine dangers of a drop in standards resulting from an understandable desire on the government's part that mine managements should more closely reflect the new political realities. In this regard the role of the Ministry of Mines in supporting the industry in its pleas for patience in the implementation of the government's policy of indigenisation and in insisting on the maintenance of high standards, particularly towards safety, was crucial. On the industry's side was the need to understand and adapt to the full implications of the new social and political realities. Overall companies have risen very well to the challenge.

The degree of mutual understanding that was built up reflects very well on both sides and has allowed the industry to go forward, maintain standards, output levels and value of production, while at the same time seeing a drop in manpower levels.

The following figures illustrate the position (figures from Reserve Bank of Zimbabwe Quarterly Economic and Statistical Review, Vol.12, No's 3 and 4 September/December 1991 and the Zimbabwe Chamber of Mines Journal (fiftieth anniversary edition) 1989).

Table 1

| Year | Numbers Employed | Production Value Z\$ million |
|------|------------------|---------------------------------|
| 1981 | 63,700 | 393,500 |
| 1989 | 42,000 | 1,197,000 |

Even when allowance is made for inflation of around 10 per cent, these figures are impressive. Tonnages mined have kept pace with increases in production. For example from 1986 to 1990 coal and gold production rose as follows (figures from Minerals Yearbook

Table 2

| | 1986 | 1990 |
|-------------------------|--------|--------|
| Coal ('000 metric tons) | 4,047 | 5,505 |
| Gold (kilograms) | 14,853 | 16,900 |

The following tables illustrate the dramatic increase in black advancement in the mining industry since 1980 (Chamber of Mines of Zimbabwe Circular and Statistics 28 February 1990).

Table 3

| MINING | | | | | | |
|---|-------|-------|-------|-------|-------|-------|
| Job Category | 1980 | | 1984 | | 1989 | |
| | Black | White | Black | White | Black | White |
| Overseer Miners Overseer Miners/Shaft Timbermen Shaft Timbermen | 83 | 97 | 145 | 51 | 175 | 27 |
| Locomotive Drivers | 6 | 9 | 14 | 6 | 21 | 3 |
| Plant Operators | 111 | 54 | 156 | 25 | 181 | 12 |
| Underground Managers, Mine Captains | - | 31 | 11 | 32 | 27 | 13 |
| Other | 4 | 13 | 15 | 11 | 21 | 2 |
| Total | 204 | 204 | 341 | 125 | 425 | 57 |

Table 4

| ENGINEERING | | | | | | |
|----------------------------|-------|-------|-------|-------|-------|-------|
| Job Category | 1980 | | 1984 | | 1989 | |
| | Black | White | Black | White | Black | White |
| Engineering Superintendent | - | 21 | - | 21 | 3 | 20 |
| Resident/Section Engineers | 1 | 36 | 7 | 26 | 11 | 28 |
| Engineers | 1 | 15 | 6 | 27 | 11 | 21 |
| Engineering Foremen | 2 | 54 | 8 | 77 | 47 | 55 |
| Total | 4 | 126 | 21 | 151 | 72 | 124 |

Except for the Zimbabwe Mining Development Corporation (ZMDC), which has state participation, the mines are all Western and South African owned, with matching company cultures, philosophies and policies. Later in this chapter we will see how the organisation of some of them and particularly their policies on management development reflect both the need for competent management and the changes and adaptations that are taking place throughout Zimbabwean Society.

At independence, few whites had had any social contact at all with blacks and certainly did not see them as potential managers or decision makers. Though in some companies there were already a few senior blacks in non-technical disciplines such as personnel management, technical management was the preserve of the whites. Indeed, attitudes were such that for many whites it would have been difficult to accept that a black could be technically capable and impossible to imagine him as a competent technical manager. These attitudes had to change. Whites had to learn and adapt very quickly at a time of worry and uncertainty about the future. These whites were in the main citizens. There is no tradition of bringing expatriates into the mining industry and this option continued to be rejected in the new Zimbabwe as expensive, inefficient and divisive.

On the other side of the coin, traditionally, blacks had not seen technical management as their role. This highlights one of the main problems in the transitional situation for the black manager. Not only did he have problems in gaining acceptance from whites but he had difficulty getting his own people to recognise his role and authority. It was simply not associated with his race. In addition to the way he was viewed from both sides of the racial divide was the potentially even greater problem of how he viewed himself. Sometimes he could be very much alone.

In this situation the barriers to overcome on the outside and within oneself are enormous and individuals react in different ways. Commonly in the transitional situation sensitivities are acute and newly appointed black graduates tended to be acutely aware of status and were very sensitive to the way they were treated, spoken to or otherwise dealt with in their new capacity. Then there was the desire amongst some to demonstrate position or status by striking poses. All this involved symptoms of a lack of real self-confidence such as overbearing behaviour which was not lost on either race and which in practice made his acceptance all the harder.

In the sensitive immediate post-independence years in Zimbabwe pressures on newly qualified blacks were enormous. On the one hand fellow blacks had unrealistic expectations of them and on the other hand failed to accept them as genuine managers. All this made it all the harder to concentrate on the real issue - producing results. For some whites the inevitable failures of many blacks were merely a vindication of their own prejudices.

In the classic post-colonial situation, straight out of university the ambitious graduate has been led to expect promotion would come quickly to make up for past discrimination and lack of opportunity and may feel that if it does not then this reflects continuing 'colonial' or racist attitudes on the part of a white management. The post-independence mining industry of Zimbabwe has had its share of graduates who thought at first that their degrees qualified them to manage. Such people might have been heading for failure and it is to the industry's credit that with some government help it has been able to instill a degree of realism, curb the over ambitious and yet make good use of dynamic new skills and energies.

The first thirteen years of independence have been exciting and dynamic for Zimbabwe. Progress has been possible and standards have been maintained largely thanks to a general willingness on all sides to learn and to adapt. This has been reflected in the high priority

given to all types of training. If the process can continue the industry's prospects look very bright. There is, however, some way to go. Considerations of, and an obsession with race have not disappeared. There are still dangers of mutual labelling with the old stereotypes. Sometimes it seems Zimbabweans are too closely involved in their own problems to be able to see them clearly. They see these problems as applying very particularly to themselves and do not always recognise the extent to which they apply in the outside world. They sometimes lack a perspective on the outside world to enable them to see themselves and their own needs and priorities more clearly. Where cross-fertilisation takes place through outside contacts or experience the process has been proved to be of enormous benefit in helping to achieve the broader perspective necessary for the effective manager.

However useful the broader view and the ability to measure themselves against the outside world, the central fact of life for the industry is that its destiny is in its own hands and will be dependent on its ability to learn and to tackle its problems appropriately. The priority of developing competent management is well understood throughout the industry. Here are some company approaches.

2.3 Zimbabwe Mining Development Corporation

ZMDC was established by the government in 1984 through the amalgamation of the Messina Development Corporation's Mhangura and Alaska Copper Mines, the independently owned Kamativi Tin Mine and various small gold mines. There has been some suspicion of ZMDC from the major mining companies from the outset as they see it as gaining more than its fair share of foreign exchange and as featherbedded and protected from the normal market pressures. The rest of the industry also recognises that ZMDC has taken indigenisation further than any other company, and implies that risky promotions of blacks are only possible because of ZMDC's special position. The industry is also quick to notice ZMDC's failures, so ZMDC feels, and slow to acknowledge the successes, particularly in the area of developing senior technical management.

Certainly ZMDC has been a pioneer and was the first organisation to appoint a black man to manage a major mine in Zimbabwe. The company has certainly been prepared to take risks with people and though, according to the General Manager at Mhangura, there have been some failures, overall the policy has paid off and it has been politically appropriate. Certainly there is no doubt anywhere in the company about the fact that it is results that

count. Excuses based on racial factors will no longer wash and this is an attitude which has now spread throughout the industry in Zimbabwe. As the ZMDC Technical Director puts it, "It is G & T that counts - grade and tonnage!".

Having seen the turn around in employees' attitudes, ZMDC is confident of the merits of its people orientated policy. According to the company's Managing Director there is no written management development policy. The company philosophy is nevertheless quite clear and that is to develop peoples' technical skills and managerial ability to the maximum through giving them appropriate work challenges.

The role of ZMDC's Technical Director is a crucial one as he has the experience and the credibility in the industry to play a major pivotal role in advising and guiding the four black mine managers reporting to him. He has total faith in them, has obviously been highly impressed and gratified by their achievements, and says they are just good managers. Race he says does not come into it. The reality is that this is true because ZMDC has given the proof through its pioneering role in effectively knocking over the commonly held myth that black managers would not be able to impose and maintain discipline. Discipline, judging from appearances and attitudes, is very well maintained at ZMDC mines and the General Manager at Kamativi in particular is looked on as a strict disciplinarian and very people orientated. When questioned on the subject he said, "My problems are not technical, they are all to do with people. If you are to be a manager that is where you must put your emphasis".

The Technical Director, reflecting on the changes that have occurred in Zimbabwe and in ZMDC, says the attitudes towards age and leadership have changed and continue to change. As a result of the crisis of expectations following independence, some very promising people had fallen flat on their faces. In one or two cases over-promotion had led to failure and a drastic loss of confidence, in other cases there had been demotions and a new start with the individuals now making steady progress. Overall it has been proved that there was no limit to Africans' possibilities as managers.

The Technical Director said there was a systematic attitude to management development in ZMDC which centres on experience and increased responsibility. The company also believed in varying the experience of its managers through transfers between mines.

ZMDC is certainly a fascinating company which has led where others must follow. The company is sensitive to allegations of government featherbedding and the Technical Director says that for capital employed the company's profitability is above average for Zimbabwe. The company values contacts with organisations outside Zimbabwe.

2.4 ZISCO Steel

ZISCO is another company which at independence found itself with old and out of date equipment and was faced with the departure of many skilled whites. Following serious falls in productivity levels the government, which has a controlling interest in the company, decided in 1985 on a restructuring of the company and its management, the introduction of modern capital equipment and the appointment of Chinese consultants to oversee the changes. The latter are concerned mainly with technical factors. The top management team of four comprises three blacks and one white.

It emerged that the company appreciates the transformational management style at the British Steel Corporation and has been able to arrange a member of the technical staff for technical attachments for up to twelve months. A member of the top team, the General Manager Administration and Manpower Services, who came to the company from ZMDC Headquarters, admits that the management structure as a whole lacks experience. He feels, however, that under all the circumstances the company has no choice but to take risks and appoint people into positions for which they are minimally prepared in terms of experience. He says that this 'sink or swim' policy on the whole works, though he does admit to some over-promotion.

The company places the very highest priority on the identification and development of managerial talent. It is constantly on the look out for potential high flyers whose progress it monitors through an active training department. The General Manager Administration and Manpower Services said that in trying to judge whether a manager was coping and capable of finding his way out of difficulties he had found a reliable yardstick was whether or not the individual sought advice from his subordinates.

Though much is being done to develop management talent by the way of experience given and courses, both internal and external, the company is far from satisfied with the situation and feels there is much more it could be doing. In common with other Zimbabwean

organisations its biggest problem area is at the middle management level which generally lacks motivation and the willingness to recognise its role in gaining the commitment of subordinates. He said ZISCO, though it has a senior management which is mainly black, has overcome the attitudinal barrier of the workforce as regards race. Senior management is finding that it is now as much part of a 'them and us' syndrome as was the almost exclusively white management of only a few years ago.

Training generally and management development at ZISCO is coordinated by a very active Training Department whose manager says the basic policy is to "Identify training needs and to develop employees' skill, knowledge and attitudes in order to facilitate the attainment of corporate objectives". The identification of training needs at ZISCO theoretically is done mainly through an annual appraisal system, but the Training Manager told me that the system was not working well, and it seemed that many managers need guidance and training in its operation.

In-house training in the company takes place at a Training Centre and on the job and also in combination. This includes induction training, supervisory skills training at various levels, specific leadership training, interview training, performance appraisal training, industrial relations training for managers, training for Trade Union representatives, as well as training in specific technical and other specialised skills. The company also makes use of various external courses organised mainly by the Zimbabwe Institute of Management (ZIM). The most prestigious is the annual two weeks residential 'Professional Management in Action Programme' run by ZIM in cooperation with the University of Zimbabwe. The latter includes instruction in Financial, Production and Marketing Management, Strategic Planning, as well as Communication/Negotiation and The Use of Computers.

ZISCO also has a graduate development programme, leadership scholarships, specialist training and apprenticeship training with about 300 apprentices under training at any one time and an annual intake of 85. There are also skills update training and a Supervisory Development programme. The Management Development programme, in addition to training on and off the job, includes a project development course linked to the trainee's job, specialised budget control and leadership and communication skills.

The Training Manager feels that overall because of management's shortcomings, an even greater priority should be given to management training. In his opinion the company's failings were mainly due to failures of leadership.

The company is convinced of the very great benefits of cross-cultural experience.

2.5 Anglo American Corporation

Anglo American is one of the world's leading mining companies and in close association with DeBeers has dominated mining in Southern Africa since mining activities began in the latter part of the 19th Century. The company's experience is mainly of Southern Africa, including South Africa, Namibia, Botswana, Zimbabwe, Zambia and Zaire. It has also been involved in a mine in Mauritania in the 1960's and early 1970's. The dominant Oppenheimer family, though running the company as a family business have been progressive in South African terms. Before Zambian independence in 1964 obliged the company to give a priority to the training of black management, the company's experience in that field had been very limited.

Despite Anglo's wide African experience, the company is strongly centralised and it is questionable whether the lessons from its African experience have been fully absorbed at headquarters. There is, furthermore, a potentially dangerous tendency towards an assumption that Anglo knows best where Africa is concerned. With the power from enormous resources and a near monopoly position, the company certainly should succeed. Despite the professional image it seeks to cultivate, it has largely failed in South Africa to institute policies that it should know from experience elsewhere are essential if the mining industry is to continue to prosper in that country.

In Zimbabwe the company owned the only really big mining operation, the Wankie Colliery Company, before independence and it is still involved there with the government under management and technical consultancy agreements. Much of the Anglo American top management in Zimbabwe, still predominantly white, has Zambian experience and it has been able to relate this to the needs of post-independent Zimbabwe.

The company operates a management grading system on the Patterson Scale and graduates go through a two year learnership, leading to corporate membership of the appropriate

institute. The company has had a centralised training department since 1977 and employees undergo planned and systematic training as they rise up the management ladder. According to the Group Personnel Manager, a man on the D scale at Mine Captain level, typically five years after graduating will have been on between fifteen and twenty courses.

The main thrust of management training and development is in the areas of Industrial Relations and the supervision of people, with a strong Finance and Business Studies element. The training is carried out in-house and at a training centre in Harare run by Organisational Training and Development Limited, an Anglo owned company which sells its training services commercially. This organisation, which prides itself on its professional approach, is run by a Managing Director who had wide experience in Zambia before moving to Zimbabwe. Training is given in modules in four main areas, namely Communications Techniques and Skills, Management and Supervisory Development, Finance and Business Studies and Industrial Relations Studies. The content of the modules is built on until it reaches maximum sophistication in the modules applied to grade E managers. The company sees great benefit in all its managers following the same programme and "speaking the same language".

During an interview the Managing Director at Organisational Training and Development Limited said that Anglo American in Zimbabwe has gained a great deal from its Zambian Copperbelt experience from where the company learned particularly that "throwing money at training problems" did not bring results. In Zimbabwe resources on the scale that used to prevail in Zambia are not available and the company had to get value for money. Anglo American sees itself as being ahead of the game and leading the field in Zimbabwe and being very people orientated, with career plans for all managers and considerations of race a thing of the past. A staff development panel monitors and coordinates the total management development programme.

Anglo American has many strengths and a great depth of resources and experience it can call on. Though in the highly competitive Zimbabwean market for technical skills and management talent it has to take on some outsiders it still prides itself as a 'family' company. A past weakness has been the number of family favourites who tend to have charmed careers. Another possible weakness is its preference for the graduate route with perhaps too much expected of graduates and too little flexibility in allowing graduates to move between disciplines.

Anglo American is proud of its record and achievements in management development. There is still a shortage of blacks in senior technical management positions in the company, though the company would say it is making the best possible progress compatible with the maintenance of standards. There is room perhaps for some different, more imaginative approaches. Taking risks with people has not been the company's style, and it is perhaps this reluctance that has led some very promising blacks to look for opportunities elsewhere. As to accelerated development and experience outside the country, the company has not until recently been in favour of this, though acknowledging the broadening effect of an overseas education. The company is proud of, and sets much store by, its own programme of management development and has felt that this was in every way second to none. The danger is of the company being forced by a shortage of suitable people on the job market or in the company to make hasty promotions or appointments.

However, the obvious benefits to individuals both in and outside Anglo American of exposure to work experience and cross-cultural influences are steadily causing the company to change its attitude towards these.

2.6 Lonrho

Lonrho is a multinational company with particularly strong African connections and much experience of operating on the Continent. Although it has extensive mining interests in Zimbabwe it is also involved in other activities in Zimbabwe and elsewhere, particularly in agriculture, motor car assembly and retail, hotels and catering. It puts a very high priority on training and management development with programmes cutting across the various company activities. The company prides itself on its success in achieving Africanisation and now 80 per cent of Heads of Department, i.e. approximately Mine Captain level, are black. The company seems to have had problems on the mining side with some white managers unable to accept the new realities in Zimbabwe, though the Group Personnel Manager says that morale has improved recently.

The foundation for the company's management development is the company's one year graduate trainee programme with three modules each in Production, Accounts, Marketing and Personnel Management and Industrial Relations. There is also a one week course involving mainly leadership theory through the Zimbabwe Institute of Management and work experience with a variety of departments. The usefulness of this programme is questionable

as the drop-out rate since the scheme's inception in 1985 has been around 50 per cent. There seems to be little emphasis, if any, on technical management during the programme.

For those who come through the graduate trainee programme the company charts a two year development programme followed by a review. If the employee comes through this stage he is placed on a general management programme involving ten modules from the Zimbabwe Institute of Management over two years. He is then considered a potential General Manager. The academic and theoretical element in the company's management development approach does seem to predominate, though the Personnel Manager stresses the importance attached to 'on the job' training.

Lonrho philosophy is that the various geographical regions worldwide operate independently and they are encouraged to be as self-sufficient as possible in terms of manpower requirements. The result can be a failure to apply lessons learned in one location to the others. Management is therefore on a local geographical basis rather than on a functional basis. This perhaps explains why, though there would seem to be the potential for cooperation of the mining division with the Lonrho owned Ashanti gold mine in Ghana, there is in fact very little. Ashanti people have filled temporary gaps in Zimbabwe but so far no Zimbabweans have been to Ghana.

However, outside mining the company has seen the benefits of cross-cultural experience from a number of six month attachments for Zimbabweans with the German motor industry and the hotel industry in the United Kingdom.

2.7 African Associated Mines

African Associated Mines, which is a subsidiary of T & N (formerly Turner and Newall) in the United Kingdom, is principally involved in mining, processing and exporting asbestos. Its mines are at Mashava and Zvishavane in the Midlands. It also has smaller mining-related industrial interests. The quality of the asbestos and the relative ease in finding markets even during the UDI years, has enabled the company to prosper and to invest in up to date technology. Exports go all over the world and a high proportion goes to African countries into the building products trade.

Top management at the company's Bulawayo Headquarters and at the mines is still all white, but the company has a positive attitude towards Africanisation and a structured training and management development policy to back this up. The top management, including the Chairman, the Technical Director and the Group Personnel Consultant who are all white Zimbabweans born and bred, having had to adapt to the realities of Zimbabwe, are happy to tackle the challenges and opportunities thrown up by the current situation. The pace of Africanisation in the mines has been steady, though not spectacular. The company has concentrated on selecting the best possible recruits with maximum potential and developing them steadily through a combination of courses and experience.

In the fast moving situation prevailing in modern Zimbabwe, being seen to put an emphasis on steady progress, however, carries the risk of losing high flyers. This happened recently when the Chief Geologist at Shabanie Mine, for whom the company said it had plans, was lost to ZMDC. The Chairman added that there were no hard feelings, though the company regretted the loss. Generally though, he said, the company relied on its high flyers appreciating that there are no short cuts. The Chairman emphasised that in developing its technical management potential, it took a very positive attitude towards the encouragement of initiatives and was quite prepared to tolerate mistakes and he added, "The man who has never made a mistake has never made anything".

The company places much importance on an appraisal and rating system to identify management potential and to monitor progress. It carries out training for appraisers, and, according to the Group Personnel Consultant, sees the system as being particularly important in the atmosphere of heightened expectations prevailing in modern Zimbabwe. He said that the company had only recently really faced up to the problem which it had been running away from for ten years. Moreover, he said the company was very happy with the system which he felt had overcome the main weakness of appraisal schemes, i.e. the danger of a subjective approach on the part of the appraiser. Success had been achieved through the interposition of a 'moderator' who was usually the boss's boss and who sat in on the interview.

The company has recently produced an updated Training Prospectus containing details of the various courses it offers. The Group Personnel Consultant said, "The company is achieving greater success by present 'Allen' type training modules for specific subjects having modified these to suit our requirements. In addition to this we obtain commitment from employees

to practice what they are taught and we reinforce this through follow up". The Chairman said he felt that it was particularly useful for managers to see how other people do things and to be able to take an 'overview' when managing.

2.8 Update

Since the material used in this chapter was collected from individual companies in 1988/89, the mining industry in Zimbabwe has continued to make significant progress in terms of the indigenization of management. Considerations of race in management are steadily becoming less significant as the number of successful black managers grows and they are fully accepted by workforces. Several major mines now have an entirely or almost entirely black management structure.

2.9 Conclusions

1. The mining industry in newly independent Zimbabwe rapidly came to terms with the new socio-political realities.
2. These changes were matched by the speed with which white attitudes changed.
3. Despite the departure of many whites and the shortage of trained experienced blacks, generally standards have been maintained or improved.
4. This has been partly because of a new emphasis and priority being given to training. It is also due to the more economic use of available manpower through non-racial policies.
5. The industry's concern not to be forced into "window dressing" appointments was matched by government's willingness to understand the industry's problems.
6. It has taken independence to begin to harness Zimbabwe's black management potential.

7. The speed and success of black advancement in the industry has been truly remarkable. It represents an achievement the significance of which is not yet fully appreciated in Zimbabwe itself.
8. In this success the experience gained by a significant number of whites in the Zambian mining industry was very significant.
9. Nevertheless, to achieve their full potential in Zimbabwe black managers still have significant residual barriers to overcome.
10. An important factor in the ZMDC success in developing management potential has been its willingness to take risks with people.
11. The companies covered by this survey give little priority to the possibilities of developing management potential through the use of secondments outside Zimbabwe.
12. Though the Zimbabwe mining industry has shown its ability to adapt and to achieve rapid Africanisation up to middle management level, this would not have been possible without the massive programme of technical education funded by the British government and other governments and agencies during the UDI period.
13. In thirteen years management in the industry has been transformed from a system based mainly on race to one where race is no longer a major consideration.

CHAPTER 3

MANAGEMENT DEVELOPMENT IN AN INTERNATIONAL CONTEXT

3.1 Introduction

In this chapter the main issues, developments and thinking bearing on management development on a global basis are considered. The purpose of this is to help identify the main lessons and principles that can be applied to the African situation, bearing in mind the need for Africa to catch up with the rest of the world and to avoid making mistakes from which others have already learned. In considering the importance of the management role and the main factors bearing on it we will be considering the views of a number of writers, as well as three major reports. The first report entitled 'The Making of Managers' (1987) was commissioned by the CBI, the BIM and the NEDC to consider national approaches to management development in the major industrialised countries. The second, 'The Making of British Managers' (1987) considers the position in Britain, and the third entitled 'Management for the Future' (1988), a research project sponsored by Ashridge Management College and the Foundation for Management Education, considers practice and thinking in the following European companies:

Accor S A France
BMW AG Germany
The Burton Group plc, UK
Electrolux AB, Sweden
Jaguar Cars Ltd., UK
Norsk Data AS, Norway
Shell UK Ltd, UK.

3.2 The Importance of Management and of Effective Management Development

The key role of management in any undertaking or enterprise is something that is now universally recognised even in hitherto sceptical circles where, until recently, it was considered that management was something that you picked up as you went along. It is also increasingly recognised that there is a great deal organisations can do to promote and improve management skills. Obviously management and leadership are closely interrelated

with effective leadership calling particularly for people management skills. Even in Britain where the "leaders are born not made" philosophy held sway for so long, there are now strong calls for professionalism in management and for a new management qualification. Universally management is now recognised as a skill as is the need to develop the skill. The problems arise when serious consideration is given as to exactly how it can be developed. In this area there is much prejudice and preconception, mainly related to two factors, (a) the role of formal education and training, and (b) the difficulty in distinguishing between "doing" and "being" in management. 'Management for the Future' quotes a Shell manager who says the company sees the quality of its management being the key to survival. One of 'Making of Managers' main conclusions is that "management makes the difference". Writing of problems of the developing world Matheson (1978) sees management as being the key to the pace of change in those countries, and Murrell (1984) takes the idea further when he says, "Without developed people no economic or development project will be successful". Certainly it seems, as we shall see later, that there is a direct link between the allocation of resources to education and training and success in successful economies. Indeed Kempner (1983/1984) says that there is no doubt that the application of resources to education and training in successful economies has produced results. He is scathing about what he sees as an anti-intellectual tradition in the UK and the "managers are born not made" theory.

Clearly the need everywhere, and particularly in the developing world, for effective management development is enormous. Amongst the writers who support this view and have ideas on how this can best be put into effect is Merrick Jones (1989). He sounds a note of caution, however, when he says that in the USA for 50 years and in the UK for 30 years, training for managers has generally failed to live up to expectations.

The World Bank development reports have consistently pointed to the link between good management and success in the developing world. The 1991 report, through highlighting the successful transformation of a number of Asian economies, states its confidence that the right policies could bring the same dramatic transformation in all countries including those in Africa whose economies have declined so rapidly in recent years.

3.3 Education and Management

The 'Making of Managers' seeks to establish the closeness of the link between education through to successful management to national economic success. The report shows that in

Germany, for instance, 63 per cent of all managers in industry are graduates. The percentage in the United States is even higher at 85 per cent. In the United Kingdom, however, it is only 24 per cent, and Kempner (1983/1984) establishes a link here between British attitudes not just to education but to management itself, and Britain's relative lack of success compared to her main competitors. He goes on to contend that there is no point in spending money to improve technology if there is no equivalent effort in educating managers who can put technology into commercial practice. As a recipe for success, 'The Making of Managers' urges organisations and countries to learn from each other's successful practices, to foster co-operation between enterprise and institutions of learning and to foster individual study and learning to make them more "corporately respectable".

3.4 National Approaches to Management Development

The purpose of this section is to illustrate the approaches of some of the world's most successful economies. A point which hopefully will become self-evident is that all countries and cultures stand to learn from each other and have something to contribute.

The French approach places emphasis on the maintenance of an elite education to the highest standards with the formidable baccalaureate taken at 18 as the base. The approach is highly nationalistic and much importance is given to French culture, history, philosophy and literature. The dominant reputation of the Sorbonne in Paris over other French universities underlines the elitist approach, as do the 'Grandes Ecoles', where selected graduates from a variety of disciplines come together for development as leaders and in the process exchange ideas and experiences. Individuals within these groups gain from the breadth of this approach and often stay in touch through their careers. French emphasis in the past has been on preparing people for the professions and the Civil Service. However, the emphasis is now changing with the acceptance endorsed by the recent socialist government that commerce and industry produce wealth.

The West German approach, reflecting the national culture, is thoroughly deep and professional. It is based on the Abitur examination at 18 when pupils study six widely varied subjects at the equivalent of 'A' level standard. There are 68 universities in West Germany containing a million students whose degree courses normally take 6 years to complete. Twenty per cent of young people enter tertiary education and in 1982, 2,300 completed doctorates.

Wilhelm von Humbolt (1767 - 1835) founder of the University of Berlin, advised as a recipe for national success, "Teach them broad (the arbitur syllabus), teach them long (6 year degrees) and teach lots of them" (20 per cent in tertiary education). The success of this approach can be measured against the performance of the German economy since World War two.

The importance placed on education is reflected not only in the high proportion of graduates in industry, but also by the number of senior managers who have doctorates. A doctorate is almost essential in the upper ranks of certain professions. West German polytechnics provide mainly business and industry degrees which can involve placements abroad.

Graduates from the polytechnics are trained in more practical skills and are geared to being of practical use to the organisation employing them from the start. University graduates on the other hand are required by businesses to complete a two year apprenticeship. They are not regarded as 'fast trackers' but as 'high potentials'. The functional approach and the importance attached to the perceived relevance of the graduates' qualification to the job to be done, is illustrated by a survey described in 'The Making of Managers'. This showed that of the 59 companies surveyed which had more than 1,000 employees, only 7 had employed any arts graduates the year before. The grand total of such recently employed arts graduates came to only thirteen. In recruiting graduates importance is placed on a good diploma thesis linked to theoretical and practical implications. Though employers are impressed by doctorates on business-related topics there are very few MBA's.

With education and training in West Germany being so highly work-related, once recruited, the employee is expected mainly to get on with the job and to be judged on results. Responsibility for management development lies with the individual concerned and his Head of Department. In practice much depends on his having an enlightened superior.

Despite Humbolt's emphasis on breadth of education and therefore outlook, this is generally lacking in West Germany's middle management. However, the need for it is recognised at the top with courses on foreign countries and cultures.

Despite its conservative aspects, the essentially functional West German approach with its emphasis on standards has worked in the conditions of continuous change which West Germany has faced over the last 40 years.

In the United States, the approach towards management development places most emphasis on the theoretical. One quarter of all university graduates major in business studies and a quarter of all post graduate qualifications are MBA's. The emphasis within organisations is on individual initiatives and on corporate support, early responsibility is given at work, the taking of initiatives encouraged and mistakes are forgiven.

In placing emphasis on business education, rather than management development, USA business spends \$13 billion per annum on training and education. In this the business schools are seen as partners, particularly of big business and increasingly they are involved in tailor-made programmes to suit individual corporate circumstances.

It is necessary to stress the importance placed on self-development in the United States. Firstly, it is generally held that organisation and hard work solves problems, so education is an investment by the individual in his own future. So, in furthering his self-development, the individual is expected to recognise that "the importance of keeping your skills, knowledge and effort current is critical for the company" (statement of Boeing Corporation policy). American culture furthermore emphasises flexibility and mobility and sees money as being the most important measure of achievement. For the unsuccessful there is little sympathy.

In the current world economic situation many United States organisations are struggling in an increasingly competitive international market. The result has been to focus attention on the need to recruit well educated, talented people and the priority of giving them continuing education and development.

Despite the importance placed by companies on business-related degrees (in 1987 there were 240,000 Bachelors in Business Studies and 70,000 MBA's) there are not many university based courses for executives such as the well known one at the Harvard Business School. However, executive MBA's taken from the mid-30's to the mid-40's are increasing and whereas in 1974 they were offered by 10 Business Schools the number now offering them is 100.

Many companies have partnerships with particular universities, though 'The Making of Managers' reports that many courses were "dog and pony affairs with a visiting circus of lecturers" which lacked strategy or a mechanism for learning. There seems to be a growing awareness brought on by recent lack of national economic success that a fresh approach and

a revised emphasis is now required. Training has been carried out on a sometimes haphazard, 'nice to know' basis without enough focus on individual's needs and the implications of new technology. Americans are beginning to question hitherto accepted dogma and wonder whether they could learn from the way other people do things. This is a major change as hitherto the Americans have tended to presume that their theories on management were universally applicable. There is also an increasing realisation that if formal learning is to be effective it needs to be linked with experience on the job and young executives are changing jobs if necessary to get the experience they feel they need.

Nationally there is a growing interest in the team approach with more involvement by everyone in day-to-day problem solving. Progressive companies are finding that it pays to give early profit responsibility to young people and to forgive mistakes provided the individual learns from them. There is more purpose to training than there was even a few years ago and it is regarded less as a 'swan'. In fact the more dynamic organisations are eschewing formal executive courses in favour of more learning from experience.

There is no doubt that the trade deficit and Japanese competition have eroded commercial self-confidence in the United States and the restructuring of management development to face the resultant challenges is now proceeding in earnest.

The Japanese approach is once again closely linked to national culture and experience. It can be summarised as continuous learning linked with planned experience with self-enlightenment playing an increasingly important role in a person's career. The regard for the importance of learning is reflected in an impressive 40 per cent of school leavers going on to university or college. There are no business schools, however, so companies must train their own staff. Kempner (1983/84) points to the differences between the Japanese and American approaches, with the former developing their own managers to suit corporate needs and the latter buying ready made leaders.

The mutual loyalty between employees and the organisation they work for springs largely from Japanese culture-based attitudes relating to interdependence within the family. The company is the provider and as such employees have an interest in identifying with its success.

There is an overall awareness in Japan that the country has no significant resources apart from its people and therefore they must be trained and developed to deliver at the optimum of their ability. The national emphasis on learning is such that it is part of the culture of commercial organisations. The national passion for learning does not only mean study and reading but also learning about others, particularly competitors. The Japanese are undoubtedly curious about other people and Japanese managers make thousands of overseas visits. This approach goes with a willingness to question their own practices.

The Japanese have no secret formula on management development. There is not much that the Japanese do that is not done elsewhere. However, the Japanese do it deliberately and seriously. Matheson (1978) points out that few countries have a stronger set of inbuilt patterns of behaviour but probably no country has ever evidenced such a continuing interest in the philosophies and practices of the process and content of management that exist in other countries. He says that techniques and tools of management which they consider might be of use are, 'studied, digested and reborn as something entirely Japanese'. He goes on to say that this implies total awareness and is no way related to simple copying or the purchase of packaged solutions.

The Japanese believe that their managers are key assets which cannot be easily replaced or removed so they must be developed. Because employees tend to spend their entire working life with a single organisation, a manager's development takes place entirely within the organisation. However, the individual's need for breadth of experience is recognised and such is the size and versatility of the large corporations that they are normally able to provide the necessary variety. Companies take the development of their managers very seriously indeed with employment stability allowing for long term planning of an employee's training and experience and a systematic "slow-burn" approach to management development. Notwithstanding the emphasis on people management skills, this is certainly not at the expense of technical competence. In the high technology industries no one can be promoted who has not proved his technical competence.

The Japanese certainly do not stand still, however, and major restructuring is anticipated in order to develop international managers quickly. Kempner foresees future problems and suggests that in the future Japanese managers may need education outside the company and outside the country. The question arises as to whether the traditional "slow burn" approach is going to continue to be appropriate.

The British have traditionally regarded management as something you picked up as you went along. Such attitudes perhaps reflect a past when British understanding faced little or no competition. Together with an inherent conservatism and a lack of social mobility, they explain the lack of adaptability which is necessary for progress. There are some damaging conceptions too. The 'Making of Managers' is critical of the widely held belief in Britain that the best way into management is to be an accountant and it says that as a result of this the country has 120,000 qualified accountants, which is far more than is needed. There are only 4,000 in West Germany and 20,000 in France and 6,000 in Japan. The implication is that a training in accountancy is narrow and that accountants do not as a whole have the breadth of outlook or experience to be good managers.

The report is critical of the low standard of the British educational base and points to there only being 5,000 first degrees in business per annum in the UK, whereas the country's annual need for new managers is 90,000. Furthermore, in 1986 only 20 per cent of companies employing 1,000 people or more had made any provision at all for management training. "The Making of British Managers" sees the need for management development in Britain to be seen as a career-long process involving in-company training and external education.

In the UK much management development is left to chance in the belief that the fittest will survive. Yet the UK is seriously handicapped by a limited educational base and "The Making of Managers" contrasts 3 'A' levels and a degree in humanities with baccalaureat and Grand Ecole in business studies as a preparation for a career in industry. The best of the British are perforce clever amateurs.

"The Making of British Managers" notes the current British trend towards postgraduate and post-experience business school training, but points to the tiny output of universities (2400 in 1985 of whom approximately 35% were overseas students) set against the need and says that many students go into consultancies and finance departments. The report comes to the same conclusion as "The Making of Managers" when it sees the lack of a clear relevant and prestigious route into management as explaining why so few British go into business management compared to the other four countries surveyed.

Though the overall picture in the United Kingdom does look gloomy, nevertheless, there are some outstandingly successful international companies such as ICI, Shell and Unilever with

proven approaches to developing their managers. Though it could be unrealistic to follow the Japanese approach, too few British companies are retaining and developing their own management talent but are relying on being able to buy talent and experience on the market. The situation is changing, however, with growing international interdependence between countries and within international companies. This is bound to produce a change in attitudes towards management development which will accelerate with the advent of a true European Common Market.

3.5 Culture and Management

Most writers on management in an international context see cultural considerations as fundamental to all matters bearing on the understanding and management of people. Merrick Jones (1989) poses the question of whether management is culture bound, and Akaizu (1986) suggests that it is, in pointing to a number of issues relating to management in Africa. In the context of cross-cultural management, Matheson (1978) stresses the need for managers to persuade people through their own logic, and Hutton (1988) in the same context sees a special need for intercultural understanding and on taking a global viewpoint. Hutton goes on to suggest that management development in a particular cultural context must be carried out with a knowledge of that culture. Therefore he stresses the imperative that managements must understand cultural value systems.

The cultural theorist most frequently quoted is Hofstede whose theories and research are outlined in 'Cultures, Consequences : International Differences in Work-related Values' (1980). He says that an individual's culture involves a mental programme developed from earliest childhood in the family and reinforced by the local environment, prevailing attitudes, the community, school, etc. He identifies four main factors making up an individual, community or national culture. These factors are:

(i) Power Distance i.e. the way society copes with inequalities between people in society. In societies with a high power distance factor there are major differences between the top and the bottom in the society and people treat each other accordingly. An example of a high power distance society is Russia where, whether under the Tsars or under Communism, the gap between top and bottom was always very great. An example of low power distance would be Australia where differences between the top and the bottom of society are relatively small. There are obvious implications for the way authority is exercised and accepted.

(ii) Uncertainty Avoidance This factor involves the extent to which society is preoccupied with all the uncertainties of life, the future and the reality of risk and how it copes with them. The level of uncertainty avoidance can be judged by the priority given to ways of minimising uncertainty through, for instance, religion, technology, laws or rules and regulations. Weak uncertainty avoidance societies encourage people to accept uncertainty and to accept what the day brings. Strong uncertainty avoidance societies teach people to try to anticipate the future by founding institutions to establish security and stability and to avoid risk. Weak uncertainty avoidance societies are more encouraging of risk taking and are more inclined to tolerate values and opinions other than their own. These factors have obvious implications for the management of entrepreneurial enterprises and for the way they cope with the change and try to regulate the organisation through the rule book.

(iii) Individualism and Collectivism. This factor involves the closeness of relationships between a person and his fellow members of society. It involves the extent to which society gives priority to community or to the rights and importance of the individual. Examples at the opposite ends of the spectrum would be the United States with its emphasis on individualism and individual rights, and say China where considerations of community predominate. In collectivist societies such as Japan there tends to be a strong moral relationship between employer and employee, the obligations being mutual. Despite some corporate attempts to create such an ethos such relationships do not usually exist to the same extent in an individualist society.

(iv) Masculinity and Femininity i.e. how society deals with the differences between the sexes. In masculine societies men dominate and deal with "things" and, according to Hofstede, try to be competitive, rational and unemotional. Feminist societies give greater priority to ideas and emotions and to the quality of life and to leisure, rather than achievement and work. He sees Japan and Germany as the most masculine societies and Holland and the Scandinavian countries as the most feminine.

Hofstede sees profound cultural implications for the transfer of management theories and working methods from one country to another. He sees most organisations as being culture bound with implications for a variety of factors, including motivation, leadership decision making, management development and industrial democracy. He says all this runs totally counter to what he calls the American assumption of the universality of theories. Hofstede goes on to say that, "If we begin to realise that our own ideas are culturally limited we can

never be the same again - only others with different mental programmes can help us find the limitations of our own". What Hofstede says here has profound implications for management development. His theories also suggest that if people of different cultures are motivated by different things, policies for dealing with them should be different. He says that attempts at the transfer of leadership skills which do not take the values of subordinates into consideration have little chance of success. He says that technologies are not neutral with regard to values and that to make them work, receiving countries must learn new leadership and subordinate skills, change old institutions and shift their values. Ideally this means finding a new cultural synthesis which retains from the old local values those elements deemed essential but which allow the new technologies to function. Japan is an example of where this has been done successfully, Iran where it has failed. Hofstede is at pains to help managements recognise the importance of considerations of culture. He urges the acceptance of cultural realities and emphasises that all managers should not just recognise their own culture as a reality, but also as a strength.

Hofstede sees no single formula for management development in different cultures. However, he stresses the value of breaking the job routine and stimulating reflection and reorientation.

Important work on culture and its implications has also been done by Evans, Hau and Sculli (1989) who are at one with Hofstede in their distrust of the concept of translating managerial models from one culture to another. Their report, which results from research carried out mainly in the Far East, has two main themes, (i) the worldwide convergence towards the management style adopted in Western countries, and (ii) management retention of its own unique cultural identity as a society develops. They make the important point that in their view there is no such thing as "the best" culture. They use a five dimensional conceptual framework developed by Kluckholm (1977) to explain cultural differences. The dimensions are (i) human nature and whether it is viewed by society as basically good or bad, (ii) time and the way it is viewed, (e.g. in terms of nature's cycles) and the priorities it is given, (iii) family relationships and the priority they are given (they are particularly strong in China and Japan), (iv) the relationship between man, nature and the supernatural, (v) society's view of activity (this has implications for the level of aggression in everyday working life and for whether people can disagree and remain friends). Westerners are more conscious of individual rights and more tolerant of odd or creative people. Japanese, however, refrain from open confrontations which would risk hurting the other party's pride.

Evans, Hau and Sculli see the influence these factors have on management in Asia as being:

- (i) less trust because people are seen as basically bad,
- (ii) long term family type relationships between employers and employees,
- (iii) respect for authority,
- (iv) much management time spent on social relationships and on ceremonial engagements.

Evans, Hau and Sculli's overall conclusions are that management style in a particular country is a function of industrialisation, but tempered by cultural and environmental factors. To illustrate this dynamic interplay they point to Hong Kong with its interesting mix of Japanese style management, a Cantonese workforce and a UK type social structure. Overall they point to a gradual drift towards more individualism as countries get richer.

The London based Zimbabwean writer and academic Lessem, describes his theories of how culture interrelates with the dynamics of worldwide business development in 'The Global Business' (1980). He draws attention to the realities in the 1980's of business transformation with growing interdependence and economic, organisational and social integration. He also foresees the inevitable advent of increasing cultural integration, but feels that organisations and individuals are only beginning to be aware of this. He divides the world into four broad cultural regions which he describes as North, West, East and South. Each have their particular strengths and potential to contribute to a dynamic transnational and transcultural whole. He sees the West's strengths as being in its "guts" and its entrepreneurial spirit. He sees the North's strengths being in management, and particularly the management of change. The East's particular strengths, he sees as lying in planning the strategies for future progress and development and the South's as being in its potential to bring its visionary powers to corporate use. Lessem feels that multinational organisations, if they are to grow and prosper, must see their futures in terms of cultural diversity, rather than national uniformity. Though he sees cultural alignment developing out of interdependence and international trade, he is particularly concerned that business and individuals should be aware of all there is to be gained from tapping into their spiritual strength. He sees the "Need to reach into the depths of our personal and organisational subconsciousness and then come back out again. We need to dream and then turn that dream into reality".

Lessem is concerned that the diverse strengths of North, West, East and South should be recognised and brought together by leaders with vision to attain dynamic equilibrium. His ideas are of particular interest to Africa (the South) with its spiritual and visionary strengths, though he says Africa has been slow to turn its dreams into reality. By contrast America (the West) is often too stuck with reality to be able to dream. Lessem urges recognition of all the benefits to be gained in terms of human commitment and commercial success that can come from the acceptance of the importance of an organisation's culture and values. He says that a successful organisation needs a strong identification with its origins and destination, a gutsy approach to everyday business, clearly delineated strategies and structures and fulfilled human and commercial potential.

He sees the vital role of the leader in bringing the new culture into being, and the need for courage to convert a dream into reality. He sees the most effective way of helping to convert vision into reality as being through the harnessing of individual energies and through success achieving personal growth and the embodiment of vision.

3.6. How People Learn and the Role of Experience

The major circumstances which help learning to take place are of fundamental importance in the search for effective training and education, including management education. The stimulus of education itself and the way it opens the mind to further lines of interest and enquiry is of course a factor. We have already seen how attitudes to education and learning are themselves influenced by culture. DeBono (1982) illustrates this point in describing the Japanese attitude to learning which he sees as fundamentally different to that of Western countries. He sees the Japanese as giving a higher priority to learning than Westerners and to have attitudes towards change which helped them to see it in a far more positive light than in the West.

Hofstede (1980) establishes the link between the understanding of his theories and learning when he draws attention to the way people stand to benefit from understanding each other's cultures.

Murrell (1984) in common with a number of other writers, puts most emphasis on the benefits of real experience which he sees as the best teacher. He also emphasises the benefits of group dynamics. He says that if the group can share feelings and examine without

criticism the experience of others, learning will take place. He says this approach, to identify the lessons, requires faith in people being able to learn from their own experiences and trainers who do not see themselves as the source of all wisdom. The trainer's role thus changes from controller to facilitator. Murrell stresses the benefits of active, i.e. participative learning, as opposed to passive learning, which he sees as having a number of negative aspects. He says passive learning tends to induce (i) a passive interest in work, (ii) minimum responsibility and minimum initiative and risk taking, (iii) the likelihood of the development of informal groupings with negative ideas, (iv) the inability to work in a group, (v) one way communication, (vi) little or no innovation, (vii) belief that learning comes from outside oneself.

On the other hand an active participative learning approach will help, (i) self-direction and self-management, (ii) increased responsibility taking, (iii) formal work groups for creativity, (iv) increased initiative, (v) more open communication and feedback, (vi) an improvement in team and group skills, (vii) new behaviour skills, attitudes and reflection on "learning how to learn" skills.

Merrick Jones (1989) also puts great emphasis on the role of real experience in learning and refers to a theory of Kolb et al (1971) called the Experimental Learning Cycle. This theory postulates that if learning is to occur the individual reflects upon the experience and seeks to explain it and generalise from it. He experiments with new behaviours which constitute the experiences for the continuation of the cycle. In such ways has experience come to be seen as the prime resource for learning. Another theory is the concept of Action Learning developed by Revans (1987) who believes that managers learn their crucial problem-solving abilities mainly from other managers. The emphasis on the role of experience in learning is continued in the 'Making of Managers' and 'Management for the Future'. The former sees the real basis for continuing learning as being experience at work and it sees a movement away from formalised learning. The same trend is mentioned by the latter which draws attention of the movement amongst companies surveyed away from the teaching of theory and towards so called "focused" training, with the belief that learning takes place everywhere, every day for everybody.

3.7. Management Development, Business Education and the Role of Business Schools

The purpose of this section is to focus on the role of business schools in the search for effective management development and business education worldwide. Once again cultural and historical factors have been the main determinants of current national approaches. As reflected in the need to come to terms with change, particularly increasing internationalisation, so traditional approaches are being questioned and adapted in all the developed countries.

Kempner (1983/84), in line with his generally critical attitude to what he sees as the overall lack of professionalism in British management, finds that comparisons of the amount of business education in the USA, Germany, France and Japan, with the UK, are not comforting. He contends that the attitude to vocational education is linked to the attitude to business and management studies, and in turn to beliefs about all other education. He points to the contrast in attitudes in the UK and the USA, with the value placed in the United States on professionalism in business and on the fifty thousand MBA graduates per annum, which he sees as the core of American management education. He sees a recognition in the UK of the need for change and points to the increasing trend towards post-experience MBA's. He points to the wide influence of Henley's specialisation in helping functional managers to make the transition to broader responsibilities. He also mentions possible pitfalls and the importance of considerations such as the length of courses and the point at which they come in an individual's career. He draws attention to some of the prejudices against MBA's whose holders have been seen by some companies as pushy or arrogant. However, he says the advocates of change towards greater professionalism in Britain should take comfort from the fact that British Managers are being beaten by professionals.

The 'Making of Managers' also points to the success of professionalism in the United States in Business and Management education, though the report sees current movement away from MBA's being taken early on in an individual's career. It also sees a tendency to question the role of Business Schools themselves and a greater movement towards mid-career MBA's. However, it sees increasing co-operation between companies and business schools and calls for yet more. It also says management education is now needed by everyone, not just the management stream. 'The Making of Managers' points out that though there are no business schools in Germany or Japan, business education and management development are given the highest priority in those countries. It is, however, much more company focused than in the UK and the US. In France management training is highly effective but too elitist to form a pattern to be followed generally. Again, 'Making of Managers' is critical of the British

approach. It says management training in Britain is in a muddle with no clear pattern. For this reason many people and companies do nothing at all. As already seen a great many British Companies have no policies at all for the development of their managers which increases the pressure on individuals to manage their own development.

'The Making of Managers' concludes that in business education and management development the importance of the business school is not necessarily crucial. It says that experience in the United States demonstrates that the most effective development is early responsibility after appropriate education and preparation.

'Management for the Future' with its empirical approach towards the experience of individual company experience places less emphasis than 'The Making of Managers' on the role of business schools and other institutions of learning, and more on the challenges facing managements in their quest to develop their managers. Though it refers to what it calls a false belief that colleges and schools are the main places of learning, it quotes an acceptance amongst companies surveyed of the importance of business schools for the following reasons, (i) to gain qualifications and specialist training, (ii) to acquire new ideas, (iii) to gain access to outside networks, and (iv) the sharing of ideas. It also quotes the Shell company's idea of an in-house MBA which would be closely linked to experience at work.

Overall trends in business school education are currently towards (i) closer links with companies, (ii) more mid-career MBA's, (iii) more emphasis on the role of work experience in management education, and (iv) more emphasis on group dynamics and the benefits of mutual understanding and what people can learn from each other. This includes the benefits from bringing together people from different cultures and countries. The increasing emphasis on this in British academic institutions is illustrated by the experience of Henley and the London Business School, (Syrett 1991).

3.8. The Transferability of Technology and Management Concepts

The world is becoming smaller with interdependency and speed of communications, so that increasingly problems and their solutions are becoming global. Along with developments in technology there comes the potential to apply lessons learned in one situation to another. Certainly the benefits of technology transfer are sought by all countries. The same could also be said of management concepts as the importance of the management factor becomes

more widely appreciated. Such transfer is most commonly brought about by multinationals whose interests and those of the countries where they operate gain mutual benefit from the spread of successful practice.

The other side of the coin is the extent to which developing countries feel threatened by the power and scope of multinationals. At the same time many developing countries are only now coming to appreciate fully the damage done and the time wasted by the importation, usually by way of aid or misguided technical co-operation, of inappropriate technology and managerial concepts which take no account of local culture or the level of local education and economic development.

Thus there is the contrast between the enormous benefits that countries and companies and individuals stand to gain from experience elsewhere and the dangers of what is transferred being inapplicable or unworkable. In the context of management development, Merrick Jones (1989) describes the transferability of management concepts as being the central issue and he wonders about the extent to which managers have common views and problems which cut across national frontiers. Hofstede challenges the "experts" who think you can translate managerial models from one culture to another, and Merrick Jones points to the failures in Africa of programmes borrowed without modification from developed countries. Obviously modification or adaptation is the key factor here, as is recognised by a number of writers. Hutton is perhaps the most positive of them on the potential benefits in developing the modern manager. He points not only to the benefits of technology transfer, but of developing understanding, of learning from other cultures, of keeping up to date and of finding common points. In the latter context, he says that the discovery of differences is important, but common points are even more important.

The successes of interface in Mauritius and in Hong Kong and other Asian economies would seem to indicate that though the dangers of transfer may be great they are outweighed by potential benefits. Certainly successful multinationals operate on this basis and their policies reflect a belief in the benefits of the transfer of technology through people. Both Shell and Unilever operate policies which involve the development of cross-cultural management skills through international transfers. In this way not only do they help maintain and strengthen a company culture which transcends national boundaries, but the company gains the benefit of new ideas and approaches applied to potentially static national situations. These and other

truly global enterprises recognise the enormous benefits to be gained by their managers in terms of understanding, perspective, self-belief and through all this, effectiveness.

3.9. Change

Change is something we all resist in one way or another because it makes us feel insecure. Generally people prefer certainties, though as we have seen, people's reaction to change varies and is one of Hofstede's four main cultural criteria. Yet though people may not welcome it, change is a reality which they cannot hope to escape altogether. In the modern world change is increasingly rapid and complex and the implications for organisations and managements fundamental. As Marshall (1991) says, people usually show astonishing tenacity in holding on to what they have always known. The same could be said for organisations and even countries. Matheson (1978) points to what he calls "national uniqueness syndrome", whereby people will try to persuade themselves and others that some things that apply to the rest of humanity do not apply to them. He goes on to suggest that one of the best ways of overcoming resistance to change is through the will to achieve.

The way organisations manage the reality of change is obviously of the greatest importance and is likely to make the difference between failure and success. It is obviously a crucial factor in management development, not just as a reality all managers must face, but also in so far as the manager being developed must be able to learn to adapt to it and to change himself. Indeed he needs to see change as a continuing reality which poses challenges and opportunities, just as much as dangers. In the same way in companies it is important that change should be viewed positively.

Marshall, writing about change in the context of turning around company attitudes (and fortunes) at British Airways, links British reluctance to change with a lack of social mobility and the link with society's value structure. The problem of bringing about fundamental change is a very real one and unlikely to be brought about through the usual methods of criticism or attack. People are reluctant to move away from patterns of behaviour which have seemed satisfactory in the past. The experiences of companies such as British Airways and British Steel in bringing about a necessary culture change is of great potential interest to many organisations. Marshall has difficulty in finding a formula for change though he suggests that in Britain it is a matter of persuading people to enjoy success and achievement.

Lessem has similar views on the achievement of individual and corporate change. He sees this as being possible through fulfilment coming from the conversion of energies.

Change usually only comes about, as DeBono (1982) points out, through accident or trauma. He points, however, to the possibility of inducing change through programmed experience. He implies that the culture factor is again paramount and points to the advantages to Japan of the way change is seen in that country. His observations on Japanese cultural attitudes to change are particularly interesting. He says that never having had the Western dialectic system, they are much more interested in change through exploration, insight and switching. He says that the security of their existing patterns, far from preventing the idea of changes, gives them the freedom to explore. They seem, he says, to use tradition as a base for change rather than as a bulwark against change.

3.10 Specialisation and Generalism in Management and Coping with High Flyers

However excellent somebody's academic achievements or technical skills, these things alone cannot make him a manager. Commonly, technically qualified people have gone into industries such as mining, where a technical qualification is essential for managers, and have been expected to acquire general management skills as they went along. Yet management skills are as important in technically based organisations as in others. The balance between technical expertise and managerial responsibility is an important one. "Management for the Future" sees the need for more general management skills, as well as cross-functional experience for all managers. It sees a general recognition of the need for managers who can manage across the organisation and for people who are not only specialists in their own area, but who also have an understanding of other functions and groups.

It is Shell company policy that as part of their development managers must demonstrate ability in a specialist area if they are to be marked down for progress. Evans (1990) writes of the importance of varied experience before significant management responsibility. He sees an implementation problem for generalists and stresses the need for experience of what he calls "the grind of implementation". He points to the depth of German technical professionalism, but to weakness and of strategic and organisational rigidity due to lack of generalism. In developing managers he urges against making generalist assignments too short and points to the undesirability of hierarchical structures with the sterile possibility of generalists supervising generalists.

3.11. International Management and Multinationals

For the management of companies with interests in more than one country an international perspective and cross-cultural awareness are clearly indispensable. We have also seen the value of management experience which has had the benefit of influence from more than a single country or culture. 'Management for the Future' sees a need for experience and skills in managing multinational, multi-racial and multicultural workforces and getting people to pull together across international boundaries as interdependency and the mobility of labour increase. Matheson (1978) lays emphasis on how people working in foreign countries stand to gain from understanding and relating to the local culture, customs and way of life.

In developing people internationally within multinational organisations there are a number of difficulties to overcome including the opposition from parts of the organisation unwilling to lose good people. For this reason alone management at the centre must not only show a commitment to it born of genuine conviction as to its benefits, but be pro-active in bringing it about. This is easier for organisations with senior managers whose careers have all been international. In Shell, for instance, people who have not had international experience are not allowed to hold senior appointments.

For Hutton (1988) the international manager needs to take a wide ranging global view of the historical, political, economic, social and technological forces at work and then to devise effective company or organisational strategies to deal with the various opportunities and challenges. To assist individuals to adjust to new cultures he favours the use of sensitivity training, such as that provided at the Centre for International Briefing at Farnham Castle.

Though in the past multinationals generally have been much maligned and much misunderstood, particularly in developing countries, there can be no doubt about the positive role they have played in developing high flyers from developing countries and in bringing about international co-operation and understanding through the transfer of technology and people. Furthermore, they have often been instrumental in creating and maintaining international standards. Increasingly they have come to look for their top management potential not only from the company's home base, but all the countries from where they operate and where high flyers can now move to posts in other countries as part of their development. Recent examples of how this is working include Unilever's appointment of a

black Chief Executive for their Zimbabwean operation who had been Marketing Director of the company's subsidiary in New Zealand.

Speaking on BBC television's 'Money Programme' on 25 March 1990, the Unilever Chairman Sir Michael Angus mentioned the advantages to his company, both in terms of success and benefit for employees, of simultaneously being seen as being international internationally and local in the local context. This he said was possible because of maximum devolvement of authority to local management which was able to move very quickly to take advantage of local opportunities. At the same time there were the benefits of mutual support of a shared international company culture. Development of people took place internationally by transferring them to situations where there was maximum potential for personal growth through new work challenges. Thus was technology and company culture spread through people.

3.12. Catering for High Flyers

Allied to considerations of the balance between specialisation and generalism in the development of management talent is that of the way so called high flyers are regarded and catered for. Implicit in the need to cater for them is that such people who are seen as having outstanding management potential should also demonstrate it by their attitude, energy and willingness to learn. By the speed of their progress they should demonstrate their capacity to make rapid progress towards significant management responsibility. Also implicit is that if the organisation does not cater adequately for their expectations, then they will leave to seek employment with an organisation which does so. Most of the larger organisations, according to 'Management for the Future' recognise that they must be specially catered for and look to them as people who "drive the organisation". The report mentions that a survey had found that many such high flyers were keen to run their own businesses and suggested that companies should understand the implications of this and find ways of tapping into them. Part of the way this is done is through the recognition of the need for early responsibility for high flyers and for maximum delegated authority. The company's attitude towards initiative taking and the making of mistakes is obviously important and there is a general recognition of the need for a positive attitude towards mistakes and recognition that people should not be over-inhibited by the fear of making them if they are to progress. An Electrolux manager is quoted as saying, "If you want something go out and grab it. If you want to perform well

in this company you must be very active and take initiatives". Another company manager said, "Don't stand over them with a club. It is all about trust". It is interesting to observe whether such attitudes are really put into practice.

Another question is whether there are negative aspects arising principally from the possibility that corporate views of individuals may change. Buchanan (1989) draws attention to criticism in some multinational companies that programmes can be demotivating both for high flyers who fall from grace and for those people who do not make it in the first place.

'The Making of Managers' points out that Japanese companies cater for their high flyers by planned progression, including cross-functional experience within the company. This accords with the relative lack of movement of managers between companies. Multinational companies such as ICI, Shell and Unilever have basically the same approach and do not envisage people they develop moving elsewhere. 'The Making of Managers' however, points to a tacit acknowledgement in the UK and the USA that in those countries high flyers mainly develop themselves through moving to a new organisation when they feel they need to widen their experience or responsibilities.

The theme of self-development is one which 'The Making of Managers' concludes as being most important for organisations to encourage amongst all employees. It commends the Japanese attitude to learning and self-improvement and the commonly held assumption that most problems are solvable by thought and study. It feels that organisations should encourage employees to manage their own careers and it suggests that study and learning needs to be more corporately acceptable in the UK.

3.13. Management and Management Development for the Future

In an international context Hutton (1988) sees the need to develop effective managers as being "perhaps the most important need for development in the future". He sees it as being essential that aspiring and practising international managers understand and respond to a far wider range of cultures, conditions and languages than before. He sees a need for an understanding of widely different business environments and for sensitivity to political, economic and social change and for a readiness to face acute challenges of living in countries with different cultures and languages. He sees the need for people with a global viewpoint developed mainly through experience to cope with the future challenges. 'Management for the Future' too highlights the need for more international managers who can feel at home in

different parts of the world. Besides the need for a broader approach it wants to see more flexible managers who have the potential to acquire new skills and generally to respond more quickly to change. With the organisations covered by its survey it sees changes taking place and being promoted in company cultures leading to more openness and trust, more constructive dissatisfaction, more tolerance of unconventional types as part of a framework of understanding and communication and the linking of growth, confidence and success with change and opportunity.

'Management for the Future' sees the need for the development of what it calls "the learning organisation" and suggests the following as being the main emphasis of what it calls a "focused" approach towards bringing this about:

1. training and developing and continuous learning are perceived as a necessity for organisational survival;
2. training is regarded as a competitive weapon;
3. it is linked to organisational strategy and individual goals;
4. more emphasis on job development;
5. the use of new forms of training activity such as open and distance learning and self-development packages.

In 'The Learning Organisation' training is a continuing process where the difference between trainer and manager is disintegrating and where it is part of company culture that the development of subordinates is important to a manager's progress in the organisation. Thus is training linked to organisation strategy and the increased training role of individual managers. The report also sees the need for more horizontal management and more cross-functional experience in line with better communications, and the emphasis on perspective. It also quotes the views of Professor Alan Gibb of the Small Business Centre at Durham University on the role of experience in small companies in order to gain insight into interdependency within an organisation.

On the wider international front the 'Making of Managers' draws attention to a lack of international perspective amongst Japanese and German managers which it sees as the main challenge for management development in those countries. It says to overcome the lack of such perspective American international companies tend to appoint foreigners, particularly British to international posts. At the same time it mentions radical new thinking and a more

focused approach to the development of managements and strategies to cope with fierce competition from Japan and the Far East. It foresees that strategic thinking for senior management will become an educational priority in the United States.

3.14 Conclusions

The conclusions to be drawn from the concepts and ideas described in this chapter are outlined and discussed in detail in Chapter 7 in the context of the development of technical managers for Southern Africa.

CHAPTER 4

MANAGEMENT NEEDS IN AFRICA

4.1. Introduction

In this chapter we shall be examining the main issues relating to the dire shortage of indigenous black management skills in Africa. The first factor to be considered is the impact of history and past contact with the outside world on modern Africa. For most of Africa south of the Sahara this means the past one hundred and fifty years covering the last decades of the slave trade, the penetration of the interior by explorers, missionaries and traders, and the so-called "scramble for Africa" at the end of the nineteenth century. It also covers the main period of colonial disengagement and the first decades of independence. We look at some of the current realities bearing on Africa's management problems, and go on to consider what has to be faced up to in any attempt to overcome these. We consider how cultural factors bear on the issues and the extent to which what has been learned or developed in other parts of the world can be applied to Africa. We also consider the issues bearing on the effectiveness of management development schemes for Africa and go on to describe some of the main problems facing African managers. After considering some of the major strengths of Africa and Africans, we look at the need for new approaches to developing African managers and at the reasons for a closer relationship between Africa and the rest of the world. In this chapter references to Africa will signify Sub-Saharan Africa.

4.2. The Impact of History

As Africa struggles to find a future of progress, prosperity and modernity in the modern world, to gain an understanding of the barriers ahead it is necessary to consider how history, particularly recent history, has impacted on the situation. Many of these factors continue to bear very heavily on the way things develop and evolve. This thesis seeks to highlight the particular importance of management in the equation. What follows are some of the main historical legacies discussed under the headings humiliation, confusion, education, continuing dependency, inadequate preparation, expectations, disillusion and failures.

Firstly there is what Mazrui (1980) calls, "The cross of humiliation with its deep and continuing impact on the African psyche". Mazrui points out that in recent times only

Africans have been slaves and though slavery with its total negation of human dignity and the importance of the individual are long gone, some aspects of the mentality have persisted. These include racial discrimination and domination, subservience and patronisation. Outsiders and their influence destroyed African traditions and institutions, as well as local pride. They also destroyed forever (often with the noblest of motives) the balances which had existed for centuries between man and the environment. The main thrust of colonisation and the "scramble for Africa" brought a variety of Western values, language and totally alien ways of life, and superimposed them on the local people. No real importance was given to local culture in the context of modernity.

Meanwhile, as we have seen in Chapter 1, outsiders continued to dominate in every field of life in the context of building and maintaining states with Western "civilised" standards, or as part of their imperial visions. Black Africans were only involved in these processes in the fulfilment of their role as units of labour and their views and feelings were not considered at all. In this situation Africans were certainly not expected to play any significant part in decision making nor were they expected to take responsibility or initiatives. Philosophies either stated or unstated, of racial superiority ensured that they were aware of their own subservience and inferiority and acted accordingly. The depth of these influences which, in the case of South Africa go back centuries, cannot be overestimated and can persist well after circumstances have changed completely.

An allied factor is that of confusion. With the multiplicity of outside pressures and influences to which they have been subjected, it is difficult for Africans to know who they are. Of course they aspire to modernity and the benefits that it can bring and appreciate that there is no going back into the past. The desire for an African identity has been manifested over the years in attempts to create a distinctive national dress or eliminate one or other perceived symbols of outside domination as attempted, for example, by President Mobutu in Zaire, when he banned neckties. The philosophies of Humanism, African Socialism and Authenticity in Zambia, Tanzania and Zaire respectively should be seen in the same context.

Complementing views of the black African role in society were the policies of the colonial powers towards the next factor, education. The Belgians in the Congo had no secondary schools for black children, though they had achieved near universal primary education. When Northern Rhodesia became Zambia there were less than a handful of secondary schools for black children, and in the then Rhodesia the government spent only \$44 per head per

annum on black education in 1978, and \$500 per annum for whites. All this was compatible with seeing Africans as a whole, either in a purely tribal context, or as mere units of labour.

All the foregoing led to the next main factor, continuing dependency. During the colonial period virtually all decisions were made by whites or expatriates. This situation continued after independence, as newly independent countries discovered that in many fields they continued to depend on whites or expatriates. Sometimes this dependency even increased as falling standards, often caused by over-promotion led to the necessity to import outside skills. (See Lester 1981).

New development schemes also required skills that were not available within the country. Governments, in bringing in people, tried to ensure that it was part of the job to train a local. This was perhaps easier to specify than to achieve, given the prevailing levels of experience, training and education. As Hutton (1988) points out, the attempts of African countries to achieve development, modernity and prosperity has led to a proliferation of, and reliance on, outside economists, engineers, consultants and experts of whom few had any depth of knowledge of local conditions. Thus their recommendations risked being inappropriate to local circumstances and needs. In any case dependency was maintained, as well as the dependent mentality.

Bauer (1981) sees the danger of maintaining dependency through what he sees as inappropriate and damaging attitudes towards aid, both on the part of the donor and the receiver. Much Western aid, he says, is motivated by feelings of guilt, rather than by a desire to find the most appropriate way of helping Africa to help itself. Recipients, on the other hand, he sees as being encouraged to view national success in terms of their ability to attract outside aid. In this way he says they are given the idea that the solutions to their problems are not principally in their own hands.

The next historic factor involves the almost totally inadequate preparation for self-rule given to Africans. Prior to its advent little or no priority was given to the development of black leadership or management skills. This was particularly the case in Southern and East African countries which had significant settler populations. This lack was equally apparent in the civil service and in the private sector, though gaps were often filled by new contract expatriates as whites or the pre-independence expatriates left. Lester (1981), for example, found that management failures were principally responsible for the decline in productivity

and standards in Zambia in the 1960's and 70's. Failure to appreciate the importance of management was accentuated by the prevailing influence of left wing philosophies with their emphasis on exploitation and profiteering, and with the negation of the importance of the management role.

Another major factor influencing the way management is seen involves expectations. By and large the less preparation received for independence or self-rule, and the lower the level of education, the easier it was for politicians to persuade ordinary people what they most wanted to hear, namely that it would bring unlimited prosperity. Furthermore, they were given the impression that all the discrimination, imagined or otherwise, would be swept away at a stroke, that there would be jobs for all and that there would be more money for less work. Thus developed an enormous head of steam involving expectations which it would have been impossible for any government to fulfil. Robertson (1989) says that expectations were fuelled by past discrimination because it allowed everybody to rationalise and tell themselves that they could have made it to the top. The expectations were particularly strongly held by those people with educational qualifications which they saw as enabling them to move rapidly to positions of power and responsibility.

The last main historical factors are the inevitable disillusion resulting from unfulfilled expectations and the inevitable failures.

The current mood in Africa is more realistic. It is to be hoped that conclusions that are drawn will lead to a positive view of the way ahead and not to despair leading to more failure and more dependence.

4.3. Facing up to the Realities

Lester (1981), writing of the Zambian mining industry in the 1960's and 70's, points out that black graduates came to expect automatic and frequent promotion but that the importance of managing skills was ignored. The result, he says, was that the decision making process was passed further and further up the line. This process, he says, had three very significant results in Zambia, (i) management decisions became blurred as decisions were put off, (ii) an increasing lack of effectiveness and commitment of employees, (iii) the destruction of promising management potential. The danger of, and damage caused by, over-promotion should be borne in mind in a situation where due to past neglect, lack of foresight or for

whatever other reason Africans have been excluded from the normal education and training process. Then not only does the expectations factor come into play, but there is a risk of the problem being exacerbated by managers becoming aware of the need to respond to political pressures to Africanise. This leads to tokenism and window dressing which is as damaging to the industry and the country as it is to the individual.

This raises the question of the genuine effectiveness of a manager, which is allied to genuine confidence and self-belief. Confidence and self-belief are much harder for the aspirant black manager to achieve where he may perceive window dressing or over-promoted ineffective black management to be the norm. There will be the temptation to continue to play this game, even to persuade himself that he is the genuine article and to shirk the difficulties and possible unpopularity that taking responsibility will surely involve. The move to "genuine" management will be made all the harder for him because of the lack of understanding amongst fellow blacks of a role they have always associated with whites.

Hunter (1967) nearly thirty years ago drew attention to the enormity of the gap separating Africa from the developed world. He saw the main solutions lying in the field of appropriate technology. He understood the desire for modernity, but like Dumont (1966) did not think it could come by the immediate embracing of Western systems or advanced technology. Hutton (1988) understands Africa's desire for a speedy transformation, but warns against a misplaced faith in consultants and so called experts with little consideration of local realities or values.

But what of the views of Africans themselves so long told by others what was supposed to be good for them. Souto (1991), writing in the context of the dire economic problems of Mozambique, saw the solutions to his country's difficulties lying in the encouragement of local enterprise. He contends that his country does not need experts to tell it what its problems are. He says they are clear enough to ordinary citizens. He blames the government for killing off the main hope for economic progress in Mozambique, namely local enterprise, "in the egg". Scudder in his address to the Royal Africa Society in 1990 mentioned a similar situation in Zambia where he saw a nascent local enterprise culture being extinguished on the altar of the prevention of "exploitation" and "profiteering" until the demise of Kaunda and his U.N.I.P. government. Robertson is also concerned that fragile wealth creating African entrepreneurial skills should be allowed to emerge and grow. He pleads for less control from invasive and corrupt governments. He mentions a growing

disillusion in Africa with politicians who have found they can make a lot of money without creating any wealth at all. In 1974 President Mobutu in Zaire tried to overcome the problems of a lack of a tradition of local enterprise in his country by the effective dispossession of expatriate entrepreneurs on whom his country depended. The result was chaos, yet more deprivation for his people and even greater difficulty in attracting desperately needed investment. Though damaging decisions such as these have been taken in the name of the people, it is becoming increasingly more difficult for African leaders to do such things in the name of the people without involving or consulting them.

The new mood in Africa today includes a greater reluctance towards unquestioning acceptance of the political party line, of panaceas and of quick easy solutions of fundamental problems. There is more questioning of dogma and a greater realisation amongst Africans that their salvation has to lie mainly in their own hands.

This new dynamism produced by frustration, deprivation and suffering was described by Dreze and Sen (1989) in 'Hunger and Public Action' and is manifested in a desire for genuine democracy and a search for a less radical approach to problems. These problems and realities including continuing economic decline, exacerbated by corruption and nepotism, land shortage and environmental deterioration, are part of the backdrop in which African leaders and managers must operate.

4.4. Facing up to the Problem

Thus in facing up to the problems, there are two principal considerations. The first is the growing acceptance that in the long term the solution to Africa's problems must lie with Africans themselves. The second involves the outside world and its role in helping Africa to help itself. It is going to be necessary to recreate hope where there has been despair, and where people have opted out and given up. It will be necessary to find new ideals and rediscover pride in self, in country and in culture. This can best come about at the same time as the rediscovery of the joy of genuine achievement. To achieve this needs people who can come to terms with the past, put it into perspective and see its positive aspects and then face up to the realities of the present and the future. African leaders, thinkers and managers must be prepared to act to break the old moulds of deprivation and dependence. They must decide on priorities for change on what must be retained from the past and on what outside philosophies and technologies can be adapted to Africa's needs. Ways must be found to help

individuals to overcome resistance to change, particularly within themselves, and to embrace the enormous challenges of leading and managing first their own people, then multicultural workforces. There is a need, therefore, for international Africans who, while proud of their own culture, welcome the opportunity that contact with other cultures gives to learn and to grow.

If it is management that "makes the difference" in developed countries, it is doubly important in African countries and it will be imperative that every opportunity be taken and every avenue explored in the search for ways of helping to develop effective African management. This can and should be the main emphasis of outside aid to Africa. One particular aspect of this needs to be borne in mind - the importance of inter-African co-operation which has been so difficult to effect in the years since the sixties. There has been much talk of co-operation within the Organisation For African Unity, for example, but except on certain political issues it has been minimal. And yet the lessons learned in one country are very often of direct relevance in another. This has been particularly so as Southern African countries have successively come to be ruled by the majority, but mistakes have been repeated and repeated again. It is to be hoped that the voices in South Africa which can now be heard saying that "we are different" will not prevail. South Africa has very much to learn, both positive and negative, from her African neighbours.

4.5. The Culture Factor

To begin to understand Africa and Africans it is necessary to gain some understanding of the continent's traditional cultural backdrop. Zimbabwe in South Central Africa has an indigenous culture and sub-cultures generally representative of others in the region. These centre on a belief of the unity of the present with the past through tribal ancestors who have the power to influence present events and can also punish the living for committing antisocial acts. These ancestors or spirit guardians are said to be the owners of their particular territory which is governed by the traditional tribal Chief who is their living representative.

The interrelationship of land and chiefly authority with the culture is crucial. When the Chief is faced with an issue or problem he consults the spirit guardians. (See 'Tradition and Modernity in Zimbabwe' by Professor G L Chavunduka, 1986.) Similarly significant projects in the area such as a dam, moving a village or admitting newcomers to a chiefdom must have the approval of the spirit guardians. They are believed to exercise control over

the success of crops and influence the rainfall. The dependence of the people on their ancestors is expressed in rain and harvest ceremonies. Chiefs cannot themselves communicate with spirit guardians. They do this through a spirit medium who while in a state of 'possession' and usually in a strange voice, answers questions put to him by the Chief.

In practice the spirit medium always takes public opinion into account before making pronouncements on behalf of the spirits. He is therefore in a sense the mouthpiece of the community and as such occupies a powerful position, well recognised for example by politicians wishing to extend their influence in the area.

The village is the basic cooperative unit in social and economic activities within a Chief's territory. Members of the community help each other in essential biological and social services, such as childbirth, looking after the sick, burying the dead, supporting those whose harvest has failed, building houses and in carrying out onerous agricultural tasks, as well as redistributing the tasks of those who are away on paid employment. Villages are predominantly groups of co-kinsmen and village cooperation rests ultimately on kinship.

Virtually all black Zimbabweans (and the same could be said of Zambians, Namibians, Batswana and South Africans), even those whose families have lived in towns for generations, regard themselves as coming from a particular rural village. Most, according to Bourdillon in 'The Shona Peoples' (1976), keep up the contact through undertaking traditional duties and being present on ceremonial occasions. Thus do they keep in touch with the ancestral spirits and with the land and reestablish their right to return to the village on retirement and so to be regarded as only temporarily absent. The power and influence of the ancestral spirits is a reality for nearly all black Zimbabweans and a world without ancestral spirits is not conceivable. Africans tend to maintain their links with the village, the land and the ancestral spirits, as a way of keeping open a line of retreat to the rural areas in case of unemployment, accident, ill health or old age.

Thus we see in the culture a strong sense of community obligations towards family and clan and a link with the past through land and traditional authority. It is also deeply and richly spiritual, and Africans have a capacity to link the metaphysical with their immediate environment, the land, the people and the past, in ways that for them have the greatest significance. The importance of these spiritual considerations in the local context has either

not been understood or has been ignored by most of the non-indigenous people who live and work in Africa. Understanding has been limited to some missionaries and colonial administrators and a few writers and academics anxious to gain some insight into African thought, behaviour and motivation. Even fewer establish a link between African culture and modernity. These include Lessem (1987) writing about the Southern Spiritual Manager and Van der Post (1991) who both combine an outsider's perspective with a passion engendered by their African roots. The American academic Theo Scudder also combines a deep interest and involvement, which goes back thirty-four years to resettlement to make way for the Kariba Dam (see Scudder 1962), with continuing interest and a perspective on current developments.

Culture-based beliefs are influenced and modified by factors such as religion, education and an urban upbringing. They cannot be ignored, however, in any serious consideration of questions connected with behaviour and leadership in Africa.

The problem is that in Africa virtually all management systems were set up with little or no consideration for local cultural realities. A number of writers have concluded that management is culture-bound and Hofstede himself stresses that managers must regard their own culture as a strength. Yet hitherto aspiring African managers have been obliged to accept the realities of working for organisations reflecting what for them is an alien culture. This is not to deny the benefits of intercultural 'rub off' which give African countries with multi-cultural populations the potential for mutual strengthening and learning.

To return to Hofstede and the application of his theories to Africa, he sees a large power distance. On the positive side this explains the generally ready acceptance of authority. It also implies, however, that people are easily led and perhaps explains past implicit faith in politicians and the rise of despots and dictators. Hofstede sees African culture as being strongly communal, thus explaining the priority given by Africans to obligations towards family and clan at the expense, sometimes of personal progress and growth. It also explains the priority Africans give to relationships (like most Asians, including the Japanese) and the strong moral relationship that can be built up between employers and employees. On the other hand it tends to discourage individual initiative-taking which is not compatible with African culture. Hofstede sees the African Uncertainty Avoidance factor as being weak. This has very positive implications for Africans' ability to accept the need for change, and perhaps most important of all to learn and continue learning. It is also reflected by an ability

to put up with high levels of uncertainty and general chaos within the organisation and to make do with few rules. It also makes for a flexibility of approach and a disinclination to accept dogma. It means that Africans are open to new ideas, that they value education and learn quickly. With all these very positive factors comes the advantage of social mobility. On the MAS (masculine feminine) count, Africans are middle of the road. Their overall flexibility means that women's place in society is becoming ever more important and there are more and more educated African women in positions of authority in Zimbabwe, for instance. These developments are perhaps only fair in the light of the female share of work in traditional society. Both Hofstede and Evans, Hau and Sculli (1989) point to a general worldwide drift towards individualism and this is certainly a discernible trend in African countries.

Some culture-based difficulties and realities have been described by Chavunduka (1986) in the Zimbabwe context. He describes the pressures to conform placed by traditional authority on all black urban dwellers and employers regardless of rank or status. They are expected to show respect for a solidarity with their customs and culture. At the same time the obligations that blacks have towards their extended families can cost them very dear if, say, a business owner becomes obviously very successful. The same could be said of others who achieve senior positions in, for example, politics or the civil service. This can constitute a significant inhibitor of further progress. Robertson (1989) points to the degree of discouragement inherent in the way people are regarded when they try to stand out and advance out of the norms of their race. Other members of a group or family might respond unfavourably to a colleague or relative or friend, showing them up or doing better than an older member, or behaving in some way that sets him apart. Robertson goes on to suggest that though there are 27,000 small commercial operations and service sector companies owned by blacks in Zimbabwe, they are deliberately kept small because of a reluctance by the owners to employ people other than members of their immediate family. Robertson is concerned that blacks continue to look to white businesses for top jobs in a country where whites make up only 1 per cent of the population.

4.6. Management Development in Africa

In recent years as management all over the world has increasingly been regarded as a skill and as its importance is fully recognised, so coincidentally have efforts increased to develop black African managers as part of Africa's move towards modernity, self-sufficiency and the

development of its potential. It has widely been seen as the key to a great leap forward. Countries and companies have sought to employ the latest methods and the latest thinking and in all this there is often the assumption that there is such a thing as "good management practice" which can be transferred from one country or culture to another. Hofstede questions this assumption and says that successful practice in one culture may not work in another. It is, he suggests, mainly a matter of adaptation. The same applies, he says, to the transferability of leadership skills. Merrick Jones too is concerned at the transferability of Western methodology, and mentions the danger of the wrong priorities for Africa. Akiauzu (1986) acknowledging the same danger, points to the increasing acceptance by social scientists and organisational theorists, that "employee behaviour at the workplace is largely culture-bound". He calls, therefore, for more thought on, (i) the meaning of management for Africans, (ii) the meaning of work for Africans, (iii) cultural variations within Africa and the impact on organisational behaviour, (iv) the interrelationship between tradition and modernity in Africa, and (v) what can be learned from industrialised countries.

Another African writer, Akin-Ogundeji (1987) detailing the results of his researches into the effectiveness of training in Africa, points to what he calls the irrelevance of courses designed by outside consultants without prior diagnosis of the organisational conditions of client companies. He expresses concern that managers attending courses should be developed in the attitudes and ability to initiate and manage internal change in their organisations.

In an analysis of the state of management education in Africa, Merrick Jones (1989) quotes Hope and Armstrong (1980) who say that "systems are over-theoretical with little practical value", and that those borrowed without modification are irrelevant to the national environment. Merrick Jones feels it is necessary to confront Western trends and questions their degree of congruence with African values and norms. He mentions a survey by Youker (1986) on the effectiveness of management training in Africa which concludes (i) that training needs are poorly defined, (ii) training is not relevant, (iii) it is not linked to job reality, and (iv) it is poorly financed. Merrick Jones predicts less overseas training, less long term degree training and more "on the job" and "in house" training.

Merrick Jones goes on to mention the generally low quality of training and trainers in Africa and what he sees as the over-emphasis on formal classroom teaching and the lack of contact of training institutions with the real world. He also sees a misplaced faith in training in Africa and the perception of training as a key to promotion as opposed to improving job

performance. He sees an emphasis on theory as opposed to skills development. He summarises the main issues as being:

1. Problems in training effectiveness because of failure to consider the sociological factors.
2. Weaknesses in the organisation and status of training institutions.
3. The shortage of resources.
4. Poor training implementation.
5. Lack of information on and contact with the world of work.

Finally he calls for more empirical research on the problem.

Murrell (1984) is also concerned with the transferability of the technology of training and with ways to facilitate the development of the appropriate technology for developing countries and their own unique cultures. He is particularly concerned with the effects of "passive" and "active" approaches to teaching and learning mentioned in the last chapter. His conclusions are particularly relevant to the African situation in the light of Merrick Jones' findings on the emphasis on classroom teaching and the universally acknowledged need for pro-active African managers who can take initiatives, take responsibility and generally make things happen. Murrell stresses the importance of the "group" in management training and the role of the trainer whose job should aim at bringing about attitude change through behaviour change. As a facilitator the trainer should be able to help trainees analyse and learn from their experiences, promote self-confidence and trust in the group and establish a "win win" situation through maintaining the energy and excitement of training. As Hofstede says there is no single formula for management development in different cultures and there is no single formula for Africa. To make new technologies work countries must learn new leadership skills, change old institutions and shift their values. This means finding new cultural syntheses, which retain from the old local values those elements deemed essential, but which allow the new technologies to function. The most effective management development for Africans involves finding ways of helping them to find these syntheses, to gain new perspectives on the importance of the management challenge and to accept the challenge themselves. One way to achieve this is through gaining an understanding of the world outside Africa and of becoming "cross-fertilised".

4.7. Problems Facing African Managers

Having considered how history and culture impact on African attitudes to management, and having seen some of the issues which bear on management development on the continent, we will consider some of the practical day-to-day problems and attitudes facing African managers. Lester's findings (1981) are illustrative. He describes the experience of the Zambian copper mines where, thanks mainly to the power of white dominated trade unions, at independence in 1964 there were virtually no black skilled artisans, much less technical managers. He describes a failure to increase productivity in line with international standards due to falling standards of management effectiveness. This he says led to the increasing use of contractors, as well as continuing reliance on expatriates, despite the cost. We have already seen the reasons and pressures behind the over-promotion of black graduates, and these factors combined to push the decision-making process further and further up the management line. Lester stresses that the best Zambian managers were as good as anywhere, but says that there were not enough of them. He says that as a result of management failure, decision making became blurred and decisions were put off. All this led to a general lack of commitment amongst the workforce and yet lower productivity levels.

Lester observes that in addition to the implied lack of confidence shown in them by senior management, African managers also lacked the confidence of their subordinates. This will have been a reflection of their abilities as managers, but it also will have reflected a culture-based reluctance in Africa on the part of older people to accept that younger people should have authority over them. This is all the harder for the young black manager to accept when he sees that the same handicap is not applied to younger whites.

The black manager has a greater chance of success even in a declining industry, if he has role models of his own race to follow. Unless he has gained an outside perspective on people in the home context he will probably see an expatriate in a very different light from the way he sees his fellow blacks and is unlikely to view him as a role model. The danger is that a failing economy, combined with the other factors that explain past failure or lack of progress, should serve to perpetuate myths of inherent African incompetence. There is also the danger of these factors being accepted even subconsciously by the individual, and constituting a barrier within him through which he must escape if he is to go forward.

4.8. Maximising African Strengths

Past assumption in Africa tends to have been that all the main strengths come from outside the continent. In societies based on racism there was pressure on individuals to be mindful of an essential and fundamental subservience in order to perpetuate the beliefs about permanent superiority and dominance with which white supremacists felt most comfortable. Racial domination involves routine denigration with little emphasis on the strengths of subservient blacks. Discrimination in Southern African countries has often been backed by the law. Only in recent times have the realities of skills shortages meant that economics has begun to triumph over prejudice and dogma and the mould has begun to break.

In the past there has been little pressure or desire to identify black strengths. The very idea of a radical rethink on black potential, and particularly on black management skills, was and sometimes still is, greeted with a mixture of suppressed disbelief or the indulgence of somebody who "knows how things really are". Writing in this context Van der Post (1991) strikes a positive note when he foresees social tension in South Africa being transformed through new work opportunities into a great adventure of the spirit and of a rediscovery of spirit leading to freedom. He goes on to predict the dissipation of hate the moment people discover they can give again.

The Zimbabwean writer and academic Lessem, with his close emotional and spiritual affinity with Africa, describes in "The Global Business" (1987) his concern that the strengths that Africans derive from their culture and history should be tapped for the benefit of Africa and the world. He feels that blacks and whites in Africa have so far failed to draw on each other's strengths in a spirit of mutuality and calls for the removal of cultural blinkers. He sees a particular African strength as coming from the power of original vision and mentions his work with Kevin Kingsland to turn mythologies of antiquity into everyday commercial reality. He writes of harnessing the power of vision through engaging in creative action. This means drawing on the positive potential of personal imagination and corporate vision to shed inhibitions, take risks, assert self, adapt to change, involve people, strengthen the 'family' or group and gain its commitment. Lessem sees the embodiment of vision as coming through energy and activity and thence leading to "the experience of a marvellous expansion of our powers, a vivid renewal of life and the rediscovery of something about ourselves and our culture". The reality is that industry and management in Africa and Africans themselves are only just beginning to appreciate that there is a vast untapped wealth

of management potential on the continent. This realization is a key factor in Africa's ability to fulfil her full role in the world.

4.9. Africa and the World

As the Princess Royal said in her opening address to the Cambridge Conference on Africa in 1991, Africa has become peripheral to the rest of the world on global issues and needs to be put back on the agenda. She spoke of the need to recognise world interdependency, of the importance of Africa in a global context and of involving Africa, and mentioned the need for a genuinely co-operative approach towards helping to solve the continent's problems.

Though the true nature of Africa's fundamental problems are not widely understood, they are not difficult to explain and accept. Certainly there are things that can be done to help. The idea of leaving Africa out or regarding the problems as somehow insoluble is unthinkable. The potential of the human and material resources of the continent are much too important to the world for the world to allow decline to continue.

If it is accepted that there can be no development without developed people then it must be recognised that priority action is needed to ensure that there are many more black Africans who, having proved their management and leadership skills in their own countries, can relate these to a wider global picture. The question is whether either of these things can be achieved without the other. Can real learning and perspective be achieved without the grind of experience and implementation? Everyone will agree on the need for numbers of black Africans who are acknowledged for their professionalism, understand the wider issues and yet are mindful of the cultural and political realities back home, for people who can move easily between cultures. Clearly for all the reasons we have seen there are precious few of them now. For the future of Africa and the world, urgent practical measures are needed to enable the emergence of such people.

4.10 Conclusions

The conclusions to be drawn from the concepts and ideas described in this chapter are outlined and discussed in detail in Chapter 7 in the context of the development of technical managers for Southern Africa.

CHAPTER 5

THE APPROACH

5.1 Introduction

The data that are used in this thesis to study the topic of technical management development in Southern Africa are based on the records of the Zimbabwe Technical Management Training Trust (ZTMTT). In this chapter the historical circumstances in which the ZTMTT was founded are outlined as are the main elements making up the Trust's basic approach and its experiences towards developing the effective African manager. A number of key considerations which influence and determine that approach are described and explained.

In the previous chapter Africa's urgent need for effective indigenous managers is explained as a means of reducing its dependence on outsiders and realising its potential.

In Zimbabwe, which has never had many expatriates, it has been a matter of replacing the whites who have left the industry and the country since independence and at the same time rectifying the socially, politically and economically unacceptable imbalance inherited from the pre-independence era.

In Southern Africa as a whole, the problem is particularly acute in industries which are dominated by the need for technical skills and technical management. These skills have been, until recent years, the exclusive preserve of whites and expatriates in a continent where white or expatriate leadership in most spheres had become the norm. This situation bred attitudes which had to change. In some countries, such as Zimbabwe, they have changed dramatically in a very few years, though further change is still needed. In South Africa, though clearly change is in the air, there is still a very long way to go and in the mining industry the process has barely started.

In the socio-economic and political climate prevailing, the temptation to go for so called "window dressing" appointments can be irresistible. Yet the dangers of such a policy are enormous. It is therefore of very great importance that a high priority should be given to maintaining and even improving operating standards. Standards are particularly important in mining where safety is a prime consideration. There is also the overriding consideration of profitability in an industry which faces global competition and is so important in employment terms. Though a role change involving race is involved, it is essential that rising

black managers should have the training and experience to enable them to maintain standards. In a changing scene, political realities involving expectations mean that time is short. In a situation such as this, once discrimination and other handicaps and barriers have gone, the reality is that in the short term, so called normal career progression is no longer viable. Extraordinary measures are needed to produce competent, confident black African managers in post. These people should be trained and operate according to the highest world standards. Africa cannot afford lower standards now or for the future.

5.2 Historical

It was in this context that in 1982 the RTZ Corporation's Metals Director, Mr R S Walker, in collaboration with the Zimbabwe government, was instrumental in setting up the RTZ funded Zimbabwe Technical Management Training Trust (ZTMTT), with the aim of training indigenous people from Zimbabwe and Namibia and neighbouring countries, as potential managers for the region's mining industry. The writer was appointed in October of that year as Director with the task of planning all aspects of setting up the Trust in conjunction with prospective Trustees. These were Professor John Donaldson of the City University, officials from the Zimbabwean Ministries of Mines and Labour, Mr Mutuma and Dr Sibanda, Mr Walker and the prospective Trust Chairman, Sir Donald Tebbit, who was a non-executive director of RTZ. One of the first objectives was to establish a close working relationship with all parties to decide on an outline training approach and set up the Trustees' first meeting in Harare. At that stage it was agreed that the course should consist of two parts, an academic part leading to an MSc degree and a practical part giving access to hands on experience in industry. After that came the interview and recruitment of Zimbabweans in Harare and Namibians (through SWAPO) in Lusaka, and the detailed planning of the academic and practical parts of the course with Professor Donaldson and Dr S M Grimes. Planning for practical experience was at first all done through RTZ companies. This situation was to change in later years and at the time of writing thirty-two companies in the British Isles, Portugal, Ecuador and Ghana have co-operated with the Trust in providing work experience and practical training to trainees. Overall much experience has been gained and the lessons learned have been incorporated in the training approach.

5.3 Gaining the Mining Industry's Understanding, Co-operation and Support

Attitudes towards the Trust in Southern Africa's mining industry have undergone a transformation in recent years as trainees have returned home to justify themselves through

achievement. In the early years, however, it was a continual struggle to convince leaders of the industry of the value of what was a very radical approach to the totally unfamiliar ground of developing black management.

The traditional attitude towards qualification, and to a large extent preparation for technical management in the industry, was that it involved obtaining a degree. Having achieved this, blacks were faced with the problems of integration into an industry not only riddled with stereotyping but also with traditions and practices drawn almost entirely from an alien Western culture. Where the new graduate failed, traditionalists would be comforted by what they saw as confirmation of the norm, i.e. that whites were the natural leaders and blacks the subordinates. They would not be inclined to look at the deeper causes of the failure including the cultural and racial stereotyping from which all those in the industry need to escape if there is to be progress.

For traditionalists in the industry it was not easy for the industry to understand RTZ's motives in co-operating with the Zimbabwe government over this scheme. There were also suspicions of RTZ based on old inter-company rivalries and particularly that RTZ was trying to poach promising employees. Broadly, much of the industry felt that promising graduates would do best to stay on and gain their experience and learn their lessons within the realities of the industry in Africa. Trainees coming on the course, it could be argued, would effectively lose two years of their careers, be overtaken by their colleagues and face an uphill battle to resettle in the industry and relaunch their careers. These attitudes were quite understandable in the case of recent graduates who might consider that they would do better to stay in industry and gain experience on learnership programmes, rather than join an overseas training scheme. Such objections applied particularly to the first intake of trainees whose experiences and progress will be described later. Another industry objection which applied to the first intake and proved to be at least in part justified was that the course would merely serve to heighten career expectations of trainees without giving them experiences to match these. The fear was that they would return with the idea that they were now "trained" managers and could expect automatic and rapid promotion.

Generally at the start, the industry's attitude was that it knew best how to develop its own technical management and that any idea of taking a trainee out of Africa to obtain another qualification was not in his best interests. We have seen in Chapter 2 on the Zimbabwe Mining Industry that a high priority was, and is, given to training. When the Trust started,

however, the special approach to meet a special situation adapted by the Trust would not have met with general approval. It was mainly for these reasons that apart from two Rio Tinto sponsored trainees in the first two intakes, and the four Namibians from SWAPO, there was only one trainee before the fourth intake who came on the course with the full backing of his company. Most trainees, therefore, had to take the courageous decision to join the programme without any sort of company encouragement or support and with no guarantee of employment on their return home. All efforts were made to persuade trainees to see the latter situation in a positive light and persuade them that being free of company incumbrances they would be free to redirect their own career path. How the active support of the industry has been gained over the years is related entirely to the progress and performance of returning trainees and will be detailed in the next chapter.

Mention should be made of the role of the Zimbabwe Government which at the time the scheme was launched called itself Socialist and even Marxist. However it managed to cast off its suspicions and cooperate with a company which was after all cooperating with the de facto authorities in pre-independence Namibia and had a presence in South Africa. There has never been a political side to the Zimbabwean participation, only a desire to address the problem of the lack of black management both at home and also in neighbouring countries. The Trustees as a whole have from the start addressed the real issues. Naturally they have, as has the writer, gone through a learning process. At the start the Zimbabwe Government seemed to have in mind some sort of training institute to be built eventually in the country. Mention was also made of the Trust's work eventually being carried out entirely in Zimbabwe.

Perhaps one of the Trust's strengths, which has given it impetus, is its trainee orientation. Trustees at their meetings rightly expect to be given detailed progress reports on all trainees, on their problems, their strengths and their weaknesses. They also expect to take great interest in news of the career progress of all ex-trainees. They expect the Director to keep in close touch with them, understand them, befriend them and visit them as often as possible at their place of work on attachment. The Trustees themselves try to keep up to date with the realities of the mining industry in Southern Africa and its needs and the relevance of the Trust to those needs.

5.4 The Basic Approach

The aim of the training programme is to build up and strengthen potential senior managers by helping them through academic training and practical experience to recognise the importance of the management challenge and relate it to themselves.

Principal parts of the approach are as follows:

(a) Away from the Home Environment

Implicit in the approach is the idea that the most rapid progress can be achieved by taking potential high flyers out of their home environment where they are subject to a number of pressures and strictures which affect their confidence and self-perception, and inhibit their personal growth and slow their progress. This is not to say that local realities are being ignored or not being given due importance, indeed they are the practical manager's first consideration. What is aimed at is strengthening and broadening in the shortest possible time through physical removal from some culture-based and family attitudes to indigenous leadership and the historical attitudes to race and role in society. Another inhibitor of growth may be political background which places emphasis on unswerving adherence to a philosophy or party line. The lack of free flow of ideas also prevents or inhibits personal growth and has the effect of discouraging management initiatives and decision-taking.

(b) Cross-Cultural Contact and Experience

This is the practical application of Hofstede's principal conclusion that all people are limited by their own culture and that when they become fully aware of this fact and its implications, they are then open to the idea of learning from other cultures. The cross-cultural approach encourages them to determine what ideas have universal applicability, and to take suitable ideas from other cultures and to adapt them to themselves personally and to their own personal cultural circumstances.

(c) Learning and Thinking Management

At all stages trainees are encouraged towards a total learning approach embracing all their experiences, maintaining a totally open mind. Furthermore, they are encouraged to imagine themselves in the management role in all situations in which they find themselves. They are encouraged to be thinking constantly about the implications for management of the problems they encounter at work and to weigh and consider the strengths and weakness of the policies of individual managers or company and apply these policies to their own style and circumstances.

(d) The Intellectual and Practical Approach

The Trust's approach is to mix academic learning and an intellectual approach with practical experience so that each complements and strengthens the other.

(e) Work Pressure, High Standards and Change

The Trust's approach is a demanding one involving challenge and change aimed at achieving high standards. Experience has shown that an over-protective or over-indulgent attitude in management training is not in the interests of those being trained. Thus high standards are expected both academically and during practical attachments. The goals are not easily achieved but because of this are all the more worthwhile. Part of the strengthening process is the fostering of adaptability and the ability to cope with change which trainees are encouraged to see as a challenge rather than a threat.

(f) Learning from Experience

This basic principle is fundamental to the Trust's approach. It assumes that managers learn a great deal from other managers and from the way they themselves are managed in a real work situation. It also assumes that if this can be created, learning will take place. During their time with the Trust, trainees will work in three different companies and in different disciplines and functions in an attempt to shorten the timescale required to acquire the variety of experiences which a manager must have in order to mature and be prepared for increasingly greater responsibilities.

(g) Learning through Achievement

This involves the chance for trainees to achieve in a real life situation at work as well as in the academic field.

(h) Learning from peers

This permits trainees to compare themselves with and to learn from technical and management peers. There are major implications in this approach for confidence-building.

(i) Self-development

Implicit in the whole approach is that trainees should be self-sufficient and free to draw their own conclusions from their experiences. They will decide their own personal priorities, the importance of the opportunities and challenges which confront them and the energy with which they will pursue their goals. They will also have the chance to take initiatives.

(j) Group Dynamics

There is the assumption that trainees have much to learn from each other's experiences and from shared reactions to common problems. They also stand to gain strength and support from a shared common purpose.

(k) Active Participative Learning

The total approach both on the practical and the academic sides involves minimum passive learning and maximum learning from active participation and experience.

5.5 Recruitment

Recruitment over the past nine years has taken place in Zimbabwe, Zambia, Botswana, Namibia, South Africa, Brazil and Portugal. Approximately two hundred short-listed people have been interviewed, 150 of these being Zimbabweans. The latter interviews have been carried out mainly by a panel involving senior officials from the Zimbabwean Ministries of Mines and Labour. The concern of the Trust has been to recruit genuine high flyers with technical degrees relevant to the needs of the mining industry. The concern on all sides from the very beginning has been to ensure that the very best people are recruited without any consideration of tribe, political affiliation or influence of any kind from any quarter. This policy has been maintained with complete success.

A recruitment criterion has been that trainees should be mature people and for this reason nobody under the age of twenty-five was considered. In the first two years of recruiting, because of the dire shortage of candidates with both a degree and work experience, a number of trainees were taken on who had been out of university for less than one year. As time went on the merits of substantial previous work experience, particularly supervisory experience, which trainees could relate to during the course, were learned.

At recruitment interview the search is for intelligence, open mindedness, strength of character, energy and perhaps most importantly the willingness to learn and to grow - qualities making for leadership potential. In the situation prevailing in Zimbabwe in the early 1980's care was needed in judging the real motives of candidates for wanting to come on the course. If these centred on ambition and a willingness to take up the management challenge, well and good. In the sometimes uncertain atmosphere prevailing at the time with large numbers of people having returned from exile or long periods of training abroad some individuals were keen perhaps to use the Trust as a vehicle to get away again. At this stage it was important to build up a track record and to avoid people who would let the Trust and their country down by failing to return home after the course.

Zimbabwean and Botswanan candidates for the course were recruited through advertisements in the national press of those countries, and invited to complete a form which is used as the

basis for shortlisting. The application is a straightforward document calling for personal details and details of educational achievements and work experience. An important part of the form is the requirement to articulate personal ambitions, as well as views on the importance of the management role. These sections can be a good indicator of the maturity and depth of the candidate's view of management.

During the interview, the panel assesses the following criteria: Educational Achievement, Relevant Experience, Personal Qualities, Leadership Potential, Communication Skills and Special Aptitudes. Individual gradings are given on all these criteria and an overall grading is calculated. Apart from the main consideration of potential, the panel looks at the other criteria including adaptability, keenness and enthusiasm, interest in and ability to relate to people, strength of character and willingness to learn. Among the advantages of the Director being assisted on the panel by at least one indigenous interviewer is the help he gets in recognising and judging the importance of culture-based nuances.

Experience has shown a number of things are indicators of weakness in certain candidates. Several of these reveal a deep seated lack of confidence or a general feeling of inadequacy. They include apparent smugness, an over-casual approach, confrontational personalities, a lack of ideas on issues and concepts, "yes men" and the candidate who labours the issue of prejudice and racism and how it has held him back. To be avoided most of all perhaps were candidates who seemed to lack a positive attitude towards learning.

It was important during the interview for the candidate to gain a good idea of what the course is all about and particularly what was involved in terms of workload, commitment, challenge and personal sacrifice. It was important to gauge the candidate's reaction. It was also necessary to stress:

- i) The fact that the course is a total learning approach with an emphasis on work experience and not just a matter of acquiring another academic qualification.
- ii) The emphasis on work pressure both academic and during work attachments.
- iii) The fact that in some respects the course involves going back to basics, i.e. going back to being a student and being prepared to work at times at low levels in industry.

- iv) That the overall theme of the programme is the importance of management and that a full appreciation of its relevance to Africa is fundamental.
- v) The need to be prepared to make sacrifices in terms of immediate career prospects, personal finances and family life.
- vi) That the Trust's approach involves trainees realising that what they get out of the programme will depend mainly on what they put into it and that it involves a positive attitude and a willingness to put themselves forward, take initiatives and not wait for things to be done for them.
- vii) That getting on with people is crucial to the whole approach.
- viii) That though trainees are encouraged to imagine themselves in senior decision-making positions in the future, they must recognise that all promotion must be earned and will depend principally on achievement. They should certainly not expect as of right early or automatic promotion or indeed rapid career progress on their return home after the course.

It is important to gauge the candidate's reaction to each of these points and to encourage questions and to answer them fully.

5.6. The Academic Approach

The course stands on two principal pillars which are complementary. One is academic and the other work experience. Neither can be fully effective without the other. The fact that the professor responsible for the academic side of the course (Course Director) is also a Trustee means that he and all those working for him at the university are well aware of the importance and implications of the interrelationship. Cooperation from the university is therefore total.

Apart from the Course Director's involvement, from the outset, in the way the Trust has evolved, it is to the university that the trainees first go after their arrival. It is at the university that they are briefed on the broad principles and realities of the Trust approach, as well as on much of the minutiae. It is at the university where the trainees principally meet

each other and meet the non-Trust students on the MSc course in Industrial and Administrative Sciences. It is there that they learn about the experiences of their fellow course members and as a group come to share a common purpose.

From the outset at the university it is stressed to all members of the course that they should at all times "think management", i.e. consider the management implications of what they observe, learn and experience. It is also stressed to them that as technical graduates trained in the discipline and certainties of finite answers, they must get used to studying and considering questions to which there is usually no single right answer, but rather a series of possible answers or solutions, all of which could be right. This movement away from the certainties of the scientific approach takes place during the first two academic modules lasting for a month and a half before Christmas, and a month after Christmas. During these modules the group is brought together and built up mainly under the eyes of a select band of university staff and practitioners and trainers from RTZ. This is the stage when people who have never been out of Africa are having to come to terms with the realities and traumas of big city life in Europe. An all round sensitive approach is required and the group is made welcome and encouraged to feel at home within the academic technical environment which hosts the MSc course.

During these first terms at the university, the tone is set for the remainder of the course. The group is encouraged to think and to question. The highly participative teaching style made possible by classes of not more than twelve people is developed. Individuals are encouraged from the start to say what they really think and if they are contradicted this is just as likely to be by another member of the group as by the lecturer. At first the atmosphere and the work demands are fairly relaxed. Gradually as the group settles down the pressures are increased. After six weeks there is an informal assessment test, written under examination conditions, which gives the university a chance to judge the progress of the learning process and the degree of absorption of ideas. It gives the opportunity to pinpoint weaknesses and to give individuals the chance to develop writing skills. Early emphasis is given on the ability to articulate and to discuss ideas and theories on paper. As a reinforcement of broad learning principles and the requirement for all members of the course to attend all lectures and classes, the course director requires all questions not answered during the test to be answered in the individual's own time and submitted to him.

During the first two terms much importance is given to case study projects given to individuals on a wide variety of subjects, technical and non-technical, which require considerable research. Projects as diverse as electricity privatisation, the lobby system, Brazil's petroleum substitute industry, and the future of the tin price, are tackled and presented to an audience of class members and university teaching staff. Apart from what is learned by individuals and the group as a whole, which benefits from all the in-depth research into the individual topics, there is valuable experience gained in developing presentational skills.

The three main emphases of the MSc course are on broadening and perspective, business skills and the priority of the management of people. They form an interrelated theme with the group being encouraged to relate what they hear and learn to their own personal circumstances and experience and to the circumstances of their company and country. At the same time they relate to fellow group members and their experiences in different cultural and economic circumstances. They relate all this to the industrial experience they acquire on the three work attachments during the course and to the experiences recounted to them by their colleagues. The benefits of linking theory with practice have become ever more apparent as real life experience is discussed and analysed by trainees in the classroom with the benefit of comment from a group of intensely interested colleagues. Thus learning and experience has not been a lonely process with nobody to share it with, comment on it and help individuals to build on it.

Bearing in mind that the overwhelming majority of course members have technical qualifications and experience, most of what they hear during the first two terms will be new to them and will be broadening, useful and at all times related to management. During this time the main teaching emphasis is on three main themes. These are (i) the basic principles of economics, accounting and finance (few trainees have any prior experience in all of these subjects), (ii) computing (most trainees arrive with only a basic knowledge of this subject - some with none at all), (iii) leadership theory, communications and the behavioural sciences. Personnel management, training and industrial relations are also introduced at this time.

Some of these main management-related themes are dealt with by more than one person and are thus presented with a variety of emphasis and nuance. The relationship of the theory with reality is handled by practitioners, several of whom have wide experience, including

experience in technical management in Africa and abroad. Later on in the third module, speakers are introduced who are able to give a variety of perspectives on management and the wider environment. They include senior industrialists, management consultants and various experts such as overseas Personnel Managers, Trade Unionists, Lloyds Underwriters and consultants on expatriate remuneration.

At the same time, teaching the more academic subjects continues during a full programme with increasing work pressure. The first of the two part MSc examinations come at the end of the May term in the first year. They form an important focus for the academic and intellectual activity and provide a reason for a disciplined, dedicated approach. The fourth academic module starts at the beginning of October in the second academic year, following a four month work attachment. Now the academic pressure reaches a peak with the Business School Module, when course members join the MBA core course at the City University Business School. Trainees have to cope with an approach which involves the need to attain high standards of knowledge in a wide range of subjects including Economics, Finance, Accounting, Marketing, Computing Statistics and Quantitative Business Analysis. Extensive reading is required and the work produced is marked according to the system of continuous assessment. To succeed at the Business School course members will have had to have completed their movement away from the purely technical. They will have to be able to respond to the need for considerable work pressure. Success means that they can be confident of their expertise in subjects which are of vital practical use in business and management. For instance, they can look at a prospective enterprise and make the judgements on viability so essential for senior technical management. At the Business School the group members will have been able to compare themselves (hopefully favourably) with other mature students, many of them professionals from City institutions. They will have a good idea of what are acceptable standards of Western business management and they will have acquired a number of useful skills.

Following a Christmas holiday back home and a final three month work attachment, course members return to the university for concluding lectures in the main academic subjects, more visiting speakers and a series of lectures on the specifics of project evaluation. The Part II examinations come at the end of this term in late May.

From the start of the course, and particularly from the time of the first work attachment, course members are encouraged to think of a subject for in-depth study which they will

present as a dissertation, which is a requirement for the MSc degree. The dissertation gives the chance to research a favourite subject or to develop a particular interest. It may have a technical bias, but it must include management aspects, and it must be related to one or more of the work attachments.

During the course, members will have developed interest and awareness into a wide variety of subjects related to business and management. They will have had the chance to develop particular interests and discover new aptitudes and skills. They will have had the chance to reflect on themselves, their strengths and weaknesses, their own potential as leaders and managers and their own management style. All this is helped by thought and study and by the disciplined academic approach which they acquire.

The group itself is of crucial importance in stimulating and furthering the learning process. Shared experience and a common sense of purpose are powerful stimulants. At the same time the theme of cross-cultural awareness and the applicability or otherwise of ideas or principles is reinforced by the fact of national, cultural and racial variety. This discourages parochialism and encourages people to relate themselves, their industries and their countries to the wider world.

It has been possible to arrange special courses for the group through RTZ. An example of this is the "Investment in Excellence" course, whose main feature is emphasis on positive "possibility" thinking related to oneself, a subject of particular interest to aspiring senior managers. Another is a "Communication Improvements" course which is run by a firm of consultants focusing on presentational skills.

5.7 The Team or Group

The advantages of the team approach towards learning and the strengthening of individual trainees has become increasingly apparent. In practice the group itself at the university has been a main motor in assisting individuals within it to learn and to grow. Trainees spend twenty months in Europe and during that time spend four separate spells on the MSc course at the university where, together with non-trust students usually from overseas countries, they form a multinational multicultural group. The time they spend together gives them ample opportunity to get to know each other, to share experiences and to learn from each other. The achievements of an MSc degree and learning about management in all its aspects are the

shared objectives which help to bring the group together and to allow for maximum intercultural exchange. Inevitably there is a social dimension which is just as important as the academic one, with the growth of friendships and the development of real understanding. The group thus provides a means for mutual support both academically and socially.

In class the group as a whole, which collectively has a great wealth and variety of experience, is able to learn from the questions and comments of individuals. Group members will find colleagues from other countries have problems and experiences which they had thought were unique to their own situation. This helps them to put their own country and themselves into a more realistic perspective and to get away from some of the prejudices which arise inevitably from any degree of isolation. They may conclude that the way another country views or deals with a particular problem can help them in dealing with similar problems back home.

The most important point is that in the processes of interrelationship, through shared experience and common purpose, the group inevitably develops a strength and cohesiveness which is to the common advantage. Thus, a trainee who has perhaps, never left his own country, much less visited Europe, has the comfort and reinforcement of like minded colleagues who are interested in what he himself has to offer. They can also compare reactions to their various experiences in Europe, both positive and negative. The success of an individual in facing up to a particular challenge on a work attachment can be passed on to the group to the benefit of all.

The group has everything to gain from developing a positive attitude to the totality of its collective experience. Such an attitude will help overcome individual weaknesses, encourage the doubters and further reinforce strength. Given the interest that members of the group have in continuing to stay in touch, it is not surprising that already indications are that the contacts made will lead to lifelong friendships.

5.8 Self-Development and the Learning Approach

It is fundamental to the Trust's approach that we are dealing with mature people who are hungry for knowledge and experience leading to personal growth and self-fulfilment. This presupposes a positive approach which will not just appreciate stimulus but will go out and create it. The trainee who sits back and expects to be helped, constantly misses opportunities

to learn and his attitude risks triggering negative reactions amongst those who are in a position to help him or her, particularly on industrial attachments (of which more later). The learning approach hopefully receives encouragement and stimulus during the first university terms, but must be carried into every day life, on to industrial attachments and hopefully increasingly becomes a lifetime habit. The approach combines an awareness of what can be gained from raising one's learn from, one's environment. Though the benefits of the learning approach in a business context are best demonstrated by the Japanese, the emphasis on "self" is also gained from American individualism and one which for many Africans is the main cultural bridge to cross. In this way "self-discovery" can take place through thinking, learning and comparing. It is a process of continuing education with the trainee constantly returning to the theme of "thinking management".

By definition the learning approach means trainees being prepared to try their hand at anything - to experiment and to take initiatives. This flexibility makes it more likely that they will acquire new skills and become yet more aware of their own potential. At the same time they are advised to take on as much responsibility as they can possibly handle.

The learning approach particularly encourages comparisons with the aim of trainees relating the styles, attitudes and methods they encounter to their own experience, circumstances and culture. They can then apply whatever they feel best suits their own circumstances. In making comparisons they will of course compare themselves with colleagues and peers in many intellectual, industrial and social circumstances. Discovering that they can compete and compare with the best, plays an important part in helping with the removal of self-doubt and the vestiges of national, racial or cultural self-stereotyping.

Overall they will be encouraged to sift through the ideas and theories they encounter to determine what is appropriate to themselves as part of the process of taking control of their own destiny. They may be mindful that effective management mainly involves very ordinary people managing in very different ways.

5.9 The First Intake

Special mention needs to be made of the first intake of trainees who arrived to start the course in November 1983. Although it had taken more than a year to get to this point and

a lot of work had gone into planning, inevitably it was impossible to foresee precisely how things would turn out and how trainees would react to the multiple challenges. The Trust's and the university's attitude was that there was obviously a lot to learn in a new approach which was of great potential importance to the Southern African mining industry. The trainees themselves were obviously extremely bright, keen and energetic. They certainly received a lot of stimulus to which they reacted very positively from the outset. They were consulted on this stimulus and the Trust, together with the university, tried to make sure it kept coming. However, some negative elements started to come in partly perhaps as a result of being told how special they were and sensing, no doubt, that all was open to discussion, trainees soon formed themselves into a very effective pressure group to articulate their complaints, requests, comments and demands. The first intake thus became very conscious of its needs and rights. A similar attitude towards doing the right thing by the trainees prevailed at the three RTZ companies providing practical experience. They were conscious of the importance of the RTZ initiative and did all they could to provide varied and interesting experience and stimulus, and once again trainees were not slow to make their views known to receptive managements. The first intake rather than being sent on their own were sent in groups on work attachments. This gave added weight to complaints or demands and acted against self-sufficiency.

Apart from the rather tedious wrangles over the Trust's terms and conditions, another factor which distinguished the first intake was its preoccupation with the rank and level to which individuals would be entitled on their return home. Clearly they were under the impression that they would be 'trained' managers entitled to the most rapid career progress. It was difficult to persuade them that progress could not be automatic, and that it would have to be earned. Such arguments, which they did not want to hear, fell on deaf ears. In retrospect it is clear that they were not put forward strongly enough. However, the Trust was learning and not too sure of the appropriate attitude. No doubt this element of uncertainty communicated itself to the trainees and caused them to push all the harder for their 'rights'.

There is no question that overall Intake I was keen and worked hard. However, the collective lack of maturity showed through not only at the university but in the field where the negative effects stood to cause the most damage. At the companies where they worked they did a lot of good work at various levels and in different disciplines. The problem was that in all cases it was a matter of what the company could do for them rather than what they could do for the company. Companies worked very hard to provide the variety and stimulus, but after

a whole year accommodating the same people for whom they had no long term responsibility and who, though perhaps sometimes useful, created a great deal of work, clear signs of weariness set in. Frankly trainees had been spoon fed. Instead of getting away from it, there was a danger of reinforcing dependency. Certainly companies in the field were beginning to get fed up. The crunch point came at the start of the Trust's second year when the new intake joined Intake I in the field. A trainee from the new intake on his first attachment, perhaps briefed by his Intake I colleagues to make sure his needs and demands were known, made a series of totally unreasonable demands over transport and accommodation in a very aggressive way. Whatever Intake I's faults, they had always behaved entirely properly with their host companies. The man's behaviour had been totally unacceptable and following consultations with Trustees he and his family were sent back to Zimbabwe. This incident served as a watershed. No longer was the Trust prepared to countenance endless complaints. It came to realise that trainees were not being helped by developing an over-awareness of what people could do for them. Somehow this was going to have to be changed round.

Part of the answer lay in the way work attachments were set up and what was expected both of the company and of the trainee. Intake II was the last to go in pairs or even threes and fours to companies in the field. Apart from the burden placed on host companies by sheer numbers the main problem was that trainees banded together to reinforce each other's prejudices and to resist change. The man with the requisite potential was going to be able to manage on his own. In fact his chances both of learning and of settling into the local community were better this way. Most importantly therefore the basis under which trainees went on work attachments had to be changed.

5.10 Work Attachments

The following companies have accepted trainees for one or more attachments:

ABM Chemicals
Anglesey Aluminium
Ashanti Goldfields
Britmac Electrical
British Steel
Capper Pass
Carnon Consolidated
Castle Cement
Cwm Coke Works
Delabole Slate

English China Clays
Geevor Mine
ICL (UK)
Indalex
Laporte Industries
Levertons
Palabora Mining Company
Markham & Shirebrook
Pasminco Europe
Pendaves Mine
Plateaux Mining
Rhone Poulenc Chemicals
RTZ Technical Services
Rugby Cement
Somincor
South Crofty Mine
Stannah Lifts
Tara Mines
TBA Industrial Products
T & N
Union Carbide
Wheal Jane Mine

Work attachments give trainees the opportunity to interact with the local working environment in a way that would be impossible for foreign students or visitors. They are designed to give a trainee experience of the real world of technical management in industry in Europe. Reactions to him will be related to his usefulness and his sociability. Thus, he can accept them as genuine and unrelated to prejudice, stereotyping or patronisation, all of which he will be suspicious of at home. If he is to gain real benefit from an attachment he needs to enter the company or organisation as nearly as possible as an ordinary employee, and not as an identifiable trainee. This is of the greatest importance if he is to be integrated into the company to be fully accepted by colleagues and to avoid the risk of being regarded as a burden by the management. The integration into the company is of the utmost importance if he is to gain the full benefit from the attachment of being able fully to observe and learn from all his experiences from the inside. If he is regarded merely as a trainee he remains an outsider for whom special provision needs to be made and he risks being put on one side, treated as an observer, and perhaps ultimately as a nuisance which a hard pressed company can do without. Two or three attachments on sufferance can perhaps be contemplated, but in the long run the company, however socially responsible and keen to help Africa and the developing world, will tire. For these reasons trainees are now sent to receiving companies only if the latter really wants them and are sure they can make real use of their skills and experience. They are put entirely at the disposal of the company and no pressure is put on it to give trainees any particular experience. It is merely asked to keep

them busy, in fact under as much work pressure as possible and to treat them as nearly as possible as permanent employees. This arrangement is one with which companies are happy as it gives them maximum flexibility in deciding how they can match their own work needs with the particular skills and experience of trainees. These skills, most commonly, companies have the chance to assess for themselves during an induction period. Thus the company attitude which says that a trainee can only be accepted on the basis of paying for himself by his work contribution, is wholly welcome as it contributes towards a sustainable programme.

The vital role of "attitude", both on the part of trainees and of those involved with them, needs special mention. Experience has shown that trainees must be mature people capable of understanding their own situation relative to those with whom they are dealing. They cannot and must not make assumptions as to what people will do for them. They must, however, come over as being willing and anxious to learn and to be helpful. This means the attitude of "what can I do for you?", rather than "what can you do for me?". In companies receiving trainees such appropriate attitudes have been reciprocated and reinforced with a willingness to do whatever is possible for them in terms of interesting and stimulating experiences. The interplay of the two attitudes with the inclusion in the scenario of some highly committed people on both sides of the equation has been an enormous generator of change. On the company side this certainly does not mean an over-indulgent attitude. It would be difficult for the individual trainee to gain acceptance by colleagues were he to be spoilt or given very special treatment. He does, however, need to be given the appropriate chances. His chance may come through the opportunity to prove himself through showing his ability at the lowest level and his willingness to get involved. So very much depends on him and the way he takes and creates his own chances to learn from every situation, even those which at first may have seemed unpromising. This attitude will help him to gain yet more experience and perspective. It will teach him to take control of his own career, and give him the chance to take initiatives and not be too inhibited by the possibility of making mistakes.

Perhaps one of the main turning points in the development of leadership is in the area of an individual's willingness to put himself forward and take initiatives, rather than waiting around to be told what to do. This is a key problem area in Southern Africa where culturally and historically initiatives have not been expected from blacks. With all the companies giving work experience, trainees are encouraged to take initiatives, or put another way, to pick up

the ball and run with it. The trainee's attitude of being prepared to turn his hand to anything, and of being hungry for experience, is one which inevitably produces the counter reaction which manifests itself in a desire to do the maximum for the trainee. Furthermore, having proved himself by his attitude and his ability to get things done, the trainee is in a strong position to make requests for a particular experience, project or assignment of particular interest to him.

The companies to which trainees are sent are all ones in which particular engineering or technical knowledge and skills are essential. Originally all the companies to which they were sent were closely linked to the mining industry and to RTZ. Now there are several which have no link with mining or Africa, but which feel they have benefited from having had trainees and wish to continue to receive them. Trainees themselves even though they may be looking forward to returning to the mining industry in their own country, sometimes prefer attachments to non-mining companies for the widely differing experiences and company cultures from which they feel they stand to learn. Attachments which it has been possible to arrange at mines in Ireland, Portugal, Ecuador and Ghana have been particularly valued.

The actual work carried out by trainees is of course immensely varied and this will be detailed later in this chapter. There are a number of main features to this work. Firstly it is essentially cross-functional and may involve the trainee in either technical or non-technical work. Thus, it may or may not involve use of the trainees' own particular technology or training. Where it is possible to arrange, and where it does not conflict with the principle of their being at the entire disposal of the company, it may involve working at the lowest levels within the company in order both to help with acceptability to ordinary employees, and to help give them a perspective of management from the shop floor level. In practice the benefit to trainees from an attachment will relate directly to their acceptance by the work group and this depends on their contribution and their attitude. From within, even where the work performed is essentially technical, trainees as part of their "think management" perspective are encouraged to look particularly closely at the people management aspects of everything they are involved with. Along the same lines, and accepting Murrell's proposition that managers learn mainly from other managers, they will be particularly on the look out for do's and don'ts of the management methods and styles which they experience or they observe around them.

Thus they will have the chance from the inside to compare their experiences both with the theory they have been given or read about with their career experience back home. These comparisons will include technology levels, manning levels, management styles, safety standards, communication systems, housekeeping - in fact anything relating to managing an organisation. They will be particularly sensitive (and their antennae in this direction will develop as the course progresses) to attitudes and to successful management practices or styles which they personally can adapt to themselves and their own country. They will also be on the look out for styles and practices to avoid, for paths which they, their industries or their countries should avoid going down. Thus, they learn from bad practice and failure and not just from success. It is particularly encouraging for them to find areas where practice in their own country or industry is in advance of what they find in Europe. This is part of the process of helping to enhance self-esteem and an appreciation of self-worth. Also part of this process is the contact with fellow engineers with whom they can compare themselves in terms of intelligence, potential and the ability to get things done. It is important that they return home in the certain knowledge that they can stand comparison with anybody.

Apart from the great variety of work performed during attachments, trainees have been in a position to benefit from many different situations facing their host company. These have involved fundamental changes, including companies preparing for massive redundancies or close down. Other companies have been involved in a fight for survival or in the need to transform management policies and styles to avoid the mistakes of the past.

Companies to whom trainees have been sent, although they have included large ones, have in the main been small. This gives trainees a better chance to observe and understand how the various parts of the organisation interrelate and perhaps gain experience of several functions.

Although the success of the attachments depend on trainees themselves and what they are prepared to put into them, experience has shown that if optimum success is to be achieved there must be support for the attachment from the top of the company. It is also helpful if there is a particular mentor who fully understands what the Trust is trying to achieve, is committed to the success of the attachment and who takes a personal interest in the trainee. Finally, in whatever work the trainee is involved, his supervisor's interest is crucial. This relationship is perhaps the most important one of all, particularly because of its bearing on acceptability into the team on which the success of the attachment depends.

Looked at overall, of the one hundred and forty-seven attachments, only a handful have not been totally successful. This is just as well, as it is on the basis of success that the Trust must build its reputation and expect to be able to send future trainees to the company.

5.11 The Environment

The whole Trust experience is linked to new ideas and the development of a broader viewpoint, while removed from the inhibition of various pressures back home. Trainees will in their everyday lives, as well as at the university or on work attachments, do a lot of discussing, reading, observing and generally relating what they see and learn to their own situation.

Being based in London for the academic part of the course trainees enjoy the advantages of a cosmopolitan city. They have the particular advantage of being accommodated at London House for Commonwealth Graduates where they meet and socialise with educated people of their broad age range from a large number of countries. Nevertheless, adapting to life in Europe, particularly for those who have never been outside their own country is not easy. Success depends on a high degree of robustness, a willingness to learn and an outwardgoing personality. Failure to adapt will lead inevitably to overall failure.

To help them to settle in and to gain the maximum from their stay in the UK, they are sent for four days after the New Year to The Centre for International Briefing at Farnham Castle. Here, the programme includes participative sessions with a variety of people including politicians, sociologists, writers, economists and trades unionists with the aim of helping them to settle quickly into life in the British Isles and Europe. They are helped to know what to look for in society and given some of the social do's and don'ts, including the rights and duties of guests and hosts. This helps enormously in avoiding misunderstandings, particularly when they are on their own and perhaps making their way staying with a strange family and working with a strange company on their first work attachment. Farnham includes sessions on topics such as the economy, family life, the political system, the royal family, the Police and agriculture. The short course has been led, in recent years, by a well known writer and internationalist whose style is to encourage maximum participation from the members of the group. Thus from the start they are encouraged to discuss and individually or as a group reflect on and intellectualise all aspects of their surrounding

environment. Also to help trainees settle in there are welcoming parties given by RTZ, the university and the Trust Director.

During the early weeks of the course the advantages to be gained from the totality of their experiences over the twenty months of the course are stressed. Where trainees come from countries with a State controlled media the variety of information and opinion open to them can take some getting used to. All trainees thrive on it and their inclination to keep abreast of current affairs is reinforced by the university requirement on the specific topical projects already mentioned.

By the time trainees start their first work attachments they need no prompting on the advantages to be gained from making friends and contacts. Most say that they make friends and contacts with whom they expect to remain in touch after their return home. Obviously some have been more outwardgoing than others, but outside activities have included representing company sports teams and going on tour with them, playing golf, skiing, involvement with church groups and local charities, speaking at Lions Clubs and to audiences of school children and learning to speak Welsh. Such outside contacts have been just as strong in Ireland and Portugal to the mutual benefit of all.

5.12 The Culture Factor

Recognition of the culture factor in the promotion of learning and in the strengthening of trainees, is central to the Trust's approach. It is faced up to at the outset with the aim of helping trainees to be aware of, identify and relate to cultural issues. The view is taken that a manager should recognise his culture as being a fact of his life and work and as a potential strength. In the same way he should recognise the culture of subordinates as one of the important realities with which he is faced. This approach is particularly important in dealing with the Southern African scene, with the predominance of inherited views on the leadership role and its relationship to race.

Trainees are encouraged to develop a positive attitude towards the culture factor and of the benefits to be gained from learning from and adapting to cultures other than their own. In their home environment on the other hand, pressures tend towards individuals unquestioning adherence to core cultural beliefs.

In facing up to the issue of culture, trainees can compare culture-based attitudes amongst themselves. They are also helped to be tuned to the fact of differences and strengths and weaknesses of company and organisational cultures. Three separate work attachments give a good spread of experience of company cultures.

Experience suggests that rationalising the culture factor and relating it to Africa's failure so far to make use of her own cultural and historic strengths can be highly encouraging and stimulating for Africans. It is part of the whole process of self-discovery, renewal and change in facing up to the management challenge.

5.13 Building Confidence

Confidence building is essential to the training process, particularly for people coming from countries where the idea of a subordinate role status based on race is deeply engrained and not always easily eliminated. The aftermath lingers on in Zimbabwe and still exists in Zambia where twenty-seven years after independence there is a tendency to make the association with all the country's failures.

Race remains on peoples' minds in Southern Africa and getting away from its all pervasive ramifications is one of the positive factors of a long stay in Europe and being in an environment where considerations of race are not so predominant. To the companies in the British Isles, Portugal, Ecuador and Ghana where trainees have gone for work experience, they go as graduates, professionals and as experts with local employees looking up to them. However, it is not just a matter of the way people are perceived. Trainees on attachment have the opportunity to gain the recognition and respect of subordinates and colleagues through what they are able to achieve. At the same time this gives them the opportunity to compare themselves with people of similar age and with similar qualifications in a Western environment. They can see very clearly that they often are just as good or better. This is important when they come from a country which has traditionally revered the Western way of doing things, especially in all matters technical. Thus is achievement linked to self-respect, which together can become self-perpetuating.

Where acceptance leads to a sense of belonging, trainees are in an ideal position to take initiatives and make things happen, thereby gaining yet more experience and confidence. All

companies receiving trainees encourage them to take initiatives. Where mistakes are made these are regarded positively for their contribution to the learning process.

Of course in all this, though the company sets the tone, the trainee can influence this by his attitude. Top management, supervisors, employees and mentors all play their part in the way he is accepted and allowed to contribute to the company to the full extent of his potential. The fact that this happens is because he goes to the company as a professional and even as an expert, rather than as a "student". In these ways he can gain self-fulfilment through success and the knowledge that he is making a real and significant contribution. There is more confidence building potential in such a situation than any other aspect of the course.

5.14 Experience on Attachments

All companies receiving trainees have been ones where there is a technical aspect to most decision-making and where in the main, decision makers need to be technically qualified. For the first intake all trainees went to the Wheal Jane Tin Mine, to Capper Pass Metal Refinery or to Anglesey Aluminium. With the inclusion of more companies in the scheme the scope for varying work experience has widened progressively. Apart from two Namibian technical assistants in the second intake, all trainees have been graduates, as follows:

- 20 Mining Engineers
- 7 Mechanical Engineers
- 4 Metallurgists
- 6 Geologists
- 5 Electrical Engineers
- 9 Chemists
- 1 Civil Engineer.
- 1 Computer Scientist

Thus there has been some scope to match technical qualifications with the technology of the receiving company. In some cases this has been done but in the main it has been a matter of varying the experience and challenges for trainees and of the companies being asked to make whatever use it can of the trainees' experience and talents, and suit their own circumstances.

Thus it has been that trainees have gained a very great variety of cross-functional experience in many fields both technical and non-technical. The fact that much of the work has been routine reflects the general acceptance of their competence and the ease of their integration into the company. Another positive factor is that with three separate attachments to different companies trainees have had maximum opportunity to gain different perspectives on aspects

of technical management and relate these to their own experience and strengths and weaknesses. All this, as we have seen, encourages them to relate to the ideas and the theory developed at the university. The encouragement to develop a particular field of interest or specialisation comes from the need to collect material for a dissertation to be completed before the end of the course. Trainees have been involved in an enormous variety of work. The following are some of the main fields of activity:

Consultancy - Several trainees have been used as Consultants in areas where they were considered to have particular expertise or where their status as outsiders was considered to give them potential for impartial insight into a particular problem. Such was the case at Tara Mines where a trainee was asked to study and advise on communications within the company and at Anglesey Aluminium where another advised on overall cost cutting.

There have been many instances of trainees being used for their particular expertise by companies not having the necessary skills or experience amongst their own staff. There is a particular confidence building value to be gained from "being the expert". Examples are British Steel at Ravenscraig who needed mining control methods at their limestone quarry at Shap and again at Pitstone Cement where a mining engineer was able to map out and produce a mining plan for the quarrying operation. At Laporte Industries a mining engineer was able to plan and initiate a much needed system for vehicle maintenance. At Somincor in Portugal a Mechanical Engineer introduced a system of planned maintenance for hoisting gear and other heavy equipment which he had learned in Zimbabwe.

Supervisory Experience. Supervisory experience in Europe is particularly valuable for Southern Africans coming from an environment where views of stereotyping and role need to be changed. It is not always easily achieved during a three to five month work attachment. Nevertheless, a number of trainees have controlled their own teams in various circumstances. At Pasminco Europe trainees have supervised in the technical area as well as in the stores and in the construction of a pilot plant. A trainee supervised the construction of fencing and drainage at Rhone Poulenc and at the same company another trainee who was a Civil Engineer supervised contractors involved in new construction. Another at Somincor was given his own team of younger Portuguese Engineers to help him with his various projects.

A trainee at Pasminco found himself supervising contractors carrying out repainting at the smelter, whilst another at Capper Pass supervised a mechanical engineering project. At the

British Steel Corporation quarry at Shap, two trainees supervised quarrying operations. These experiences involving supervision of members of the race which historically has constituted the managerial class in Southern Africa have been particularly valuable in building confidence.

Marketing. Amongst other very varied experiences, marketing has featured amongst the challenges faced by several trainees at UCAR Carbon in Sheffield; in one case a trainee had to find markets for large quantities of copper scrap and in another she had to consider possible uses for metallurgical coke dust which resulted from the production process and then find likely buyers. Customer interface and indirect selling were also part of a trainees' responsibilities at Indalex and Capper Pass.

Projects, Studies and Investigations. Although trainees are seldom involved exclusively in special projects, such work has featured in the majority of attachments. It has often been regarded by managements as a good initial test of the trainees' general technical competence and his willingness to get stuck into something worthwhile. It has also been regarded as a good way of allowing the trainee to range freely within the organisation and to meet people. In several cases these projects have pointed directly to the choice of a dissertation subject and opened up new areas of interest or expertise. There have been noise level surveys, dust level surveys, engineering investigative projects requiring specific recommendations and engineering projects requiring the development of control data. There have been projects to investigate a specific area, for instance cooling systems or material flow, or of a more general nature to investigate and study the production process and to come up with reports and recommendations for greater efficiency. Such projects have saved the company the expense of bringing in outside expertise, or of having to spare regular staff. The very fact that the work has been done by somebody with a fresh outlook on the company often makes the conclusions more readily acceptable.

Technical Challenges. Trainees routinely replace technical staff who have left the company or who are away on holiday. This gives them a special opportunity to contribute to part of a team and to learn from the inside. In such cases companies save money. They have done so in many cases where trainees have undertaken special projects such as the extensive rewiring carried out at the Britmac Works at Preston by a Namibian Electrical Engineer or the marketing of waste products from UCAR mentioned above, which the management says will save the company £85,000. Being the expert is always a challenging and stimulating

experience from which trainees have gained strength and benefit. Often their expertise is new to the receiving company and therefore especially welcome. UCAR has been particularly successful in finding technical challenges right outside the trainees' normal field. This has brought special experiences and learning experiences from mastering a new technology. There is also the attraction of what trainees stand to gain from the experiences in working in some of the most technically advanced companies in their field in the world. Often their technical advancement is matched by the latest management systems. In mining there are the trackless mines at Somincor and Tara with some state of the art technology. In metallurgy there have been the technically advanced metal refineries at Anglesey Aluminium, UCAR Carbon, Capper Pass and Pasminco Europe. In mine planning and project evaluation trainees have worked with the highly advanced systems existing or being developed at RTZ Technical Services.

Routine Work. Whatever level it is performed at within the organisation, it is perhaps the routine work of helping out in a particularly busy department or section, or replacing an employee who is ill or on leave, which best enables trainees to get to the heart of the organisation. This way they can best be seen to be making a contribution and be accepted as part of the team. From such situations are they best able to observe, absorb and to learn. Most attachments contain an element of routine work and they have invariably been mutually beneficial. Common to most attachments is the opportunity to work on computerised systems. In the United Kingdom during a period of rationalisation and reconstruction, trainees have been part of the process of change and seen how different companies cope with it. They have been able to assess the impact of new ideas and systems and to judge their possible applicability back home.

5.15 Aspects of Learning

Work attachments have provided trainees with a vast variety of experience and the chance to learn from other people and about themselves from their successes and failures. The variety in itself has been a benefit both between companies with different technologies and within companies. As a trainee told visiting Trustees at UCAR Carbon in Sheffield, "I have had a chance to get involved in work I would not normally have had the chance to see as a Chemist".

Acceptance within the work group leads to opportunities for self-discovery and confidence building through what they can contribute. The chance to develop new skills and interests builds on this.

From the outset some stress was placed on some experience at the lowest levels within companies in order both to give them a perspective on management from the bottom and to help with their acceptance by employees. Trainees have been able to get to know ordinary workers and compare attitudes with those of subordinate employees back home.

By contrast, trainees have benefited from being taken into the confidence of management, given the benefit of management thinking, or asked for their advice based on their own special experience. Being fully involved in productive work and thus being regarded as part of the team has meant that their involvement with managers horizontally and vertically has given them the chance to observe and learn from them. Such interface allows them to intellectualise management problems and to see themselves in the position of decision makers.

During attachments trainees have worked with other graduates, some of them qualified in the same discipline. Being in a position to compare themselves favourably with such people has been a potentially strengthening and confidence building process. The same goes for the occasions when they have been deferred to as the expert. Trainees have often arrived with the attitude that they have everything to learn and little to teach. In fact they have often had broader experience and therefore a wider perspective than those British or European managers whose career experience has been confined to a single industry and who have never had the opportunity to learn how other people do things.

Trainees have been fascinated to discover many problems and realities that do not exist back home. They have also discovered the same problems they thought to be particular to their own country. They have also been boosted by the discovery that in various respects they do things better in their own country. Trainees have been puzzled that there is a totally implacable, almost violent attitude towards timing any work process in the UK. They have also commented unfavourably on situations where managements seem to them to have surrendered too much power to the trade unions. The state of housekeeping down Cornish tin mines came in for unfavourable comment, as did safety policy and practice and the priority given to it in several companies. Another area of comment is the British practice of

paying the rate for the job with little or no scope to reward particular expertise, experience, achievement or commitment. Yet another is the reliance placed on outside contractors. Where managements have been willing to listen, they have learned a lot from a fresh perspective on their problems.

However, there has always been a lot more for trainees to learn from the positive rather than the negative. Here their attitude is crucial and lest they forget this vital point they are reminded of it prior to every new departure into the field. If they want to help and to learn they will always find people willing to help them, to accept them and to make them feel they belong. Within companies they are attached to, being part of a team with shared problems and objectives is a situation from which trainees have derived very great benefit. Though people relationships are the key, the new methods and approaches and new technology are the spurs. At the Cwm Coking Works in South Wales a trainee who is now part of the top management team at Zimbabwe's Wankie Colliery was able to work with new technology which was about to be installed there. Trainees have had a chance to see a vast variety of new technology and techniques wherever they have worked. Much of this has involved the latest computer technology and virtually all of them have taken the opportunity to acquire skills in this field which will certainly put them ahead when they return home. Conclusions from such experience are shared by trainees with their colleagues when they get back to the university. Many of the companies in which they work have technologies which they would not have the chance to experience back home. All have something to offer trainees who are hungry for experience and knowledge and who welcome the opportunity for interface with different management traditions and cultures.

Whatever the technology, trainees are encouraged to place most emphasis on the consideration of the people aspect of problems and policies. Their successful integration into companies in Europe enables them to do this. It is the people problems which will loom largest on their return home. Thus trainees are encouraged to develop the most subtle antennae in their experience of and observation of the interplay between the manager and the managed. Trainees have observed and pointed out amongst other things, the strengths and weaknesses of communications systems, the alienation of workforces by management's failure to communicate, and the differences in training emphasis between Africa with its emphasis on formal training and the UK. A trainee on attachment to a branch of a Zimbabwean company's UK parent company had interesting observations on the differences and similarities of the company's sub-cultures. Disciplinary policies have come in for

comment and comparison as have policies on sickness, absence and communications. Relations with the Trades Unions are always a point of special interest as are companies' attitudes to status and hierarchy. Being in a position to make such comparisons helps trainees to decide what is appropriate for their home circumstances. They have been particularly responsive to the differences in company culture and management practice between the British Isles and Portugal in their relationship to Africa. At Carnon Consolidated trainees were able to observe management's successes and failures in their struggle to maintain employees' morale and commitment after the catastrophic collapse of the tin price.

Of course the closer trainees are able to get to people, the greater the chance to discuss their ideas and observations with colleagues on their attachments and to share enthusiasms. The fact of fewer people and the greater use of machinery and technology are always remarked on by the Africans. Another factor which is much remarked on is the delegation of decision-making authority far down the line in most European companies.

Companies are all asked to put trainees under as much work pressure as possible to enable them to get the maximum from the attachment. Thus they have found themselves metaphorically being thrown in at the deep end and given some very special challenges. They have had some totally new experiences and challenges and been in a position to develop new interests. Of course it has seldom been plain sailing for trainees and many have had to overcome considerable difficulties both personal and at work. As an experienced manager at UCAR Sheffield put it, "You don't learn in situations where you are comfortable and all is going well". Almost all trainees have demonstrated strength and resilience in overcoming these problems and have become stronger and more confident as a result.

5.16 Special Experiences

All work attachments have been special experiences for trainees in one way or another. However, during the dynamic, sometimes traumatic period of change in the British Isles through the 1980's and into the early 1990's there have been several particularly interesting situations in which they have found themselves.

First of all the Cornish tin mining industry where there were always four trainees on each period of attachment at Wheal Jane for the first two years of the Trust. After the collapse of the tin price in 1985 the industry was in a constant battle for survival. Trainees were able

to work within and feel part of this struggle and to experience the economies and the means taken to cut costs. They were able to see the effect of the changes on the workforce and to observe measures taken by managements to maintain morale and commitment. One trainee spent an attachment with the Geevor Mine after it had ceased mining operations but was still maintaining equipment and working on plans for a restart to mining operations when a rise in the price of tin permitted this.

Other special experiences involved the two attachments to the British Steel Corporation's factory at Ravenscraig. This was special because it allowed the trainees to experience and observe the type of "transformational management" which it had been necessary to introduce and sustain in order to turn round the company as a whole from drastic loss maker to success. One trainee reported a management's efforts to avoid returning to old attitudes, "at all costs". At British Steel too, two trainees had spells at the company's Shap limestone quarry when they were able to introduce much needed professional mining procedures. Transformed attitudes and practices were also experienced by the two trainees who were attached to the British Coal's Shirebrook, Markham and Cwm collieries.

Another special experience was had by the first African trainee sent on attachment to the Somincor copper mine in Portugal. Here despite the state of the art technology, systems and procedures such as for planned maintenance had yet to be developed and this he was able to do with the help of his experience on a similar sized mine in Zimbabwe. The cultural aspects of working in an area of Portugal with a level of development close to that of many Third World countries were also of great interest to him. The cross-cultural antennae have also come into play for the Zimbabwean female metallurgist who spent a recent attachment working on the commissioning of a new plant in Ecuador.

Of course every attachment is primarily a matter of what the trainee makes of it. One trainee was particularly interested to observe the differences and similarities in company culture between a T & N UK operation and the same companies' mine in the Zimbabwean midlands.

The familiar theme of a struggle for survival to which some trainees have had to return in Zimbabwe was experienced by successive trainees at the technically sophisticated Capper Pass Metal Refinery on Humberside which was finally closed down in 1990. Here metallurgists were able to gain experience on what was sometimes described as "the refiner's refinery" and to play a variety of parts in the struggle to keep it viable.

5.17 Trust Director's Role

Although the Trust Director operates according to a general policy laid down by the Trustees, as the only person with full time responsibility for the Trust he has a special role and discretion in exercising his function and formulating policy. In this he will be mindful of the need to learn from mistakes and adjust policy accordingly. He should also be on the look out for new ways of maximising the effectiveness of the programme. Assisted by a secretary/assistant and a part-time accountant, he is responsible for administration and is the link man between RTZ, the Trustees, industry in Africa, the university companies in Europe providing work experience and the trainees.

His central role is to strengthen the trainees as a group or as individuals. To help him to exercise it he must get to know them well and gain their confidence and their trust. He must try to become a friend to be in a position to encourage, guide, motivate and redirect and occasionally to censure. In a sense he should be the team leader as well as the catalyst who builds, motivates and strengthens and directs the group as a whole capitalising on strengths and overcoming weakness. In this position using individual experiences, he can help the group draw conclusions for the benefit of all.

His first objective is to help trainees settle down in the European environment, to see all their experiences in a positive light and to take maximum advantage of the environment. For effectiveness in this he really needs to be able to understand and relate to the particular African situation from which the trainee comes. Regular trips to Africa and keeping in touch with developments there, particularly through the monitoring of ex-trainees' progress helps keep him up to date with the industry there and with local realities.

One of the things the Director must bear in mind is how the success of the programme is dependent on the performance of trainees on work attachments. As a sustained programme of attachments will ultimately depend on whether the trainee has done a good job and made a good impression, he must do whatever possible to ensure that trainees have appropriate experience and qualifications and an appropriate attitude when going on attachments. Furthermore, he must try to balance the attachments in such a way as to try to ensure that in the case of a relatively weak attachment it is followed by a really good one, thus to

minimise the risk of losing the facility, as well as to reinforce the trainee's self-confidence. Visits to companies during work attachments are of vital importance to monitor trainees' progress and to check on how things are going from the company's point of view. The sustainability of the whole programme depends on the company's continuing commitment. Where necessary during attachments the Director is in a unique position to act as an intermediary and explain the company's viewpoint to the trainee and vice versa.

With his overall perspective the Director can draw conclusions and make appropriate changes. With the Trust's and the university's flexible approach he has been in a position successfully to apply principles in management development taken from a number of companies and countries.

CHAPTER 6

THE RESULTS

6.1 Introduction

In this chapter the ex-trainees return home is considered and the problems and challenges they face in reintegrating into the work environment and resuming careers. The way they have been changed by their experiences is described as well as the principal factors bringing about change. Also looked at is the progress they have made since their return home in terms of achievement and promotion and relative to their peers. Finally, the progress is measured and assessed according to various criteria.

The conclusions reached are the result of the systematic monitoring of the progress of ex-trainees. Records made of conversations with them and their managers over the years are drawn on as are a large number of letters and reports. A number of conclusions result from two questionnaires sent out in December 1991 to ex-trainees and their managers. Of the forty sent out to each, twenty-four were completed by the ex-trainees and also twenty-four by their managers. The following questionnaire was sent to managers:

MANAGEMENT VIEW OF EX-TRAINEE.....

(Please tick)

| Please score on an ascending scale | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| The trainee | | | | | |
| Pre-ZTMTT | | | | | |
| On his return home | | | | | |
| Now | | | | | |
| His career progress relative to his peers | | | | | |
| Pre-ZTMTT | | | | | |
| On his return home | | | | | |
| Now | | | | | |
| His relations with subordinates | | | | | |
| Pre-ZTMTT | | | | | |
| On his return home | | | | | |
| Now | | | | | |
| His understanding of the issues bearing on management. | | | | | |
| His willingness to take responsibility. | | | | | |
| His willingness to take initiatives. | | | | | |
| His ability to manage people. | | | | | |
| His ability to manage across colour lines. | | | | | |
| His confidence level. | | | | | |
| His overall effectiveness as a manager | | | | | |
| His prospects | | | | | |
| His ability to produce new ideas | | | | | |
| The importance of the academic part of the course | | | | | |
| The importance of work experience on the course | | | | | |
| The importance of getting away from the local environment for his training | | | | | |
| The relevance of the course to African circumstances | | | | | |
| The overall effectiveness of the course | | | | | |

COMMENTS

The following questionnaire was sent to ex-trainees:

ZTMTT TRAINING

CONFIDENTIAL

NAME.....

(Please tick)

| Your ZTMTT experience(score on an ascending scale) | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Overall success in your career. | | | | | |
| Helping your awareness of the importance of management. | | | | | |
| Relevance of the work experience. | | | | | |
| Relevance of Academic training. | | | | | |
| Your self-confidence. | | | | | |
| Awareness of the importance of people in management. | | | | | |
| A wider overall perspective. | | | | | |
| Putting your own culture in perspective. | | | | | |
| What you gained from other cultures. | | | | | |
| The significance of culture in management. | | | | | |
| Coping with racial stereotyping. | | | | | |
| Effectiveness in managing across colour lines. | | | | | |
| Ideas on effective management. | | | | | |
| Business skills and techniques. | | | | | |
| Friends and contacts. | | | | | |

| Career Progression(Score on an ascending scale) | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| How were you seen by your employer pre-ZTMTT? on your return home? now? | | | | | |
| Your view of your prospects? | | | | | |
| Your progress relative to your peers? pre-ZTMTT? on your return home? now? | | | | | |
| What was your salary pre-ZTMTT? | | | | | |
| What is your salary now? | | | | | |
| Please specify any improvement in housing and benefits received | | | | | |
| Approximately what proportion of your work time was spent on technical matters: pre-ZTMTT? On your return home? Now? | | | | | |
| Approximately what proportion of your work time is spent on issues related to people now? | | | | | |
| How many people are you responsible for in your current position. | | | | | |

6.1.1 Handling the Data

The rated data was handled as follows:- for both surveys ratings for the various factors under the numbers from one to five, were counted separately, multiplied by the number and then added together to produce a total. This total was then expressed as a percentage of the maximum score (ie number of ratings given multiplied by the top score of five). The raw figures from the two surveys are shown in appendices after the final chapter. It should be borne in mind that all the factors were not necessarily given a rating either by ex-trainees or by managers.

For the non-rated data provided by ex-trainees on the Career Progression Section of the questionnaire it was a matter of collation of salary and benefits information and of averaging out the percentage figures given for time spent on technical matters and on issues related to people.

6.2 Settling Back into the Industry

After nearly two years away from home there are numerous problems of reintegration into industry. These come at a vital time in trainees' careers and can be crucial to their progress. They may have taken up a scholarship in the teeth of opposition from management and been warned that on their return peers will have overtaken them. Indeed, this has often been the case, so trainees have the immediate challenge of having to try to make up lost ground while sometimes having to face management hostility as well as peer resentment. As will be seen, management reactions vary a great deal but overall have invariably become more positive as trainees have proved the value of their experiences through achievement. In the early years of the Trust black management being a more or less unknown quantity in Zimbabwe and Botswana, there was no lack of scepticism. Senior European and expatriate management, however, was generally positive and understanding and not too ready to judge harshly the inevitable mistakes of the early ex-trainees who sometimes failed to realise they could only gain acceptance through achievement. Early over-expectation and the attitude on the part of trainees that they were now "trained" managers, played into the hands of the sceptics, often middle level Europeans who, when the inevitable failures occurred, were happy to see the certainties of the old norm confirmed. Fears, doubts and expectations all put trainees under a great deal of pressure. The sensitive and enlightened manager was certainly looking for change, especially signs of a willingness to become managerial and take responsibility and initiatives. The sensitive manager needed to differentiate between feigned confidence to hide a sense of inferiority and newly acquired genuine self-confidence and self-respect. These problems have been articulated repeatedly by managers and by ex-trainees. The progressive manager heartily welcomes all signs of genuine self-confidence as being a prerequisite for the effective black manager. One white manager described an ex-trainee approvingly as returning home, "thinking he was the greatest". The conservative manager would have seen the man in a very different light. The conservative manager cannot, or will not, distinguish between the genuine and the contrived and is inclined to see the Trust experience as having put a lot of inappropriate ideas and ambitions in the trainee's mind. The positive manager welcomes ambition provided it is accompanied by the realisation that recognition, promotion and managerial progress all have to be earned. One such manager has written, "It is a tricky balancing act to ensure that their ambitions and expectations are kept high without making their progress so rapid that they are promoted to a level of incompetence". While on the course trainees are encouraged, as we have seen, to "think management" and to try to see themselves in the most senior positions in the future. Though they are reminded repeatedly

that career progress must be earned, they are keyed up on their return home to face up to all the various challenges without delay. However, they must accept realities, including the attitudes that they face and show a high degree of understanding, sensitivity and patience. Although they have been on a programme that seeks through very special training and experience to help them to grow at an abnormally fast rate, they are nevertheless faced with many people holding a very conservative view on so called "normal" progress.

Additional to these "attitude" problems are the various pressures of cultural conformity and racial stereotyping, which together and separately still represent a potential brake on progress. The fact that nevertheless they have made enormous progress is a measure of the depth of real change, of new self-confidence and of a determination not to be diverted from taking up the management challenge.

Of course ex-trainees have their moment of self doubt when they wonder whether their experiences really have been relevant and really have prepared them for a new start. Most have to re-establish themselves and prove they are fit for the next move up the promotion ladder. Several who had cut their ties with employers when taking up the Trust award are happy to make a fresh start with new employers. For one man the way up the ladder has been a return to basics in a new discipline which he saw giving him greater long term scope for his managerial ambitions.

Mention should be made of the particular difficulties posed by a return to a country and an industry where expatriates, (as opposed to whites on local conditions) are employed in numbers. The question of dependence on expatriates is a separate issue, but their presence and employment, on terms and conditions sometimes vastly more attractive than the local national, understandably causes particular problems for the returning trainee. The danger is of a growing resentment which apart from affecting his effectiveness at work is liable to misunderstanding or misinterpretation by management. The issue is liable to dominate all other considerations and risk putting a brake on individual progress.

6.3 How Ex-trainees see Themselves and are Seen

Change is the constant theme which is reiterated in conversations and correspondence with ex-trainees and with their employers. It is not change for change's sake, but change which helps them to achieve and to produce and to motivate others to do likewise. To be

considered are ex-trainees' views of themselves and how they have changed, as well as the opinions of employers and senior managers. The views of ex-trainees and many of their managers expressed during many meetings over the years are quoted. There are also quotes from some of the many letters received from both over the years.

Many ex-trainees have spoken or written about the discovery of change within themselves. They have looked for it to happen and when it occurs they experience immense stimulation and satisfaction. One writes, "I am a new man with different ideas and new experiences", another writes that, "I can already see the results of ZTMTT coming through", and another, "I can now report back that a lot of changes have taken place to me". One man threw some light on his own situation, writing that, "A change of leadership style seemed a bit much for some of my subordinates after I took over. However, with my knowledge of conflict management I was able to diffuse what could have been a major problem. Another writes that, "people have told me they like my style of management ". Yet another writes that ZTMTT has made a dream come true for him. Coming through is the theme of renewal and change with managers commenting that individual trainees have, "grown in stature" or as having acquired, "polish, confidence and an ability to cope with the stress of greater responsibility". Implied if not articulated is the idea that trainees have come to see people as people and no longer principally in terms of their race.

The change in ex-trainees' self-perception and the way they come over to others is of course closely linked to the whole question of self-confidence. For many and for their employers this is the most important aspect of the ZTMTT experience and one that is particularly important for the circumstances of Southern African blacks. One writes that, "If one is confident not many things are impossible". Certainly confidence is the key to bringing trainees' knowledge and experience into play and stands to be further reinforced by achievement and the opinions of others in the home context. One manager writes of the course that, "It certainly gave confidence to a rather exceptional young man who will be an important member of our management team as he gains experience". A trainee describes the "sonic boom" of self-confidence produced on attachments while free of the "restraints" of the home environment.

Confidence has special importance for blacks returning to a sub-continent where residual racial stereotyping persists together with sometimes outright racist attitudes. Coping with this situation will be an every day reality for many ex-trainees. All indications are that they are

coping very well. One writes, "One very important change is that I am now completely colour blind. Whereas before I could manage black subordinates well, I had difficulties with other races. Now that phobia or complex has gone". For many this is the result of developing real relationships across the colour bar for the very first time in their lives. They had to leave Africa to understand the white man. A manager writes, "The most marked improvement is in the field of confidence in dealing with subordinates of all races". Another perhaps surprising change involving race is that trainees certainly find that managing people of their own race and culture has become easier. Their understanding and espousal of the management role is one reason for this. Returning home to Zimbabwe, Botswana and Namibia over the past eight years, ex-trainees have been able to change workforces' preconceptions over the relationship of race to management. All workforces appreciate good managers and African workforces can be particularly critical of people of their own race who do not come up to scratch. Certainly the "people" theme receives more emphasis than any other during the course and is one that is given a very high priority by ex-trainees. Most come on the course as essentially technical people with limited man management experience. They leave no less technical, but with the importance of man management at the top of their agenda. This is the area where, in some cases, there has been a total transformation with self-discovery coinciding with discovery of the all importance of man management. We shall see later how trainees who spent minimal time on managing people before the course now spend a high proportion of their time dealing with people management problems.

Overall the new confidence gives ex-trainees the feeling of having been empowered and of having a special advantage over their peers. One man writes that ZTMTT "puts you 50 yards ahead in a 100 yard race".

Another theme that comes through the letters and conversations is that of having new ideas to help them as managers. They are certainly a great deal more adaptable and have a far wider perspective. One manager writes of the value of "experience and exposure to practical operations especially in the UK" and of the opportunity to discover that particular problems are "...not peculiar to Zimbabwe but common to other countries". One ex-trainee speaks of the effect of the course as enabling him to know himself and to broaden his outlook. He says it gave him the courage to tackle things he would not otherwise have tackled. He goes on to talk of feeling entrepreneurial and mentions plans to start his own engineering business.

Another major factor helping ex-trainees to be managerial comes from the understanding and mastery of business and commercial skills which they acquire during the course. They are now fully aware of considerations relating to financial success and profitability. One man recently promoted to a very senior post writes that it is his financial management skills, which combined with diverse experience on the course and people management skills, have enabled him to shoulder his new responsibilities with confidence.

Of course self-confidence and feeling managerial are all very well but it all needs to be translated into the sort of action and behaviour needed to get things done. There are as many different styles of management as there are managers and the course helps individuals to decide for themselves what will work for them personally and make the best use of their strengths. By common consent, however, all managers need, from time to time, to prove particular abilities and to demonstrate a willingness to take particular action. Apart from an understanding of the issues bearing on management and a facility with people, these include the willingness to take responsibility and initiatives.

It is these latter criteria which certainly most needed to be addressed in the Southern African context and are regarded as the best indicators of whether somebody was or was not "managerial". On this basis the survey of ex-trainees' managers sent to them in December 1991 is particularly encouraging. The scoring out of five on "willingness to take responsibility" gives a majority of five's and four's, with the rest three's and only one two giving an overall rate of 84 per cent. "Willingness to take initiatives" scores, according to a similar pattern at 78 per cent. Of course these are all subjective judgements, but it is nevertheless highly encouraging that ex-trainees should be seen in so positive a light in an area where the traditional view has tended towards claiming insurmountable problems. Trainees' ability to manage across colour lines is also scored very high by managers at 76 per cent with the first four intakes gaining the majority of top marks. This indicates that once eliminated in trainee's minds the race factor does not reemerge.

Overall, results and what managements and the ex-trainees say, show very clearly that for the vast majority a fast growth rate having been triggered, they are continuing to grow. One trainee writes of, "two promotions for me and another not far into the future, and another simply says, "I am continuing to grow".

Change has sometimes been dramatic - nearly always fundamental.

Next we shall take a retrospective look at the main features that have brought it about.

6.4 What has Brought About the Change?

The key question which ex-trainees have to ask themselves and their employers is whether and how an absence of nearly two years has made them better equipped to be effective managers than if they had stayed at home. They will be judged in the harsh world of results, probably with the minimum allowance for readaptation and settling in. Numerous conversations with ex-trainees and their managements have never indicated any problems in this field and it can reasonably be concluded that the adaptation training received through the whole ZTMTT experience with its regular moves, changes and consequent challenges is the main reason for this.

Fundamental to the whole approach and its success has been that the programme has taken place within another culture and free of what an ex-trainee describes as "the restraints of the home environment". Generally in Southern Africa the mould of relationships involving roles and perceived superiority or inferiority needed to be broken. Relationships across colour lines can be strangled by patronization or by the suspicion that the other person's attitude has not really changed. Realistically it is too much to expect that genuine uninhibited relationships should suddenly prevail when they have never existed before. The cleaner and swifter the break with the past the sooner the individual is going to see people as people and not in terms of their race or colour.

How else have ex-trainees been equipped? Firstly, they have had three significant periods of work experience with different technically orientated companies. This has been real experience and involvement with the chance to learn from colleagues, to learn through achievement and from their own mistakes. They have learned in real life situations where effectively they have been ordinary employees and have had the chance to absorb and observe new techniques and technologies at different levels in companies with very different company cultures. In response to the questionnaire sent in December 1991, African ex-trainees gave an overall 83 per cent rating to the importance of work experience as part of the whole. The rating given it by mainly white managers in Africa was 63 per cent indicating a failure to appreciate fully the fundamentals of what has brought about change. However, the Trust has always maintained that the impact and validity of the work experience would not be the same without the academic input with all its potential to impart

new knowledge and ideas and to set trainees thinking. Trainees repeatedly emphasise how they appreciate the chance to relate experience to theory and at the same time to learn from the experiences and different cultural perspectives of colleagues. Thus do they see the academic element as an indispensable part of the whole. They give its importance an 86 per cent rating. Management's rating is only 62 per cent, reflecting perhaps a lesser appreciation of what it is about and some disillusion with academic approaches in general. One aspect of the academic course receives a particularly high rating in the survey of ex-trainees. This involves the 92 per cent given to the business school element of the course. Financial literacy and appreciation of the importance of considerations of profitability are indispensable to ex-trainees as they climb the promotion ladder and are highly valued by managements.

Whatever the merits of the work experience or of the academic side of the course it is the mix and the way the two are combined that have made the Trust's approach unique and uniquely effective for Africa. An ex-trainee has written, "The value of the academic training as provided by The City University cannot be underestimated in so much as that at the end of it all one ends up with an internationally recognised qualification, but it is the value of the industrial attachments that in my view made the difference".

One senior manager writing of the way the course has helped one of his subordinates mentions the benefit of gaining-cross functional experiences. He writes, "The impact would not have been as great had he stayed in the narrow metallurgical field". Another manager mentions the problem he has of people coming up through the ranks of his company, never having had work experience elsewhere. He says, "this would be designed to broaden their horizons and to question our present method of doing things to see if there were alternative, more efficient ways of achieving objectives. The exposure to industry in the UK partially achieves that objective....."

Trainees have had some experiences way out of their technical discipline and others in situations where they are able to draw a direct parallel with their experience at home. One ex-trainee finds similarities in the situations of Tara Mines in Ireland, with its Finnish connections, with a foreign dominated management as in his own company in Botswana.

With the assumption that effective management requires wide perspectives on all aspects which bear on it, ex-trainees give a 90 per cent rating to the course in this respect. The importance of cultural perspective has received more attention on the course in recent years.

We have already seen how little importance it has been given in Africa itself and it is both interesting and encouraging to see that all trainees responding to the questionnaire who were in the fourth or subsequent intakes gave a four or a five out of five rating to the importance of what they gained from other cultures, and to their rating of the significance of culture in management. Certainly everything points to its importance as not just desirable but as a requisite for effective management. The white Zimbabwean manager of one of the ex-trainees pointed to the man's newly acquired ability to gain the vital understanding and respect of the "mudalas" or older employees. In short he was making the most of his knowledge of his own culture and giving it due consideration in his approach. This is typical of a new attitude whereby more recently trainees have moved away from what they originally thought were appropriate "western" management attitudes to ones which really work for them.

It is ironic but fundamental to the whole approach that coming from a continent where by universal acknowledgement people management is of paramount importance, the importance is particularly underlined by what they learn outside the continent. They find perhaps to their surprise that people are pretty much the same all over the world and that problems they thought particular to their country are the same in Europe. The importance of the people aspect is rated four or five by all ex-trainees giving an overall rating of 91 per cent.

We have already considered the enormous residual problems of racial stereotyping, particularly in Southern Africa, which are the product of generations, even centuries of the norm of European leadership and management. This is a stereotyping that is not easily broken on either side of the racial divide. Thus, some attitudes die hard and ex-trainees are still likely to encounter racial stereotyping. In South Africa the problem looks likely to persist for many years to come. The survey indicates a 78 per cent rating for the course's value in helping trainees cope with racial stereotyping. Its value in helping trainees to manage across colour lines is given a 79 per cent rating. We have already seen how the course has helped trainees, sometimes for the first time, to see people as people and not in terms of their race. This makes it easier for them to deal with racist attitudes amongst whites.

The totality of trainees' experiences and training will have given them an enhanced and focused appreciation of the importance of the management function as well as a great many new ideas as to what style and practices will work for them. Many trainees arrive with an

incomplete picture of the scope and importance of the management function and only a vague idea of how it relates to them. With a single exception everybody surveyed gave the course four or five out of five for giving them ideas on management. This produced an 85 per cent rating. The rating given to the importance of management as a whole was even higher at 87 per cent.

Overall trainees have changed because they have experienced, they have learned and they have succeeded. All their various successes during industrial attachments and at the university have built up confidence and laid the foundations for further success. Success and achievement and continuous learning have become a habit.

A senior manager sums up the benefits of the course and the changes that it has brought about in the ex-trainees he employs in a letter in which he says, "The course,has given them a greater insight into managerial responsibility. We are delighted they had not been placed in industry in the UK as student observers but were given full responsibility in supervisory positions. This has been a key to their greater confidence and know-how".

For the majority of ex-trainees the Trust experience is a total one whose success depends more than anything else on their own attitude and willingness to help themselves. Their progress has been made possible because the ingredients to enable learning to take place have been there for the taking. The way these ingredients have been brought together and the successes they have produced have made the course unique.

6.5 Measuring Progress

The following sections are concerned with measuring the progress of ex-trainees according to various criteria. First we compare the way they were seen by management prior to coming on the course, on their return home and the way they are seen now. In order to try to reduce the distortion from the 'subjective' factor, management's assessment is given together with the way the ex-trainee thinks management sees him. Also considered are how their prospects appear and how they compare relative to peers. On the material front the salary progress of ex-trainees is described as well as their increased benefits as they climb the promotion ladder. Then considered is their progress in terms of two more criteria, firstly the time spent dealing with technical problems as opposed to people problems and secondly the number of people for whom they are responsible. Finally, we look at ex-trainees' career

progress and promotion records and the impact they are making on Southern Africa's mining industry.

6.6 Measuring Changes in the Management's View of Trainees and the Way they See Themselves

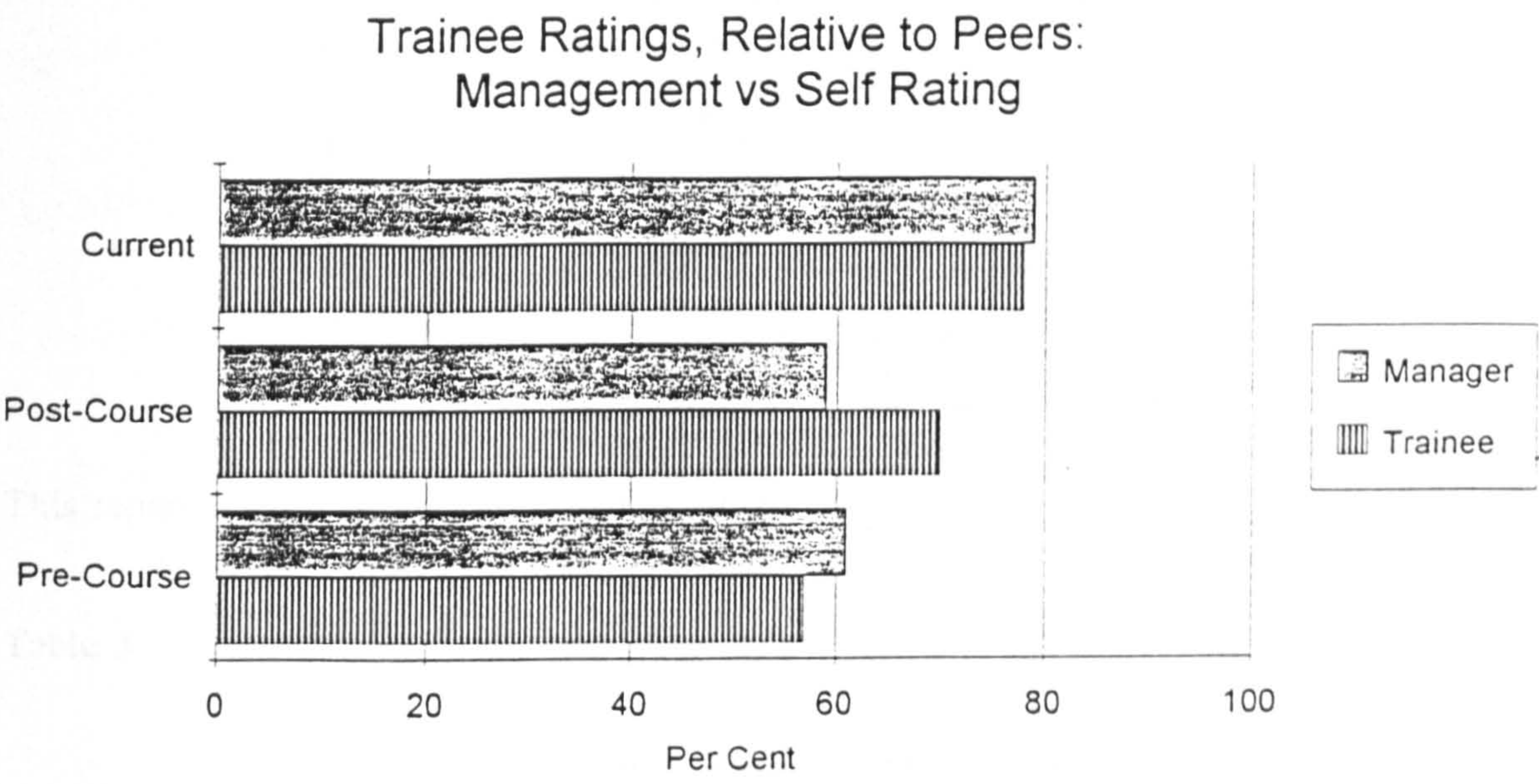
The survey shows that prior to coming on the course managements gave trainees individual ratings of between 2 and 4 out of 5 with an overall rating of 60 per cent. Trainees' own view of the way they were seen was a similar 61 per cent. The comparable figures on their return home were 64 per cent and 73 per cent, indicating a significant improvement in the way they were seen as well as of the way they saw themselves. The real test is of course the way they are seen now in the light of their performance and progress. Here they are scored and score themselves with a majority of 4's and 5's at 79 per cent and 86 per cent respectively.

It would be very disappointing were ex-trainees not to see their career prospects in a very favourable light. Indeed they do and give themselves mainly 5's, with an overall score of 89 per cent. Very encouragingly the management view is close behind with an overall 85 per cent.

A major test, if not the main test, of the effectiveness of the course must be on the progress of ex-trainees relative to their peers. Prior to departure they were rated and rated themselves at 61 per cent and 57 per cent respectively. The latter figure is interesting in that it confirms that at this stage they had only a moderate opinion of themselves. On their return the comparable figures were 59 per cent and 70 per cent. The significance of these figures is in the drop in the way they were seen by managements compared to when they left and the leeway that they had to make up. They also show a significant rise in their own self-esteem. Now their progress relative to peers is rated and rated by themselves at a very encouraging 79 per cent and 78 per cent, showing how almost two years away from home is seen to have been worth while and made up for even in the case of people from the most recent intakes.

The pattern of growth in the way trainees have come to see themselves relative to peers and are seen by management is illustrated in Table 1.

Table 1



6.7 Salary Progress

This is obviously a sensitive subject and some trainees have omitted to give details of salary progress on the questionnaire. There is, however, enough information to be able to show separate progress figures for all intakes and to point to a pattern. The intakes must be looked at individually because obviously overall increases diminish in proportion to the time spent back in the workplace after the course. Furthermore, it is necessary to compensate for annual inflation levels of between 8 and 22 per cent in the region over the period if a realistic picture is to be presented. In pure money terms increases for the first seven intakes have ranged from 328% and 343% for Intakes I and II, to 22% for Intake VII. Compensating for inflation the pattern is as follows:

Table 2

| Intake | Nationality | Years back home | % real increase |
|--------|-------------|-----------------|-----------------|
| I | Zimbabwean | 7 | 43 |
| II | Zimbabwean | 6 | 48 |
| III | Zimbabwean | 5 | 19 |
| IV | Zimbabwean | 4 | 24 |
| V | Zimbabwean | 3 | 16 |
| VI | Zimbabwean | 2 | 13 |
| VI | Botswana | 2 | 64 |
| VII | Zimbabwean | 1 | Nil |

This represents a percentage real annual increase of:

Table 3

| | |
|------------|--|
| Intake I | 5.2 |
| Intake II | 6.8 |
| Intake III | 3.5 |
| Intake IV | 5.5 |
| Intake V | 5.7 |
| Intake VI | 6.3 for the Zimbabweans 28.1 for the Batswana |
| Intake VII | Nil |

These figures show a pattern of substantial real increases. The Intake VI figures for Botswana represents two individuals, both of whom have had two promotions since their return home. Salary increases received by Intake VII trainees since their return home have not yet made up for what they lost through inflation during their absence. The nil figure both underlines how impressive are the figures from the previous intakes and illustrates that returning trainees are being expected to earn increases in salary and cannot expect them as of right.

6.8 Benefits

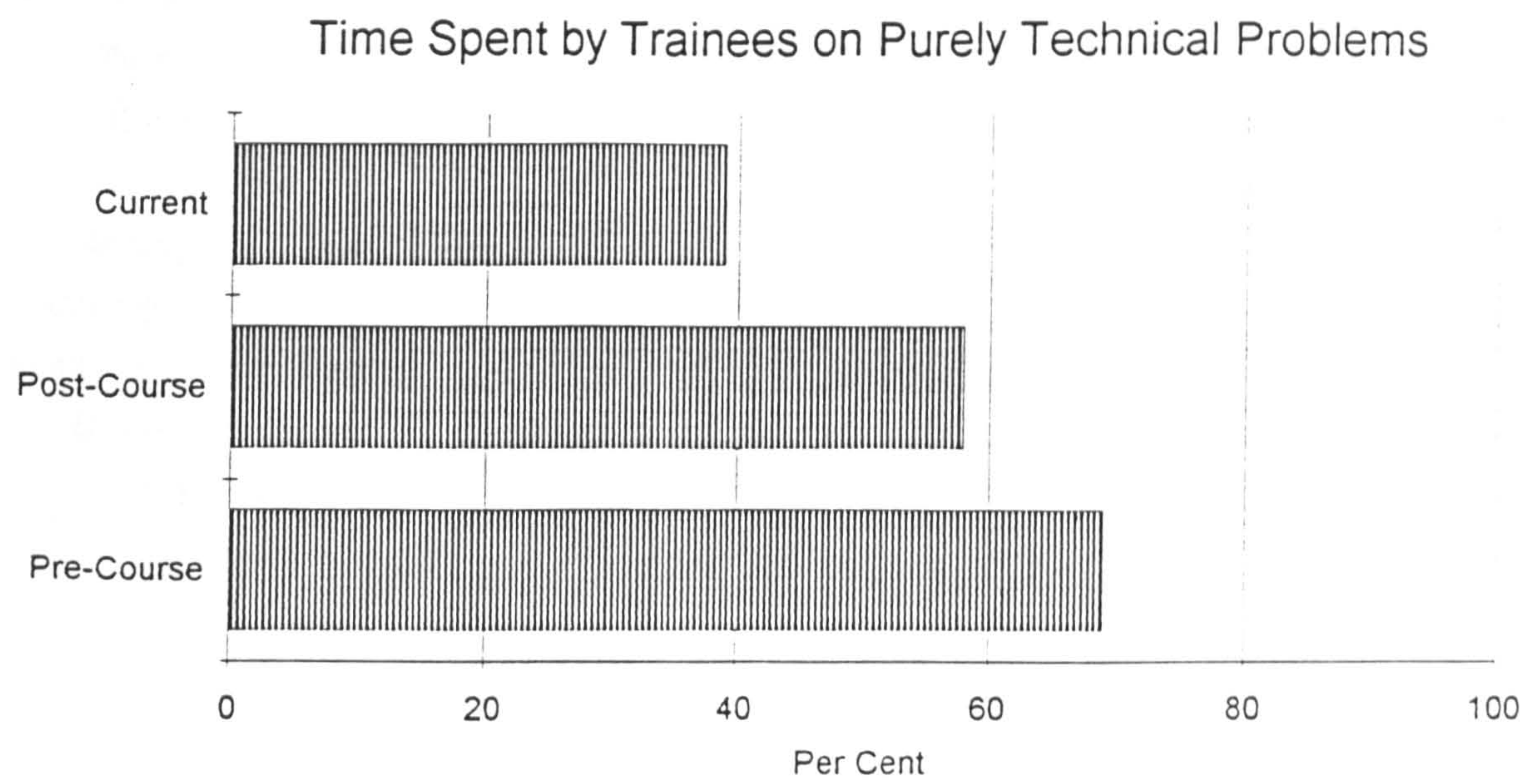
The survey revealed a wide range of improved benefits now enjoyed by ex-trainees. These vary from housing (including in three cases the region's top status symbol, a swimming pool) and improved housing (68 per cent of people) and cars (37 per cent of people) to improved pension terms, paid school fees and domestic servants. Up to and including Intake VI only a single ex-trainee had not received improved benefits.

6.9 Time Spent on Technical and People Problems

The figures here demonstrate the extent to which ex-trainees had been categorised and categorised themselves before coming on the programme as having mainly technical responsibilities with minimum responsibility for people. Although an important criterion for Trust selection is some people management experience to which trainees can relate, the overall percentage of their time given by ex-trainees to the technical element of their jobs pre-course was 69 per cent. On their return the figure was 58 per cent and it is now 39 per cent. The answer to a separate question on people management indicates that on average they now spend a statistically compatible 61 per cent of their time on people management problems. Numbers of people for whom ex-trainees are responsible are mainly in the range from fifty to one thousand. The average is two hundred and forty-four people.

By multiplying this figure by the total number of ex-trainees covered by the survey (forty) an approximate number of people for whom ex-trainees are responsible can be arrived at. At well over 10,000 this represents a very considerable impact on the region's mining industry.

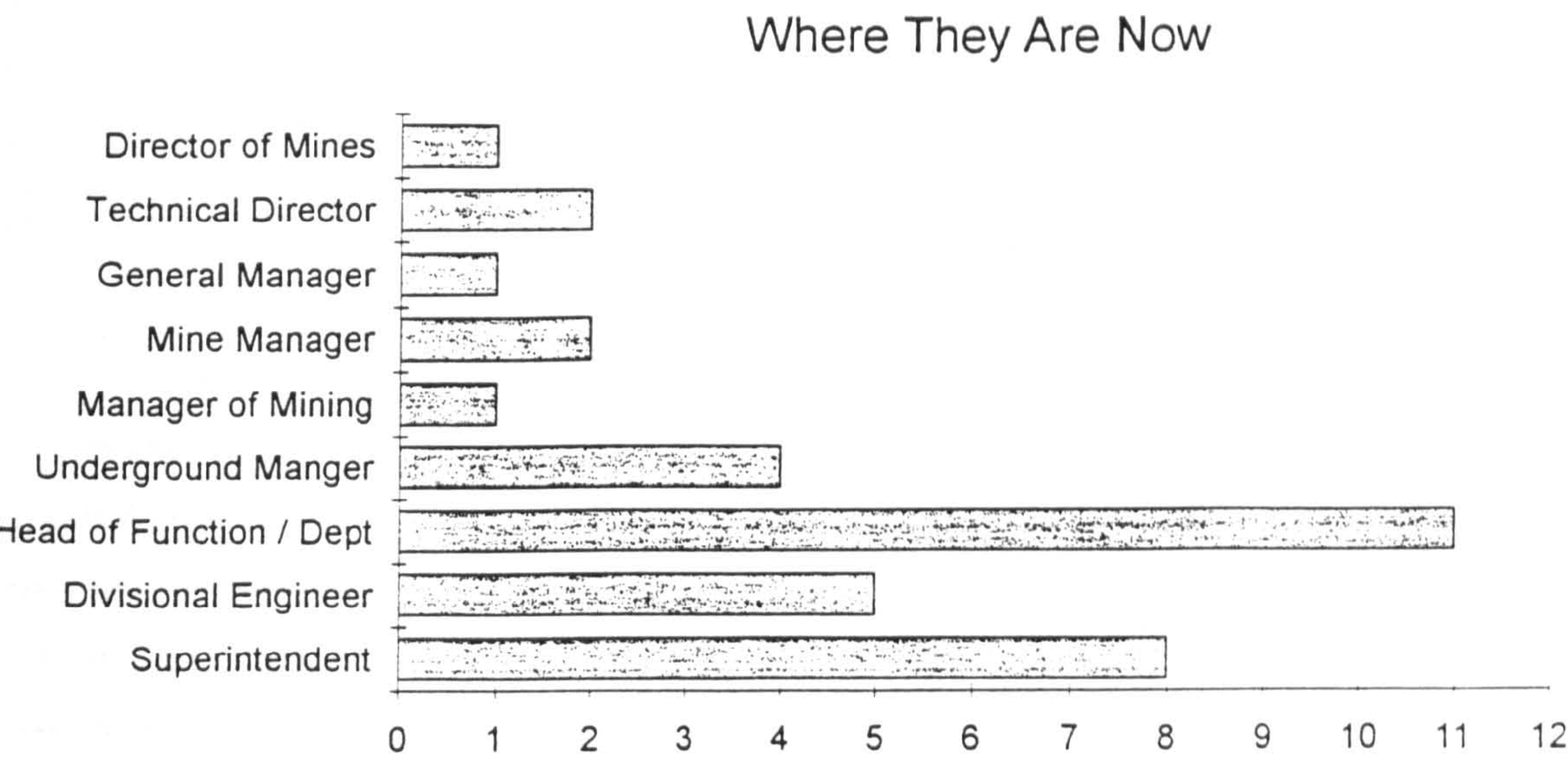
Table 4



6.10 Promotion Patterns

Of the fifty black Africans from the first eight intakes who have completed the course two have died and two more have not remained in touch with the Trust. For the remaining forty-six, virtually without exception career progress has been impressive and in several cases spectacular. Thirty five ex-trainees now occupy top executive or senior positions which in mining terminology are at the level of Underground Manager, Divisional Engineer, Head of Department and Superintendent or above. One is general manager of a major mine in Zimbabwe and there are two other mine managers. Two are Technical Directors of important Zimbabwean companies. One is Director of Mines for the Namibian Government. The following table indicates senior positions currently held by trainees.

Table 5



There is no discernible difference in the pattern of progress between ex-trainees from the different technical disciplines. We have already seen how despite potential difficulties in resettling and resuming their careers, overall ex-trainees have not encountered any problem here and nearly all have had their first promotion within a year of their return. In contrast to early intakes most trainees now rejoin their pre-course companies. This indicates a radical change in the way companies view the Trust and what it offers.

The following tables summarise the findings of the two surveys:

Table 6

Management Rating of Course and Trainees

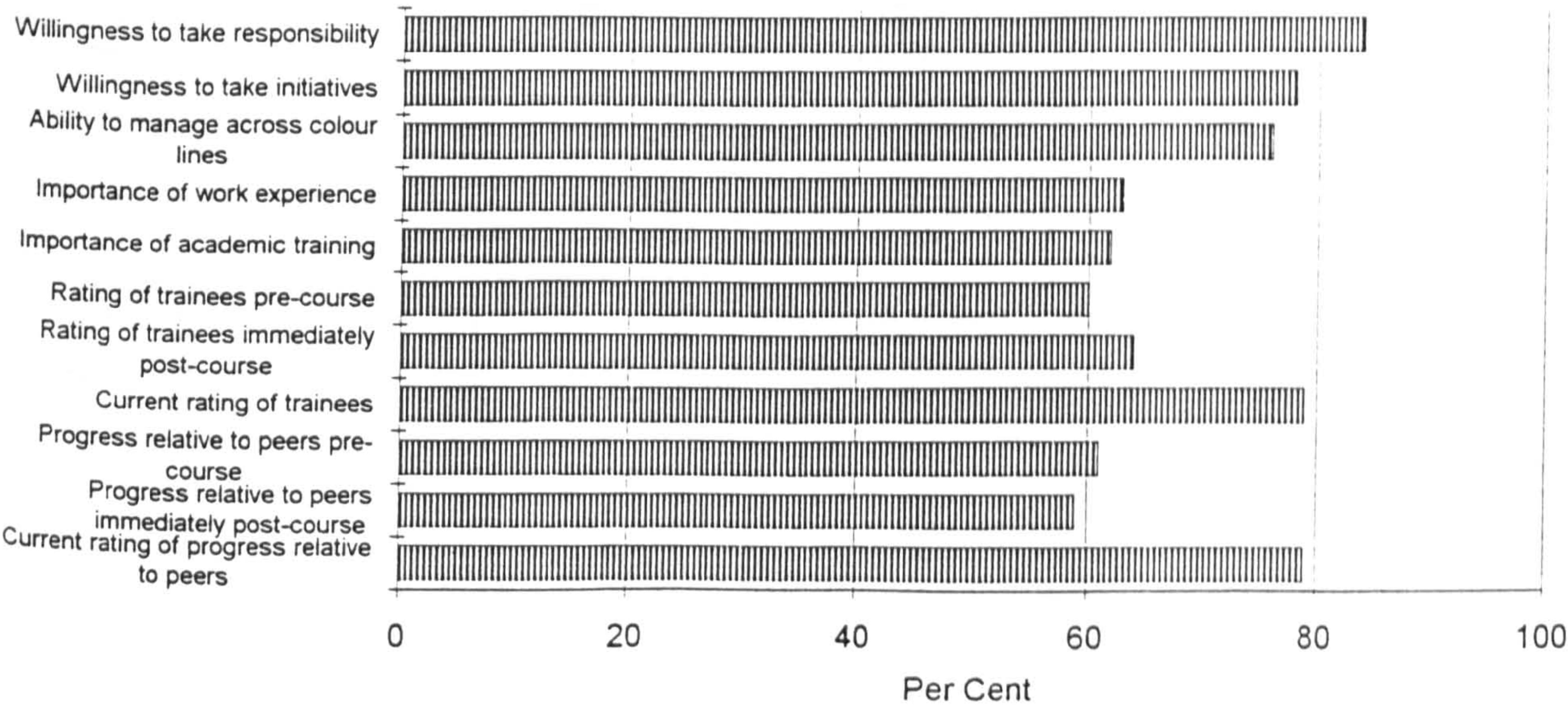


Table 7

Trainee Rating of Course

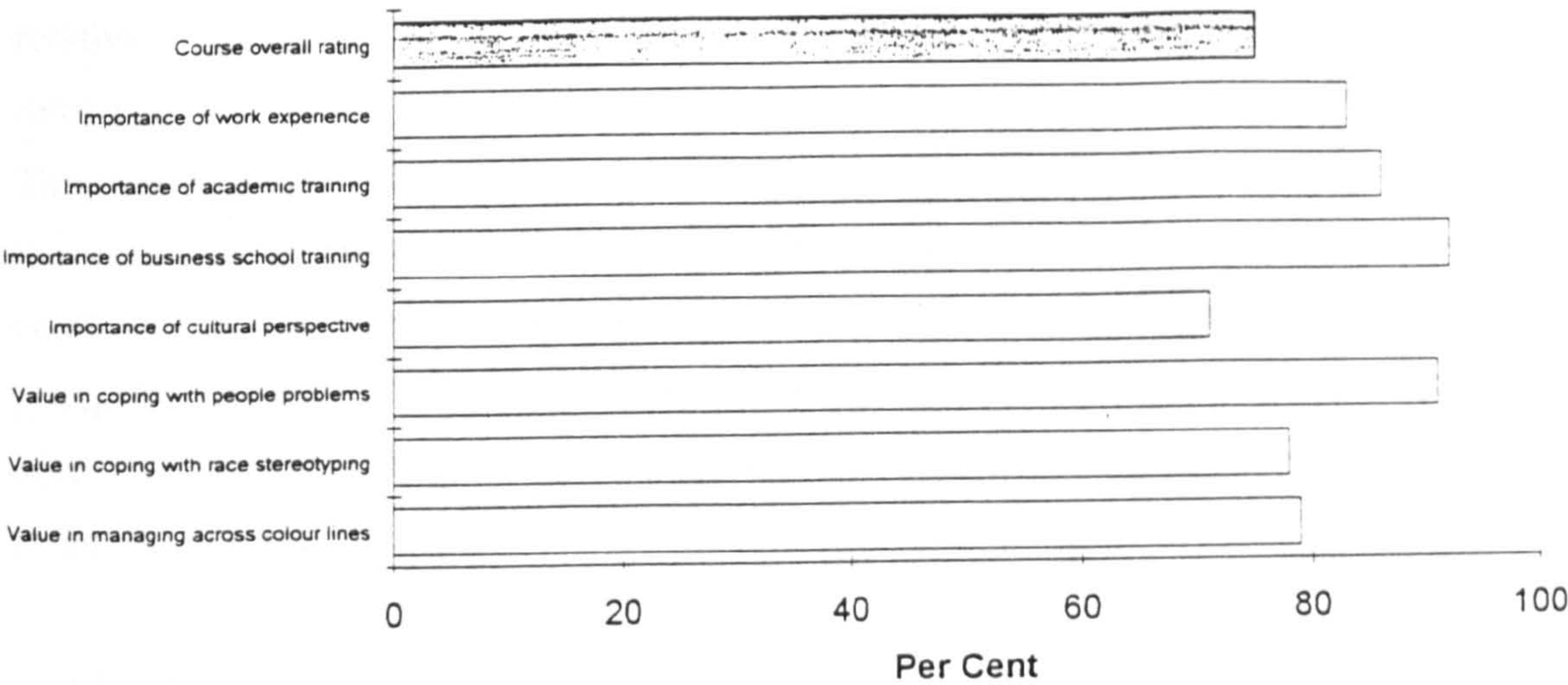
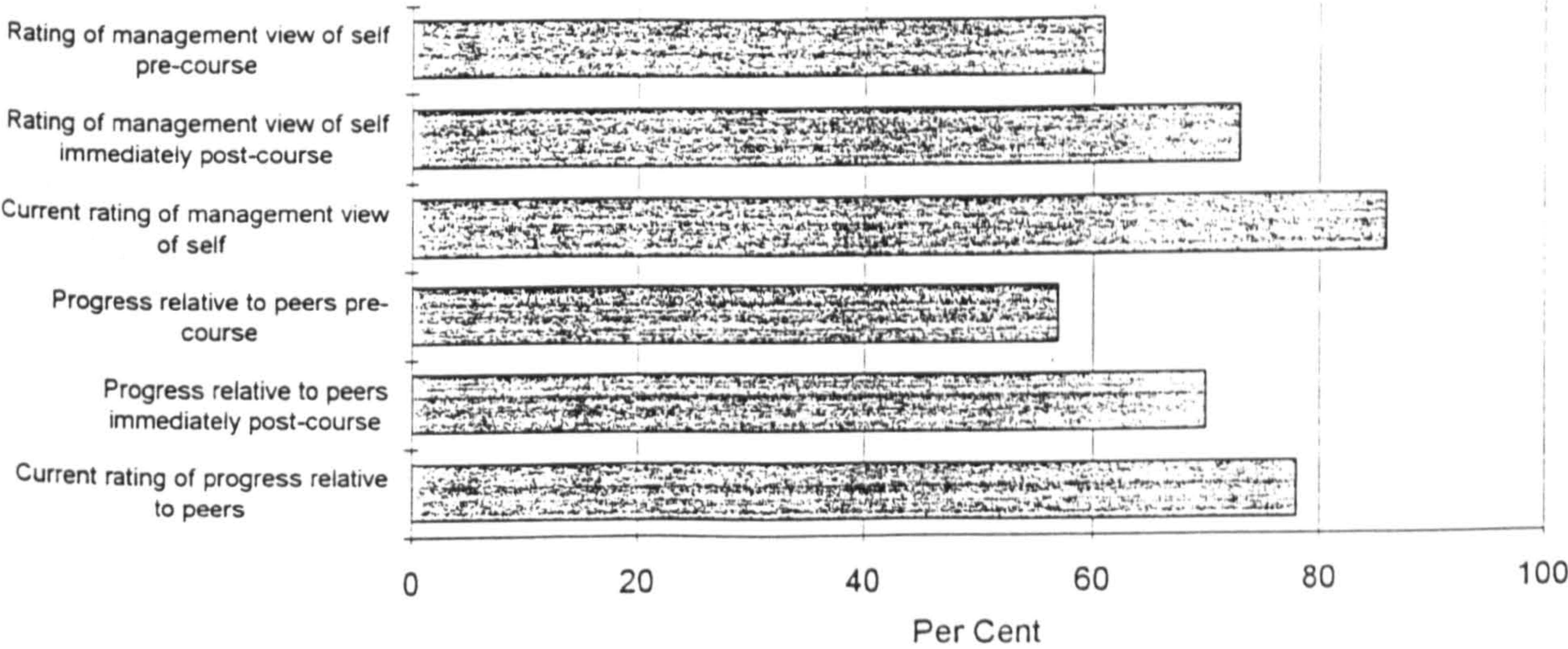


Table 8

Trainee Rating of Personal Progress
Pre- and Post-Course



Taken separately, progress of the African trainees in the individual intakes has been as follows:

Intake I

As has already been seen there were a number of problems with this intake due mainly to relative immaturity and to inappropriate attitudes and expectations. Furthermore, in retrospect due to inexperience, Trust policies and practices were sometimes inappropriate. The overall result was that Intake I returned home with unrealistic expectations and without the realisation that progress would depend mainly on themselves. Now only one of the eight is still with his pre-course employer. Several found that they had to return to basics before going forward again. However, following the death of one, all but one of the remaining seven are now operating at a senior level. Encouragingly all still attribute their success largely to their Trust experience.

Intake II

Of the eight trainees two were diploma level Namibians who were given temporary jobs in Zimbabwe with ZMDC prior to Namibian independence. Back in Namibia one is now making excellent progress, the other is sadly deceased. Of the six Zimbabweans one has not been in touch and another is an analyst on metals futures in London. The remaining four are in Zimbabwe, three in very senior positions. Only one of the eight is still with his pre-course employer.

Intake III

This was an entirely Zimbabwean intake. Of the eight one has not been in touch and is probably working in a neighbouring country. Six of the remainder now occupy senior positions in the Zimbabwe Mining industry and four with their pre-course employers. All received some promotion within a year of their return home.

Intake IV

This was a small intake of three Zimbabweans and one Namibian. The Zimbabweans are all now occupying senior positions and all received some promotion within a year of their

return. Two men are still with their pre-course companies. The Namibian is engaged in mainly academic and research work in Namibia.

Intake V

This intake was made up of five Zimbabweans and for the first time two Batswana. Six of the seven are now back with their pre-course employers. Five of the seven are now in senior positions and all received some promotion within one year of their return.

Intake VI

In addition to two more Batswana there were two Brazilians in this intake of seven. All seven have returned to their pre-course employers and four of the five Africans are now in senior positions, all having been promoted within a year of their return home. The two Batswana were each promoted twice within eighteen months of their return home.

Intake VII

There was a Brazilian, a Zambian and three Zimbabweans in this intake. The Zambian trainee died during the course. Of the three remaining Africans, two were promoted within a year of returning home.

Intake VIII

There was a South African, A Brazilian, a Zambian and three Zimbabweans in this intake. Two of the six Africans were promoted to senior jobs shortly after their return home.

Intake IX

The final intake which at the time of writing has only just returned home consisted of two Portuguese, two South Africans, one Zambian and three Zimbabweans.

The following table illustrates the increasing tendency for trainees to return to their pre-course employers. This indicates a growing awareness in industry of the value of the ZTMTT training.

Table 9

| MOVEMENT BETWEEN EMPLOYING ORGANISATIONS | | | | | | | | |
|---|---------|----|-----|----|---|----|-----|------|
| | Intakes | | | | | | | |
| | I | II | III | IV | V | VI | VII | VIII |
| No. of African trainees | 8 | 8 | 8 | 4 | 7 | 5 | 4 | 6 |
| Trainees returning to pre-course employers | 4 | 1 | 4 | 2 | 5 | 5 | 2 | 4 |
| Trainees with pre-course employers at end of 1992 | 1 | 1 | 4 | 2 | 5 | 5 | 2 | 4 |

The following table illustrates the increasing tendency for trainees to gain rapid promotion on their return home.

Table 10

| Promotion Pattern | | | | | | | | |
|--------------------------------------|---------|----|-----|----|---|----|-----|------|
| | Intakes | | | | | | | |
| | I | II | III | IV | V | VI | VII | VIII |
| No. of African Trainees | 8 | 8 | 8 | 4 | 7 | 5 | 4 | 6 |
| No. promoted within a year of return | 2 | 3 | 6 | 3 | 5 | 4 | 2 | 3 |
| No. with two or more promotions | 4 | 4 | 5 | 2 | 3 | 2 | 1 | - |
| No. now in senior positions | 6 | 5 | 6 | 3 | 5 | 5 | 2 | 3 |

CHAPTER 7

CHANGE AND THE NEW MANAGER

The following are the principal conclusions from Chapter 3 which considered management development worldwide.

1. There is a proven link between education and training levels in a country and national economic success.
2. There is no point in improving technology if there is no equivalent effort in educating managers who can put it into commercial practice.
3. To be fully effective managements and managers must understand local cultural value systems.
4. To be effective managers must regard their culture not just as a reality but also as a strength.
5. In so far as people of different cultures are motivated by different things, policies for dealing with them should be different.
6. The transfer of leadership skills which do not take the values of subordinates into consideration has little chance of success.
7. Hofstede's theory that because people are limited by their own culture, only others with different mental programmes can help them find the limitations of their own culture, has very significant implications for management development.
8. Cultural interface helps to create a positive dynamism.
9. Learning from real experience is reinforced if the lessons can be shared in the context of a mutually supportive group.

10. Participative or active learning helps to produce a positive attitude to taking responsibility, initiatives and risks.
11. Managers learn their crucial problem-solving abilities mainly from other managers.
12. Substantial real experience to relate to is a prerequisite for effective management development.
13. Management development that combines the advantages of group dynamics and the new ideas and skills to be gained from a business training and with real experience at work constitutes a potent combination.
14. The main values in a business education are in the acquisition of new skills and new ideas.
15. When applied with sensitivity and care the benefits of transferring and adapting technology and management concepts far outweigh the possible dangers.
16. A positive attitude to change is of vital importance in management.
17. Change is not normally brought about by criticism or attack and clear formulae for overcoming resistance to change are hard to find. Two of the best ways to overcome this resistance are through the will to achieve and through the enjoyment of success and achievement.
18. In overcoming resistance to change there is the possibility of combining Hofstede's approach over learning from other cultures with DeBono's ideas of the possibility of change through planned experience.
20. High flyers have special needs for optimum development of their potential. These include real challenges to test their energy and abilities, varied and cross-functional experience, the appreciation of interdependence, early responsibility and a positive attitude to the taking of initiatives and risks and the making of mistakes.

21. As part of their encouragement of a total learning approach, organisations should encourage a positive attitude amongst employees towards the development of their own careers. This should include encouragement to acquire diverse qualifications and skills.
22. Companies should encourage a company culture which obliges managers to train and develop their subordinates as part of the job.
23. The development of cross-cultural awareness and an international perspective, normally only acquired through significant experience gained outside the home country, is a requisite for progress in international organisations or for managers of multicultural workforces.

Many of the above can and should be incorporated in management training programmes to cater for the circumstances which prevail in Africa. The part they play in the ZTMTT scheme will become clear later in this chapter.

The following conclusions from Chapter 4 apply specifically to the African continent, and again the way in which they relate to ZTMTT will become clear later.

1. The principal causes of Africa's present problems lie in a history of inadequate management development, coupled with misunderstanding of the management role.
2. Factors which have led to difficulties in relating to the management role often persist after the attainment of self-rule.
3. Over-promotion and 'window dressing' appointments not only damage the business but risk destroying promising management potential.
4. Solutions to Africa's problems do not lie in the unquestioning adoption of advanced technology or practices, but in the adaptation of whatever is compatible with Africa's needs.
5. It is important that Africans should be encouraged to decide their own priorities and solutions, rather than continue to depend on outside "experts".

6. Local enterprise and entrepreneurial skills should be encouraged to foster initiative and self-reliance.
7. Any method which helps to break down resistance to changing traditional African attitudes to the management function should be encouraged.
8. African countries have much to gain from increased co-operation and the benefit from each other's experiences.
9. Africans cannot escape the need to embrace modernity.
10. A more positive attitude is needed to the way culture is regarded by Africans themselves and by organisations operating on the continent.
11. African culture-based strengths are many and include positive attitudes towards learning and change.
12. Cultural factors which are potential inhibitors of African progress to modernity include subjugation of individualism and the obligation to share the fruits of success with family.
13. There has hitherto been little thought or research on the benefits to Africans of work experience outside their own country.
14. The most effective management development for Africa will be in helping Africans to find new syntheses, gain new perspectives and relate the management challenge to themselves.
15. Africa, whilst mindful of the risks, must be brought into closer contact with the outside world for the benefit of both.

7.1. Background

This thesis is written against a background in Africa of confusion and disillusion, frustration and despair as prospects for the future look increasingly bleak. Somehow everything seems

to have gone wrong and there are real dangers of the world giving up on the continent mainly because of a failure to relate to, or to understand, the true nature of the problems. However, a new mood in Africa indicates a growing awareness amongst Africans that the solutions to their problems lie principally in their own hands. The best way the world can help, therefore, is by finding ways to help Africa help itself. The desire for change and the growth of genuine democracy are combining to form a new dynamism. These factors and the will to learn are surely the main preconditions for real progress. A new breed of African manager is needed to lead the change. It is necessary, however, to be reminded of the extent and significance of the barriers that stand in his way.

7.2. Barriers

The historical roles of blacks and whites in Southern Africa and their bearing on management and leadership go back so far and are so deeply ingrained on both sides of the racial divide that it is not realistic to think that they can all be swept away in a very few years as a result of political events. Nevertheless, the experience of the Zimbabwean mining industry does indicate that the passing to blacks of political accountability and responsibility for their own destiny is a prerequisite for significant progress. The chance to blame others which is a major barrier to progress has been removed. This also represents a break with the past, new pride and the acquisition of a symbolic new beginning. However, as experience in other parts of Africa has shown, the attainment of political accountability does not in itself solve everything.

To understand what is involved in African management development it is necessary to look closely at the formidable barriers confronting black people in Southern Africa who aspire to management responsibility. Although there are similarities between the countries of the region the way these barriers vary between countries depends on factors such as the length of time since independence and relative success or failure. All the factors are to some extent interrelated.

The foremost barrier is the impact of history and custom. The fact that historically, in some countries for hundreds of years, the whites have been the masters and the blacks the subordinates has had a profound impact on the psyche of both sides. Whites have been the employers and decision makers, and blacks the subservient employees. Although there is nothing necessarily denigrating in this situation both sides have become used to the norms

that the relationship entails. In fact many on both sides have felt, and continue to feel, comfortable with the norm and therefore are reluctant to move away from it. It does mean, however, that in the context of the modern or white-directed enterprise, blacks have come to see their role as one of dependent subservience. Seldom are they expected to take responsibility or initiatives and traditionally organisations have been set up to avoid the possibility of black decision-taking. Aspirant black managers must first envisage a new role for themselves and then be prepared to swim against the tide of perceived normality.

Historically the different races led completely separate lives with minimum contact except on a formal master and servant basis. European or Western cultural values prevailed within enterprises. The races lived in different worlds and there was minimal mutual understanding or mutual sympathy. Little or no allowance was made on the white side for black cultural values and little attempt made to see things from the black standpoint. Blacks were, therefore, judged according to white cultural norms which they were expected to understand and respect. Ready and frequent condemnation of black failure to measure up reinforced white confidence of superiority. Whites did not see blacks as potential managers and these attitudes reflected and sustained a certainty that only they themselves were capable of exercising the role.

Equally emphatically custom and practice underlined the subservient role of blacks on both sides of the colour line. It is little wonder that it is the lack of the necessary self-confidence which is the main barrier preventing blacks from aspiring to be managers.

Another major factor involves black indigenous culture or cultures. As we have seen in Chapter 4, these all have an emphasis on community as opposed to individualism. The popular African preference is for consensus and therefore for conformity. There are pressures against standing out and advancing out of the cultural and racial norms. This is all the more so when there is a history of white political domination. The fact that modern management and decision taking presupposes a degree of individualism and the taking of initiatives which set managers apart, is in itself a significant disincentive to blacks to take it on. The aspirant manager, therefore, risks incurring the misunderstanding and hostility of his own community. This is all the more so in view of the tradition of respect and deference to age - the younger manager must tread very carefully and risks alienating older employees unless he finds ways of simultaneously according them their due and at the same time ensuring they do what is required of them. The positive aspects of his own culture may not

weigh with him at all because prevailing attitudes give no importance to it in the context of modernity.

Coming on top of the cultural factor is another which is related to history and the traditional role of blacks in society. This involves the prevailing and popular view of management itself. To many Africans management is associated mainly with power and with the perceived trappings of power and status of the white man. It is also associated with an easy life free of the pressures of poverty which face most blacks. At the same time in the popular mind there is little appreciation of the real work involved in management or of the burdens of responsibility and accountability.

In the change towards majority rule politics played an important part in reinforcing popular misconceptions about management. In the popular mind management represented what black people as a whole aspired to, i.e. power. The higher peoples' level of education, the more they might be persuaded that managerial power and wealth was theirs as of right. In these ways politics was not only a generator of unrealistic expectations, but promoted perverted misconceptions of the management role which inevitably made the exercise of black power more difficult. They also make it more difficult for blacks to become effective managers.

As we have seen in Chapter 4 the pressures to appoint black management being so great, in recent years many have been appointed after inadequate training and preparation. They may have been given "window dressing" appointments, effectively by-passed and expected merely to fill a cosmetic role. Such situations have merely served to increase self-doubt. They are simply not prepared for genuine responsibility. Nor are they prepared to uphold the management line and support unpopular management policies whether or not they have been consulted on them. Where black management is not the norm this can produce great pressures on new appointees as they risk being seen as breaking solidarity with their fellow blacks and of betraying their own people. Thus they are caught between the two sides and frozen into inactivity by the pressures coming from both. Such realities are very different to what black managers may have imagined and act significantly to deter managerial ambitions.

Amongst other difficulties and handicaps is the fact that in the popular mind modernity and technology was the preserve of whites and that blacks could not legitimately aspire to them. Such attitudes caused blacks to fear that in going in for technical management they were

entering the unknown. The feeling that it was not for them might be reinforced by witnessing the failures of black colleagues. They might fear that their own failure would bring loss of face and the condemnation of their own family and community which may have been unsupportive, or lacking in understanding, in the first place. The black manager thus risks being very much on his own and of incurring the hostility of his own people, and in certain circumstances going against the "party line".

Popular misconceptions of management and the exercise of power and responsibility has been reinforced by those people, who having found themselves in positions of power have made their priority self-enrichment and have shown little concern for the people for whom they are supposed to be responsible. Such behaviour produces a deep cynicism amongst ordinary people. It is also a disincentive to black managers because it distorts positive perceptions of power and responsibility. It also makes it all the harder for them to overcome the prejudices of their subordinates whose experiences may have led them to mistrust management by their fellow blacks.

On the white side, as always, there is the danger of illustrating a stereotype. However, there is no doubt that had white management as a whole in Southern Africa shown more foresight in accepting the need for black managers in the long run, and prepared accordingly, a great many problems would have been avoided. With few exceptions action has been taken only at the eleventh hour and often too late to guarantee success or reasonable continuity. When realisation came of the need for action it often came to managements which had no history of relating to blacks on an equal footing and found difficulty in imagining the reality of black management responsibility. In this situation the inclination is to go for "window dressing" appointments and to hope that no real changes will be necessary. In a recent case a leading company in South Africa anxious to do the right thing appointed an untrained and unqualified black man to a senior post. It gave him a high salary, a company car and all the trappings of high office. The company felt genuinely let down when a few months later it found the man was robbing it.

Above all else the barriers which rise to confront the aspirant black manager are those in his own mind and related not just to his personal fears and self-doubts, but to the whole way management has come to be regarded in his country.

Of course change is coming, but much time has been lost and the problems to be addressed are getting more urgent. Africa does not have time to wait while lessons are learned or relearned, and the possibility of yet more failure makes African pride and confidence even harder to rediscover. Effective ways must be found to help black Africans to move away from the old thought patterns and relationships, relate the management challenge fully to themselves and thus, in fulfilling themselves and their potential, become new men. The ZTMTT programme is one such way.

7.3. The New Manager

The new manager is certainly not a stereotype who incorporates some combination of the numberless qualities that have at some time or other been given as requirements for good leaders or managers. He has come to know that there is no such thing as the ideal manager or management style. His experiences will have reminded him that there are as many potentially effective management styles as there are managers and that for him it is a matter of self-awareness and being willing to develop his own style through maximising strengths and minimising weaknesses. He is spurred by a new pride and self-confidence, and strengthened by wide experience and many new ideas. Through experience and success in another culture he has come to see himself in new ways, and in particular with a potential for achievement through his actions as a manager. He has come to see himself in a new light, as a "new man". Knowledge and understanding have allowed him to sweep away old prejudices and preconceptions including those involving the role of race in management.

Changes within himself are matched by a changed attitude to change itself. He has come to appreciate its inevitability and the need not only to come to terms with it but, where necessary, to initiate it. His experience of change and his success in adapting to it will have helped him to see it not as a threat but as a challenge and as a potential opportunity. He knows that a positive attitude to change is particularly important in Africa where so much change is necessary if progress is to be achieved.

He links his new awareness of the importance of management to his own potential as a manager and a leader and to a new vision of where this can take him. He now positively looks forward to responsibilities and wants to take initiatives and be at the centre of decision-

making. His vision will embrace not only the strengths and weakness of his own style in the exercise of power and responsibility, but how achievement will enable him to progress.

His successes on the course and his ability to contribute and compete in any company has been a vindication of his original vision and courage and have given him a new self-confidence and pride. He will have a new confidence in his own judgement and perspective and a resulting willingness to push through his ideas and to decide on priorities. This confidence is reinforced by the scope and variety of his experiences and by the new understanding and capability given him by the acquisition of business skills.

A new self-reliance will have come from perspectives he has gained on people and their strengths and weaknesses. He will be acutely aware that the way people are managed is usually the most important factor in achieving success. He has come to see people as people, not as blacks and whites. He will be particularly aware of how important it will be to gain the confidence and commitment of subordinates back home and to motivate them. He will have plenty of new ideas on this. At the same time he has become used to appreciating culture as a factor to be taken into consideration. The contact he has had with other cultures and a new awareness of cultural considerations will have developed in him a greater awareness of, and pride in, his own culture. Any inclination to see his own culture as being inappropriate or as a drawback to progress will have been expelled by what he has seen of Western cultural failings. He will also have been able to appreciate and learn from Western strengths which he may not have been able to recognise in the Southern African context. The variety and scope of his experiences through his pursuit of knowledge and truth have given him many new insights on himself and his own situation back in Africa. Questioning things has become a habit and he is less ready to accept political rhetoric or popular dogma.

His proven ability to operate and to succeed across national and cultural barriers and his new ideas, understanding and perspective mean that he has been able to transcend culture and become international.

When he returns home, although he is acutely aware that his career progress will depend entirely on his ability to produce and to achieve, in a sense he is already a manager. This is because of the transformation in the way he has come to see management, and to associate himself with it. How has that vital change come about?

7.4. Bringing about Change and Self-reappraisal

The programme's purpose is to permit escape from the factors which hold a person back in his home environment and through new experiences and stimuli help him to see himself differently and to relate to the challenge of management.

It is commonly accepted that the usual method in life of trying to bring about fundamental change within an individual or a group is through criticism or attack. In practice the need for change does not normally become apparent to ordinary human beings except through trauma, accident or catastrophic failure.

It is also accepted that fundamental change means escaping from the thought patterns brought about by historical, cultural and other pressures of the local environment. For most people in most situations in life this is simply not possible or realistic. If, however a man can be provided with the means of escape for a significant period from the whole environment which has held him back then the possibility is opened of changed thought patterns being produced through programmed and random stimuli. It is a matter of producing lateral thinking and the means for pattern switching in a deliberate way, rather than relying on accident or trauma. This is not going to happen through purely superficial contact and observation. It can however come about where the individual has integrated with local people and been accepted by them in conditions of real work facing real problems and over a significant period. In such conditions can the will to succeed be stimulated and through success the recognition of colleagues and peers gained. Success in this context is the biggest stimulus of all. It triggers self-discovery and is the key to increasing self-confidence. Thus can his true potential be unlocked. Thus he can move onto a higher plane - to transcend culture - to become the New Manager.

For the individual the greater the extent of his integration and acceptance within the organisation providing the experience, the better the conditions for fundamental change and changed thought patterns. If the individual has the opportunity to explain and rationalise new thought patterns both intellectually and in the context of a group which shares a common purpose, then lasting change will have come about.

The basic formula therefore is:

1. Willingness to learn and change.
2. Escape to a new environment.
3. Acceptance by colleagues.
4. Planned and random stimuli.
5. Self-discovery through achievement.
6. Intellectual rationalisation.
7. Time.

This basic approach can be applied to produce self-reappraisal in any situation where cross-cultural interface is possible. The opportunity to live with other ideas, attitudes and ways of doing things gives people the opportunity to gain a new perspective on their own cultural limitations in a non-stress situation. For ZTMTT trainees it is particularly strengthening to gain a fuller appreciation, not only of culture as a consideration in management, but of the strengths of their own culture. They are able, thanks to the Trust, to escape from all the pressures and strictures of the Southern African environment and join a programme that gives them the opportunity of real work, not in just one, but three technical enterprises. There they stand to gain varied cross-functional experience (Merrick Jones) and to learn from colleagues and other managers (Revans). They are encouraged to take initiatives and can do so in the knowledge that if perchance they fail there is no question of loss of face. Most importantly, they have the chance to enjoy, achieve and succeed, (Lessem and Marshall) and through this success to gain a new and enhanced view of themselves. This view is given clarity and validity by the opportunity to compare themselves with peers and colleagues. It also gives a new focus to the specifics of change. Through these contacts in circumstances which would be impossible to produce in their own countries, they stand to gain a new perspective on people as people with no regard to race.

Inherent in the whole approach is encouragement and stimulation of the will to succeed. Success reinforces acceptance. This in turn brings the enhanced self-confidence to experiment and push through new ideas (Kolb). Action followed by success creates a chain reaction of self-motivation, greater self-reliance and the appreciation that success depends mainly on self. All the while, trainees must adapt to three different company styles and in between, to university life. Success in adapting to such a pattern of life gives them invaluable training in coping with changes and challenges that will come their way as they move up the management ladder.

The vital reinforcement that their new thinking receives from intellectual rationalisation at the university is a crucial element in producing and reinforcing change. Trainees can pursue the finer points and indulge in special interests or in getting answers to the host of questions posed by the totality of their experience. Either at work, in industry or at the university their experience should never be a lonely one which inevitably brings self-doubt. Ideas, conclusions, problems and success can all be shared and reflected on in the group to the benefit of all.

The new orientation brought by new thought patterns help trainees to see themselves in a new light - to become fully aware for the first time of their own possibilities - in short to become empowered. Crucially, perspectives on racial and cultural differences have so altered that they no longer see them in terms of superiority or inferiority, or in terms of role or as any sort of threat. There are merely differences with which trainees are comfortable and confident in living and dealing with. They have truly transcended culture.

7.5. Change and the Impact of Interface

To understand what has most helped individuals to grow and change it is necessary to take a closer retrospective look at the part played by their contacts with another environment and with other people. Fundamentally it needs to be appreciated that contact and experience in the new environment has not been superficial or merely theoretical. Merely to see does not bring understanding. Trainees have understood because they have been involved and their involvement has been deep. This puts them in an entirely different category from those who go out on the many courses, visits or attachments when the involvement is not there.

Perhaps more than anything there has been the influence of some very special people, especially those company managers or employees who have taken a particular interest in the programme and have gone out of their way to help trainees. This has been of extraordinary value where the "mentor" and the trainee have formed a relationship of mutual trust and where the mentor's willingness to help is matched by the trainee's willingness to give of himself, work hard and gain the very maximum from the relationship and the opportunities that come his way. Quite obviously attitudes must be right and invariably the benefit comes from particular work challenges when the trainees have responded to the faith placed in them and achieved their objectives. The beneficial effects of the mutual confidence, trust, respect and friendship built up in these relationships cannot be overestimated. It would be hard to

estimate the impact the mentor's management style has on the trainee, but it is likely to be very great.

Another factor which has been of crucial importance has been the acceptance on all sides that the approach stands or falls on the arrangements made for real work in a technical environment with the benefit to the trainee of experience and to the company of work, for which it does not have to pay. There being no charity or patronisation, the relationship is right. The trainee enters the company under circumstances whereby it is easiest for him to be accepted as an ordinary employee and go on to gain his crucial experience and insights from within. The chance to prove himself through his energies and his capabilities usually leads to more and bigger challenges and variety. Success gives him the confidence to initiate and experiment in ways which would not realistically be possible in a normal working environment. He has the chance to gain the benefit of experiences from three attachments which it might otherwise take many years to gain. Successes bring pride and increasing self-confidence which inevitably leads to a changed and enhanced view of himself and his capabilities. In relation to his future, it helps give form to a new vision of himself.

Another factor which has been of particular help to trainees during work attachments has been the chance to take on totally new challenges, often right outside their own technology. Such challenges have stimulated lateral thinking and stand to give them new insights, skills, interests and expanded self-confidence. They help them to set new standards and to discover new strengths. They also give them the will and confidence to tackle anything and to demonstrate to themselves that if there is the will, anything is possible.

Another element that comes out of the whole approach which has helped strengthen individuals and brought about change is the chance at every stage to compare. It is one of the reasons why substantial work experience prior to the course is essential to the approach. Given the self-doubt and stereotyping inherent, in the Southern African scene, it is particularly helpful for trainees to gain a perspective on themselves through contact and comparison with European peers in what for some was a revered European setting. Trainees have the opportunity to get to know fellow engineers and professionals, to work together, to share experiences, attitudes and ambitions and to develop relationships on a totally level playing field. Besides what they can learn from each other, the relationship reinforces in trainees feelings of their own technical and intellectual worth. It helps them to see that they can and should compare themselves with anybody.

The constant comparisons that they make on many aspects of work, technology and management give them important points of identification which help build confidence. For instance, they are always keen to point out where what they find in Europe does not match up with something back home.

Experience and observation of a variety of management styles, successful and unsuccessful, gives them more points of identification. Most important are the styles that they experience directly themselves. Repeated confirmation of the infinite variety of potentially successful management styles helps them to determine and modify their own style.

Another factor of enormous importance is the benefit to be gained from being part of a team and the contact with people that this entails. Away from the sensitivities of race and class in Africa they can concentrate on seeing people as people, with all their strengths and weaknesses. Perhaps the first thing to strike trainees is the similarity between all people in spite of cultural differences. In return for commitment to their work and their willingness to get involved trainees stand to gain acceptance by the team and the chance to share its thoughts, fears and ambitions. Such contact will soon dispel awe or fear or contempt, and replace it with sympathy and understanding.

The part played by culture and inter-cultural awareness in the whole approach through contact with people and society is as great as Hofstede and others would have envisaged. Inevitably, the contact with another culture prompts comparisons and questioning. It serves to highlight the ironies of cultural differences and give them a new perspective. The chance to see at close hand what to them might seem weaknesses in European culture plays just as important a part in change as the chance to recognise where Africa stands to gain from the West. Trainees come to their own conclusions and invariably one of these involves a heightened awareness of the strengths and limitations of their own culture and of the potential to learn from other cultures.

Points of Western culture which have a special impact include the priorities of personal freedom, individualism and the respect for the opposite viewpoint, the general level of tolerance, a preoccupation with the "truth" and a willingness and ability to trust. On the other hand Africans soon recognise Western weaknesses in interpersonal skills, in failures in community awareness and in the lack of social mobility. Even more important are the things that both sides discover that they have in common. The relationships that develop

invariably involve a willingness on both sides to learn from each other. Such relationships on a basis of total equality and mutual respect are most uncommon in Southern Africa.

Of great benefit too is experience of advanced technology or of particular processes that might be adapted for use in Africa. Even where there is no obvious application there is the satisfaction and prestige involved in experience of the latest technology. It helps trainees to be able to talk to the "experts" on the same level. Of equal importance to technology is learning new business skills, experiencing new management systems and the way particular managements handled crises or special situations. All of it has potential relevance and goes into the trainees' stock of confidence-building experience.

In the whole process the academic part of the programme plays an essential part. Without it there would be no real identifiable focus, no continuity and no explanation or rationalisation of the very many questions, doubts and misconceptions that inevitably arise. Trainees can test reality against theory and vice versa, and be confident that personal technical and managerial progress keeps in step with intellectual progress. They can also indulge special curiosities and special interests and relate these, not just to the world of management and work, but also to wider interests and ambitions in the interests of personal enlightenment and growth.

Finally the part played by struggle and suffering needs to be recognized. The culture shock is great as are the demands of the programme both academic and on attachments. There are periods of self-doubt and loneliness. The trainee who can come through all this will inevitably be much stronger.

7.6. A Retrospective Look at the Approach and why it has Worked

The approach has been a multifaceted one which has brought together a combination of the main lessons of successful management development from all over the world. With an eye to the particular situation of Africa it has taken the most appropriate factors and combined them to create something entirely new and uniquely appropriate. The following are the principal contributions from world experience which have been incorporated into the ZTMTT approach. They would be appropriate to any scheme to develop managers from any part of the world, especially those who will be called to manage workforces comprising a mix of cultures.

1. The need to identify high flyers and take special measures to cater for them.
2. The importance of education, both academic and in its widest sense in management and the development of managers.
3. The importance of emphasis on considerations of culture, both national and organisational.
4. The advantages to be gained from learning from real experience at work.
5. The growing realisation of the importance of academic learning to reinforce experience at work.
6. In order to instill positive attitudes, training and experience should be active and participative.
7. That people learn their management skills principally from other managers.
8. The importance of group dynamics in the learning process.
9. The importance of acquiring specific business skills.
10. That the process of change can be helped by stimulating the will to succeed and by success itself.
11. The importance of encouraging initiatives and of taking a positive view of mistakes in management development.
12. The importance of a total learning approach.
13. The importance of self-reliance and self-motivation and of personal responsibility for one's career.
14. The importance of an international perspective.

The programme also incorporates the following factors which are of particular relevance to the special needs of Africa.

1. The opportunity to determine which technologies, including management technologies, are appropriate for African circumstances.
2. The fostering of self-reliance and entrepreneurial skills.
3. Recognition of the need for change in historic African attitudes to self in relation to the management function.
4. The fostering of inter-African understanding and co-operation.
5. The fostering of a positive attitude to all cultures and thus a full appreciation of African cultural strengths.
6. The means to gain new insights to help decide on personal priorities.
7. The means to gain new perspectives on self, company, country and continent.
8. The importance of new ideas and new technologies.
9. The means to give reality to vision.

7.7. Some Lessons Learned

What were the particular weaknesses and failures from which lessons can be learned?

As described in Chapter 5 several lessons were learned during the first intakes. These included an approach which was too soft and too indulgent and therefore more likely to engender passive attitudes. Furthermore, sending groups of trainees on attachments had the effect of encouraging them to band together to resist change. It is necessary to add that the culture shock for most trainees was considerable and took great reserves of character and determination to overcome. It had to be understood and allowed for in the early stages.

Nevertheless, trainees too readily came to expect things to be done for them. This meant that rather than instilling the realisation of personal responsibility for their own career the programme was in danger of reinforcing dependency. This situation was compounded in the early stages by an emphasis on a mix of experiences during attachments which meant in practice that trainees seldom got involved in real work. They were merely observers. This meant that they could not gain the benefit of interface in a real work situation and as fully integrated members of a working team. Later emphasis was on ensuring that companies receiving trainees felt free to give them whatever work they might feel was appropriate. The latter approach relieved the company of any obligation to provide specific experience and as a result made the programme more sustainable. Other lessons learned included the benefits of sending trainees to different companies for their three attachments as well as sending them on their own, rather than as part of a group. In the few cases where individual attachments were not altogether successful this was usually due to a lack of commitment from the top of the company. In one or two other cases where relative failure might have reflected on the trainee, this was an indication of the very demanding nature of the whole programme. In cases of overall failure the trainee had been set up for a damaging loss of confidence and self-esteem. In general, however, the conditions existed whereby success depended mainly on the trainee himself. Such cases which were very few all reflected the lack of the will to participate to learn and to change. They also indicated the inability or the refusal to move away from a total reliance on the attitudinal and cultural certainties with which the trainee had arrived. The fact that there were so few such cases shows how readily trainees seized the opportunity to change their lives and therefore how successful the approach was overall.

7.8. Individual Cases

The following cases illustrate the various ways in which individuals have been affected by the programme:

Ex-trainee Q interviewed shortly after the course, and before returning home, said he felt he was a new man with a totally renewed potential to tackle the various challenges he encountered. He said that for him what had brought about the transformation came principally from being part of a team. He found the team influence much stronger in Europe than in Africa. He said that once the personal relationships with the team had been built up then he became free to contribute significantly. This in turn gave him the opportunity to gain the reputation and prestige which enabled him to gain lateral co-operation. The totality of

his experiences was precisely what he required to give him the confidence to take on new challenges. He said that he feared the possibility that the negative influences, nepotism and corruption back home might inhibit progress. He said that one of the main differences he had observed in Europe was in the way lateral communication worked. At home you looked after your own. Previously he had been merely an engineer. Now, thanks to multi-functional experience and the perspective that it had given him, he was a manager. Previously he had resisted taking on any responsibilities which stemmed from other departments or functions. For him the key to his changed outlook was experience of work outside his own technical field.

Ex-trainee R is a senior manager who has been back in Africa for several years. His particular concern was transcending the barriers of culture and race, and becoming a genuine manager. He said his fellow blacks were particularly conscious of his race and origins when he took up his enhanced responsibilities. He faced a degree of scepticism at first but when they saw he was a "performer" they sided with him and gave him their confidence. He said that if he had tried to bluff the workforce in any way they would have found him out. A problem that faced him as a manager was a sort of colonial mentality on the part of the workforce, a sort of dependency which inhibited action towards self-improvement. He said that he perceived strong racial overtones in a society which associated modernity with whites. In these matters, therefore, for blacks, whites were supreme. For this reason the perception continued, management was best handled by whites. A conclusion that he had come to was that whites were generally rather too soft as managers and black employees took advantage of this. Black managers, on the other hand, were far more likely to be aware of when and whether a problem was genuine and be in a position to react appropriately. He said he came back with self-confidence, backed up by being able to see the British as ordinary beings. His horizons were broader and his confidence reinforced because he had seen things. He said the renewal he felt on his return came from useful experience, backed by theory. To make real progress he said you have to believe in yourself. Then when you delivered, fellow blacks saw that if you could do it they could too. Now he said there happened to be no whites at all in management on his mine. However, as a manager he no longer thought in terms of colour or culture. He said, "When you are a manager you should not always be thinking about culture. You should rise above petty cultural considerations."

Ex-trainee S interviewed shortly after the course said that above all the experience had helped him to realise his own capabilities. He said he had come progressively to appreciate that he

was just as capable as anyone else. At the same time he had come to appreciate what management was really all about. He now felt self-reliant in a way he had never been before to the point that he was considering establishing his own business. He said he could not imagine how these changes could have come to him without the course. He would not have known how to get started. He added that the backing of theory applied to practical experience was of great importance in that it helped him to solidify his thoughts and experiences. He had gained particular benefit from the emphasis on self-esteem given to him by a particular academic. This had helped him to project himself and to be confident that the image he was projecting was a genuine one. On work attachments the particular value was in being able to compare yourself with practitioners. It gave you a new perspective on yourself and new confidence at the same time.

Ex-trainee T interviewed shortly after the end of the course said that for him the most important factor had been the freedom to take initiatives. Before he simply did not have the confidence to take them. Now his attitude to them had totally changed, largely because he had felt free to make mistakes. He had been encouraged in this attitude on attachments and had lost his fear. He now saw clearly the fruits of initiative-taking within himself. At the same time he was no longer afraid to say what he thought. He had previously had preset ideas, normally based on the "party line".

Thanks to his experiences he had learned to differentiate between political dogma and economic reality and come fully to realise that the truth is many sided. He said that before he started he was blinkered.

Ex-trainee U who has been promoted three times in less than three years and now occupies a very senior position in a large mine involving responsibility for hundreds of employees, lays most emphasis on the varied experiences of his work attachments. He says the opportunities were there and he took them. He found the experience to be gained within a company which was in the process of restructuring, and at the same time reinforcing a new culture, particularly useful. On his second attachment he was sensitive to the similarities between his own company in Africa and a Finnish-owned mine in Ireland. On his third attachment when he was involved on a project for top management on finding ways to cut production costs, he felt management was threatening its own position by allowing the unions too much power and influence. After his return home he wrote to say that his experiences had made him a new man with different experiences and new ideas. Overall he had had a

unique experience and he was continuing to grow. He saw ZTMTT as having taken an "unequalled step in providing the direction that people interested in the progress of the region must follow".

Ex-trainee V has made rapid career progress since completing the course five years ago. Most recently he has been representing his company in complicated negotiations with the Trade Union. He says it is easier for him to get the company's viewpoint understood than it would be for a white or an expatriate. He says the benefits of his ZTMTT experience were threefold. Firstly in the area of experience he gained of modern technology, secondly the ideas he got on the management of people and thirdly the benefit of financial literacy and business-management training and experience. He says he values particularly the chance he had to work with professional people in different disciplines. This experience has given him the confidence to deal with technical managers from varied disciplines. He says that the awareness he gained from his ZTMTT training of the cost implications of all decisions and operations is particularly valuable. He says he is very much an "operations" man and his ambition is to reach board level by that route. His fear is of being by-passed by people with little practical experience, but who are adept at office politics.

Ex-trainee W accepted the Trust's offer of a place on the course despite opposition from his company where as head of the Geology Department he was very well regarded. Despite culture shock and initial difficulty in accepting that it might be in his best interests to gain experience of non-mining operations, he put maximum work into his attachments. Managements were particularly impressed by his willingness to learn anything and one example was the time he spent with a junior employee learning how to weld. His attitude won him many friends and prompted managements to give him even more challenging tasks. On one attachment he found himself supervising a team in putting together a new system which speeds up and simplifies decisions involving the way an orebody is mined. All this experience helped him decide that he wanted career responsibilities that were wider than geology. To achieve this he has returned to his company and has started on a learnership programme. This involves two years of gaining hands-on mining experience at the lowest levels. After that the expectation is of very rapid progress.

Ex-trainee X was extremely keen to come on this course and it was clear from the outset that he saw it as giving him the chance to change his life. His enthusiasm and energy were key factors in the Trust's decision to take him on despite the reservations of his company and his

relative lack of experience. On his arrival in Europe he embraced ideas with enthusiasm, but was not so good at accepting work challenges. It became clear that he had romanticised view of British and European culture. Later on this view was to shatter as he became fully aware of the weaknesses and failings of a culture which he had seen from a distance as having the answer to Africa's problems. His disillusion was all the more traumatic as it came after he had already rejected his own cultural values. The outcome for him was a confused amalgam of ideas which amounted to a personal philosophy which bore little relationship to reality and which no one understood. Before his return home he insisted that his ideas were consistent with the continued pursuit of his career. However, he did not go back to his pre-course employer from whom he subsequently resigned.

Ex-trainee Y represents two or three people from Intake I and only one or two after that. He is highly intelligent, the graduate of an excellent university who appeared to have all the attributes and potential to be a top manager. At the interview he impressed with his open mindedness and apparent willingness to learn. He was ahead of his peers in terms of career progress in that at the time of his recruitment on the course he was already in a senior position. On arrival in Europe for the first time, culture shock manifested itself in the form of continual complaints about the terms and conditions of his award. This was a common symptom of insecurity and the complaints could be expected to get fewer as he settled down. However, they persisted and he took to implying that because of his previous high responsibilities he deserved better things. Though he also implied that he had covered much of the academic work before, it became clear that the only benefit he expected to gain from the course was an MSc degree. Although his attitude irritated academic staff the fact that he carried it on to his work attachments damaged himself and the reputation of ZTMTT. He was not prepared to put himself forward to make friends and to learn. The companies to whom he went lost interest. Throughout his time in Europe he lost no opportunity in making it clear that he felt he had little to learn in Europe either from his experiences or from his fellow trainees. Most surprisingly perhaps, he did not see that there was any special problem in his part of Africa arising from the legacy of white domination or from the historical association of the management function with whites. He returned home still apparently secure in the attitudes and prejudices with which he had arrived 20 months earlier.

Ex-trainee Z worked very hard on the course and contributed very significantly to the group at the University. His work attachments were all successful. His intellectualisation of what

he had learned on attachments was underlined by his dissertation. His interests seemed to be leading him away from a hands-on career in mining. At the end of the course there were personal reasons why he should wish to stay in Europe. He is now an internationally respected Metals Futures Analyst and travels regularly to Africa and other parts of the world as part of his job.

The next chapter explains a new management concept to which these cases are related.

CHAPTER 8

A NEW MANAGEMENT THEORY

The programme described in this thesis is unique in two main respects. Firstly, for the first time a programme was put together with the specific aim of developing indigenous technical management potential for Africa. Secondly, the methodology is unique in the way it stimulates learning and change through the interrelationship of different cultures and the mix of programmed work experience and business training. The overall approach combines the main lessons of successful management development from all over the world.

The data demonstrate success in helping to bring about fundamental change in the vast majority of cases. The performance and potential of trainees have been enhanced through being able to adapt their new knowledge and experience to suit their own cultural, personal and work circumstances. The overwhelmingly positive reaction to intercultural contact and experience is diminished by only a few negative reactions involving culture-shock and overreaction to the stimuli.

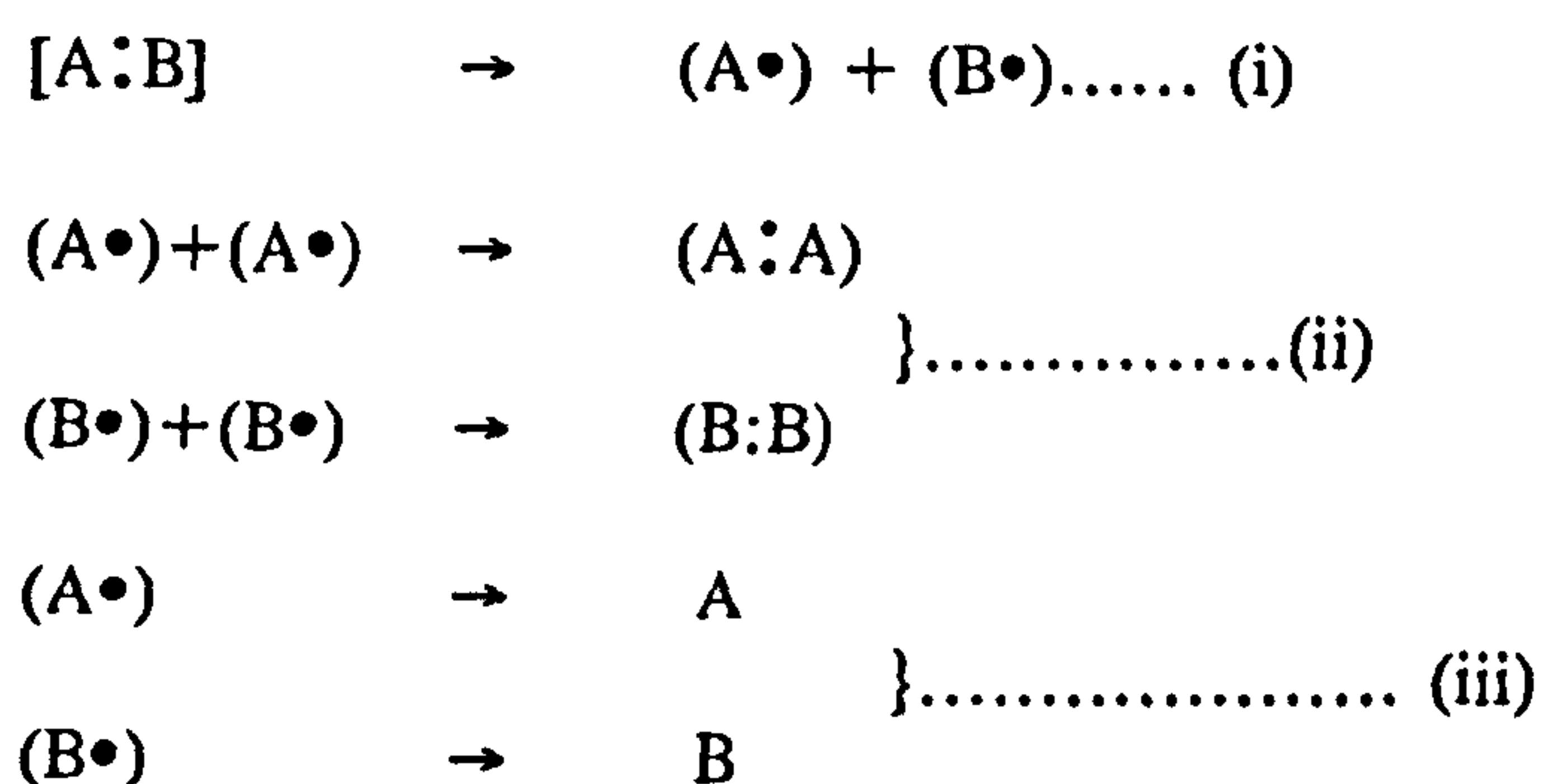
This chapter makes use of the material contained in the previous chapters to explain the limits to understanding imposed by experience of a single home culture and transition to an approach which transcends culture. Because of the scheme's technical and scientific associations it is appropriate to look to scientific models for a way to explain the transition. The emphasis of this chapter is on the mechanism of transition and transformation in its various forms for individuals.

Changes produced by scientific interaction involving added energy are related to the changes that take place through the interaction of cultures boosted by energy in the form of work experience and social and academic stimuli. Thus a new management interpretation is given to an existing scientific theory.

8.1 The Scientific Model

In science many chemical interactions take place through excited state intermediates. In reactions involving free radicals for example, two different radicals can combine in an "excited" or "energised" state in such a way as to result in a variety of new products. (A radical, known also as a free radical, is an atom or group of atoms containing at least one unpaired electron and existing for a brief period of time before reacting further). Such an excited complex state is known in science as an "exciplex" state. The formation of an exciplex is reversible so that the component parts can revert to their original form. In other circumstances, however, the exciplex will encourage alternative reactions to give new products.

Consider separate stable radicals A and B. It is possible for A to combine with B to form an exciplex $[A:B]$. The formation of this exciplex $[A:B]$ where $[A:B]$ represents an intermediate excited state, is reversible so that it can break up into its component parts $(A\bullet)$ and $(B\bullet)$, which are also in separate intermediate states and may be regarded as free radicals. The symbol (\bullet) simply indicates an intermediate excited incomplete state. The exciplex could lead to reactions which would not achieve the formation of new product types, or the exciplex could encourage alternative reactions to give a new product (AB). The breakdown (i) of the exciplex $[A:B]$ into free radicals $(A\bullet)$ and $(B\bullet)$ (reaction (i)) allows the radicals to go on to behave in two different ways, viz (ii) $(A\bullet)$ may react with available $(A\bullet)$ to give $(A:A)$, which is a reinforced A and similarly $(B\bullet)$ may react with available $(B\bullet)$ to give $(B:B)$ or (iii) $(A\bullet)$ and $(B\bullet)$ may remain as disparate entities and undergo no further interaction but simply return to their independent unexcited states A and B.



Neither of the processes (ii) and (iii) would result in the development of a new product. To produce such a product necessitates the encouragement of the exciplex to react further and produce a new product type (AB). To do this a "forbidden" energy gap must be overcome.

At this stage it is necessary to illustrate how this can be achieved and a new product created from this essentially intermediate state. In scientific terms the gap arises from the incompatibility between two radicals (T_0 and S_0 in Figure 1) involving the number of unpaired electrons which they contain. The incompatibility can only be overcome by the supply of additional energy (see Weller et al 1983). The application of the additional energy to the process causes one of the radicals to split into two additional elements (T_{+1} and T_{-1}) which reflect different energy levels from the unchanged T_0 . One of these (T_{-1}) is compatible with S_0 and therefore as can be seen from Figure 1, the split allows for easy movement from S_0 to T_{-1} . Figure 1 also shows how T_{-1} overlays S_0 causing a spontaneous reaction and the formation of a new product. This new product (ST) emerging from the exciplex results directly from the supply of additional energy.

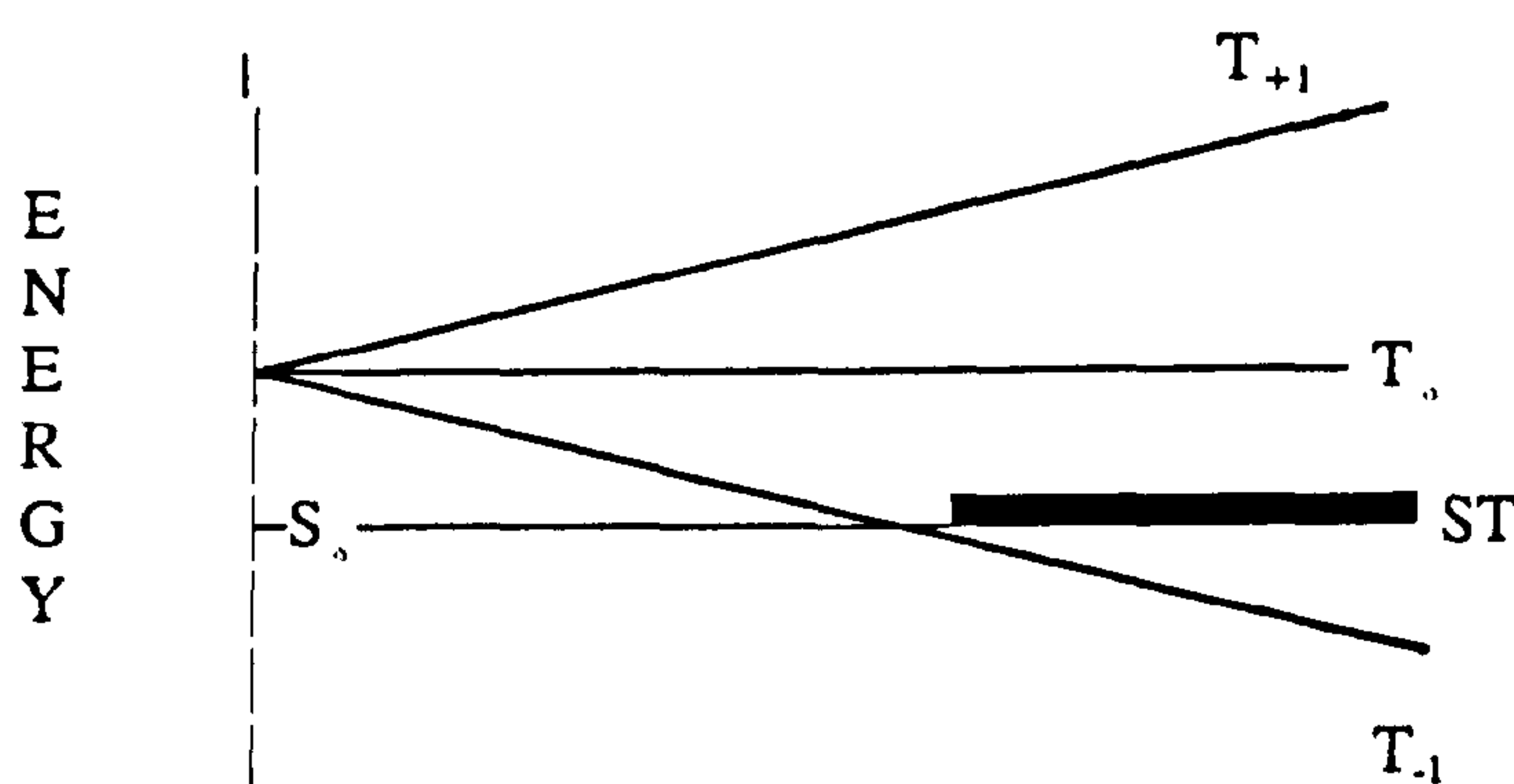


Figure 1

8.2 The Management Model

Now let us consider a management model involving two different cultures A and B. In management terms movement between the two cultures would be the equivalent of setting up an exciplex or an excited intermediary state which produces the possibility of change. Such change however is not inevitable and as with the scientific model the individual moving between cultures may return to his own culture unaffected by his experiences and the various stimuli.

The desired result of the exciplex is that the individual should return to his own culture with his culture-based attitudes and ideas changed, modified or reinforced by his experiences. As in the scientific model this involves bridging a gap. In management terms the gap is the one that exists between all cultures and affects an individual's ability to understand, relate to and learn from what is going on around him. In addition to the desired result, the four alternative reactions for the exciplex are that

- (i) the individual will be unaffected,

- (ii) he will overreact to the stimuli,
- (iii) his own culture-based attitudes will be reinforced
- or
- (iv) he will undergo a conversion to the second culture.

By modifying Figure 1 so that the energy input is cross-cultural education and experience the various reactions of the exciplex are illustrated in Figure 2, in terms of transitions between energy levels S_1 to S_6 .

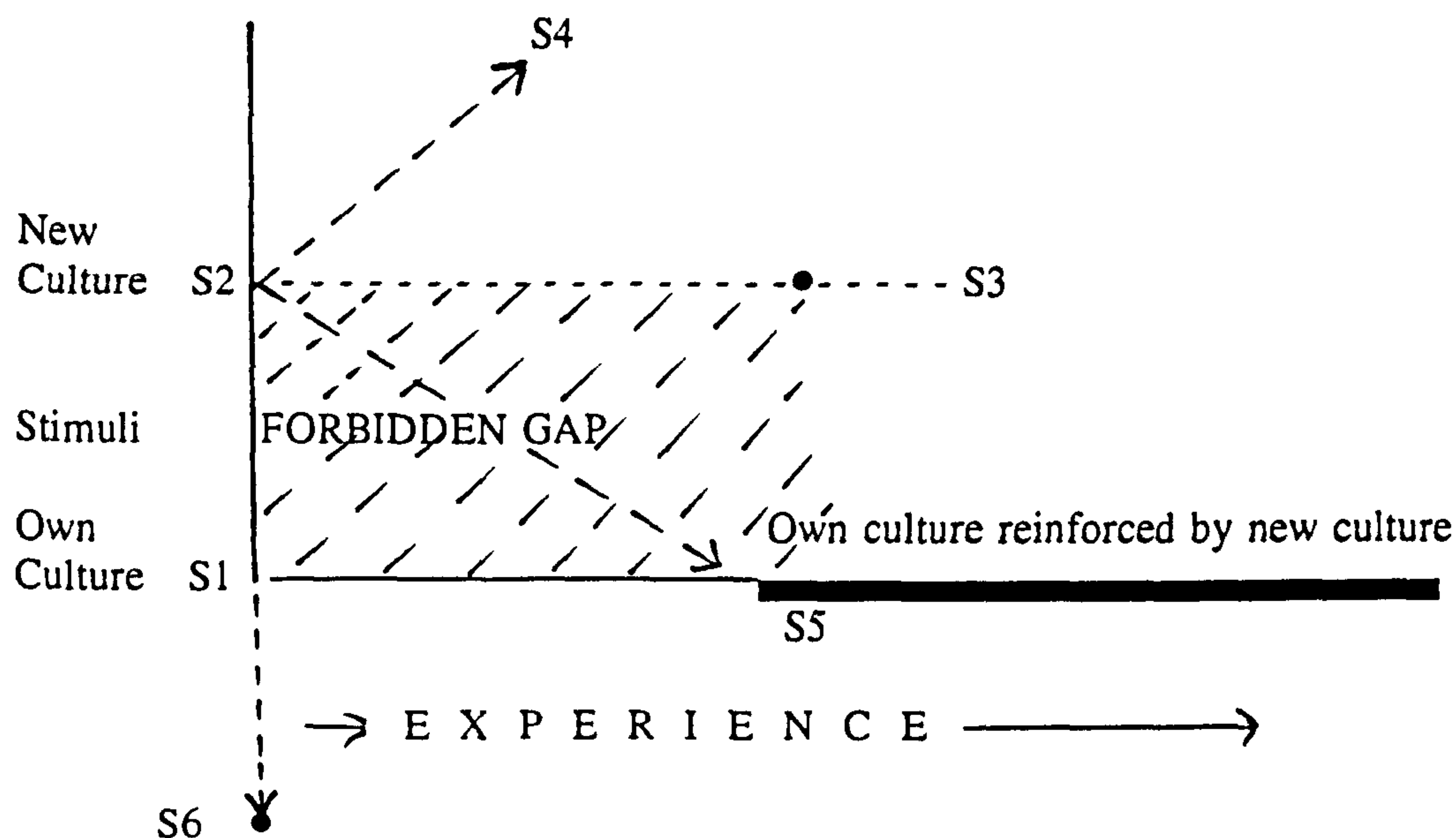


Figure 2

Type A ($S_2 \rightarrow S_1$) represents a simple return to the home culture (A).

Type B ($S_2 \rightarrow S_4$) represents overreaction to the new culture (B:B).

Type C ($S_2 \rightarrow S_5$) represents the point of interaction where the forbidden gap is removed and the strengths of both cultures reinforce each other (AB).

Type D ($S_2 \rightarrow S_6$) represents the reinforcement of culture-based attitudes (A:A).

Type E ($S_2 \rightarrow S_3$) represents a conversion but not an overreaction to the new culture. (B)

8.3 Comparing the Models

The scientific and management models give parallel explanations for the way that change takes place as a result of the interaction of two radicals or two cultures. Both models involve the following:

1. Varying reactions to the coming together of two different radicals or two cultures.
2. An intermediate or exciplex state which arises from this juxtaposition.
3. A "forbidden" gap which can only be bridged by the application of additional energy or stimuli.
4. The possibility of fundamental change and a new product resulting from the successful bridging of the forbidden gap.
5. A parallel exists for both models in the variety of possible reactions to the energy or stimuli.
6. In neither model can it be absolutely certain that a particular reaction will take place. The quantity, quality and duration of the energy will of course be an important factor. For instance in science change may depend on a small energy boost. The management equivalent might be a single aspect of a relationship or of a success at work.

It will be shown in section 8.8 how the management model fits the realities of the way the ZTMTT course affected trainees.

8.4 Setting up the Exciplex and Introducing the Stimuli

The exciplex is essentially an intermediate excited state or situation from which change can most readily take place and the forbidden gap can be bridged. In the context of management development, setting up the exciplex through movement between cultures implies a recognition of the need for fundamental change and for a pro-active approach to bringing it about. It also implies a recognition of the potential benefit to people of cross-cultural contact and understanding. Creating the excited state is just the start. We have seen from both models that energy or stimuli are required if change is to come about.

The first requirement is a move away from the inhibiting factors of an individual's own circumstances which prevent self-realisation. It may mean a physical move as in the context of the data presented in this thesis. It is a matter of the individual being able to enter a new situation where he can for the time being forget about old relationships, attitudes, inhibitions and stereotypes. He moves into a situation where what he learns and experiences can help him to see himself differently and give him a new appreciation of his own worth and the worth of his culture and value systems. This is the exciplex. There is now the possibility of the exciplex or excited state reacting further to produce stimuli which can bring about fundamental change.

It is important to recognise that it is not a matter of merely introducing the possibility of intercultural contact and "rub-off". The individual's move to the second culture must give the opportunity for genuine contact and involvement with different priorities, prejudices, values, traditions, tastes and ways of seeing things including the issue of race.

The stimuli are not just those to be gained from an involvement with and an insight into the new culture. Though there is of course potential stimulus in almost every situation, such random stimuli can be complemented by the programmed stimuli of academic learning, business skills training and related work experience. In all contexts and particularly the latter, interpersonal relationships are of crucial importance especially for those seeking to break the mould of racial stereotyping and self-stereotyping in Southern Africa. Such relationships have by far the best chance of developing where there is the possibility of recognition, friendship, respect and self-respect in a real working situation over a period of time. Interpersonal relationships are the cement of the learning process.

Of course the quality of the stimuli is important and so is the quality of the human material. A lack of the appropriate stimuli would mean the near certainty of the individual returning to his own culture substantially unaffected by his experiences.

If he is to succeed, the "venturer" moving between cultures and contemplating the prospect of change must have certain qualities. These obviously come in different combinations but must include vision, courage, energy, intelligence and a willingness to learn and to make friends. The objective is for these qualities to be activated by the stimuli. The exciplex state does not involve passive or supine elements but highly active ingredients for inter-relationship leading to change. Within the situation produced by the exciplex therefore, the expansion and embodiment of the venturer's vision will be largely up to him. This means in effect that much of the energy will be self-generated and much of the stimuli self-created.

It is difficult to imagine an individual making the most of the exciplex who does not enjoy meeting people. Nor would there be much benefit to the person who is certain of his views and prejudices and feels that he has little to learn. The venturer should therefore be an open-minded person who welcomes the prospect of learning and change. Imagination and vision are important qualities too. The prospect of adding substance to his vision should be one of the greatest stimulants.

In all circumstances, it should be remembered that worthwhile achievement is seldom made without struggle and suffering and is all the more worthwhile as a result.

The formal stimuli involve the academic input and work experience. The former needs to be related to reality and to be useful. It gives the opportunity to rationalise and explain. The latter in turn makes sense of the theory in the former. The main stimuli come from the chance of achievement and recognition (leading to self-recognition) and fundamental change.

The quality of the work experience depends not just on a sympathetic management but also on the trainee's attitude. The greater the challenge and the possibility of achievement the greater the stimulus. There are numerous factors which affect these stimuli including the level of work, its variety and the existence of cross-functional experience. The quality of the stimuli also depends on the work experience lasting long enough for the trainee to become genuinely involved and to form the new relationships which are so vital to confidence building.

Sustained stimuli applied over a significant period could be expected to have a profound effect on open-minded and intelligent people and they do. The effect as demonstrated by the data will be shown later in the chapter.

8.5 The Forbidden Gap and the Barriers to be Overcome

As we have seen, the gap is one that exists between all cultures. Almost by definition a person's own culture, because it imposes generally accepted ways of seeing and doing things, shuts out the strengths and lessons of other cultures and experiences. For many people their culture helps them feel comfortable in the certainty of the rightness of their beliefs and spares them the anguish of change and reappraisal. In a situation where cultures exist side by side an atmosphere of tolerance (itself culture-related) provides the richness of diversity. Where there is intolerance, the very proximity to each other can lead to an escalation from a lack of sympathy and understanding into suspicion, blind prejudice, hate and conflict.

For the individual, bridging this gap means gaining the benefit of the strengths and lessons of another culture by first appreciating his potential and then going on to gain real understanding through involvement. Having bridged one gap it is easier for him to bridge other inter-cultural gaps. Effectively such an individual finds personally appropriate ways to understand the other culture. True understanding can best be achieved in circumstances

where the need to bridge the gap is fully understood on all sides and where mutual tolerance and respect prevail in relations between people.

In the special circumstances which have prevailed in the past in Southern Africa as a whole and in the recent past in South Africa, the gap has been exaggerated by the physical and institutionalised separation of the races and is reflected in very different living standards and by the way whites and blacks have come to associate race with role in society. It is ironical that the gap between peoples who are mutually dependent and have every reason to understand each other should have become so great. In South Africa itself the gap was made even wider by apartheid. Apartheid reflected the whites' desire to maintain the gap in understanding and sympathy and to ignore black ideas and aspirations. It also reflected the need of whites to justify to themselves their own presumption of superiority. The general association of an inferior role for blacks with their race inevitably affected their pride and self-belief in fundamental ways. The change to majority rule can only be the start in bringing about conditions in which the enormous gaps can be bridged and black people can see themselves differently and start fulfilling their potential in all fields of activity. Negative aspects of the gap which suggest to blacks that management as well as entrepreneurial activity are the preserve of whites or expatriates form a serious barrier to their own progress. They constitute a straightjacket from which black Africans must escape if they are to fulfil themselves. Escape involves finding new syntheses and gaining new perspectives on culture and on self.

The gap arising from cultural differences in the sub-continent has other aspects to it. Culture itself can be a barrier to black progress, partly because African culture is often seen as a barrier and associated with a subordinate role. In fact it is a great potential strength but getting black people to see it as such involves bridging a gap in self-perception which amounts to an enormous barrier. Yet rapid change away from such attitudes is needed particularly for the educated elite and for aspiring managers. At the same time new role-models are urgently required who have overcome prevailing attitudes to factors such as responsibility-taking, initiatives and decision-making. The problem is that old attitudes sometimes die hard and cannot merely be wished away because of a change to majority rule. People get stuck in roles and relationships from which in the short term it may be impossible to escape.

In South Africa for generations the black population and its forebears have lived with the reality of white domination. For the older generation it might be impossible to imagine how things could be different. For the young and intelligent it may be difficult even in a changing world. In this situation the gap between cultures reinforced over the generations amounts to a formidable barrier. Bringing about rapid change to enable a new educated elite to fulfil its proper potential is likely to remain an enormous problem which will need extraordinary measures to overcome. The ZTMTT experience points a way ahead.

Another barrier to be overcome is the crisis of faith and confidence amongst Africans when faced with the failures of Africa in the post-colonial period. Again understanding and perspective on the historical background to failure are required.

The policies and attitudes of the outside world (outside Africa) have been a barrier in the way they have combined a lack of understanding of the nature of African problems with misguided attempts to influence or help. Aid givers have applied their own value systems to the African situation and often instead of overcoming the dependency of Africa have reinforced it. They have often introduced inappropriate technology and systems instead of concentrating first on gaining a true understanding of needs and then applying only what can be adapted to suit local circumstances and needs.

Another factor involves the appropriateness of technology to the African situation. There is the danger that the continent will fall increasingly further behind in its ability to take on or adapt to new technology. Being a backwater may mean that there is limited scope for the spread of technology through people. In Africa technology tends to be associated in peoples' minds with the education, skills and lifestyle of whites and expatriates. Many Africans feel that they cannot aspire to it.

All these factors and others come together in a great variety of combinations to constitute the forbidden gap which stands in the way of self-realization.

8.6 Adding Energy to the Exciplex and Bridging the Forbidden Gap

In the exciplex state the barriers making up the forbidden gap can only be bridged by the application of additional energy in the form of stimuli. As already explained these are in large measure self-generated. In fact the process involves an accelerator which means that

the more that stimuli lead to understanding and change the more they open up the possibility of more change.

The key stimuli from which all else springs are knowledge and understanding. We have seen in previous chapters that this involves learning in ways that bring the true knowledge and understanding that only real experience can give. The experience is explained and reinforced through being intellectualized in a group and academic context. This real experience gives the individual the chance to answer any doubts or questions in his own mind about his ability to compete and compare himself with peers in the new culture. The opportunity to learn through experience gives him answers to hitherto unanswered questions and new perspectives. These involve not only business and management, but also the way he personally can relate to them. Where he has the chance to overcome a particular work challenge and achieve success this gives him new perspectives on himself and his capabilities. He stands to gain a new and ever growing self-respect. This is reinforced by the recognition and respect that it brings from within the organisation. The stimulus of such experience may be repeated many times over and gives him confidence that he has the knowledge of the world of work and the experience of operating in a respected technical environment which enables him to deal with expert professionals in different fields of activity. All this varied and cross-functional experience receives the considerable benefit and stimulus of related academic and business skills input at the University. On top of all this comes the stimulus to be gained from a new feeling of broad understanding and liberation which comes from having swept away the vestiges of dogma. As he absorbs the benefit of mutually reinforcing stimuli he is well aware that fundamental changes are taking place within him and the knowledge stimulates him all the more. He knows that his whole life has been changed. He knows that he has bridged the forbidden gap.

8.7 The Exciplex Manager

Being managerial involves understanding and identifying with the challenge of management and being willing and anxious to take up the challenge. The new exciplex manager has essential self-knowledge, understanding and perspective and realistic ambition. He combines the strengths of his own culture with the reinforcement gained from other cultures. While confident of his ability and potential he knows his limitations and how much he stands to gain from continued learning. His experiences have given him ideas on what can usefully be adapted to his own circumstances. He is confident in dealing with subordinates, peers and superiors of all cultures and races. Yet he is happy in the reality of his own culture. He

looks forward to establishing his cross-cultural and professional relationships on a new basis. At the same time he has the confidence that comes from being literate in terms of business practice. This will enable him to consider the vital "bottom line" profit or loss implications of all his decisions. Above all he understands the importance of good management and is confident in his own knowledge of what that involves. He looks forward to coming to grips with all its challenges and bringing all his knowledge, ideas and his own personal style into play.

8.8 Reactions to the Exciplex and the Varying Aspects of Change

The objective is to maximise the number of Type C's and to bridge the forbidden gap arising from differences in cultural values so that trainees can gain the full benefit of their own culture reinforced by the second culture. The data show that the course has achieved the following results:

Of all the trainees who have been through the programme there have been no Types A, one Type B, two Types D and one Type E. The remaining ninety per cent of ex-trainees can be said to represent Type C. It is necessary at this point to appreciate that whereas Types A, B and D represent failure the two Types E who married and settled in Europe are both successful managers.

As demonstrated in Chapter VII change affects individuals differently according to their particular needs, background, experiences and personal characteristics. Change is a very personal experience. However, though there is no stereotype, many ex-trainees were changed in remarkably similar ways.

Type C as shown under Figure 2 on page 168 represents the vast majority. Ex-trainees Q,R,S,T,U,V and W come into this category. Periodic interviews with these people, backed up by contact with their employers over the years and the results of the surveys carried out, show that they all share a number of basic reactions to the training. These are:

1. All feel fundamentally changed and renewed.
2. All have acquired enhanced self-confidence.
3. All have overcome inhibitions based on race.
4. All appreciate the prime importance of the way people are managed.
5. All appreciate the need for business skills.
6. All have achieved a new career impetus.
7. All feel they can now relate themselves unreservedly to the management function.

Other reactions were variations on these main themes. Few were unrealistic about the difficulties and challenges they faced back in the home environment and most have found the situation very much as they had expected. Furthermore they have accepted the main African local realities even where the influences are mainly negative. The prevalence of dogma, nepotism or corruption for instance can often be fought against in more effective ways than

direct confrontation. Apart from the traumas experienced by the first intake, few have experienced disillusion on their return home. Nearly all have discovered that the ways they have changed have given them new authority, new acceptability and new ways of influencing people and achieving their work objectives. These changes have led to a new and wider basis for their social relationships including those across racial and cultural divisions. Another interesting result of new found self-confidence has been that those ex-trainees who have had to wait for a long time for promotion and increased responsibility have been reconciled to this. They certainly do not feel that they now have some new found right to rapid promotion. It can be seen how ex-trainee W was prepared to forego a senior job because of the greater career prospects of a switch to the production side of mining. The attitude of ex-trainee V is significant in this context. He feels that the way to the top should be open to him not through his two degrees or through the power he might accumulate in a headquarters job, but through his own efforts and achievements as a "hands-on" manager. Such attitudes are a far cry from what was predicted by the conservative detractors of black management potential of a few years ago.

The theme of enhanced confidence is so much mentioned that it is worth looking more closely at what it means in practice. Ex-trainee S puts the emphasis on the discovery of self-esteem and is concerned to prove to himself that the new image he has of himself is a genuine one. Ex-trainee Q on his return home had a new found confidence to tackle new challenges while ex-trainees R and S felt that they had discovered new capabilities within themselves. Ex-trainee T goes further when he says he has lost his fear of making mistakes and feels that this has given him the confidence to take initiatives. These feelings have manifested themselves in the plans or action of several ex-trainees to set up new enterprises.

A contrasting, but equally predominant feeling which is exemplified by ex-trainee Q, is the understanding of the importance of teams in the work context. It is all too common in many countries and amongst people who lack perspective to feel that keeping people informed or seeking to co-operate amounts to giving away their own power and influence. Having become team players ex-trainees are well aware of the goals of the organisation as a whole and the importance of working together within and between the teams that make it up.

Finally it has been very interesting to note exactly what transcending culture has meant in practice. Of course understanding and confidence have led to closer, more fruitful personal and working relationships and ex-trainees have been in the forefront of the development of

new multi-racial management teams. Paradoxically, transcending culture has meant no longer being inhibited by or overtly aware of racial or cultural differences. The need to strike attitudes or poses which arose from feelings of inadequacy or inferiority has gone. Race and culture are quite simply no longer an issue for people like ex-trainee R. Yet for all ex-trainees their sensitivity to the issue of cross-cultural influences remains fundamental. They know that the way the issue develops and is managed is crucial to future success.

Turning now to Type A, where the individual returns to his own culture unchanged and unaffected, which though theoretically possible, has not occurred in practice. The reason for this is because of the intensity and duration of the stimuli after the exciplex situation has arisen. It would certainly happen with a low quality trainee who came for a short time and had little or no involvement with work, people or ideas in the new culture. It is a situation which commonly arises in cases of brief visits or courses. In such cases, though great things are expected from the experience, it often leads not to greater understanding but to expectations of unjustified advancement.

Type B involves the individual who overreacts to the second and new culture and is exemplified by ex-trainee X. This case serves to underline the importance of a firm cultural base to an individual's stability. It also demonstrates the dangers arising from an outright rejection of cultural values and the assumption that one set of values is inherently superior to another.

Ex-trainee X thought he would find the answer to his own and his country's problems through a wholesale adoption of an alien culture. This overreaction led to confusion, alienation from the company providing his final attachment, alienation from the group of trainees and alienation from his employers back home.

Hofstede's (1980) main conclusion that a man's culture is his main strength has been demonstrated throughout the programme and is underlined by this case.

Type D involves the two individuals for whom their experiences merely served to reinforce their culture-based prejudices. This is not to imply that all cultures are faced by issues of prejudice. However, historically in the case of Southern Africa there have been distortions in the way people have come to regard each other and interact, which over generations have built up attitudinal blocks. Sometimes these blocks have been reinforced by fear and

suspicion, ignorance and hatred as well as by law and social custom which have served to emphasise differences rather than bring about mutual understanding.

It was a world in which virtually all decision-making and power was associated with whites. This was the norm from which blacks had to escape. The question was whether escape was possible from attitudes and a way of life which for generations had not been seriously questioned on either side of the racial divide. It is difficult to maintain one's dignity when faced with slights and denigration. A common human reaction is to build protective barriers based on sham. However, such a reaction would play right into the hands of conservative whites who could only think of black management in terms of tokenism or "window dressing". With this background and a newly found management desire to be seen to be doing something about black advancement, there was much scope for individuals to be convinced and to convince themselves that suddenly they had become the "real thing". Certainly they would want to believe this and any doubts may have been removed by one or more promotions and new job titles. The ease with which promotion sometimes came, together with special treatment from the company, were liable to give them an inflated idea of their own importance and the presumption that they had a right to special treatment. Progress, if it can be called that, had come without any special effort on their part. Such people represented by ex-trainee Y, arrived with great expectations of what could be done for them and little idea of what they could do for themselves. They had convinced themselves that they were already managerial when clearly this was not the case. They felt they had little to learn and they tended to reject ideas that put this basic attitude in question. At the same time they felt they had to justify themselves at every turn. Such attitudes were bound to antagonize people with whom they came in contact on work attachments and at the University and as a result they in turn felt rejected and misunderstood. Their reaction to this was to try to convince themselves and others that only back home was their true worth recognised and valued and that only back home did the true values prevail. Their rejection of what the new culture had to offer was balanced by the conviction that the way they were treated and what they had experienced at home, was the best way forward.

They believed these "certainties" because they wanted to believe them. They may have known deep down that this would mean continuing to live a sham. At this point they had failed to escape from the past and they returned home with their convictions, prejudices and cultural values reinforced.

Type E represents the ex-trainee who underwent what amounts to a conversion to the second culture. This has involved such circumstances as the trainee marrying within the second culture or staying on for personal reasons such as in the case of ex-trainee Z. There is certainly no overreaction involved, merely a realistic adaption of cultural values. There is no rejection of home-based cultural values which would assume a renewed significance if the individual ever returns home.

8.9 Quantifying Success

In attempting to quantify success it is necessary to bear in mind the point of departure. Trainees from the early intakes were effectively starting from scratch. Though there was universal acknowledgement of the urgent need for special measures to develop effective indigenous management, there was little idea of how this was to be brought about. In fact as we have already seen, a number of managers thought that the methods proposed would actually damage individuals' careers and do more harm than good. This did not happen. On the contrary a level of success was achieved which merits attention not just in Southern Africa but in a global context.

To be borne in mind is that a manager's effectiveness must at least partly depend on the way he sees himself and on the way he is seen as well as what he actually achieves.

On this basis the three main criteria which need to be measured are:

1. The extent to which a trainee's feelings about himself and the management function have changed.
2. The way he is seen by colleagues, subordinates and management.
3. Achievement and career progress.

The way an individual sees himself is obviously of crucial importance and relates to his self-confidence, the way he projects himself and his relations with other people. Data are contained in numerous interview reports with trainees both during and after the course as well as many letters from individuals. All these mention fundamental change. Data are also contained in the results of the survey of ex-trainees. What one trainee's letter described as "the sonic boom" of self-confidence is borne out by the survey which shows that seventeen out of twenty-four ex-trainees surveyed gave the course five out of five for giving them confidence. With almost uniformly high scores given to this factor the overall scoring rate

was 92.5%. The way they saw its importance in appreciating the priority of the people factor in management was almost equally highly rated at 91%.

Data on the second criterion are contained in reports, letters and the survey of managers. It is particularly significant that the reports have often come from managers who were initially sceptical about the course's potential for success. They rate ex-trainees very highly on things such as willingness and ability to be managerial. Such subjective judgements to be meaningful must however be related not just to the way trainees were seen before they went on the course, but also to the way they are now performing and are seen to perform relative to their peers. Applying this part of the survey to trainees who return to former employers shows that the way they are now seen compared to the way they were seen pre-course has risen by forty-four per cent. Their relations with subordinates is judged to have improved by forty-two per cent.

These managerial judgements relate directly to the third criterion, 'career progress and achievement'. How can this be measured? This criterion involves management of progress not only between pre-course and the time of the survey, but also as between the first two intakes when the training approach was being developed, and the third and subsequent intakes.

The following are some of the major measures of achievement and progress:

Percentage of Trainees gaining promotion within one year of their Return Home

Intakes I & II

5 out of 16 = 31.25%

Intakes III - VIII

23 out of 43 = 53.5%

Salary progress

Although the salary progress of ex-trainees is impressive by any standards, it is best illustrated by the two outstanding Intake VI trainees from Botswana each of whom at the time of the survey had received two promotions within two years and salary increases representing 28.1% in real terms.

Percentage of time spent on 'Technical' as opposed to 'People' problems

Pre-course

Now

(Answers to a separate question showed that ex-trainees now spend 61% of their time on non-technical problems.)

Senior Positions now held by Ex-trainees

Bearing in mind their relatively low levels pre-course and excluding the two ex-trainees who have died and the two who are out of contact, of the remaining forty-six from the first eight intakes, thirty-five are now in top executive or senior positions. This represents 76% of the total.

Progress Relative to Peers

To have maximum validity the above data needs to be related to progress relative to peers. One trainee illustrates his feelings by saying that the course was equivalent to a "fifty yards start in a hundred yard race". As has been described, managements have been won over by achievements. Managers' remarks about ex-trainees' "transformation", "new confidence", "broader horizons", "wider perspective", and "willingness to take responsibility", by definition relate them to their peers. The survey shows managers' current assessment of ex-trainees having risen by 61% from the pre-course level.

Finally, success can be measured by the very considerable successes of trainees during their twenty months in Europe. At City University a testing master's level degree course was passed by every trainee except for the three who were not qualified to sit for it. These latter obtained diplomas. The course's external examiner drew special attention to this achievement. During one hundred and forty-seven work attachments at thirty-two companies during the ten years of the course, the positive attitudes of trainees ensured that the vast majority were an unqualified success. Only three could be regarded as failures.

8.10 Was Success Dependent on the Exciplex?

First it is necessary to ask whether in the Southern African context fundamental change was necessary to move away from past attitudes, stereotyping and self-stereotyping. Also, was the problem essentially culture-based? If the answers are in the affirmative then it is necessary to ask whether change would have been possible without the creation of the exciplex which involves contact between cultures. Here the answer must be "no" if it is accepted that action was necessary to produce quick results and genuine lasting change.

Results have shown the very strong probability amounting to near certainty that a managed exciplex will result in change.

It could be argued that the group of people who are the raw material for this thesis would have succeeded anyway and that their inherent talents, intelligence and ambition would have ensured outstanding progress without the need for contact with another culture. This, however, would deny the scale of the problem and the need for extraordinary measures. It also denies the historic link between evolution and the maintenance of vested interests. It suggests that the enormous wealth of leadership potential which has lain dormant in Africa in modern times should continue in an unstimulated, undiscovered state. In fact the managed exciplex is a trigger through which cross-cultural contact in appropriate circumstances will produce the changes which are essential if Africa is to make progress and realise its true potential.

8.11 Conclusion

This chapter has described a new management theory and described the processes involved in developing the new Exciplex Manager.

Although all trainees fit in to one or other of the cases represented by Figure 2 on page 169, the examples given are only a sample of the very significant and complex changes that have resulted from the exciplex. When related to the career successes of ex-trainees, the nature of the exciplex and the nature, variety and strength of added energy in the form of stimuli, the data indicate a highly successful approach. All this has been in the context of genuine involvement which has lasted long enough and been of sufficient quality to produce remarkable results. In the context of the needs of Southern Africa for which the scheme was set up, time will show its true significance.

THE PRACTICAL RELEVANCE OF THE EXCIPLEX THEORY AND THE FUTURE

9.1 Is it the Right Model?

The exciplex concept explained in Chapter 8 demonstrates how in this case the permutations of change through scientific interaction so closely parallel the changes to human beings shown in the management model. In neither case can it be certain what the result of interaction will be. The fundamentals in both are the creation of the exciplex and added energy. Then in both we see the same variety in the reactions to the exciplex and the added energy. These are changes including positive reinforcement, overreaction, conversion, simple reversion to the previous state or reversion to the previous state with negative factors reinforced. The application of the concept to management development pre-supposes that everything will be done to try to ensure that the maximum number of cases result in reinforcement by positive factors. There are of course no stereotypes produced. Humanity is infinitely varied as are potential stimuli. In ZTMTT's case the creation of the means for escape has created the essential exciplex. After that the quality, variety and duration of the stimuli have been sufficient to produce fundamental change. In the context of international training and management development, what so often happens is that programmes, visits or short courses do not even set up the exciplex much less lead to fundamental change.

As we have seen, the application of the exciplex model can transform the way people see themselves. This can then lead to phenomenal personal growth, career progress and achievement within a short time span. This is what is needed for Africa. Applied in a global context, the concept amounts to the provision of a model for people which will enable them to gain the benefit of each other's main cultural strengths.

9.2 Can the Exciplex Concept be Applied Elsewhere?

Lessem (1987) drew attention to what international business stood to gain from making full use of the main cultural strong-points of the world. He saw these as being the entrepreneurial skills of the West, the ability to manage change in the North, the business skills of the East and the inspirational and visionary qualities of the South. However, the value of global cross-fertilization to which Lessem rightly draws attention, can only take

place in enterprises through people. The exciplex concept shows how such people can be developed as cross-cultural entities. They can then go on to inculcate their values and their breadth into the management cultures of their organisations.

ZTMTT has involved two main cultures. At the same time, the involvement of Brazilians and Portuguese and some work attachments in South America and Africa as well as mainland Europe, have clearly shown the benefits of multicultural exposure. Unless it is accepted that a single culture contains all the answers to the questions of living and working, which is clearly not the case, then the concept must have universal applicability.

Until the nineteen seventies and the phenomenal growth of the Japanese and other Far Eastern economies, the general presumption in the West was of the superiority of its culture and value systems. Now the appreciation is generally gaining ground everywhere of how much all cultures can learn from each other. In the case of ZTMTT the concept was applied to the particular situation prevailing in Southern Africa with its legacy of colonialism and racism and where management and decision-taking have been so firmly associated with the white man.

A great many factors including vested interests, inherent conservatism, ignorance and the often unhelpful policies of the outside world have all helped to inhibit the development of local management potential. Now in countries like Zimbabwe and Botswana the logjam has been broken and the effects on the region and the continent have started to become apparent.

The areas of particular potential for the concept are where cultural, historical or political factors have inhibited change and prevented people from appreciating their own strengths.

Perhaps the greatest need is in so called developing countries which have so far failed to develop. However, it is not only in developing countries that people need to change, learn and to see themselves differently. In the former Soviet Union and Eastern Europe where the "party line" prevailed, people were told what to believe and individual initiative was stifled. Peoples' access to outside information and ideas was limited or non-existent. The party or other forms of authority took all the decisions and people were subservient to their dictates. A culture of dependency was created in which the individual pursuit of truth and self-betterment played little or no part. If there is to be movement away from the rigidity and

inefficiency of this failed system, individuals must be encouraged and helped to break away from the vestiges of the old system in the form of organisational structures as well as attitudes that continue to bind them to the past. The current difficulty in moving away from the past arises because people are confused and do not know what needs to be changed and how they can start going in what is the right direction for them. They have little or no knowledge of other cultures or social systems and no experience of the free enterprise economy. They have little idea of what in their existing system needs to be discarded and what can be adapted. Industrial decision-taking management which is the key to successful change hardly exists. The development of Russian and Eastern European management is obviously a top priority for regional prosperity and stability and for world peace. The exciplex concept could be applied in identifying mature educated people who are willing to learn and removing them for a significant period from the environments which bind them to the past. Then the possibility of fundamental change could be brought about through programmes of work experience in which there is genuine involvement for trainees interspersed with academic rationalization and business skills training. The ZTMTT programme has demonstrated very clearly that in this way real change and self-discovery can come about.

Another area of need for the concept is in the so called developed countries. Many have enjoyed relative success in recent years and most have long traditions of entrepreneurial enterprise which have served them well. Some continue to grow and make progress mainly because of their willingness to change, to learn and to adapt. The economies of others, however, are in decline partly because they tend to think that they have all the answers and are not sufficiently conscious of what they can learn from other cultures. Their attitude ignores the way the world has changed and is changing and how there is so much to be learned and gained not just from contact with each other, but also with the rest of the world.

9.3 Why has the Scheme been a Success?

The exciplex concept has been put into effect by the ZTMTT programme whose aim was to address an African problem. Its appropriateness must therefore be judged on its success in overcoming it. The problem is essentially one related to culture and the need for fundamental change in that continent and the management model relates directly to it.

The main culture-based considerations that need to be addressed are:

1. The need to rediscover pride.
2. The need to discover the strengths of African culture and put them to effective use in a modern context.
3. The need to discover the right intercultural synergies so that African strengths can be combined effectively with what can be learned and adapted from other cultures.

What is required is a formula which involves practical action and produces results as quickly as possible. The exciplex formula has been such a formula. It has been successful because theory has been applied to a practical problem in ways that have taken some of the main lessons from successful approaches to the development of managers from around the world. This has served to re-emphasise the validity of the model. It has been successful because it has gone straight to the heart of the culture problem and provided a route by which contact with other cultures can take place in circumstances which give the optimum opportunity for learning and change. The approach rightly assumes that this contact is the key to success. It is a trusting approach which presupposes positive results from the contact. Such a non-patronising, non-mollycoddling approach which places the onus for learning on trainees themselves has produced the appropriate positive reaction from them. At the same time the quality and duration of the stimuli have maximised the chances of a successful outcome. This point suggests the failure to develop effective management development schemes for Africa could be explained by short and superficial contact, passive (theoretical) training and overall failure to relate to reality. The exciplex formula on the other hand has resulted in fundamental lasting change.

The approach has succeeded because it has nurtured and developed the habits of self-reliance and learning which are essential for leadership and management. This contrasts with much of the "help" which is propounded and funded by the international givers of aid. Most importantly the formula has succeeded because it has addressed the main needs and has resulted in the self-discovery and self-fulfilment which are so necessary for successful African managers.

Finally, the approach has succeeded because the course was set up professionally and it was well managed. Where mistakes were made lessons were learned and successful practice was reinforced. With such a programme a proper professional selection process is of cardinal importance. The data indicate success in this area though it must be acknowledged that even more attention to the process might have reduced the number of failures even further.

9.4 The Main Lessons and Conclusions

The main lessons and conclusions that can be drawn from this work are:

1. Fast track management development involving cross-cultural experience and training is not only possible, but has been shown to produce outstanding results. It has the potential for universal application.
2. Experience is the best teacher. However, lessons learned are given focus and meaning through intellectualisation in an academic context.
3. The level of involvement on work attachments is of crucial importance. Where it is superficial it can easily lead to failure.
4. Every individual's culture is his strength. This main conclusion of Hofstede (1980) was borne out in the case of all trainees, but a measure of success in this programme was the degree of commitment resulting in positive reaction to the stimuli.
5. The greater the variety and scope of cross-cultural influence, the greater the potential benefit.
6. In case anybody ever doubted it, there is a wealth of untapped managerial potential in Africa. ZTMTT has helped to emphasize this fact.
7. Fundamental change in overall attitudes to the management function can come very quickly. In the thirteen years since independence in Zimbabwe there has been a total turn around. In that country doubts are now expressed about the effectiveness of white managers who do not understand local cultural values.
8. The potential for applying the exciplex concept and the ZTMTT experience to the development of high potential black South Africans is very great.

9.5 Some Reflections

The ZTMTT scheme has illustrated the possibilities for a very positive impact on an area of urgent need brought about by a multi-national company. The approach has been entirely practical and has involved co-operation between companies in Europe and Africa, governments and a university in ways that made for the best chance of success. It also showed that enlightened altruism can be translated into effective action.

The speed and effectiveness and economy of the scheme's implementation has shown the way for others to follow. It is to be hoped that interest in the methodology and the results will be followed by action in situations where rapid change is needed. The scheme has shown

that industry and government can co-operate with each other to solve a practical problem. Through the way it has addressed the needs of Africa, the scheme has shown why so much management development for Africa has failed. Principally it has involved help for people to help themselves. The scheme's own experiences suggest that any other approach is not only inappropriate but likely to fail.

The scheme has been a major part of an exciting transformation in Zimbabwe which has many lessons for the Southern African region and beyond. At a time when much senior white management in Southern Africa still finds it difficult to recognise that genuine black managerial ability exists or to distinguish it from "window dressing", the scheme's success overall constitutes a major breakthrough. Projecting the speed and scale of the successes of ex-trainees it is possible to foresee Africa becoming a world front runner far more quickly than is currently predicted.

Although the exciplex management concept and the ZTMTT experience have global implications they have a particular potential for application to the needs of South Africa. This is because despite differences of emphasis, much of the history of racial interaction in the rest of Southern Africa is broadly similar. In South Africa, however, the past rigidity of racial separation and the development of hard attitudes on each side of the racial divide mean that the old attitudes will be harder to escape from.

The vital importance of local management to the future of Africa is gradually becoming more widely appreciated. This thesis has aimed to throw more light on the subject and to point to a specific way forward. The African picture remains very confused with potentially powerful countries such as Nigeria, which gained their independence earlier than most others, still in the grip of widespread corruption, division and other factors that inhibit progress and bind them to the past. Another potential powerhouse, Zaire, is proof that progress and growth have little to do with untapped wealth and potential. Current signs are that it is in the countries surrounding South Africa where there is the most rapid movement away from the past. South Africa itself is wonderfully placed to join this process to teach, to learn and to grow and through maximum involvement to lead the continent out of its torpor. There are worrying signs at present, however, that South Africa's preoccupations under majority rule are going to be principally with itself. Nevertheless, already, black managers from other parts of the continent are moving into South African enterprises and the development of this interaction will be interesting to observe and provides an interesting area for future study.

To what extent for instance will South African enterprise feel that individual managers, black and white, can gain through work experience in neighbouring countries? They might both learn and contribute. Surely future success for the continent is going to depend on increasing interaction and mutual co-operation. As the situation develops and more black Africans rise to the top in African industry to what extent will this affect organisational cultures? Furthermore what will be the future emphasis of management development in Africa? What sort of outside aid or involvement can best promote it? How will managements themselves find better ways of making use of local strengths? What is certain is that the need for effective indigenous management and decision-making will increasingly be recognised as the highest priority for the future peace, progress and prosperity of Africa.

(26 forms returned - 2 not included)

| | | 1 | 2 | 3 | 4 | 5 |
|--|--------------------|---|---|----|----|----|
| The trainee | Pre-ZTMTT | - | 3 | 10 | 3 | - |
| | On his return home | 1 | 3 | 6 | 9 | - |
| | Now | - | 1 | 3 | 10 | 5 |
| His career progress relative to his peers | Pre-ZTMTT | - | 5 | 8 | 6 | - |
| | On his return home | 1 | 6 | 9 | 5 | 1 |
| | Now | - | - | 5 | 11 | 4 |
| His relations with subordinates | Pre-ZTMTT | 1 | 3 | 9 | 4 | 1 |
| | On his return home | 1 | 4 | 7 | 6 | 3 |
| | Now | - | 2 | 4 | 10 | 6 |
| His understanding of the issues bearing on management. | | - | 2 | 5 | 12 | 5 |
| His willingness to take responsibility. | | - | 3 | 3 | 10 | 8 |
| His willingness to take initiatives. | | - | 1 | 7 | 10 | 6 |
| His ability to manage people. | | 1 | 1 | 8 | 10 | 3 |
| His ability to manage across colour lines. | | - | 1 | 5 | 6 | 10 |
| His confidence level. | | 1 | 1 | 4 | 11 | 7 |
| His overall effectiveness as a manager | | - | 4 | 8 | 8 | 3 |
| His prospects | | - | 2 | 2 | 10 | 10 |
| His ability to produce new ideas | | 1 | 2 | 8 | 9 | 4 |
| The importance of the academic part of the course | | - | 5 | 12 | 6 | 1 |
| The importance of work experience on the course | | 1 | 1 | 5 | 12 | 2 |
| The importance of getting away from the local environment for his training | | 2 | 1 | 4 | 6 | 8 |
| The relevance of the course to African circumstances | | 1 | 2 | 8 | 7 | 2 |
| The overall effectiveness of the course | | - | 3 | 9 | 5 | 4 |

TRAINEE SCORES**Appendix 2**

(24 forms returned)

| ZTMTT experience | 1 | 2 | 3 | 4 | 5 |
|---|----------|----------|----------|----------|----------|
| Overall success in your career. | - | 1 | 8 | 10 | 4 |
| Helping your awareness of the importance of management. | - | - | 1 | 13 | 10 |
| Relevance of the work experience. | - | 1 | 7 | 11 | 5 |
| Relevance of Academic training. | - | - | 3 | 11 | 10 |
| Your self confidence. | - | - | 2 | 5 | 17 |
| Awareness of the importance of people in management. | - | - | - | 11 | 13 |
| A wider overall perspective. | - | - | 1 | 10 | 13 |
| Putting your own culture in perspective. | - | 4 | 7 | 9 | 4 |
| What you gained from other cultures. | - | 1 | 9 | 7 | 7 |
| The significance of culture in management. | - | 2 | 4 | 10 | 9 |
| Coping with racial stereotyping. | 1 | - | 9 | 9 | 7 |
| Effectiveness in managing across colour lines. | - | - | 5 | 11 | 7 |
| Ideas on effective management. | - | - | 1 | 16 | 7 |
| Business skills and techniques. | - | - | 3 | 6 | 15 |
| Friends and contacts. | - | - | 7 | 12 | 5 |

| Career Progression | 1 | 2 | 3 | 4 | 5 |
|---------------------------------------|---|---|---|----|----|
| How were you seen by your employer | | | | | |
| pre-ZTMTT? | - | 7 | 7 | 6 | 1 |
| on your return home? | - | 1 | 7 | 11 | 2 |
| now? | - | - | 1 | 11 | 7 |
| Your view of your prospects? | - | - | 2 | 8 | 12 |
| Your progress relative to your peers? | | | | | |
| pre-ZTMTT? | 2 | 7 | 7 | 4 | 2 |
| on your return home? | - | 3 | 9 | 6 | 4 |
| now? | - | 1 | 6 | 9 | 6 |

REFERENCES

- African Research Bulletin - Article on Zambian Gemstones - Volume 27 Number 8
August 16 - September 15, 1990 published by Africa Research Limited,
Oxford
- Akiazu, A. 'Journal of International Studies of Management' 1986
- Akin-Ogundeji, O. 'Moving Towards the Future Training Practices in Africa - The
Nigerian Cause, Part II' 'Journal of European Industrial Training'
1987, pp21-31
- Barham, K., Fraser J. & Heath L. 'Management for the Future' Ashridge
Management College, 1988
- Bauer, Prof. P.T. 'Quality the Third World and Economic Delusion', Weidenfeld and
Nicholson, 1981
- Bennell, P. 'British Industrial Investment in Sub-Sahara Africa : Corporate Response
to Economic Crisis in the 1980's' Development Institute's Policy
Review 1990 Vol. VIII Part II
- Bourdillon, M. 'The Shona Peoples' Mambo Press, Gweru, 1976
- Bragg, A.S. 'Training Survey Societe Miniere de Tenke Fungurume', March 1973
- Buchanan, Sherry, 'The Fine Art of Finding and Keeping High Flyers' Article in
'International Herald Tribune' 26 October 1989
- Chavunduka, G.L. 'Tradition and Modernity in Zimbabwe' University of Zimbabwe,
Occasional Paper, 1986
- Chamber of Mines of Zimbabwe, Circular and Statistics on Black Advancement in the
Mining Industry, 28 February 1990
- Chamber of Mines Journal 50th Anniversary Edition, 1989

- Chem. Phys. Letts. 1983, 96, 1. 'A Quantitative Interpretation of the Magnetic Field Effect on Hyperfine-Coupling-Induced Triplet Formation from Radical Ion Pairs'. A. Weller, F. Nolting and H. Staerk.
- Constable, J. & McCormick, R. 'The Making of British Managers' A Report for the BIM and CBI, 1987
- Copperbelt of Zambia Mining Industry Year Book - Copper Industry Service Bureau Limited, 1964
- DeBono, E. 'DeBono's Thinking Course', BBC Books, 1982
- Dreze, J. & Sen, A. 'Hunger and Public Action' Clarendon Press, 1989
- Dumont, R. 'False Start in Africa' Published by Deutsch, 1966
- Evans, Professor Paul 'International Management Development and The Balance Between Generalism and Professionalism' Article in 'Personnel Management' December, 1990
- Evans, W. A., Hau, K.C. & Sculli D. 'A Cross-Cultural Comparison of Managerial Styles' 'Journal of Management Development' Vol.8 No.3 1989 pp 5-13.
- Faber, M.L.O and Potter, J.G. Towards Economic Independence - Papers on the Nationalization of the Copper Industry in Zambia, Cambridge University Press, 1971
- Garnett, J. 'The Work Challenge' The Industrial Society, 1973
- Government of Zimbabwe 'Training for the Public Service', August 1985
- Hofstede, G. 'Cultures Consequences: International Differences in Work-related Values' Saga, 1980
- Holderness, H. 'Last Chance in Southern Rhodesia 1945-58' Zimbabwe Publishing House, 1985
- Hope, K.R., & Armstrong, A. (1980) 'Toward the Development of Administrative and Managerial Capability in Developing Countries, International Review of Administrative Sciences Vol XLVI No. 4 pp 315-20.

- H.R.H. The Princess Royal - Opening Address to the Cambridge Conference on Africa - April 1991.
- Hunter, G. 'The Best of Both Worlds? A Challenge on Development Policies in Africa' Oxford University Press, 1967
- Hutton, J. 'The World of the International Manager' Philip Allan Publishers, Oxford, 1988
- Jeal, T. 'Livingstone' Heinemann, 1973
- Kempner, T. 'Education for Management in Five Countries: Myth and Reality' 'Journal of General Management' Vol.9 No.2 Winter 1983/1984 pp 5 - 23.
- Kirk-Green, A.H.M. (Ed.) 'Africa in the Colonial Period : The Transfer of Power: The Colonial Administrator in the Age of Decolonisation' University of Oxford Inter-Faculty Committee for Africa Studies, 1979
- Kluckholm, F.R. 'Variations in Value Orientations' Greenwood Press, Westport, Connecticut 1977
- Kolb, D, Rubin M, and McIntyre, J. 'Organisational Psychology : An Experimental Approach' Englewood Cliffs New Jersey : Prentice - Hall 1971
- Lessem, R. 'The Global Business' Prentice/Hall International, 1987
- Lester, T. 'The Afro-Managers of RCM' 'Management Today' August 1981 pp 62-67
- Lugard, Lord F.J.O. 'Representative Forms of Government and 'Indirect Rule' in British Africa William Blackwood & Sons, 1928
- Manpower Services Commission, National Economic Development Council, British Institute of Management 'The Making of British Managers' (1987)
- Manpower Services Commission, National Economic Development Council, British Institute of Management, 'The Making of Managers - A Report on Management Education Drawing on Development in the USA, West Germany, France, Japan and the UK National Economic Development Council, 1987

- Matheson, R. 'People Management in Developing Countries' Associated Business Programmes, 1978
- Marshall, Sir Colin 'Culture Change: No Science but Considerable Art' 'RSA Journal', January 1991
- Mazrui, A. 'The African Condition' (The Reith Lectures) Heinemann, 1980
- Merrick-Jones 'Issues in Management Education and Training in Developing Countries: Some Evidence from Africa' "Management Development" Vol.90 Part I 1989
- Minerals Yearbook Vol III 'Minerals Industries of Africa' U.S. Department of the Interior - Bureau of Mines 1990.
- Murrell, K.L. 'Training and Development for Developing Countries' 'Journal of European International Training', 1984, Vol.8 No.4 pp 25-32
- Northern Rhodesia Civil Service Staff List. The Government Printer, Lusaka, 1963
- O'Reilly, A.J.F. 'Establishing Successful Joint Ventures in Developing Nations: A CEO's Perspective' 'Columbia Journal of World Business' Spring 1988 pp 65-71
- Potter, J.G. and Faber, M.L.O. Towards Economic Independence - Papers on the Nationalization of the Copper Industry in Zambia, Cambridge University Press, 1971
- Reserve Bank of Zimbabwe 'Quarterly Economic & Statistical Review' Vol.12 Nos. 3 & 4 September/December 1991.
- Revans, R.W. 'International Perspectives on Action Learning' University of Manchester Institute for Development Policy and Management, 1987
- Robertson, J.M. 'Cultural Reactionaries Versus the Dynamics of Change' Paper given at a Conference on Black Advancement in the Zimbabwean Economy, 1989
- Scudder, T. 'The Ecology of the Gwembe Tonga', Manchester University Press, 1962

- Scudder, T. Address to the Royal Africa Society, 12 November 1990
- Souto, A. 'Para Onde Caminhamos' Article in April 1991 Edition of 'Economica' of Mozambique
- Sorrell, P. 'Formation de Dirigeants Africains' Occasional Paper, Gecamines, Zaire 1989
- Strategy for African Mining - Africa Technical Department, The World Bank, 1992
- Syrett, Michael 'The Masters 90 Modern' Article in 'The Times', 21 February 1991
- Turner, L. 'Multinational Companies and The Third World, Allen Lane 1974
- The World Bank 'Accelerated Development in Sub-Saharan Africa: An Agenda for Action', 1981
- Van der Post, L. 'Moving into the New Country' Interview in December 1991 issue of 'Eskom Leadership Development Journal'
- Weller, A., Nolting, F. and Staerk, H. 'A Quantitative Interpretation of the Magnetic Field Effect on Hyperfine-Coupling-Induced Triplet Formation from Radical Ion Pairs' Chemical Physics Letters, 1983, Volume 96 Number 1.
- World Development Report 'The Challenge of Development' Oxford University Press 1991
- Youker, R. (1986) 'Training of African Managers - Some Lessons from Evaluation', Paper Presented at Conference on International Management Development, Challenges and Alternatives, University of Lancaster, September 1986
- ZCCM "The New Management Style", 'Policy Booklet', October, 1988

BIBLIOGRAPHY

- Adair, J. 'Training for Leadership' Macdonald & Jones, 1988
- African Associated Mines Limited, Training Prospectus, 1989
- Anglo American Corporation (Zimbabwe), Synopsis of The Confederation of
Zimbabwe Industries' Survey on Black Managerial
Advancement, February-April, 1989
- Anglo American Corporation Services Limited, Zimbabwe, Graphical Representation of
Black/White Ratios at Mining, Metallurgical and Agricultural
Companies for the period 1981-1989
- Arkin, A. 'How International are Britain's Business Schools', 'Personnel
Management', November 1991
- Barham, K. & Oates D. 'The International Manager', 'The Economist Books' 1991.
- Barnes, L. 'Africa in Eclipse', The Trinity Press, 1971
- Bloch, E.W. 'The Case For and Against Expatriate Employment and New Immigrants' Paper
Given at a Conference on Black Advancement in the Zimbabwean
Economy, 1989
- Brummer, Alex, 'Gold's Urgent Need to Slip the Racist Leash', Article in 'The
Guardian Magazine', 1990
- Coulson, E. 'The Social Organisation of the Gwembe Tonga', Manchester
University Press, 1960
- Financial Times Survey on Zimbabwe, 21 August 1989
- Fyfe, Prof. J. 'People Orientated Policies - A Diagnostic Framework' Presentation to IPM
National Conference, October, 1991.

- Garnett, J. 'The Work Challenge' The Industrial Society, 1973
- Goldsmith, W., & Clutterbuck, D. 'The Winning Streak' Weidenfeld and Nicholson, London, 1984
- Government of Zimbabwe 'Training for the Public Service', August 1985
- Hall, E.T., & Hall, M.R. 'Hidden Differences: Studies in International Communication' 'Stern Magazine', Gruner & Jahr AG & Company, West Germany, 1983
- Harding, P. 'Is Merit the Sole Criterion?' Paper Given at a Conference on Black Advancement in the Zimbabwean Economy, 1989
- Harvey-Jones, Sir John, 'Why our best is not good enough' Article in the 'Evening Standard' 2 May 1990
- Hunter, G. 'The New Society of Tropical Africa: A Selective Study' Oxford University Press 1962
- Hutchinson, R.C. & Martelli, G. 'Roberts People' Chatto and Windus, 1971
- International Statistics Yearbook 1991, Published by the I.M.F.
- Keith, G. 'The Fading Colour Bar' Robert Hale, London, 1966
- Kirkman, W.P. 'Unscrambling an Empire: A Critique of British Colonial Policy 1956-1966' Chatto and Windus, London, 1966
- Lawley, J.C. 'Management Handbook' Ireland Blyth Limited, Mauritius, 1977
- Lawley, J.C. ' Report on Training at NCCM (Chingola Division)' November 24 December 6, 1975
- Lawley, J.C. 'Meeting the Management Requirements of Southern Africa's Mining

Industry' Article in 'Mining Magazine' January 1992

Lessem, R. 'Heroic Management' Mercury Press, 1987

Lewis, W. H. (Ed.) 'Emerging Africa' Public Affairs Press, 1963

Lonrho Zimbabwe Graduate Training Programme, 1989

Mparutsa, A. 'Indigenous Leadership Styles: Shaping the Future' Unpublished Paper
1986

Murphree, Marshall W, 'Odds on Zimbabwe' Article in 'Leadership' Vol.5 1986

Murrell, K.L. 'Understanding the Egyptian Manager: A Third World Management
Development Experience' 'Leadership & Organisation
Development Journal' 1981 Vol.2 No.3 pp 12-16

Neale, Rosemary and Mindel, Richard, 'Rigging up Multicultural Teamworking'
'Personnel Management' January 1992

Packenham, Thomas 'The Scramble for Africa', George Weidenfeld & Nicholson, 1991

Parsons, Sir Anthony "Mugabe's Model Harmony", Article in 'The Times' 20
February 1988

Pepper, A.D. 'Managing the Training and Development Function' Gower
Publishing Co.Ltd., 1984

Republic of Zambia 'GRZ Planning and Management Improvement Project:
Management Development and Training Component' Report on second
Year's Activities, January - December 1988

Rodgers, F.C. Buck 'The IBM Way' Harper and Row, New York, 1986

Rothwell, Sheila 'The Development of the International Manager', 'Personnel
Management' January 1992

- Ruwende, F. 'Aspirations and Expectations of University Students' Paper Given at a Conference on Black Advancement in the Zimbabwean Economy, 1989
- Scullion, Hugh 'Why Companies Prefer to Use Expatriates' 'Personnel Management' November 1991
- Scullion, Hugh 'Attracting Management Globetrotters' 'Personnel Management', January 1992
- Short, R. 'African Sunset' Johnson Publications, 1973
- Stamp, Gillian 'Pacing Challenges and Capabilities', Brunel Institute of Organisation and Social Studies, February 1988
- Strachan, B. 'Redressing Imbalances in Zimbabwe 1980 - 1990' Paper Given at a Conference on Black Advancement in the Zimbabwean Economy, 1989
- Tice, L. 'Investment in Excellence', Pacific Institute 1990
- The Times 'The Sad State of Zambia' Leading Article 2 July 1990
- The Zimbabwe Iron & Steel Company Limited Training Prospectus 1989
- Unilever Management Performance Appraisal Policy (PD 750) 1989
- Unilever Management Review 1989
- Van der Post, L. 'The Lost World of the Kalahari', 1962
- Walker, R.S. 'Rhodesia the Zimbabwe of Southern Africa' Shirmione Investments (Pvt) Ltd 1975
- ZCCM Five Year Manpower Plan, September 1988
- ZCCM Annual Training Brochure 1989/90

ZCCM Annual Reports 1986, 1987, 1988

Zimbabwe Institute of Management 'Programme of Management Education
Training and Development' 1988

Zimbabwe Minerals Yearbook 1990