

An Integrated Career Management Model for the Public Service

The Case of North West Province Departments of Cooperative Governance, Traditional Affairs and Human Settlements

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ABSTRACT

Integrative governance significantly promotes a co-creative relationship, which nurtures the alignment of employees' career aspirations with organisational goals while emphasising a framework devoid of rigid institutional systems. Despite its significance, the integrative relationship between career development theories, HRM legislations, norms, values, and diverse role-players requires attention. This relationship affects the attraction and retention of scarce skilled employees, leading to an imbalance that hampers organisational performance and fosters unhealthy competitive behaviour, ultimately impeding universal employee development. Empirical evidence from the North-West Provincial Departments of Cooperative Governance and Traditional Affairs (COGTA) and the North West Provincial Department of Human Settlements (NWPDHS), including 110 questionnaire responses from skilled technicians and professionals and 26 interviews with public managers, attested to the above by exposing the misuse of career management equipment and unequal distribution of resources towards scarce skilled professionals. The study, therefore, developed an integrated career management model grounded on integrative governance principles to

mutually safeguard employees' career aspirations and public service goals by enabling employees to cope with career management equipment skilfully. The goal is to promote democratic career decision-making and coordination for universal employee development and organisational performance.

INTRODUCTION

Integrative governance relational dispositions underscore the significance of an integrated career management model aligning employees' career aspirations with organisational goals (Rees, Jarvalt and Metcalfe 2005:90; Popescu 2015:182; Ismail, Ferreira and Coetzee 2016:2) by incorporating cooperative styles of relation, and participatory modes of association. This nuanced alignment substantiates a complex career management practice necessitating the judicious application of career development theories, human resource management (HRM) legislations, norms, and values (Gasela 2022:566), hereafter referred to as career management equipment, with various role-players' career desires. Mary Parker Follett's (1868-1933) exploration of integration in her works "The New State: Group Organisations: The Solution of Popular Government" (1918/1920), "Creative Experience" (1924), and "Dynamic Administration: The collected papers of Mary Parker Follett" (1941) potentially addresses this complex relationship and conflicts that may arise from aligning aspirations with organisational goals. Her lessons on management in "Creative Experience" (Follett 1924), particularly "involving workmen in carrying out the purpose of the plant should include their share in creating that purpose" (Follett 1924:82), contends that integration promotes an *aspirations-organisational goals* relationship, free from detrimental institutional hierarchy, suggesting the possibility of universal employee development mutually executing predetermined Public Service' goals.

The significance of this mutual relationship lies between organisational goals and individuals' aspirations for power, status, and resources conflicts (Jarvalt 2012), prevalent in public service departments, including the North West Provincial Departments of COGTA and NWPDHS. These departments must provide decent living conditions (National Planning Commission 2011b) by satisfying Constitutional mandates (South Africa (Republic) 1996) and Chapter 8 of the national development plan (NDP), which describes the transformation of human settlements through affordable essential services and quality environments by 2030 (National Planning Commission 2011b). Regardless, the prevalence of poverty and inequity in human settlements (North West Provincial Government 2016:5; 2020b:21; 2021a:15), women's underrepresentation in

senior management positions, and challenges in recruiting and retaining skilled professionals (North West Provincial Government 2016:7; 2020a:20; 2020b:9; 2021a:23-24) showcases practical impossibilities of balancing career aspirations and organisational goals (Jarvalt 2012:20). Empirical findings support these claims by revealing sources of the imbalance as the misuse of career management equipment and unequal distribution of resources favouring scarce skilled professionals over other employees (North West Provincial Government 2020a:9; 2021a:24). Instigating career dissatisfaction effects like employees' competitive behaviour, high vacancies and turnover rates among scarce skilled professionals (engineers and architects), and frequent job hopping of support staff, contributing to detrimental conflicts impacting the implementation of career management.

Even if there is extensive scholarly literature on career management being a strategic approach to aligning career aspirations to organisational goals (Rees *et al.* 2005:90; Popescu 2015:182; Ismail *et al.* 2016:2), including well-documented literature exploring the responsibilities of employees in managing their careers, and strategic alignment of career management with other HRM practices (Bloland and Walker 1981; Hirsh and Carter 2002; Armstrong and Brown 2019:11-12; Greco and Kraimer 2020:40; Armstrong 2021). This extensive literature exposes career management as a cognitive strategy perceived to enhance the efficiency of Public Service departments (Riemer and Johnston 2014) by relying on a hierarchical governance mode (Phokontsi 2021:143) facilitated through the legitimate authority derived from the government's interaction with employees (Kronsell and Backstrand 2010:29). Consequently, accentuating Frederick W. Taylor's (1856-1915) scientific management principles (Taneja, Pryor and Toombs 2011), entrenched in TPA, validated through compliance with legislations (South Africa (Republic) 1996; 1997; 2011; 2017) and augmenting hierarchical and competitive transactions where career management is contingent upon widespread public service priorities (Kronsell and Backstrand 2010:28) with competitive employee developments harnessing employees' behaviour towards goal achievement, as reflected by NPM (Hughes 2012:86; Cavalcante 2019:210). These collective factors adversely impact the balance between *career aspirations and organisational goals* because their lack of harmonious integration stems from rigid and hierarchical institutional systems governed by compliance, command and control and decorated with competition and fragmentation.

The study contributes to public administration by developing an integrated career management model based on integrative governance principles to address a gap identified by Stout and Love (2017:143), who proposed the operationalisation of integrative governance through a systematic model. The integrated model reveals crucial mutual relationships among career aspirations, organisational goals, and career management equipment by employing Heidegger's (1889-1976) equipment analysis (Nielsen 2007). Additionally, the model incorporates Follett's

integration and relational dispositions (Whipps 2014:408), Alfred Whitehead's process relations (Mesle 2009), and Dreyfus's skilful coping perspectives (Dreyfus 2004) to augment universal employee development while co-creating organisational performance. This equilibrium is constructively integrated by logically applying Hegel's (1770-1831) dialectics approach (Ma 2018), which advocated disintegrating institutional systems by synthesising extreme contradictions from TPA and new public management (NPM) into NPG (Ongaro 2017).

THEORETICAL FRAMEWORK: INTEGRATIVE GOVERNANCE PRINCIPLES

Integrative governance, anchored on Mary Parker Follett's (1868-1933) integration, promotes relational interactions, cooperative relations, and participatory association modes (Stout and Love 2017:142). These principles facilitate conflict resolution (Armstrong 1998:14) by progressing career management from hierarchical and competitive transactions to co-creative relationships. Hierarchical transactions postulate career management as strategic directives guiding employees' development towards organisational priorities (South Africa (Republic) 2000; Hartzenberg 2005:5; Bagdadli and Gianecchini 2019:354) while disregarding individual career desires. In contrast, competitive transactions establish a causal link between career aspirations and organisational performance by orchestrating an exchange *fad* between employees' development and organisational performance while allowing individuals to assess their skills, career purposes and plans for organisational performance (Patrick and Kumar 2011:25).

Consequently, co-creative relations promote inclusive relationships, where employees' career aspirations mutually support organisational goals (Follett 1924:82) by underscoring the individual's professional role in advancing organisational performance. These inclusive relationships depict careers as purposeful and relational, as Follett's lecture on *How Must Business Management Develop in Order to Possess The Essentials of A Profession?* presented in October 1925 recognised professions as "occupations resting on proven bodies of knowledge, designed for the service of others" (Metcalf and Unvick 1941). This perspective extends to career development by transcending development beyond psychological, sociological, educational, physical, and economic factors (Armstrong 2021) towards individuals discovering their true potential within a group while providing professional services to South African inhabitants. Integrating true individualism in serving others affirms a foundational approach that acknowledges employee development through relational associations by fostering creative interactions, unlocking unique abilities and latent capacities that may remain dormant (Follett 1924). Unlocking these "professional development potentialities" (Armstrong 1998:14) underscores

participatory associations and cooperative relations in guiding role-players like senior managers, HR practitioners, line managers, and individual employees (South Africa (Republic) 2000:10; Jarvalt 2012:33; Armstrong 2021:124), granted that career management is a core HRM practice where organisations, managers and employees significantly contribute to achieving organisational goals (Schreuder and Coetzee 2016:64).

Nevertheless, relational associations of various role- players are complex because unique desire factors affect career decision-making and complicate the integration of role- players' aspirations towards organisational performance. Follett (2003a) agrees, noting that these formidable difficulties lead public organisations to rely on submission, domination, and compromise. Akin to hierarchical and competitive approaches in career management, where Public Service goals dominate over career desires, prompting employee compliance and submission and leading to continual struggles in addressing organisational and individual challenges. Consequently, there is a dire need to disintegrate institutional systems by dismantling top-down authority and hierarchical decision-making barriers hindering authentic collaboration (Stout and Love 2017:141) "to overcome false necessities of hierarchy, submission and domination that constrain role- players' actions through routines compelling them to comply or compromise" (Unger 1987). The domination by institutional arrangements circumscribes discursive activities (Unger 1987:6-7) and cultivates conflicts because of a lack of collaboration and poor communication. Hence, disintegrating institutional systems facilitates constructive integration and interweaving (Follett 1924:270) of career desires and goals through coordination principles supporting genuine collaborations of diverse desires while providing universal and satisfactory solutions (Armstrong 1998:90).

These coordination principles discussed in Follett's lecture "Individualism in a Planned Society" significantly nurture genuine collaborations. For example, establishing *direct contact with responsible individuals* is crucial for integration (Armstrong 1998:198), incredibly when grounded in Follett's power-with concept and enhanced by participatory associations embodying a jointly developed co-active power, downplaying coercive behaviours (Follett 2003a). These attributes are essential for fostering key elements of openness, honesty, and communication (Armstrong 1998:53), crucial in co-producing knowledge, sharing aspirations, and establishing a common purpose (Stout and Love 2017:141). Coordination *in the early stages* is successful if role-players are involved in policy formulation (Follett 2013a), demonstrating the significance of democratic decision-making (Armstrong 1998:199). *Coordination as a continuous process* supports ongoing career management and recognises lifelong career development processes over a once-off activity (Walker-Donnelly, Scott, and Cawthon 2019:10).

Remarkably, *coordination, as the reciprocal relation of factors in a situation*, underscores the need for these factors to collectively form a relational total, not an

additional sum (Follett 2013c:162). This concept envisions situations as dynamic fields of mutual influence, where factors collaboratively contribute to forming a total situation through their interrelation rather than existing in isolation (Stout and Love 2017:141). In career management, this entails active contributions from all factors to create a total situation where career aspirations mutually support organisational goals (Follett 2013b:55). This “total situation” signifies shared responsibilities among role-players to determine outcomes pragmatically, emphasising a context-dependent approach that underscores interrelationships and dynamics in addressing career management practices (Armstrong 1998:184).

Follett’s principles emphasise relational interactions and participatory modes of association, suggesting that career management implies an interconnected relational approach (Follett 2013c:162). The relational process ontology, inspired by Whitehead, builds upon Follett’s principle of integration by framing career management as a dynamic process. Hegel proposes resolving conflict by uniting diverse perspectives, thereby encouraging Follett’s total situation model (Stout and Love 2017:141). Dreyfus’s model of skilful coping further enhances promoting a developmental progression from novice to expert, embodying Follett’s vision of careers as relational and purposeful. Consequently, the following sections support the practical application of Follett’s integration by embedding development within the relational structure of the public service.

The relational process in integrative governance

The relational process represents a nuanced understanding of how collaborative and interconnected integrative governance principles address conflicts in career management by transforming challenges arising from hard-wired, rigid institutional systems –leading to detrimental consequences in public service departments– into actionable and impactful career management strategies within integrative governance. Alfred North Whitehead (1861-1947), Merleau-Ponty (1908-1961), and Stout and Love (2015; 2021) inform this transformation by elucidating relational total perspectives through their work on process relations and relational ontology.

Whitehead contends that in process philosophy, our lives are dynamic, and the world exists within interrelated processes where everything is connected (Whitehead 1978; Mesle 2009:8). Stout and Love (2017) discuss the significance of a relational process ontology in integrative governance. Whereas Merleau-Ponty (1908-1961) resisted the traditional Cartesian dualism and contended that the phenomenological body does not exist as a distinct, static entity in an external world but is immersed in a dynamic network of relationships (Kupers 2015:28). These principles portray that the relational process can potentially foster integrative governance by effectively integrating and unifying diverse, disintegrated

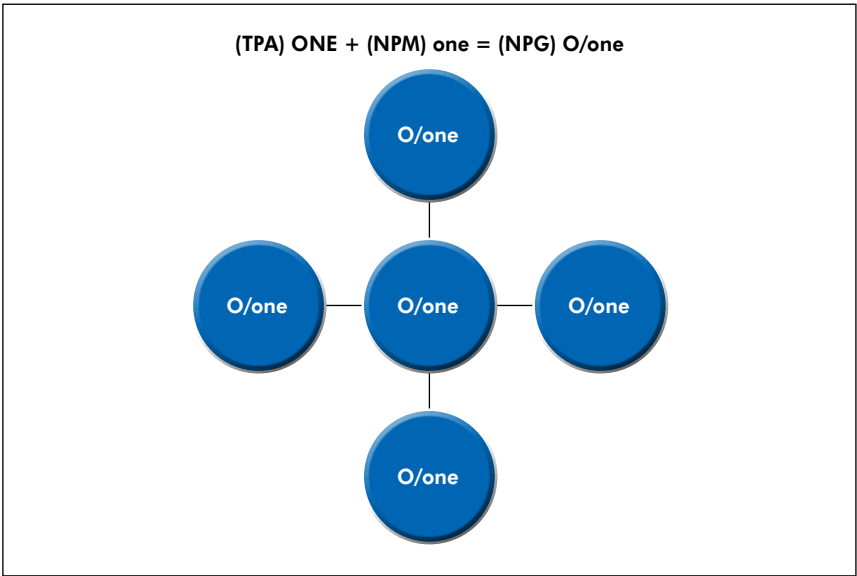
institutional systems. Applying a logical framework based on the dialectics approach can significantly enhance the comprehension of these aspects, offering substantial potential for integrating diverse perspectives in public administration.

A relational process ontology: Dialectics approach

A dialectics approach is a thought process incorporating opposing perspectives (Padgett 2002; Bauder 2016:65). Dialectics evolved from Heraclitus (535-475 BC) and Plato (428/427-348/347 BC) (Ma 2018). Hegel’s explication of the dialectical synthesis collaboration of the thesis and antithesis (Wallace 1894:49-50; Ma 2018:2) serves as a means of conflict resolution in Public Administration by comprehensively integrating diverse perspectives. Whereby, the thesis (TPA) is rooted in *undifferentiated individual ontology*, contrasting with the antithesis (NPM), which is grounded in *differentiated individual ontology*. The synthesis, represented by NPG, embraces principles of the *relational process ontology* by effectively integrating properties of TPA and NPM by preceding submission, domination, compromise, or compliance, as illustrated below.

In Figure 1, the TPA(ONE) is grounded on the undifferentiated individual ontology tenets of *Monists* beliefs that the whole (ONE) is superior to its elements (Schaffer 2010:31). All other entities depend on that single central entity (O’Conaill and Tahko 2012:150). Implying dominance and a top-down approach

Figure 1: Synthesis: The relational process ontology



Source: (Stout 2013:143)

whereby the “ONE” is central and everything else is a part of it (Schaffer 2010:31; Benocci, 2016:1983). This rigidity and domination developed an opposition, the fragmented NPM (one) grounded on the differentiated individual ontology because of its *individual anarchism* principles (Suissa 2010:9; Stout & Love 2021:427), recognising humans as autonomous entities. The diversity led to the struggle between these competing ontologies. Instead of one submitting to the other or dominating or compromising, NPG (O/one) synthesises both ontologies, as comprehended by Whitehead’s philosophy principles of a coherent, logical, and necessary relational process system (Mesle 2009).

Whitehead’s coherence contends that NPG preserves the fundamental ideas that presuppose each other, where there is no meaningful NPG without TPA and NPM principles vis-à-vis. Consequently, if the undifferentiated individual ontology in TPA asserts that, in the democratic context of South Africa, the Constitution “ONE” (monism) (Stout and Love 2015:456) serves as the foundation for government administration (Stout 2012:95) due to the belief that only lawful conduct produces positive outcomes (Ongaro 2017) – a perspective rooted in the Enlightenment era conviction of classical liberalists (Lehto 2015:12; Harrison and Boyd 2018:199) who view the universe as objectively presented and governed by the rules of nature and society within a specific context. This assertion is meaningless without the *differentiated individual ontology* facilitating autonomy and decentralising HRM practices to provincial departments to ensure their responsibility in managing HR practice. It includes the initiating boundaryless and protean career trajectories to nurture career desires for projecting individual employees’ accountability for their professional development, because HRM legislative frameworks, the organisational culture and career development theories become inextricably crucial for systematically guiding the implementation of career management in those decentralised institutions.

The study does not insinuate that TPA is definable in NPM and vice versa but contends that what is undefinable in TPA cannot be abstracted from its relevance to the NPM because of the interdependence between both ontologies. Thereby attempting to define one in isolation from the other and missing the essential connection between them (Whitehead 1978:3). By employing dialectics, NPG underscores the holistic comprehension of TPA and NPM from broader systems of the universe through the relational process ontology, which presupposes that no entity can be conceived in complete abstraction from the broad system of the universe (Whitehead 1978). Therefore, the relational process ontology rejects static and isolated institutional systems and emphasises continual disintegration in relational dynamic contexts to understand entities (Stout and Love 2017). Suppose all factors, including career management equipment, form a relational total, not just an additional sum (Follett 2013c:162); then Heidegger’s philosophy elaborates on the engagement between equipment and role-players.

Heidegger's equipment relational analysis

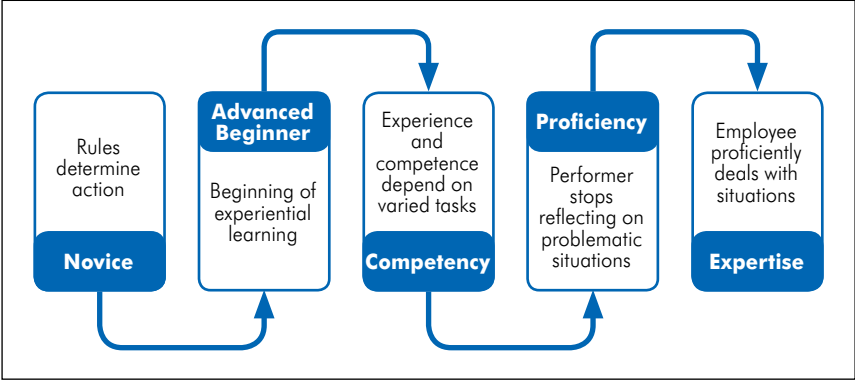
The relational process ontology critiques the pervasive Cartesian object-substance dualism perspective coined by Rene Descartes (Blum 2019). Descartes defined *substances* as ultimate bearers of properties and self-sustaining independent entities (Secada 2006:67). Consequently, he argues that the world comprises mind or body substances (Lakew and Lindblad-Gidlund 2013:2; Riemer and Johnson 2014). Merleau-Ponty opposed this perspective, by resisting dualism and navigating a way out of dualistic orientations – separating the objective world and the conscious subject. He stated that the living phenomenological body is not a separate, fixed physical entity but is immersed in interconnected relationships (Kupers 2015:28). Heidegger's *being-in-the-world* philosophy dismisses the Cartesian subject-object ontology, suggesting that humans, as Daseins, do not impose meanings on objects or others (Heidegger 1962). The preposition (in) in *being-in-the-world* refers to the preposition's existential sense (Polt 1999:25; Harnesk and Thapa 2016:3), contending that Dasein participates, engages or gets involved (Riemer and Johnston 2014).

Being-in-the-world involves Dasein's social engagement with other Daseins and objects in participating in meaningful contexts and purposes through shared everyday activities, equipment, and skills within society (Harnesk and Thapa 2016:3). Dasein engages with tools to understand relationships in the world because tools extend Dasein's identity by revealing their existence. In such an engagement, tools become *ready-to-hand* to enable the accomplishment of tasks and goals (Riemer and Johnston 2014). This mode contends that career management equipment fulfils its role through its involvement in an integrated network of functionally integrated purposes of referential and relational totality (Polt 1999; Van der Hoorn and Whitty 2015), whereby Dasein uses equipment *in-order-to-do-something* (organisational goals) *for-the-sake-of-which* (career aspirations) (Ravilochan 2020). Contrarily, the practical impossibilities of balancing career aspirations and organisational goals (Jarvalt 2012:20) reflect the *present-at-hand* mode of career management equipment because of its relational engagement incapacity with role-players. At *present-at-hand*, equipment presents itself as isolated objects (Munday 2009; Hasan and Sheeraz 2020:5), disregarding career management reality as a relational process (Mesle 2009) by failing to build intricate relationships and purposes (Van der Hoorn and Whitty 2015:725). Therefore, *dealings* which signify coping and emphasise action rather than mental projection (Haugeland 2013), expounded by Dreyfus Skilful coping, can assist these isolated objects in building purposeful relationships to balance career aspirations with organisational goals (Jarvalt 2012:20).

Dreyfus Skilful coping with equipment

The present-at-hand mode implies that the relational engagement between career management equipment and role-players is not an automatic skill for overcoming

Figure 2: Skilful coping stages



Source: (Dreyfus 2004:177-181)

the practical challenges of balancing career aspirations and organisational goals (Jarvalt 2012:20). Instead, it requires embracing adaptive and innovative lifelong learning, fostering deconstructive discourse, and promoting group commitment (Armstrong 1998:72; 208) as depicted by Dreyfus's (2004:177-181) five-step model below.

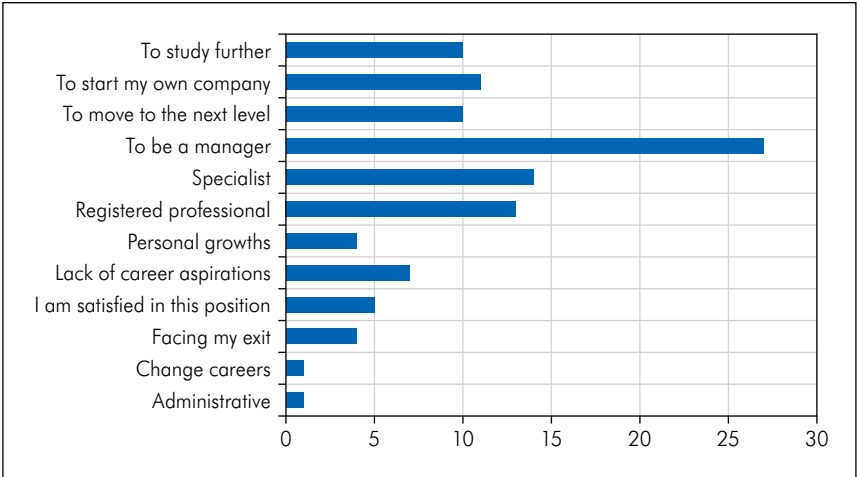
Figure 2 illustrates Dreyfus's skilful coping stages (*novice, advanced beginner, competence, proficiency, and expert*), integrating Follett's principles of group learning and shared experiences. The *novice and advanced beginner* stages signify the importance of Follett's lecture classes (Metcalf and Unvick 1941) in aiding professionals to rely on proven knowledge to service South African inhabitants, thus emphasising learning as relational. This relational perspective fosters shared learning experiences in *competence, proficiency, and expert* stages by streamlining the learning process and facilitating coordination with other role-players. Since learning is a relational and practical shared experience, novice and advanced beginners maintain the impossibilities of balancing career aspirations and organisational goals (Jarvalt 2012:20) because the relational totality of career *aspirations-organisational goals* occurs when career management equipment extends role-players' identities and enhances performance, portraying an inseparably integrated network of purposes. Reaching the mentioned requires adaptive and innovative lifelong learning, fostering deconstructive discourse and group commitment through interaction and communication to enhance social interdependence (Armstrong 1998) through group organisations universally developing professional standards (Metcalf and Unvick 1941). Skilful coping with equipment is essential for building purposeful relationships, coordinating role-players, improving organisational task performance, and advancing employee aspirations. When combined with Follett's integration principles, Alfred Whitehead's process

philosophy, Hegel’s dialectical approach, and Heidegger’s analysis of equipment– a network of collaborative relationships is bolstered. These relationships are well-suited to aligning individual and organisational goals, enabling career management to function as a dynamic and relational process.

RESEARCH METHODOLOGY

The researcher obtained permission from departmental gatekeepers and the NWU Ethics Committee to survey 76 professionals, 93 skilled technicians, academically qualified junior managers and inspectors, and 21 professionally qualified and experienced specialists at the North West Provincial Department of Cooperative Governance and Traditional Affairs and North West Provincial Department of Human Settlements, hereafter referred to as NWPDCOGTA and NWPDHS. After emphasising voluntary participation, allowing withdrawal, and ensuring participant and respondent anonymity, confidentiality, and privacy, the researcher distributed questionnaires through stratified random sampling, and purposive sampling facilitated the interview process. Therefore, 110 completed questionnaires and 26 interview participants, including the Director of HRM, HR practitioners, and line managers. Triangulated data sets are presented in Figures 3 and 4 on career aspirations and career management strategically aligning with organisational performance to investigate the practical impossibilities of balancing career aspirations and organisational goals (Jarvalt 2012:20).

Figure 3: Career aspirations



Source: (Author’s diagramme)

[illegible]

Figure 3 presents the top three career aspirations recorded as becoming managers, registered professionals, specialists in housing and research, senior developer analysts, and senior supply chain specialists. Most engineers and architects aspire to register as professional engineering technicians with SACPCMP to be PR engineers and ECSA. This data set is triangulated with qualitative data in Figure 4 to examine if career management can achieve organisational goals.

Administratio Publica | Vol 32 No 4 December 2024

Likewise, career satisfaction becomes an insightful dependent variable offering a nuanced measure of employees' engagement and satisfaction, providing valuable indicators for comprehending overall organisational performance. Motivation, collaboration, organisational goals, aspirations, challenges, turnover, departmental dynamics, and career choices as independent variables facilitate a thorough exploration of factors shaping individual contentment and success in the organisational context, enhancing the understanding of this intricate interplay. The study controlled demographic variables like age, experience, job type, and responsibility level to develop a generalised integrated career management model for public service. Controlling these variables allows isolating the effects of independent variables on career satisfaction, facilitating the generalisation of results to other public service departments with comparable rules and procedures. A multilinear regression was employed to systematically investigate the impact of various independent variables on career satisfaction, providing a comprehensive analysis of their intricate relationships within the investigated departments. The H_0 posits that the independent variables have no significant impact on career satisfaction, while the alternative hypotheses propose:

- H_1 : Motivation has a significant impact on career satisfaction.
- H_2 : Collaboration has a significant impact on career satisfaction.
- H_3 : Organisational goals and objectives have a significant impact on career satisfaction.
- H_4 : The career aspirations of employees have a significant impact on career satisfaction.
- H_5 : Career development challenges have a significant impact on career satisfaction.
- H_6 : There is a significant impact of turnover on career satisfaction.
- H_7 : Career choices have a significant impact on career satisfaction.
- H_8 : The role played by the Department significantly impacts career satisfaction.

Table 1 summarises the multilinear results, illustrating the intricate relationship between independent variables and their impact on career satisfaction.

Table 1: Model summary

Model	R	R-square	F	Sig.
	0.755	0.570	16.580	0.001

Table 1 shows the regression of career satisfaction on predicting motivation, collaboration, organisational goals and objectives, aspirations, challenges, turnover, career choices and the Department, and these variables predict career

satisfaction, $F(8, 100) = 16.580, p < 0.001$. The $R^2 = 0.570$ shows that the model explains 57% of the variance in career satisfaction, and the discussion follows.

DATA ANALYSIS AND DISCUSSION OF RESULTS

This section critiques the multilinear regression approach by examining complex relationships among diverse independent variables and their significant impacts on career satisfaction, presented in Table 2.

Table 2: Multilinear regression analysis

Hypothesis	Regression Weights	Beta Coefficient	t value	P-value	Hypothesis supported
H ₁	Mot→CS	-.031	-.406	.686	NO
H ₂	COLL→CS	.054	.477	.635	NO
H ₃	ORG→CS	.929	5.385	.000	YES (+)
H ₄	ASP→CS	.568	2.622	.010	YES (+)
H ₅	CHA→CS	.244	2.964	.004	YES (+)
H ₆	TURN→CS	-.390	-4.076	.000	YES (-)
H ₇	CAREER C→CS	-.685	-5.360	.000	YES (-)
H ₈	DEPART→CS	-.011	-.057	.955	NO
R	0.570				
F (8, 100)	16.580				
Note: *p < 0.05					

Table 2 illustrates that the significant predictors of career satisfaction include career choice, organisational goals and objectives, turnover intentions, challenges, and career aspirations. Concerning this information, the estimated multiple regression equation becomes:

$$Y = 16.028 + 0.929 H_3 + 0.568H_4 + 0.244 H_5 - 0.390H_6 - 0.685 H_7,$$

Y represents career satisfaction, and variables H₃ to H₇ represent the importance of achieving organisational goals and objectives, career aspirations, challenges experienced in career development, turnover intentions, and the impact of career choices. These variables predict the career satisfaction of employees in both departments. Olorunsola (2013) states that the best predictor stems from analysing the standardised coefficient, as highlighted in the following Table:

Table 3: Coefficient Predictors

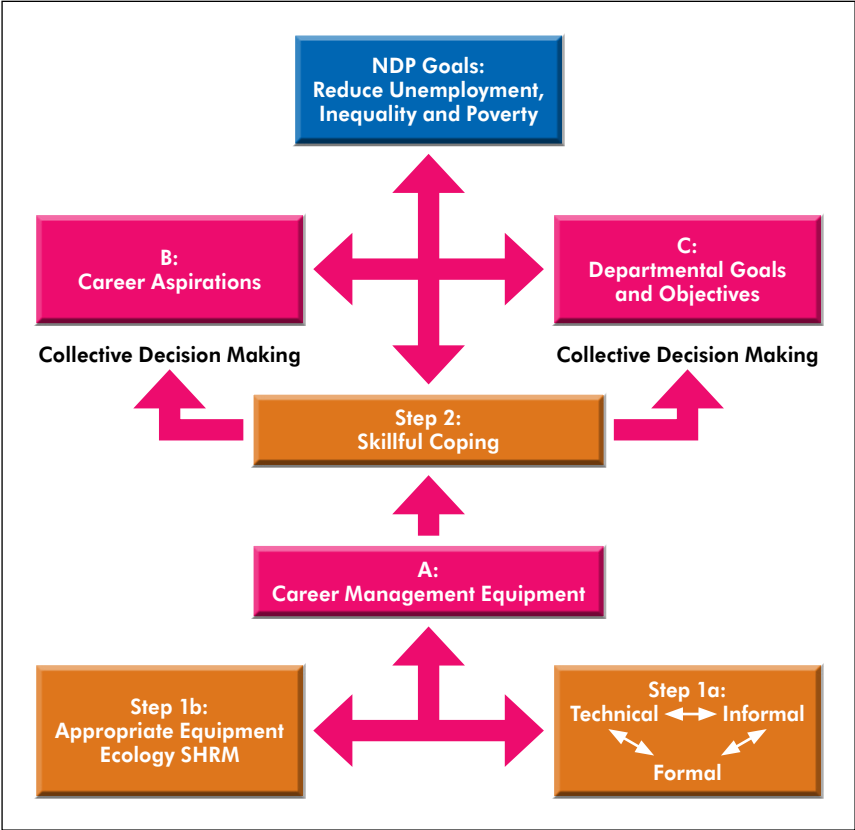
Regression Weights	Beta Coefficient	Standardised Coefficients Beta	P-value
Organisational	.929	.385	.000
Aspirations	.568	.187	.010
Challenges	.244	.206	.004
Turnover	-.390	-.285	.000
Career choice	-.685	-.389	.000
*p value < 0.05			

Predictors are arranged in a descending sequence based on their standardised coefficients (Beta), from the most substantial positive to the least, with a more significant positive coefficient indicating a more influential positive effect on the dependent variable. Table 3 reveals that based on the standardised coefficients, the predictor with the highest positive impact on career satisfaction is “the importance of achieving organisational goals and objectives” with 0.385. Followed by career aspirations with 0.187, then challenges experienced with 0.206. The impact of career choices at -0.389 follows turnover intentions at -0.285. Based on the standardised coefficients, the predictors are ranked in descending order of their impact on career satisfaction, with “Importance of Achieving Organisational Goals and Objectives” having the highest positive impact, followed by “Career Aspirations” and “Challenges Experienced in Career Development.” “Impact of Career Choices” has the most substantial negative impact than Turnover intentions. These findings underscore isolated employee development and departmental performance events in career management and indicate that Public Service goals dominate individual career aspirations, resulting in compliance and submission. This non-integrated approach hinders career satisfaction and harms addressing organisational and individual performance goals. Multilinear regression findings reinforce the necessity of an integrated career management model because achieving organisational goals and aspirations are the most significant predictors of career satisfaction.

AN INTEGRATED CAREER MANAGEMENT MODEL FOR PUBLIC SERVICE

The integrated career management model harmoniously integrates career management equipment, aspirations and organisational goals. The model

Figure 5: An integrated career management model

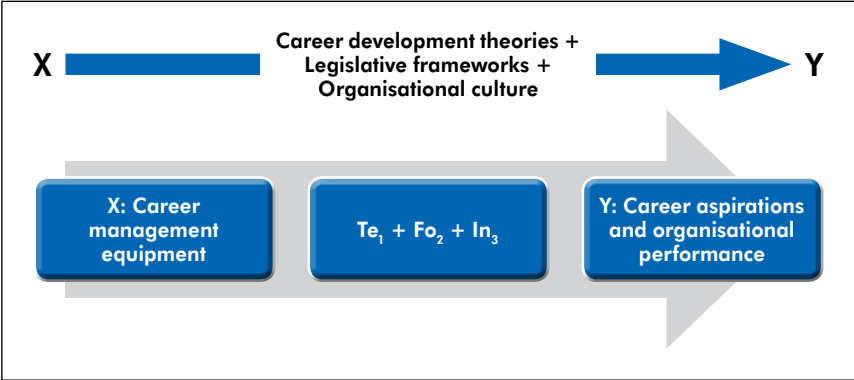


Source: (Author's construction)

envisions organisational goals guiding individual development within a relational context by promoting genuine collaborations, conflict resolution, and a holistic career management approach within the Public Service, as depicted in the diagram.

Figure 5 depicts that *A: Career management equipment* must relationally engage with role-players through a seamless alignment of *B: Career aspirations* with *C: Departmental goals and objectives*, emphasising individuals' indispensable role in advancing organisational performance. This engagement requires the satisfaction of *Step 1a: Suitable* and *Step 1b: Appropriate* conditions of *A: Career management equipment design*. By suitable, the study implies the applicability of career development theories, legislative frameworks and the organisational culture as appropriate career management equipment within a

Figure 6: Career management equipment design



Source: (Author's construction)

specific department. These suitable and appropriate conditions are comprehensible by INUS conditions – Insufficient but Necessary part of an Unnecessary but Sufficient condition (Beach and Pedersen 2013:30). Necessary conditions must be present for an anticipated outcome to occur, and the lack thereof does not anticipate the proposed outcome. In contrast, sufficient conditions describe a situation where conditions produce outcomes. Therefore, career development theories must bear necessary but insufficient conditions which must integrate with the legislative framework and organisational culture. If the trio of these unique conditions coordinate, the suitable career management equipment design can harmoniously achieve organisational goals and career aspirations, as illustrated in Figure 6.

Figure 6 simplifies INUS conditions by contending that the suitable career management equipment design through Technical-career development theories (Te_1), Formal-legislative frameworks (Fo_2) and Informal-organisational culture (In_3) instruments must be suitable for *B-C: career aspirations-organisational goals*. These must integrate, regardless of their unique characteristics, serving specific and distinct functions. Career development theories (Te_1) become the driving forces behind the unique contribution of career management, as they enhance specific employee development initiatives (Weigand, Johannesson and Andersson 2021:12); they lack practical and enforceable goals but significantly contribute to an extensive career management system by bridging legislative framework (Fo_2) with organisational cultural (In_3) norms and values. Though distinct, these ($Te_1 + Fo_2 + In_3$) are mutually supportive for enforcing equipment suitability in a *context-free career management environment* but can be practically and relationally transferable, as presented in Table 4, depending on the Public Service department.

Table 4: Equipment ecology

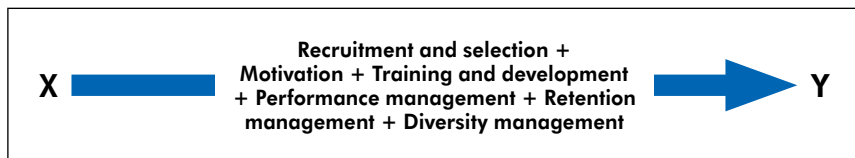
Career Development Theories	Legislative frameworks	Organisational Culture	Horizontal HR strategic integration
Trait and factor or person environment fit theories	A Toolkit on recruitment and selection 2006, Employment Equity Act 55 of 1998, Recruitment and selection policy 2016.	Accountability, responsibility.	Recruitment and selection, Diversity management, Motivation
Lifespan development theories	The Public Service mentorship programme 2006, Managing staff retention: an information guide for government departments 2006	Client focus, teamwork, transparency, accountability and responsibility	Mentoring and coaching, Performance management, Retention management, Motivation, Employee turnover.
Cognitive behavioural theories and approaches	Human resources planning for the public Service: strategic framework vision 2015, Skills Development Act 97 of 1998	Responsiveness, client focus, transparency and responsibility	Training and development, HR planning
Relational approaches to career development	Guide on the practice of career management in the Public Service, Succession Planning policy 2018 etc.	Good governance, proactiveness etc.	Succession planning

Source: (Author’s construction)

Suppose Holland’s typological theory (*Trait and factor theory*) ensures matching the right person with the job or environmental requirements. Activating this theory implies the practical application of clear job descriptions and *A toolkit on recruitment and selection*. These formal tools enhance informal tools of client focus, accountability, and responsibility of role-players, and the equipment becomes appropriate for recruitment and selection. However, the “total situation” is achieving departmental objectives and becoming a manager, a registered engineer or a chartered accountant (*refer to Figure 4*). This means that Holland’s typological theory, job descriptions, and client focus bear the necessary conditions for one fulfilling career aspirations but are insufficient, revealing the significance of *Step 1b: equipment ecology* through strategic human resources management whereby equipment ecology ensures employees’ aspirations in Figure 4, for the performance of public service departments. Therefore, Steps 1a and 1b ensure that suitable and appropriate A: *Career management equipment* strategically integrates career management as follows.

When career management (X) horizontally aligns with equipment and activities in HR planning, recruitment and selection, mentoring and coaching, performance

Figure 7: Horizontal strategic integration



Source: (Author's construction)

management, retention management, succession planning, motivation, diversity management and training and development, then (Y), the *B: Career aspirations* and the *C: provision of safe housing and environments* for South African inhabitants are possible outcomes.

Designing and ensuring the suitability and appropriateness of *A: Career management equipment* is a modest part of a comprehensive social endeavour; role-players must consider this equipment design relationally by disregarding the subject-object dualism through *Step 2: Skilful Coping*. Coping with career management equipment design through Dreyfus' skilful coping requires employees to undergo lecture classes in the *novice stage* to obtain ISCO level 4 competence, which includes a bachelor's degree, postgraduate diploma or equivalent qualification (South Africa (Republic), 1999:19). All role-players including HR practitioners, line managers, engineers, and accountants must possess a proven academic experience in their respective disciplines because multidecade careers require basic foundations providing an array of core competencies designed for lifelong careers. In the *advanced beginner*, formal graduate coursework extends to on-the-job training via induction and onboarding. There is a need for induction and practical learning through qualified mentors and coaches willing to share their vast experience because learning is relational. In this way, the advanced beginner relates to issues in a situational way in a specific environment (Khan and Ramachandran 2012).

The *competence stage* focuses on competence – gaining experience entails increased responsibilities, leading to heightened workload and exhaustion. Performance becomes challenging, marked by mandatory performance indicators. However, reduced workload, lack of tools, and demotivation may result in boredom, laziness, and job-hopping. Coping requires employees to initiate training and development and increase employee wellness programmes. Recommendations include structured probation periods and job rotations for HR practitioners to enhance inter-task learning. In *attaining proficiency*, the focus is on achieving proficiency and promoting employee specialisation; necessitating enhanced retention strategies because emotional engagement in tasks is high. Recommendations can include implementing national tests and exams, discouraging open recruitment, and appointing an independent board to rate employees

to avoid favouritism. Similar practices in developmental states like Japan, China, Taiwan, and South Korea involve competitive selection examinations. The *expertise stage* consists of highly valuable, competent, and skilled employees, including senior managers, specialists, and professionally registered engineers operating at optimal levels, who are challenging to retain and motivate because these performers possess substantial professional and practical knowledge of equipment (Riemer and Johnston 2014). While retention and motivation are challenging, continuous professional development (CPD) and absorbing these skilled professionals into Public Service research institutions are essential retention strategies.

Coping with career management equipment evolves into a *collective decision-making endeavour*. First is employee development, then shared ownership between what registered professionals, line managers, senior managers, skilled technicians, and specialists do regardless of hierarchical positions. Accountability, commitment, integrity, perseverance, communication, mutual respect, clear job descriptions, responsibility, unique contributions, and trust are crucial for the relationship's survival. Collectivism eliminates selfish agendas, corruption, and nepotism and promotes the recognition of contributions from all role-players. In conclusion, there is no distinction between the equipment and *B: Career aspirations*. Employees must grasp the practical implications of equipment to experience career management holistically, where career aspirations are preserved and achieving professional milestones is intricately integrated with career management equipment. Simultaneously, this establishes a co-constitutive relationship in *achieving C: Departmental goals and objectives* of providing decent living conditions for South Africa's inhabitants because career management equipment also contributes to broader community endeavour projects *like realising NDP goals and objectives* such as poverty, unemployment, and inequality.

Figure 5 demonstrates that an integrated career management model effectively harmonises (A) career management tools, (B) career aspirations, and (C) departmental goals through genuine co-creative collaborations, as articulated in Follett's integrative governance principles, Whitehead's relational totality and Dreyfus's skilful coping. These principles emphasise the "total situation," encompassing all relational factors ensuring that career management benefits both employees' career aspirations and organisational goals – devoid of fragmented and isolated career practices.

CONCLUSION

Extensive scholarly literature on career management highlights its strategic role in aligning individual aspirations with organisational goals. Integrative governance potentially creates a harmonious relationship between aspirations and goals.

Despite the increasing popularity of integrative governance, with promising conflict resolution mechanisms, modest research explores the harmonious balance between career aspirations and organisational goals. Nevertheless, empirical findings implied that both departments do not consider career management an essential practice to fulfil employees' desires. These findings underscore isolated employee development and departmental performance events in career management and indicate that Public Service goals dominate individual career aspirations, resulting in compliance and submission. This non-integrated approach hinders career satisfaction and negatively impacts organisational and individual performance goals. Multilinear regression findings reinforced the necessity of developing an integrated career management model that harmoniously integrates aspirations with organisational goals because achieving organisational goals and career aspirations were the most significant predictors of career satisfaction.

This study pioneered the development of an integrated career management model for the public service by integrating insights from Follet's integrative governance principles, Heidegger's equipment analysis, Dreyfus' skilful coping, and Alfred Whitehead's process relations. Comprehensively these diverse concepts delineated the complex dynamics of career management within the Public Service. Further, the study disintegrated rigid Public Service systems by applying the relational process ontology, fostering a mutual relationship between individual aspirations and organisational goals. By incorporating these insights, a novel integrated model for career management has expanded the theoretical framework within integrative governance. Therefore, this pioneering effort appeals for further research in integrative governance within coalition government research, inter-governmental relations, policy formulation and implementation and digitalisation.

NOTE

- * This article is partly based on a PhD thesis entitled: *An integrated career management model for the Public Service: The case of North West Province Departments of Cooperative Governance, Traditional Affairs and Human Settlements* by Shereen Sikwela under the supervision of Prof Melvin Diedericks at the North West University in 2023.

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