CAREER ANCHORS AND WORK BEHAVIOURAL STYLE FOR CAREER MANAGEMENT IN THE SOUTH AFRICAN PUBLIC SERVICE

Luni Vermeulen, PhD
North-West University, South Africa

Abstract
        The practice of career management is mostly deficient in the South African Public Service and is a cause for great dissatisfaction amongst public officials, resulting in demotivation, underperformance and low morale. Consequently, the underperformance of public officials gives rise to underperformance of the Public Service as a whole. Further, the Public Service does not employ a career management model to assist in the implementation of career management.

In an effort to resolve the issue, empirical research was conducted to establish the status on the implementation of career management in the Public Service (through interviews), and to determine public officials' perceptions and experiences pertaining to career management (through focus group discussions). The research confirmed that career management practices are mainly non-existent in the Public Service and, in those instances where it is implemented to a certain extent, the manner in which it is managed is not contributing to the enhanced performance, motivation, retention or career aspirations of public officials.

As a practice that influences employees' motivation, morale, retention and performance, and ultimately organisational performance (which in the Public Service translates into service delivery), it can be argued that Public Service departments can neither afford a lack of career management, nor ineffectuality in the implementation thereof. The paper therefore develops a career management model, based on employees' work behavioural styles, in combination with their career anchors, that can assist managers in providing support to public officials with regard to their career ambitions, career development and career pathing, and simultaneously benefitting the Public Service at large through the perceived increased individual performance, which is likely to contribute to increased organisational performance.

Introduction:

As the biggest employer in the country, the role of the South African Public Service[1] in developing, motivating and retaining its employees, is critical to the effectiveness of the state since the Public Service, as the executive authority of the state, is dependent on its employees' skills, competencies, commitment and attributes to successfully achieve its service delivery mandate. Considering the fact that South Africa is a developmental state[2], the need for the continuous growth and development of public officials is more so necessitated to ensure the attainment of the objectives of the developmental state. In this regard, career management is a tool in developing public officials through career management practices. However, the implementation of career management in the South African Public Service remains a significant human resource management (HRM) challenge, resulting in undesirable consequences pertaining to employee morale, motivation, performance and retention. The aim of career management is to *inter alia* enhance the development, growth, motivation and retention of employees (UCSF, sa; Mwanje, 2010, p. xiv; pp. 2-4). Consequently, it is not surprising that the lack of career management negatively affects the morale, motivation, performance and work satisfaction of employees, and as an end result, the eventual performance of the Public Service at large.

The paper argues that, in an endeavour to find solutions to the enhancement of the career management of public officials, the effective incorporation of career anchors, in combination with the consideration of employees' personal work profile patterns, can be cogitated upon and implemented as possible remedy for the current career management dilemma. In this respect a career management model is developed that can be applied by the Public Service, to provide support to public officials with regard to their career ambitions, career planning, career development and career pathing, and simultaneously benefitting the organisation through the perceived increased individual performance it will bring about, which will contribute to the Public Service's overall performance.[3]

RESEARCH METHODOLOGY:

The research followed a qualitative approach and made use of interviews and focus group discussions. A literature review was conducted that focused

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[1] Hereafter referred to as the Public Service.

[2] The primary priority of a developmental state is to ensure "sustained economic development" by means of specific forms of "industrial development", complex and detailed relationships between the public and private sectors, and composite essential policies (De Wet, 2014, p. 26).

[3]

on career anchors and work behavioural styles of employees to determine the relation between these and to establish how it can be applied to enhance the career management of public officials. The literature review also focused on the purpose and importance of career management in an organisation, particularly in the context of performance (both individual and organisational).

In addition to the literature review, focus group discussions were held with senior[4] and middle[5] managers in the Public Service. A total of 10 focus group discussions were held consisting of 15-25 participants in each focus group. The purpose of the focus group discussions was to determine the perceptions and experiences of senior and middle managers pertaining to career management in the Public Service. Senior and middle managers presented the ideal focus group participants as they experience career management (or the lack thereof) from a dual perspective: Firstly, as managers overseeing the work of subordinates in particular directorates in their departments[6], they experience the unconstructive effect of a lack of career management in the Public Service on both individual and organisational performance, as well as employees' motivation; and secondly, as individual employees with career aspirations of their own, they experience the downside of a lack of career management on their own performance, morale and motivation.

Convenience sampling and maximum variation sampling were used for the focus groups. Kelly (2009) indicates that convenience sampling refers to sample selection, based on the availability of participants (p. 288). The researcher held focus group discussions with senior and middle managers in the Public Service whom attended the *Executive Development Programme* (EDP), offered to selected public officials in the senior management echelons of the Public Service. Since the researcher facilitated the HRM sessions of the EDP, the sample was convenient and ensured the availability of the participants.

Maximum variation sampling refers to sampling with which the researcher aims to acquire a wide range of information and perceptions on the topic, which result in the selection of participants who have different experiences, skills and viewpoints about the topic (Kelly, 2009, p. 290). Since the senior and middle managers that participated in the focus group discussions are employed in various departments that implemented career

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[4] Senior managers are public officials at the levels of Director and Chief Director (the levels directly below executive management – described in a following footnote).
[5] Middle managers are public officials at the levels of Assistant Director and Deputy Director (the levels directly below the senior managers – described in the previous footnote).
[6] A department refers to a specialised division of government, headed by a Minister as political head and a Director-General as administrative head.

management with diverse levels of success, discussions provided for a wide rage of experiences and perceptions in terms of career management, as practiced in the Public Service.

For the interviews informants were selected. Babbie (2008) describes an informant as someone that is knowledgeable in the phenomenon a researcher is studying and who is prepared to share his or her knowledge pertaining to the particular phenomenon with the researcher (p. 206). Interviews were held with selected senior and middle HRM managers, as well as with an executive manager[7] of a key department in the Public Service. The senior and middle managers were selected based on their involvement in and knowledge of career management. The executive manager was selected to interview based on her profound HRM expertise and since the department at which she is employed is responsible for the development of HRM frameworks and policies in the Public Service.

The research followed an explanatory approach. Explanatory research aims to provide explanations of phenomena (Durrheim, 2009, p. 44). In this paper the interrelatedness between work behavioural style and career anchors are explained. Correspondingly, the role and influence of work behavioural style and career anchors in the enhancement of career management of public officials are explained. The use of a career management model in this regard is also explained.

The research design was developed in consideration of the interpretive paradigm. The interpretive paradigm sustains the belief that the reality that is studied consists of people's subjective experiences of the external world (Terre Blanche & Durrheim, 2009, p. 7). In this regard the paper focuses on the perceptions and experiences of senior and middle managers in the Public Service pertaining to the implementation of career management. The paper also focuses on, and interprets the relation between work behavioural style and the career anchors of employees.

CAREER MANAGEMENT:

Considering the broader organisational context in the Public Service, requiring departments to perform in terms of their service delivery mandate, it is necessary that public officials are competent, skilled, well developed and committed. Further, being the executive authority in a developmental state, the Public Service needs to unceasingly grow and develop its employees to ensure the attainment of the objectives of the developmental state. To provide for the aforementioned demands, the role of career management in employee development for enhanced performance becomes imperative.

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[7] An executive manager refers to a manager belonging to the highest ranks of a Public Service department –Directors-General or Deputy Directors-General.

Career development forms part of the broader career management process in which the employee's goals, performance potential and preferences are aligned with organisational goals and objectives (Public Service Commission [PSC], 2000, p. iv; Clark, 2010; Gilley *et al*., 2002, p. 60). According to Van der Westhuizen and Wessels (2011) career management is a continuous process in which employees collect information about themselves and the workplace and come to a particular realisation of their capacity, abilities, interests, values and ideal lifestyle, and, other jobs and organisations (p. 296). The career management process serves as a basis for employees to plan their careers, set career goals and develop and implement a strategy that is designed to realise goals (cf PSC, 2000, pp. 5–6; cf Cline & Kisamore, 2008, p. 4).

The most common elements in career management can be identified as career planning, career pathing and career development (PSC, 2000, p. iv; Public Administration Leadership and Management Academy [PALAMA], 2010, p. 130). This implies that an employee's career has to be planned in conjunction with the employer in order to create a career path; and in support of the employee's career growth, particular development interventions can be applied. Career development should be included in the career plan to enhance the employee's progress and growth on the career path.

The responsibility for career management lies with the employee (PSC, 2000, pp. 6–7; Cline & Kisamore, 2008, p. 4; Coetze & Schreuder, 2009, p. 1). However, support from the manager is also required through the following responsibilities (PSC, 2000, pp. 6–7):

- awareness of the employee's career ambitions;
- determining the appropriate career path for the employee's ambitions to be attained;
- informing the employee of training and development opportunities that can assist in meeting the career aspirations of the employee and at the same time the operational objectives of the organisation; and
- providing the employee with the opportunity to make use of these training and development opportunities.

It can be argued that, in order to support employees in selecting training and development opportunities, managers should be aware of, not only employees' job requirements in terms of organisational needs, but also their career ambitions and work preferences. In this regard both employees' work behavioural styles and career anchors are helpful in understanding employees' personal perspectives, their career ambitions and preferences. Career anchors assist in understanding how employees perceive their own perspectives on their talents and abilities [Schein's study (as cited in Coetzee, Schreuder & Tladinyane*,* 2007, p. 68)]. Work behavioural style

assists in understanding which behaviours employees tend to exhibit in the workplace (Thomas International, n.d).

The focus group discussions revealed that the Public Service mostly supports training and development opportunities relating only to operational objectives of the organisation and that the needs and preferences of employees are not considered in this regard (Focus group, 2010a; Focus group, 2010b; Focus group, 2010c; Focus group 2009a; Focus group, 2009b; Focus group, 2008a; Focus group, 2008b; Focus group, 2008c; Focus group, 2008d; Focus group, 2008e). Employees often want to attend training and development opportunities that are focused on their own career and growth aspirations (Focus group, 2010a; Focus group, 2010b; Focus group, 2010c; Focus group 2009a; Focus group, 2009b; Focus group, 2008a; Focus group, 2008b; Focus group, 2008c; Focus group, 2008d; Focus group, 2008e).

In an interview held with an executive manager in a key department (C. Clarke, Personal communication, 2 August, 2010), it was revealed that career goals of employees are usually individualistic. Therefore, no employer can support individual choice development that may serve for another employer's benefit or unintentionally create an entitlement syndrome based on the choice of the employee and the perceived appropriateness for mobility or deployment. This notion was supported in the *Report on the Assessment of the State of Human Resource Management in the Public Service*, issued by the Public Service Commission (PSC) during 2010, which stated that training courses provided to employees should be relevant to the skills requirements of the departments (PSC, 2010, p. 31).

In an interview with a middle manager responsible for Corporate Services of a particular department (O. Mogaladi, Personal communication, 3 August, 2010), it was revealed that individual career goals and training needs are often not aligned with operational requirements. One of the weaknesses in the Public Service is the lack of annual needs analyses and skills audits to assess the training needs of employees and competencies that they possess and creates a database of competencies available in the organisation (O. Mogaladi, Personal communication, 3 August, 2010; S. Nodu, Personal communication, 4 August, 2010). As a result, there is no alignment between employees' career goals, training needs and the operational requirements of the departments. This is prevalent from level 10 (Assistant-Director) at middle management level and below because there is no competency testing to ascertain such alignment (C. Clarke, Personal communication, 2 August, 2010; O. Mogaladi, Personal communication, 3 August, 2010; S. Nodu, Personal communication, 4 August, 2010).

The information revealed during the interviews highlighted the following pertinent issues: line managers do not necessarily have an awareness of employees' career ambitions; they do not always determine the appropriate

career path for the employee's ambitions to be attained; they do not always inform the employee of training and development opportunities that can assist in meeting their career aspirations and simultaneously the operational objectives of the organisation and finally, the line managers do not consistently provide employees with the opportunity to make use of the available training and development opportunities (C. Clarke, Personal communication, 2 August, 2010; O. Mogaladi, Personal communication, 3 August, 2010; S. Nodu, Personal communication, 4 August, 2010).

As mentioned, although the primary responsibility of career management lies with the employee, line managers also have a responsibility to support the employee in this regard (PSC, 2000, pp. 6–7). Sturges, Conway, Guest and Liefooghe (2005) point out that individual career management behaviour is influenced by organisational career management assistance (p. 821). Thus, the more assistance an employee receives from the organisation, the more it will be perceived as fulfilment of the psychological contract[8] (Sturges *et al*., 2005, p. 821; Armstrong, 2006, p. 226). In turn, achievement of the psychological contract is connected to organisational commitment of employees and is related to behaviours at work (cf Armstrong, 2006, p. 226; p. 228). These behaviours include, amongst others, job performance (Sturges *et al*., 2005, p. 821). It, therefore, points to the following: "first, it shows that both individual and organizational career management behaviors are linked to psychological contract fulfillment; second, career management help is associated with affective commitment and job performance; third, psychological contract fulfillment plays a key role in mediating the relationship between career management help and such attitudes and behaviors; and fourth, organizational commitment may mediate between psychological contract fulfillment and individual career management behavior aimed at furthering the career outside the organization" (Sturges *et al*., 2005, p. 821). It is evident that both the employee and the organisation can benefit, especially in terms of performance, commitment, motivation, retention and positive behaviours, should line managers take cognisance of the effect of a psychological contract. The support of the organisation (mostly by the line manager) with career management will also support a sense of belonging and ownership.

In the experience of public officials, both individual and organisational career management behaviours are not linked to psychological contract fulfilment (Focus group, 2010a; Focus group, 2010b; Focus group 2009a; Focus group, 2008a; Focus group, 2008b; Focus group, 2008c). The focus group discussions revealed that public officials perceive it to be merely

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[8] The psychological contract refers to an unarticulated combination of beliefs held by an employee and their employer about what they expect of each other (Armstrong, 2006, p. 225).

organisational objectives that receive priority, with individual objectives and ambitions being neglected (Focus group, 2010a; Focus group, 2010b; Focus group 2009a; Focus group, 2008a; Focus group, 2008b; Focus group, 2008c). Public officials were also of the opinion that the Public Service does not appreciate the fact that giving priority to the personal career development needs of employees, translates into loyalty and commitment on the side of the employees (Focus group, 2010a; Focus group, 2010b; Focus group 2009a; Focus group 2009b;Focus group, 2008a; Focus group, 2008b; Focus group, 2008c). This premise was confirmed by the executive manager (C. Clarke, Personal communication, 2 August, 2010) who stated that individualistic career goals cannot be supported to enhance individual choice development (as alluded to in a previous paragraph). The value of career development, as integral part of career management, is therefore neglected. According to Gilley *et al*., (2002) the following can be accomplished through career development (pp. 60–61):

- Employees can search and discover future career paths.
- Employee's skills, interests and needs for growth and development can be aligned to the needs of the organisation.
- Managers can improve output and competence, employees' attitudes toward work, and job satisfaction.
- Efficient provision and allocation of employees and greater loyalty among employees can be promoted.

Public Service employees perceive career development and the opportunity for upward mobility through a career path as significantly lacking (Focus group, 2010a; Focus group, 2010b; Focus group, 2010c; Focus group 2009a; Focus group, 2009b; Focus group, 2008a; Focus group, 2008b; Focus group, 2008c; Focus group, 2008d; Focus group, 2008e). The alignment of employees' skills, interests and needs with organisational needs are also considered to be absent (Focus group, 2010a; Focus group, 2010b; Focus group, 2010c; Focus group 2009a; Focus group, 2009b; Focus group, 2008a; Focus group, 2008b; Focus group, 2008c; Focus group, 2008d; Focus group, 2008e). In the interview with the middle manager in Corporate Services (O. Mogaladi, Personal communication, 3 August, 2010), it was revealed that career pathing is generally in place by default and more informal than structured. Career pathing in the Public Service has not been rolled out throughout the Public Service (O. Mogaladi, Personal communication, 3 August, 2010). The manager stated that the lack of providing career paths is due to the neglect of career management of employees by managers (O. Mogaladi, Personal communication, 2010).

McLeish (2002) indicates that career development is no longer merely about the attainment of the skills and knowledge employees need to make progress in an organisation, it is about attaining flexibility and constant

assessing and developing these skills in order to stay employable and content over the long term (p. 2). In the 21st century organisations' employees are expected to do more with less and stability is no longer the focus (Fryer, 2010; Navran, 2010). Instant results, along with a demand for high skill sets, are focused upon (Cline & Kisamore, 2008, pp. 5–6; Khosrow-Pour, 2006, p. 256; Auer & Cazes, 2000, p. 379).

The shift towards more flexibility and versatile skills required of employees underlines the need for continuous career development. Although employees can no longer rely on most organisations for long-term employment, they are increasingly expecting employers to provide career support and enhance their employability (Auer & Cazes, 2000, p. 379). Something that the Public Service is not keen to embark on, as they do not wish to invest in the development of employees for the benefit of another employer (as alluded to above). It is clear that in this respect the Public Service has lost touch with recent global trends in terms of employability by the constant development of skills, rather than to be employed by one organisation in the long term. In agreement with this notion, research conducted by Schreuder and Coetzee (2011) revealed that employability affords employees with a feeling of stability and security. It therefore results to a positive mind frame. Further, as indicated above, the more assistance an employee receives from the organisation, the more it will be perceived as fulfilment of the psychological contract. In turn, achievement of the psychological contract is connected to organisational commitment of employees and is related to behaviours at work (cf Armstrong, 2006, p. 226; p. 228). Of significance to the Public Service should be that these behaviours include job performance (cf Sturges *et al*., 2005, p. 821).

In consideration of the abovementioned importance of career management, the need to fulfil the psychological contract, as well as the need for departments to perform, the paper argues that innovative methods of finding solutions to the implementation of career management practices should be considered, especially in considering employees' preferences, needs and career goals as these appear to be neglected. In this regard the relation between career anchors and the work behavioural styles of public officials can be considered with a view to draft an employee profile that can be used as a premise to plan and manage employees' career management, as it gives an indication of employees' work style preferences.

CAREER ANCHORS:

Career anchors are usually leading elements that direct career choices and are indicative of personal work preferences (cf Gilley *et al*., 2002, pp. 61–62). Career anchors are also regarded as a pattern of employees' own perspectives on their talents and abilities [Schein's study (as cited in Coetzee

et al., 2007, p. 68)]. They are therefore considered as employees' career orientations [DeLong's study (as cited in Coetzee *et al*., 2007, p. 68); Schein's study (as cited in Coetzee & Schreuder, 2009, p. 2)]. Career anchors are therefore indicative of an employees' own sense of where they are heading in their careers. Furthermore, career anchors function in an employee's "work life as a way of evaluating organisational experience, identifying areas of contribution and generating criteria for work settings that people like to function in and developing criteria for success by which people will measure themselves" [Schein's study (as cited in Coetzee & Schreuder, 2009, p. 68)].

Research conducted by Coetzee *et al*. (2007) found a relationship between career anchors and organisational commitment (p. 65). Further, Feldman and Bolino; Kiveton; and Schein's studies (as cited in Coetzee *et al*., 2007) indicate that employees' career motives and values, as described by their career anchors, have an influence on career decision-making and their psychological attachment or connection to a career and/or organisation (p. 66). This notion emphasises the importance of a psychological contract with employees.

In a series of publications during the 1970' and 1980s, Edgar Schein developed eight career anchors (Schein, 1975; Schein, 1978; Schein, 1987). Schein's theory is that every person has one outstanding career anchor and that by determining employees' preeminent career anchors, the careers and jobs that will provide them with the greatest fulfillment can be established (Mind Tools, 2015). Schein's eight career anchors are divided into three categories:

The first category of career anchors identified by Schein is **talent-based career anchors** and include **managerial competence, technical/functional competence** and **entrepreneurial creativity** (Schein, 1985; Schein, 2007, p. 27; Van der Westhuizen & Wessels, 2011, pp. 303-305; Coetzee & Schreuder, 2009, p. 3; Coetzee *et al*. 2007, p. 70; Gilley *et al*. 2002, pp. 61–62).

Managerial competence:

The prospect of problem solving under circumstances of uncertainty and with incomplete information motivates employees with managerial competence as career anchor and provides them with the opportunity to exercise their analytical skills. They enjoy connecting people to achieve shared goals and wish to make positive input to the success of their organisation. They portray emotional stability and are enthused, rather than exhausted, by crisis situations. They favour development towards more responsibility.

Technical/functional competence:

Employees that have technical/functional competence as career anchor is predominantly enthusiastic about the job content itself and favour career progression only in their technical/functional domain. They are competent in their own fields of specialisation and tend to avoid general management as it normally involves leaving their field of specialisation. Employees with this career anchor usually dislike management and view them as too political and administrative. They are usually a proper person-job fit.

Entrepreneurial creativity:

Employees who like to build or create something that is in totality their own project or assignment, have entrepreneurial creativity as career anchor. They easily get bored and enjoy continuously moving from one project to another. Employees with entrepreneurship as career anchor are more concerned with initiating and beginning new initiatives than in managing established ones. They take ownership and responsibility for their work.

The second category of career anchors identified by Schein is **needs-based career anchors** and include **security and stability, autonomy and independence** and **lifestyle incorporation** (Schein, 1985; Schein, 2007, p. 27; Van der Westhuizen & Wessels, 2011, pp. 303-305; Coetzee & Schreuder, 2009, p. 3; Coetzee *et al.*, 2007, p. 70; Gilley *et al.*, 2002, pp. 61–62).

Security and stability:

When employees are mostly motivated by financial and job security and a long-term attachment to one organisation, they have security and stability as career anchor. They are willing to conform and to completely adapt to an organisation's values and norms. They have a distaste of travel, transfers and relocation. Employees with this career anchor sustain motivators such as income, benefits, and recognition. These employees experience the most difficulty in adapting to the change from *employment security* to *employability*.

Autonomy and independence:

Employees with this career anchor are mostly interested in work circumstances that are maximally free of organisational restrictions and limitations and not strictly regulated. They want to determine their own schedule and pace of work and are willing to exchange opportunities for promotion for more freedom. They want freedom in decision-making and carrying out responsibilities.

Lifestyle incorporation:

Employees that have lifestyle incorporation as a career anchor favour work-life balance. They are concerned with issues such as paternity/maternity leave and day-care options and look for organisations that have strong pro-family values and programmes. Success, to employees with this career anchor, is not defined by career success only and their identity is determined in the way in which they live their life in entirety (personal, family and career).

The third category of career anchors identified by Schein is **value-based career anchors** and include **pure challenge** and **service/dedication** (Schein, 1985; Schein, 2007, p. 27; Van der Westhuizen & Wessels, 2011, pp. 303-305; Coetzee & Schreuder, 2009, p. 3; Coetzee *et al*., 2007, p. 70; Gilley *et al*., 2002, pp. 61–62)**:**

Pure challenge:

When overcoming major obstacles drives an employee, his/her career anchor is pure challenge. Employees with this career anchor enjoy solving virtually unsolvable problems; they never opt for the comfortable way and like to triumph. They thrive on winning strong opponents and their careers are defined by daily battle or competition in which winning is the begin-all and end-all. These employees are tenacious and intolerant of those who do not embrace similar goals and ambitions.

Service/dedication:

Employees with service/dedication as career anchor are inspired to improve the world in some way. They want to bring work activities in line with their personal beliefs, morals and ideals about serving society and are more concerned with finding jobs that meet their values than their skills. They want to make a difference in their communities.

The above differences in individuals' personal preferences support the notion that employees will approach changes and challenges in the workplace differently, based on what they value and how they are motivated. Some individuals flourish by being creative and innovative, others prefer stability and steadiness; challenges and continuous simulation may be important to one person, while creating a work/life balance is vital to another (Mind Tools, 2010; Schein, 2007, pp. 27-33; Bandyopadhyay, 2007, pp. 34-35; International Labour Organisation [ILO] 2007, p. 2). It can therefore be argued that line managers need to take cognisance of employees' career anchors, if they successfully wish to motivate them towards enhanced and sustained performance.

As the paper seeks to explore the effective incorporation of career anchors in consideration with work behavioural style into career management in the

Public Service, it is necessary to also consider particular work behavioural styles eminent in the workplace.

WORK BEHAVIOURAL STYLE:

When work behavioural style is considered, it is necessary to take into account that employees have different personalities, intelligence, abilities, values, backgrounds and attitudes which influence their behaviour and career goals (Armstrong, 2006, pp. 240–244). It can be argued that interpersonal aspects are more important to an employee's success in the workplace than technical skill (Xu and Tuttle, 2004, p. 22). An interpersonal aspect that is likely to differ between employees is work style; for instance, some employees approach problem solving in a cautious, systematic manner, whereas others favour innovative solutions (Xu & Tuttle, 2004, p. 22). Employees' work styles, therefore, influence their behaviour in the workplace. It is proposed that these aspects, relating to a particular work behavioural style be considered during the career management of public officials as it is indicative of employees' preferences in terms of development and motivation and ultimately influences employees' performance and retention.

The DISC profiling instrument is a useful and well-known assessment instrument to determine the attributes that will contribute to an employee's personal work profile pattern (Thomas International, 2005). A DISC profile reports a style or characteristic of behaviour in a work situation. Four dimensions or "typical patterns of interaction" of a person in the working environment are important (Thomas International, n.d). All people have all four behavioural preferences but to a various extent. The relationship of the four preferences to each other constructs a profile pattern which gives information about a person's probable behavioural responses (Mills, 2002). Thomas International (n.d.) identifies the following four dimensions:

Dominance: This category considers the manner in which problems are addressed. Individuals of this category are concerned with results. They are typically competitive, with high performance standards, and focused on achieving goals, solving problems, and accepting challenges.

Influence: This category considers the manner in which people are dealt with. Individuals of this category like people and want to be liked in return. They are typically charming, optimistic, and outgoing, and focused on networking, conversation, and working with others.

Steadiness: This category considers the manner in which an individual paces him- or herself. Individuals of this category are concerned about relations. They are typically sympathetic, friendly, good listeners, "finisher completers", and team players that work hard and create a stable environment.

Compliance: This category considers the manner in which rules and procedures are followed. Individuals of this category are concerned with accuracy and research every aspect of a situation, considering each possibility before making a decision (Witt, n.d.). They typically have high standards, particularly for themselves; can be perfectionists; and prefer systems, processes, procedures, as well as predictable and consistent outcomes.

An employee displaying a high *dominance* factor profile is likely to be motivated and inspired by a challenging and dynamic environment and enjoys experimenting with new technologies and ideas at a fast pace. Furthermore, such an employee is unlikely to be motivated by incentives and rewards but will most probably be intrinsically motivated and have an inclination to set challenging goals (Thomas International, n.d.). It can be argued that employees with a high *dominance* factor will typically be innovators and challenge seekers. When an employee portrays a high *dominance* factor and low *steadiness* and *compliance* factors, it can be assumed that the profile of the employee tends to favour the achievement of results irrespective of unfavourable circumstances (Johannes, 2007, p. 256).

An employee with a high *dominance* factor will prefer an unstructured environment, which allows for frameworks and directions to guide people on how to act, tolerate innovative thought, creative problem-solving and independence to act and not prescribe strict rules and procedures (Thomas International, n.d.). It can be argued that the development interventions for an employee portraying a high *dominance* factor should be innovative, exciting and creative with challenging tasks.

Employees, portraying high *steadiness* and *compliance* factors and a low *dominance* factor, will tend to favour standard operating procedures, a traditional approach and maintain the status quo (Johannes, 2007, pp. 256-257). Factors such as attention to detail and ensuring quality and standards are important to them (Johannes, 2007, p. 257). It can be further assumed that structure and security will appeal to these employees.

Shelton, McKenna and Darling (2002) state that not only do employees have different work profile patterns, they regularly also have diverse values and interests (p. 372). Furthermore, employees are inclined to have a preference for various types of job tasks and work cultures (Shelton *et al*. 2002, p. 372; cf Liu 2010a; Switzer 2010). Liu (2010) asserts that managers that want to obtain objectives and achieve performance from their subordinates need to understand that employees have different work profile patterns and will, therefore, be differently motivated. An employee's personal work profile pattern thus plays a significant role in the manner in which he or she will view their career and line managers should take cognisance of these individual work behavioural styles in providing valuable

career support to employees.

CAREER MANAGEMENT MODEL:

It is argued that a relation between career anchors and work behavioural style of employees is eminent. Consequently, it is explored how career anchors, in combination with work behavioural style, influence the career management of public officials.

From the discussion above it is evident that although there are different factors in the workplace of an employee, both career anchors and work behavioural style portray inherent qualities and attitudes of an employee. Both employees' career anchors and work behavioural style reveal where their preferences lie in terms of their career lives – where they are heading, the choices they make to get there (career anchors), and in which manner they choose to work and behave in the workplace en route to their end career destination (work behavioural style).

Career anchors are regarded as a pattern of employees' own perspectives of their talents and abilities. Work behavioural style can also be regarded as employees' perspective of their talents and abilities as it can be argued that employees' work behaviour portrays their preferences and will usually reflect what they are good at. A career management profile can thus be drawn, using an employee's career anchors and work behavioural style. The framework for determining such an employee career management profile is illustrated in table 1 below:

Table 1: Career management profiles

DISC FACTOR / CAREER ANCHOR	DOMINANCE	INFLUENCE	STEADINESS	COMPLIANCE
Managerial competence	X		X	
Technical/functional competence	X		X	X
Entrepreneurship	X			
Security & stability			X	X
Autonomy & independence	X			
Lifestyle incorporation		X		
Pure challenge	X			
Service dedication		X	X	

Challenges and continuous stimulation may be important to one person, while creating a work/life balance is vital to another. Employees who favour

challenges, innovation and continuous stimulation are most likely to portray a high *dominance* factor in their DISC profiles as employees of this category are concerned with results, are typically competitive, with high performance standards, and focused on achieving goals, solving problems, and accepting challenges (Thomas International, n.d.). Employees who portray a high *dominance* factor will in all likelihood have one or more of the following career anchors as work orientation: *entrepreneurship* (as it reflects opportunity for creativity and identification of new innovations); *autonomy and independence* (as it reflects personal freedom in decision-making and carrying out responsibilities) and *pure challenge* (as it reflects innovation and problem-solving and tests personal endurance). It is possible that an employee with a high *dominance* factor may also have managerial competence as career anchor (as it implies a willingness to solve complex problems and to undertake subsequent decision-making).

Other employees may prefer stability and steadiness. Such employees will, in all likelihood, portray high *steadiness* and/or *compliance* factors in their DISC profiles. The reasons being that a high *steadiness* factor considers the manner in which an individual paces him- or herself and individuals of this category work hard and create a stable environment (Thomas International, n.d.). A high *compliance* factor considers the manner in which rules and procedures are followed (stability and status quo); individuals of this category are concerned with accuracy and research every aspect of a situation, considering each possibility before making a decision (Witt, n.d.); they prefer systems, processes, procedures, as well as predictable and consistent outcomes (Thomas International, n.d.). Employees who portray a high *steadiness* or *compliance* factor will in all likelihood have one or more of the following career anchors: *managerial competence* (as it reflects steady development towards more responsibility) and *technical/functional competence* (as it reflects the achievement of expert status among peers and individuals who portray a high *compliance* factor and are often perfectionists). Employees portraying a high *steadiness* or *compliance* factor may also have *security and stability* as career anchors (as it sustains motivators such as income, benefits, and recognition and thus provides a safe and secure work environment).

Employees portraying a high *influence* factor in their DISC profile consider the manner in which people are dealt with; they like people and want to be liked in return; they are typically charming, optimistic, and outgoing, and focused on networking, conversation, and working with others (Thomas International, n.d.). Employees who portray the *influence* factor may have one or more of the following career anchors as career orientation: *lifestyle incorporation* (as it reflects a balance between work and family commitments) and *service/dedication* (as it reflects working for the greater

good of the organisation, its employees and other communities and making a difference in people's lives).

As the DISC profile test of Thomas International is readily available, the Public Service can make use of this assessment tool to determine employees' work behavioural styles. Similarly, Schein's career anchor assessment can be done to determine employees' career anchors. Once an employee's work behavioural style and career anchor/s are determined, the employee can be plotted on the career management profile matrix (Table 1 above). This will reveal the employee's career management profile.

Based on employees' career management profiles, managers can consider either transferring employees to different jobs that are more suitable to them, or render them with opportunities in their current jobs to experience the fulfilment of their career anchors and work behavioural styles, thus enhancing their levels of motivation and performance. Table 2 below provides a career management model and illustrates the ideal interventions/opportunities to be considered with employees' career management, based on their career management profiles.

Table 2: Career management model

DISC factor	Career anchor	Career management interventions /opportunities
Dominance	Managerial competence	Entrust employee with more responsibility Expose employee to circumstances of uncertainty and incomplete information Give tasks that require analytical thinking Expose employee to crisis situations and allow him/her to generate solutions
Steadiness	Managerial competence	Develop employee for managerial position Increasingly give more responsibility Allow employee to lead a team Ensure that employee has opportunities to practice interpersonal relations Demonstrate trust in employee Coach employee in dealing with uncertainty and crisis situations
Dominance	Technical/functional competence	Imperative that employee is placed in job where technical functional skills can be applied – exceptional performance can be expected Add continues new challenging tasks to the job, or else the employee will get bored Apply employee's high level skill to organisational needs Give additional tasks to job description Give specialised tasks
Steadiness	Technical/functional competence	Demonstrate trust in employee's abilities Provide opportunity to take responsibility Don't take employee out of technical/functional competence domain – find a proper person-job fit Give specialised work in area of competence
Compliance	Technical/functional competence	Provide the opportunity to take lead in tasks such as drafting of policy or procedural documents Provide a structured and stable work environment Don't take employee out of technical/functional competence domain – find a proper person-job fit – work standard will be exceptionally high Give specialised work in area of competence Apply employee in research projects

		Give task where the compliance to due dates is of the utmost importance Make employee responsible for report writing Provide employee with ample information for decision-making
Dominance	Entrepreneurial creativity	Give tasks that require creativity & innovation (out of the box thinking) Apply employee to tasks that are not yet in existence and need to be established Give employee free reign to brainstorm and generate solutions Give continuous opportunity for new endeavours Allow employee to take ownership of a task/job Provide positive, encouraging feedback
Steadiness	Security & stability	Provide a structured and stable environment Provide employee with opportunity to take responsibility Encourage employee to build a career in the organisation and provide the necessary training and development Expose employee to challenging and uncertain situations – with the necessary support and encouragement
Compliance	Security & stability	Provide a structured and stable environment Adequately prepare employee for major changes in the workplace Encourage employee to build a career in the organisation and provide the necessary training and development Gradually expose employee to challenging and uncertain situations – with ample support and encouragement
Dominance	Autonomy & independence	Apply employee when a complex problem needs to be solved Provide flexi time and opportunity to work independently Give a task and wait for the outcome; don't constantly follow up Allow employee to work unstructured and at own pace Demonstrate trust in employee Do not micro manage employee
Influence	Lifestyle incorporation	Demonstrate understanding for employee's personal life Provide employee with the opportunity to strike a balance between work and personal life Consider flexi hours Give opportunity for ample interaction with other employees

Dominance	Pure challenge	Apply employee when specific goals need to be achieved in a short period of time Give opportunity for unknown and/or challenging problems that need to be solved Give tasks that require high level thinking Apply employee to tasks where something that is not yet in existence needs to be established Communicate high expectations and demonstrate trust in employee's ability
Influence	Service/dedication	Involve employee in community outreach programmes Employee can be ideally applied in employee health & wellness areas Ask for input on how to enhance work circumstances for all employees Allow employee to participate in and/or lead workplace organisations and/or unions Give opportunity for ample interaction with other employees Apply employee as mediator in conflict situations
Steadiness	Service/dedication	Give opportunity to be a team leader Apply employee to orientate new employees Involve employee in community outreach programmes Employee can be ideally applied in employee health & wellness or counselling areas Ask for input on how to enhance work circumstances for all employees Allow employee to participate in and/or lead workplace organisations and/or unions

Through using the career management model above, adequate and applicable career development opportunities can be provided. Drafting employees' career management profiles, based on a combination of their career anchors and work behavioural styles will therefore give an indication of employees' career needs, and preferences that will be helpful in planning, developing and managing employees' careers and providing a career path.

Conclusion:

Since the practice of career management in the Public Service remains a significant HRM challenge, resulting in undesirable consequences pertaining to employee morale, motivation, performance and retention, the paper intended to resolve the situation by developing a career management model through which an employee's career management profile can be used to determine the most suitable career interventions/opportunities for the employee.

The career management model provides for the effective incorporation of career anchors, in combination with the consideration of employees' personal work behavioural styles to provide support to public officials with regard to their career ambitions, career planning, career development and career pathing, and simultaneously benefitting the organisation through the perceived increased individual performance it will bring about, which will contribute to the Public Service's overall performance.

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