

CHAPTER 2

THE NATURE OF CAREER DEVELOPMENT

2.1 INTRODUCTION

The aim of this chapter is to develop an understanding of the nature of career development and to clarify terminology and concepts associated with career development. Concepts and terminology such as career, career development, and career planning are clarified. Human Capital Theory (HCT), Human Resource Management and Development (HRM & HRD) and Social Capital (SC) are discussed, setting the context of career development. Human Capital Theory (HCT) as conceptual foundation for career development and its relationship to HRM and HRD are discussed as well as the effect of HCT on the education and training of educators. Ways to optimise HCT, the benefits and non-benefits thereof as well as the Skills Development Act and its effect on training and education are also highlighted. The importance of career development and factors influencing career planning, in light of the changed perceptions people have of their careers, are highlighted. The relationship between the career development of staff members, the reconciliation of organisational and individual needs, as well as the need for improvement of professional skills, i.e. Continuing Professional Educator Development (CPTD), are addressed. Attention is also given to different approaches to career development. The relationship between SC and career success, SC and career and life cycles as well as the relationship between self-knowledge and career anchors are also discussed.

The nature of career development is outlined in Figure 2.1. Different factors influence the career development process for example job satisfaction and the quality of worklife of employees within organisations. Career planning is an essential part of career development whilst the interrelationship between how an individual define his/her career will influence his/her career development planning. SC is embodied in relations among people and by means of career development, SC is built.

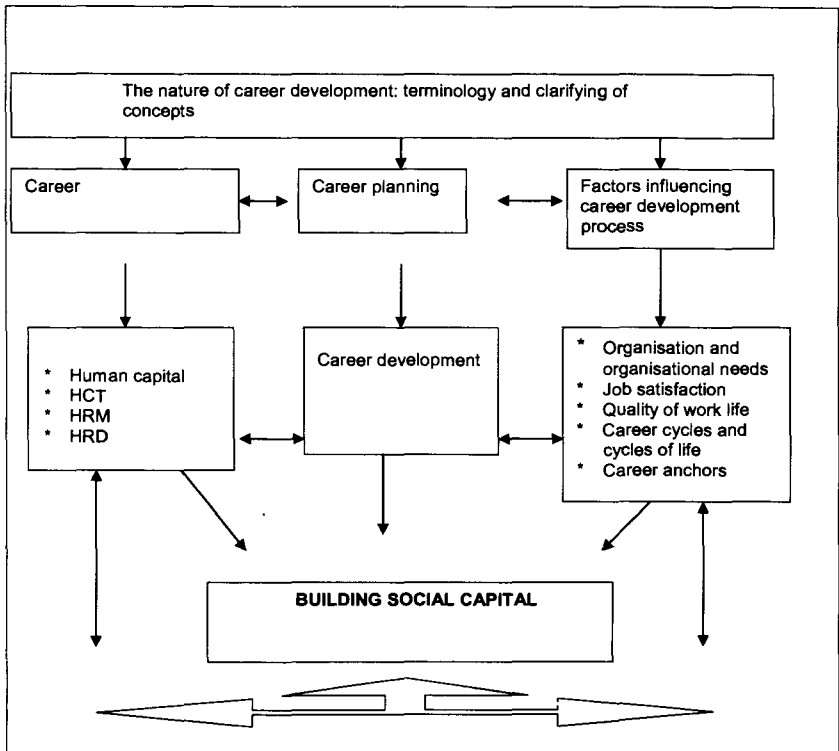


Figure 2.1: Overview of the nature of career development

In the next paragraph, terminology and concepts, for example career, career development and career planning, will be addressed.

2.2 CONCEPTUALISATION OF TERMINOLOGY

2.2.1 Career

From a review of the literature, it is clear that there are different views of what a career really is, depending on the context. A few examples are briefly summarised of how the concept *careers* was defined traditionally.

Almost 30 years ago, *careers* were viewed as work done over a lifetime, i.e. work history (Cascio & Awad, 1981:273). Another view regarding careers is that it refers to succession in terms of a definite sequence of post levels and subsequent improvement in salaries and responsibilities (Evetts, 1987:16). In education, with its bureaucratic career development structure, there is a definite order regarding post levels. By interpreting a career in terms of promotion, promotion is set as a pre-requisite for a professional career. By defining a career as a calling (Potgieter, 1993:9-10), a career refers to all work-related efforts to fulfil one's needs, executed within a specific reality of one's existence, embedded in morality, indicating lifelong commitment and service providing (Fourie, 1997:9).

The traditional understanding of *careers* has been challenged by uncertainties, for example downsizing, de-layering, outsourcing and rightsizing, i.e. insecurity in the workplace (Koster, 2002:1-19; Brown, 2003:3; Looock *et al.*, 2006:17). Traditional progression (vertical) is/will be replaced by lateral/cross-functional moves, job switching and alternative career moves. Therefore careers can be viewed as "boundaryless" to reflect practices such as job rotation, as well as dual and multiple career paths (Brown, 2003:3; Van Dijk, 2004:774, Looock *et al.*, 2006:11). In education, confusion between career paths (in a system of employment) and personal development leads to confusion between CPTD and postgraduate studies (DoE, 2005:7-8).

A career consists of both an objective (vertical movement through post levels) and subjective dimension (indicating how one views one's own career) (Schein, 1996:1-8; Walton & Mallon, 2004:75). The changing nature of a career is a result of change in the workplace, emphasizing the subjective dimension of a career by externalizing it (*ibid.*). The "looser" definition of what a career is allows individuals to interpret their feelings about their careers, switching emphasis from objective career conditions to subjective career experiences (*ibid.*). Feelings about one's career are evident in all dimensions of one's life and may for example stretch from boredom to excitement (Law, 2002:5). Feelings are often transiently and can be distilled into sentiment, the latter referring to values acting as career drivers (*ibid.*). The subjective dimension of a career refers to the change in perspectives one has on one's career, entailing for example career progress, promotion, career success and an individual's life style. For each and every individual, opposed to the "measurable" objective dimension, the subjective dimension is more personal and individualized. Tension mounts due to the

separation of the objective and subjective dimensions of a career and the fact that the individual still has to make sense of both a hierarchical career and a “boundaryless” career. The subjective dimension of a career is more prominent now, but in education a linear progressive hierarchical structure is also evident. Tension will be diffused by fusing the objective and subjective dimensions of a career (i.e. “ontological career duality”) in an individual’s life to make sense of what a career really is (Walton & Mallon, 2004:88-91). Careers can be seen as operating on two levels (ibid.), namely on an abstract level (individuals construct their own notions) and a concrete level (actual work history), as explained in Figure 2.2.

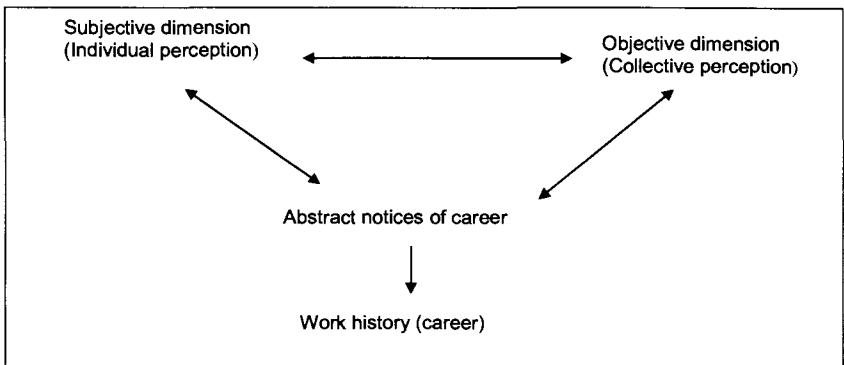


Figure 2.2: Career duality adapted from Walton and Mallon (2004:88-91)

According to Figure 2.2, this career duality, dynamic in nature, tries to incorporate both dimensions of a career, i.e. how people give meaning to their own careers and to simultaneously understand that the way in which they define a career, may differ. The changed perception on the nature of a career will influence HRM because in the past HRM was dominated by the traditional views on what a career is (Walton & Mallon, 2004:75-76).

Work is done within an occupation. Work refers to a specific post within an organisation, for example a teacher is mainly responsible for teaching a specific subject. An occupation refers to the type of work, for example education. Regardless of whether an educator is on post level 1 (whose core task is teaching) or a principal on post level 4 (mostly responsible for

management), they work in the same occupation, namely education. According to the Gender Equity Task Team (GETT) (Wolpe *et al.*, 1997: 276), work can be defined as all productive labour contributing to the maintenance of society and, whether or not paid, it includes production, intellectual endeavour, domestic work and taking care of others.

To calculatively match skills with rewards, mirror one-sidedness because work is in response to and with other people, aligning systems for creating personal and societal wealth (Law, 2002:12-14). Work locates a person in society and is entwined with one's identity (*ibid.*). From an organizational point of view, career can be seen as the expanding of the work force, aiming at future highly skilled workers (building HC). Although employees aim for a career, providing individual fulfilment and growth and are therefore focusing on personal aims work can be seen as temporary, while a career is of a more permanent nature. Both the employer and the employee have their own view of what a career entails; both are focused on benefiting from each other. A career is formed by the interaction between the efforts taken by the organizations to facilitate career planning, the opportunities in life and career choices made by the individual.

A career entails a succession of work-related activities stretching over a lifetime as influenced and shaped by different values and attitudes (*cf.* Par. 2.8). Careers can be described as actions aimed at self-actualisation, aiming at integrating the different life roles with the worker role (*cf.* Par. 2.8.1 - 2.8.2). The latter process is characterised by a succession of changing values and attitudes due to changing behavioural patterns throughout different life and career stages as interactions within a given reality (*cf.* Par. 2.8.3-2.8.4). Careers are duties, exposure to duties and experience gained in both the workplace and at home, manifesting in a variety of tasks (Engels & Harris, 1999:74-75). These tasks based on policies in the workplace assist individuals with career planning in terms of balancing different life roles and responsibilities. A proper career embodies the gain of experience to manage and execute certain work-related tasks, to balance life roles and to have a realistic career plan. Realities that can influence one's career paths are for example opportunities for vertical and horizontal movement (*cf.* Par. 4.7.1), mobility, progression, intrinsic and extrinsic barriers (*cf.* Par. 3.6.1 & 3.6.2) and the lack of applicable qualifications (*cf.* Par. 3.2.3). Underlying the change of perception on careers from vertical movement through set structures to a "boundaryless" career is the concept of SC as an outcome of utilizing HC to the full (Brown, 2003:3). Because of the changed perception of the world of

work, the functioning of people within the workplace has changed and new forms of preparation for the workplace are required. Contemporary career issues have forced change in work as well as the development of new models to address career trends in the changing workplace for the future. A workplace within a single organisation, characterized by sequential upward moves, is in many cases a thing of the past.

New career models, for example the "integrated theory and practise model", refer to the integration of school-based and resident-based models (Brown, 2003:3). These models are developed around lifelong learning needs and the "intelligent career" model, focusing on "knowing why, knowing how and knowing who" (ibid.). The importance of goal setting, transparency, skills (know-how), self-knowledge, knowing staff members and learners, as well as networking, i.e. SC, is implied in both new models. Shapiro *et al.* (2008:309-333) challenge the paradigm judging women for exchanging lifelong employment for a commitment, namely that "work is primary". According to the latter, stable employment must be updated to a "self-employment" model. Women will no longer only teach, they want to progress in their careers and within institutions.

A career is more than work or a workplace; it is a way of life, it is a lifelong process balancing different life roles with the objective and subjective dimensions of a career. A career is more than matching an individual's skills and competencies with the needs of an organization (Law, 2002:12-14). A career consists of well-planned actions (within a certain reality) directed at career goals and self-actualisation, where input will determine output (cause and effect), where lateral and vertical movement is a possibility, dual career paths are a reality and networks and networking play an increasingly important role. A career is no longer treading in foot-steps of family members, it indicates change from self-stereotyping by females, learning from experience and understanding that what is learnt now will determine future actions (Law, 2002:12-14). Careers are never made in a social vacuum. Careers draw on experience, leading to the emerging of new challenges and the formation of new allegiances. Diversity and change will lead to taking notice of and understanding alternative viewpoints on what a career really is. Careers are more than what is happening in the workplace, it is a result of different life roles, starting at birth and ending with death (Engels & Harris, 1999:74-75).

Based on the previous research, it is evident that a career forms an essential part of the self, of who one is, what attitudes and-values one portrays as well as how one values oneself in terms of competencies. A career refers to the ability to adapt to change, to cope with reality and an individual's feeling of self-worth. A career is far more than earning money; it is an expression of life skills, for example planning, decision making, realism and the ability to take action to let "things happen". A career reflects the interrelationship between feelings, life roles and life and career choices, i.e. the ability to anticipate future changes and to be prepared for it and act on it. According to Theron (2002:1-3), the definition of a career is pivotal to understand women's career trajectories because continuity is an element of the basic components of a career. Career development is essential to the enhancement of progression within the workplace.

2.2.2 Career development

Development can be viewed as personal improvement by means of enhancing skills and knowledge (HC) that is complex and unstructured in nature (DuBrin, 2009:614). Development also refers to an action, i.e. a process of growth, implying changes in terms of structure and function. Career development is a lifelong process (ongoing) or cycle of growth to prepare, sustain and advance within a career (Georgia Department of Education, 2008:1-3) (cf. Par. 2.8). Career development implies the interaction between a human and his/her environment embedded in economical, historical, cultural and community factors (cf. Pars. 3.9.2 - 3.9.3). After procuring a work position, career development and career planning continue because human needs that need to be satisfied (Kuphur, 2009:1-3). Career development is a dynamic process where an individual takes responsibility for the evaluation of his/her personality, skills, needs, and priorities and-values. It implies growth through learning and developing skills to enable an individual to accumulate career experience, to execute career decisions and make the necessary changes and adaptations to execute a certain scope of work. To be successful in the world of work, according to Bloom's taxonomy, three major domains can be identified (Georgia Department of Education, 2008:1-3). Aligning to knowledge, skills and attitudes, the domains are the Personal Social Development Domain, the Educational Achievement and Lifelong Learning Domain and the Career Management Domain (ibid.). The inter-relationship between these three domains is essential for proper career development.

Career development refers to work in all its dimensions, facets and consequences, as well as to the individual's quality of work life (cf. Par. 2.7.2.3). The interaction between different factors, for example gender, age, needs, values, health, environmental and demographic contexts, socio-cultural and the socialisation processes, all form part of career development (Roudebush, 2002:1-2; Van Dijk, 2004:772). In essence, career development is a process incorporating one's cognitive processes, environment and contextual factors (Rivera *et al.*, 2007:47-48) providing a framework for life, determining self-value, self-identity and self-status. Career development is a process of developing and implementing career self-concepts, where synthesis and compromises must be found between self-concepts and reality leading to self-actualization. The self-concept of the female educator (cf. Par. 3.5.1) as well as the perceptions in society about her (cf. Par. 3.9.3) co-determines her career development. Career development entails a lifelong series of actions taken by the individual interacting with his/her environment and determined by external variables, finding compromises between one's self-concept and reality whilst done in partnership with the supervisor and employer. Therefore the essence of career development is to move successful from career stage to career stage (Rennekamp & Nall, 2009:1-9) whilst the educator, the principal (cf. Pars. 3.5 & 4.8.1 - 4.8.3) as well as the DoBE (cf. Par. 3.4.) are co-responsible for her career development. The principal, responsible to reconcile individual needs of staff members with that of the organization is building a professional partnership regarding career development (cf. Pars. 2.2.3.6 & 2.5). Integrating the fact that career development forms a vital part of survival and prosperity and that change is a constant factor; educators ought to attend to career development in creative ways (Engels & Harris, 1999:70). By empowering individuals, power is shared with employees and feelings of personal effectiveness are enhanced (DuBrin, 2009:614), enabling individuals to fully develop his/her potential as part of life development.

For purposes of this study, *career development is defined as an ongoing dynamic lifelong process, entailing the refinement and mastering of skills and competencies to perform one's tasks in conjunction with professional development, linked to career planning activities aiming at "personal wholeness"*. By emphasizing the subjective dimension of a career, the feeling of success, with all actions focused on enjoying a quality work life and growth in all aspects of life, will lead to "personal wholeness" (cf. Par. 3.5.2). Over a lifetime, cultural inputs and messages received as a child will change and constant renewal based on goal-

orientated planned career actions will minimize tension between different life roles (cf. Pars. 3.8.2 - 3.8.3).

Career development is based on how one sees oneself and realism about one's own ability to set a realistic career development plan and to anticipate career obstacles and, through planned actions, reach career goals (Mokgobo, 2009). Career development is about enhancing employability and achieving flexibility in one's career to live a fulfilled life. Career development, closely linked to life development, will enhance the self-concept of the individual, understanding that the way one reacts to career situations will eventually determine the way forward (ibid.). Basically career development implies a process of growth, whilst actions or inactions taken by the individual to develop or grow, will be determined by the level of sound career planning.

2.2.3 Career planning

Effective career planning (in essence the responsibility of the educator) includes self-knowledge in terms of personal priorities, sensitivity towards external variables and the ability to benefit from known opportunities. Individual career actions (referring to the productive side of careers) imply choices aimed at achieving career objectives.

2.2.3.1 Importance of career planning

Career planning, an essential part of career development, is a prerequisite for successful career development. Gradually more females remain in education after their marriage; therefore it is important for them to plan their career development due to the complementary ratio between men and women on different post levels and affirmative action (cf. Pars. 3.2.1 - 3.2.2 & 3.3.1). Sometimes women view their multiple life roles as complementary, specifically when promotion does not realize (cf. Par. 3.8.2). Career planning is determined by what must be done to further one's career and how and when to execute career decisions. Personal growth, personal circumstances and realism in terms of own potential will determine the planning process. Initiative and entrepreneurial skills are essential for women educators to progress in their careers. The accumulation of applicable skills is enhanced by effective career planning and knowledge concerning how to reconcile career priorities and family responsibilities (especially for the married female educator) (cf. Pars. 3.8.1 - 3.8.2).

Career planning can be used as a reference to map out set career goals, and while climbing the career ladder the necessary adaptations can be made. People with strong career paths reach the top because they accumulate applicable experience and relevant qualifications after planning their career ladder step by step (cf. Par. 3.2.3). Therefore it is important to know what the applicable career ladder, for example the Occupational Specific Dispensation (OSD) for educators, entails (cf. Par. 4.7.1). The correct starting point for career planning is with career choices, obtaining applicable qualifications as early as possible. A career plan also entails realism regarding personal circumstances, the evaluation of career opportunities and systemic and personal limitations regarding every post level/career move (cf. Pars. 3.9.1 - 3.9.3). Career planning, based on a diagnostic assessment of the present situation, is driven by desired career goals (Mokgobo, 2009). The present stance of one's career development must be established and realistic career goals must be set. To reach the desired level of career development, reasonable, realistic career objectives must be set to close the gap (ibid.). A planned career is more satisfactory than one without a structured plan, i.e. without long and short-term career goals (ibid.). Setting career goals, remaining focused on end results and planning a realistic career path are all essential elements of successful career planning and job satisfaction (cf. Par. 2.7.1). Career planning can be used as a reference point to aim at achieving a career mission, a career vision and career objectives and at making the necessary adaptations while climbing the career ladder step by step. Continuous reflection will be part of the process of career development; it will for example lead to obtaining necessary/relevant qualifications and experience, enforcing detailed planning of each step, enhancing correct career choices.

A career is grounded when the necessary qualifications and experience are obtained to enter a specific profession. To attract highly qualified and highly skilled people to education is very important, seen from the perspective of the employers (cf. Pars. 4.5 - 4.7). However, individuals will need to depend increasingly on themselves, their personal resources and assets, in order to maintain career stability. Continuous professional development and lifelong learning (enhancing HC), form part of any successful career, enabling the individual to compete in the global world. Personal career development planning will be influenced by continuously changing factors over the life span of an individual, which implies continuous review of career development planning (cf. Par. 2.2.3.4).

2.2.3.2 Factors influencing career development planning

According to Tak and Lee (2003:329), career indecision is multidimensional, complex and influenced by cultural factors. The principal should be sensitive to cultural differences whenever career development is taking place. This sensitivity must not be tainted by stereotyping or be used as an excuse to ignore the career development of staff members (cf. Par. 3.9.3). Career mentoring is one of the tasks of the principal and by means of mentoring the level of career decision making will be enhanced (DuBrin, 2009:359) whilst educators will be empowered to manage the ever-changing world of work (cf. Pars. 3.5.4 & 3.5.4.1). Mentoring also enhances the opportunity of forming relevant and new networks with colleagues, leading to the building of SC. Realities that can influence one's career path are for example vertical and horizontal movement (cf. Par. 4.7.1), mobility or lack thereof, progression, intrinsic and extrinsic career barriers (cf. Par. 3.6) and lack of applicable qualifications (cf. Par. 3.2.3), while career patterns of men and women will differ due to difference in life roles (cf. Par. 3.8.2).

2.2.3.3 Career planning process

A lack of career planning may result in failure, although the necessary potential, skills, and hard work may be evident (Mokgobo, 2009). Career decisions will be made in lieu of satisfying career development needs. Planning is an integral part of life and essential for career success (ibid.). Family planning and planning for the household is part of everyday life for a woman trying to spend time on her different life roles (Ballout, 2008:444). Planning can be seen as an act, formulating a "route", mapped out to reach career goals. Career planning is a process of drawing up plans and layouts, using cognitive thinking to reach clear objectives and goals, and anticipating the unforeseen, which leads to the development of policies, strategies and procedures.

2.2.3.4 Personal development planning

Personal development planning by an employee/educator is not a new concept and includes the development of a portfolio of evidence as a diagnostic tool. Educators must keep a progress file/portfolio as part of their professional growth plan (PGP), according to Collective Agreement 1/2008, paragraph 5.1.3.7 (ELRC, 2008:7), and as a tool for developing intra-personal leadership (SACE, 2001:1-2; Du Toit, 2002: 269-278; Thody *et al.*, 2003:131-132; 142-143; SACE, 2006:1). A progress file (Clegg & Bradley, 2006:58; SACE, 2006:1) is a record of an individual's learning and achievement. It also acts as a record for clarification of

personal goals and as a resource to find information on structured and supported processes aimed at career development and reflection (ibid.). Such a portfolio provides evidence not only of a PGP but also of achievement towards professional development outcomes. The portfolio also contains valuable information for IQMS purposes, motivating dialogue, energising collective learning and professional practices. A PGP is a developmental tool not only to foster CPD and enhance self-affirmation and purpose but also to minimize tension and over control (Fenwick, 2004: 193-195).

Planning, including career actions for example self-reflection and target setting, involves more than a collection of evidence, leading to continuing professional development (CPD) and lifelong learning (Clegg & Bradley, 2006:59-60). Planning is aimed at the enhancement of professional expertise. From the extensive literature on the professional and disciplinary areas of education, it is obvious that reflection is incorporated in the curricula and therefore reflective practices and personal development planning are part of continuing professional practice (Clegg & Bradley, 2006:60). Proper career planning enhances employability, representing more than job performance and the degree of job mastery; it is a process and product of learning and work life (Aamodt & Havnes, 2008:233-248).

2.2.3.5 Models available for personal planning and development

The fundamental principles of HC (cf. Par. 2.3.1) can be summarised by the following statements regarding employability. Although employability relates to the professional, the emphasis is more towards the generic development of an employable subject than on professionally defined capacities (Edwards & Usher, 2000:55). Because of broader employability agendas and global shifts, the autonomous, self-directed, and flexible lifelong learner replaces the dominant identity of the "enlightened student" (Barnett, 2003:148-150). This pedagogical displacement resulted in the focus being shifted from presentation of disciplinary cultures to an interest in the self-generational capacities of the individual (Barnett, 2003:148). In education it is necessary to have a flexible approach (Clegg & Bradley, 2006:72), focussing on the needs of students (supporting them) and on the educator's needs when a PGP is developed. Pedagogic identities constructed on projection displayed less tension than those based on introjections and strong boundary maintenance (Clegg & Bradley, 2006:57). Models for personal development and planning are focused on enhancing professional and academic knowledge and skills – all enhancing the level of employability (cf. Figure 2.3).

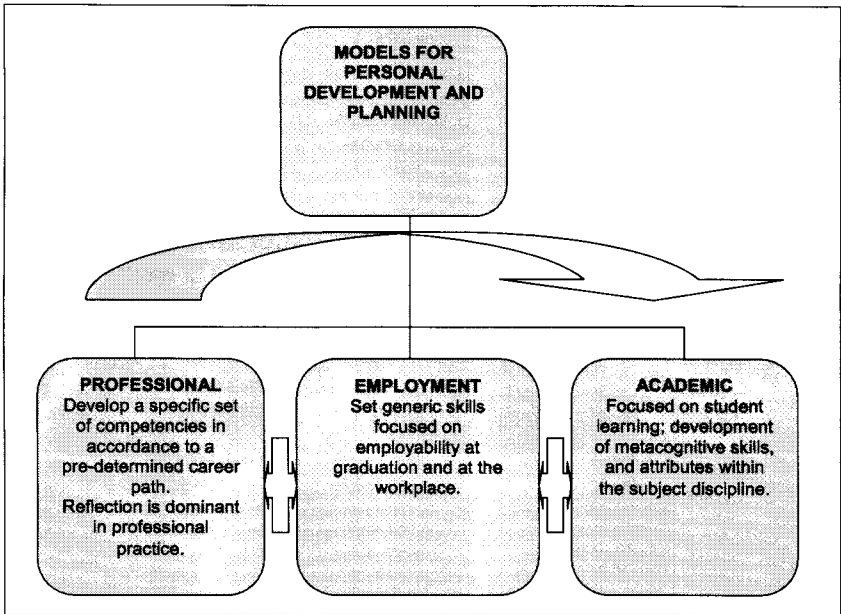


Figure 2.3: Models for personal development and planning in terms of career planning (based on Clegg & Bradley, 2006:57)

According to Figure 2.3 it is evident that to move along career ladders, employability over the span of work life is enhanced by professional and academic development.

2.2.3.6 Reconciliation of individual and organizational needs

Career development is an appropriate process to reconcile individual and organizational needs, focusing on aligning the subjective dimension (individual) with the objective dimension (organization), achieving reconciliation (Van Dijk, 2004:772). This process of reconciliation both parties' needs is called the psychological contract (cf. Par. 2.5), which will benefit both parties due to development within the school (Look *et al.*, 2006:8). Career development leads to renewal and more tasks to be accomplished while lateral movement between different posts in the same organization becomes a reality. Future career

movements will be horizontally/lateral rather than vertical, as indicated in the structure of the new career ladder in the RSA (cf. Par. 4.7) as confirmed by Brown (2003:3).

2.2.3.7 Defining career planning

For purposes of this study *career planning is defined as a realistic process concerning what career actions will be taken, how it will be taken and when it will be taken*. Based on a diagnostic career assessment, mapping out career paths and by regularly monitoring the progress thereof and continuously reflecting on it, the necessary adaptations can be made to reach clear set strategic career goals on a personal level and within organizations. For female educators in particular, realism in terms of their own wants and needs and personal circumstances, all will inform their career planning.

2.3 CAREER DEVELOPMENT IN CONTEXT

Human Capital (HC) forms the basis of Human Resource Development (HRD) and Human Resource Management (HRM). Career development is an important aspect of HRM and HRD with Social Capital (SC) as outcome (Douthit, 1999:1-12; Implats, 2007:1-6; DoE, 2009a:7-11). Although both HC and SC are personal investments, HC (increased training/education and experience) and SC (structure of relations) can be applied to career returns. HC, essential to be successful within an organization, needs SC opportunities to be applied within, indicating that the level/degree of returns on HC relies partly on the position one holds within the social structure of organizations (Douthit, 1999:1-12). A close relationship exists between HC and a psychological return, namely job satisfaction (ibid.). The social environment within an organization is also effected by expressed opinions of all stake holders whilst job attitudes are also influenced by co-workers in one's social network (ibid.). By adapting to an organization's specific culture, SC allows an individual to adjust one's social setting, allowing one's full potential of HC to be exploited. It also allows individuals to change the context to fit their goals rather than vice versa (ibid.). The latter statement can be explained by Burt's structural hole theory (1992), describing SC as a function of a person acting as a broker between disconnected people on opposite sides, with in between a hole in social capital which can only be bridged by relationships with informational and control benefits for both (cf. Pars. 2.3.2 - 2.3.3). A close relationship also exists between SC and motivation and the level of job satisfaction (cf. Par. 2.7.1) and according to Herzberg, challenge and meaning is the only way of motivating employees. Burt (1992:275) indicates that the rate of exploiting opportunities by means of SC is

dependent on an individual's motivational level. HC refers to the skills and knowledge a person possesses to perform labour and therefore to produce economic value. HC therefore refers to an individual's education, experience, skills and intelligence, in short, to an individual's ability (Douthit, 1999:2).

2.3.1 Human Capital (HC) as conceptual foundation for career development

More than 45 years ago, Schultz (1961) already referred to HCT as the impact of HC on the productivity of the economic system and laid the foundation for the expression "human capital" (Schuller & Field, 1998:227). In 1964, Becker emphasized the importance of education and training as an option for an individual to reap benefits from an investment in education (Quiggin, 1999:130-131; McIntyre, 2002:6). The ground rules for Human Capital Theory (HCT) are based on Adam Smith's "Wealth of Nations" published in 1776, indicating HC as one of the forms of fixed capital, emphasizing the importance, impact and meaning of the individual's personal training/education and skills level (Fitzsimons, 1999:1-5). People cannot be separated from what is inherently part of them, namely skills, knowledge and values; therefore education and training represent major investments in HC. Humans are in possession of HC but Blackmore (2000:144) argues that HCT is more than economic gain and self-maximising; it is also about responsibilities in terms of child bearing, domestic and voluntary labour, contributing to national productivity.

2.3.1.1 The essence of Human Capital Theory

The Theory of Human Capital is renowned as one of the most influential economic theories regarding development in Western Culture since the early sixties of the previous century (McIntyre, 2002:2-3). HCT is a key determinant for economic performance, i.e. what people do is, according to the modern HCT, based on economic interest within the free market system. Developing an individual's abilities and skills is equally important to any other factor that can influence the future monetary status of a country especially when the abilities and potential of human resources are deliberately developed (McIntyre, 2002:2; Livingstone, 2002:11). In terms of education it means that skills development is equally important to other factors whenever human resources are deliberately developed. To gain HC through full-time education and training is an investment in the future because a higher income will be earned, indicating the relationship between input (value of the investment, i.e. training and education) and output (future earnings) (McIntyre, 2002:3). Realism in terms of cost will play a major role whenever education and training is at stake. Through study and

apprenticeship cost is a real expense (i.e. fixed capital) realizing within the individual himself/herself, underpinning the notion that HC can be viewed as skills, dexterity (physically, emotionally and intellectual) and judgement. HC alone only enables an individual to achieve some potential but the individual is still confined to a certain social structure (Douthit, 1999:2), determining his/her progression.

The career life span of an individual can be broadly divided into two phases. The first phase is that in which an individual is focused on gaining HC and/or reaching their goals in terms of HC (Galor & Moav, 2001:14) (cf. Par. 2.8.1). This first phase is characterised by an increase/improvement in education and training, relating to the amount of time spent and the financial input made. The second phase refers to earnings due to work efficiency, i.e. such as "interest" gained on an investment. It is empirically proven that education and training is proportional to future earnings (ibid.). Graduates from universities within advanced industrial markets, will earn more than individuals with secondary school education (Livingstone, 2002:11-14) although exceptions may occur (Maglen, 1993: 283-291). Different levels of capabilities and skills are mostly related to unique levels of earnings. HCT can therefore be described as the foundation of both the neoclassic analysis of the workforce and of education and economic growth referring to both capacity development and growth in HC resulting in enhancing economic growth (Mankiw *et al.*, 1992:408-432; Maglen, 1993:283).

HC refers to obtained skills and knowledge enabling individuals to partake in activities adding economic value for the self, the community and the country (Sung Jun Jo, 2005:4). There is an optimum phase where education/training must stop to enable the individual to enter the job market, known as the "stop-rule" (ibid.). The latter will be determined by the duration of education/training, age, capabilities and capital investment in training/education. In many cases female educators do not have relevant qualifications for promotion, or training in scarce subjects, or in management (cf. Par. 3.2.3). Knowledge is transportable and shareable, expandable and self-generating with use. There is a proportional relationship between experience and knowledge leading to the endowment of HC, reducing the scarcity value of the original possessor (ibid.). HC will financially benefit the individual, the community and the economy, if the acquired skills can be implemented in the workplace and opportunities are available to implement skills and training. Career development will be enhanced by gaining more skills and knowledge, i.e. by means of deliberate HRM and HRD as well as more opportunities to implement/apply gained knowledge and skills. For

example, applicable training aimed at a profile for promotion will enhance career opportunities. The rule of demand and supply governing the free-market economy is also applicable to an individual's personal life in terms of career, and of education. The more unique the skills and training of an individual, the more opportunities are available and the bigger the financial gain/opportunities. Different options are available to the individual in terms of their choice of career, career planning and career management.

2.3.1.2 Influence of Human Capital Theory on education and training

The real value of education is measured against and compared with other consumable items and commodities due to the time, energy and investments made by parents and tax payers in terms of money spent to reach set goals (Mgobozi, 2004: 775-783). All the investments made are compared with and measured against the efficient and effective utilization of resources to reach implicit and explicit goals (ibid.). In the South African National Budget of 2009, 17% of government expenditure is allocated to education with an estimated annual growth of 10% per annum up till 2011/2012 (South Africa, 2009:1-2). Based on the 127.3 billion Rand allocated to education in the 2008/2009 financial year (ibid.), tax payers have the right to ask questions on the efficacy of education in relation to input and output.

Financial success is not only determined by education and skill training in schools, but is also determined by the ability, interest and level of intrinsic motivation of the individual and opportunities available (Remedios & Boreham, 2004:233). No alternative, within a democratic community, can act as a substitute for compulsory school education to add value to HC, because the foundations for skills development and socialisation skills and effectiveness are laid within a school (Quiggan, 1999:2). Workers are prepared to fulfil important functions within different workplaces/markets whilst training/education will have a strong influence on economic wealth as a result of HC. Acquiring skills and investing in HC form part of education and training as the dominant instruments to enhance skills development, a pre-requisite for the economy, effectiveness and productivity (McIntyre, 2002:3-4). Successful improvement of organizations in terms of their workforce wealth is characterized by acquiring and applying skills, values and attitudes in the work force (Marginson, 1993:11-21), which depend on Human Capital (ibid.).

Three types of learning can be identified namely formal schooling, further education courses and informal learning (Livingstone, 2002:5). Schools are valuable institutions providing

basic skills and training for the future work force pre-estimating that learners will be provided with opportunities for authentic (i.e. real life) situations. The latter will form the foundations of learnerships, internships and school-based experiences. Female educators who are generally found on post level 1 are the “teachers” who are busy with teaching and assisting learners in gaining relevant knowledge, skills and values. In South Africa, acquiring knowledge, skills and values is obtained through educational and training programmes, leading to qualifications within formal school practices or in the workplace. There is no difference in recognition of formal education/training or skills training obtained in the workplace. There is a strong relationship between HC, acquiring skills and education and training, and the vital role schools and female educators play in establishing core values of HCT cannot be ignored.

2.3.1.3 Methods to optimize Human Capital Theory (HCT)

Different methods are available for obtaining education and training, for example formal and workplace training (Sung Jun Jo, 2005:3) as well as decentralized training through electronic media (Sharma, 2004:154). According to Mc Intyre (2002: 3-4) and Sung Jun Jo (2005:12-13) employers should rather invest in skills development that is specific than in general skills development programs for employees, especially in competitive markets. The reason for this recommendation is the fear that workers will be lost by the company after training but specific skills development will not be applicable in other workplaces. Workers as well as the investment in their training will therefore stay within an organisation to benefit the organization. In education, training programmes for female educators must enhance skills needed by the female educator (ibid.). By the development of skills to satisfy her specific career needs, career barriers are overcome by means of deliberate HRM (cf. Par. 4.8.3) and HRD (cf. Par. 4.8.2).

Training and skills development taking place in a specific focused way (specific human capital) will ensure applicability within the organization, while development of skills in a broader context (general human capacity) can stimulate the economy more, enhancing competition (Sung Jun Jo, 2005:1-4). Specific human capital can have negative impacts, for example the risk of not being compensated due to performance and productivity, or that when workers leave the organization, productivity can be affected negatively (Sung Jun Jo, 2005:1-4). Although an effort is made by the employer to remunerate educators for excellent work done, as indicated in the OSD (cf. Par. 4.7.1), in many instances it does not

matter how hard an educator works. In education with its bureaucratic system, all educators with the same levels of training and years of experience and on the same post level will earn the same. In terms of progression, the constant shortage in the number of promotional posts and therefore vertical movement opportunities on the career ladder is artificially manipulated by the employer, for example the ratio of promotional posts to the total number of posts per school (cf. Pars. 3.2.2 & 4.8.1). On the contrary, general human capital indicates the development of more general skills and competencies, suggesting remuneration that will be more market related (ibid.).

2.3.1.4 Benefits and non-benefits of Human Capital Theory

Benefits embedded in the HCT are that the investment in skills development will reap benefits over time and committed skilled workers will influence co-workers to enhance productivity and to be more effective. Workplace training is an affordable option and higher skills levels will enhance productivity and the utilization of resources (Sung Jun Jo; 2005:11-17). For the individual, workplace-based training indicates a cost-effective investment and one of the benefits is that workers will pay for their training with work. Employers are reimbursed for the training of workers by directly deducting the cost from the worker's remuneration. In education, bursaries are available to future educators or for improving current qualifications, for example in scarce subjects to follow the alternative lateral career ladder (cf. Par. 4.7.1) i.e. to stay in class, paying for their training with work. The quality of training is the most important variable in the economy (McIntyre, 2002:2) and the levels of competencies/skills are proportional to productivity within the workplace. Higher levels of competency/skills, i.e. HC, results in better workers i.e. more skilled workers (Quiggin, 1999:140-142). Better skilled workers will for example use equipment optimally, benefiting both the individual and the organisation. The same will apply to education; better skilled and trained educators will benefit both the individual and the country. Proper career development acts as a tool to enhance the level of professional knowledge and skills of educators.

Workers can be lost by organizations after training due to better benefits, and education is one example thereof. In many sectors of life, performers are found who were initially trained as educators. Non-benefits of HCT are for example that education and training within schools combined with uniqueness, demand and individual potential can enhance possible benefits while nepotism, discrimination and opportunities by chance may occur (Sung Jun Jo, 2005:2). It seems that HCT is not taking all factors influencing financial rewards into

consideration, for example the scarceness and uniqueness of ability (Sung Jun Jo, 2005:2) are in many cases ignored. Another non-benefit is the view that gaining more knowledge and skills is equivalent to resources and commodities, and the implication is that the more a source can be exploited the higher the benefit for the organization and the community (ibid.). It is intolerable and immoral to value an individual's knowledge and skills only as economic assets, but in many communities, educators, and specifically female educators, are supposed to work for low salaries because they have to "serve" the community. Success due to HCT, will not necessary benefit all individuals to the same degree.

2.3.1.5 Human Capital Theory, skills development and education and training

An investment in education and training will benefit both the society and the individual by increasing levels of his/her earnings and productivity (Mgobozi, 2004:775-783). At school level the foundations for teaching and learning is skills focused on enhancing the fundamental skills of reading, writing and numeracy, i.e. the basic foundation on which future learning will be built (Mokgobo, 2009). Teaching and learning focus on problem solving and decision making skills and a unique relationship is formed between the classroom and the work society as education is signalling workers qualifications to potential employers (Sung Jun Jo, 2005:9-10). Similarities occur between learnerships, internships, apprenticeships and workplace-based training; with the latter the most important in terms of skills development within the workplace (cf. Par. 3.3.5).

The development of skills is only one factor influencing career development; the input of an individual to function successfully in society is backed by education and training and skills development. The latter implies that an investment in HC will enhance social expectations and ultimately the building of SC. Individual input in education and training and skills development can be seen as an investment to reach career outcomes, and combined with social input/SC as an investment, citizenship and productivity will be positive outcomes of the process.

2.3.1.6 Human Capital Theory and the Skills Development Act

Competencies are at the centre of strategic human capital management, a business strategy on which people decisions are based (Nasdaq.Saba, 2005:1-3). Government policies and legislation are instrumental in enhancing efficient and equitable use of HC. To play a constructive part in the investment of HC, the Skills Development Act (SKDA) aimed at the

development and improvement of skills in line with the Government's Objectives National Skills Development Strategy, was tabled in 1998. According to Chapter 1, section 2(b) of the SKDA (97/1998), the goal of that specific law is "to increase the level of investment in education and training in the labour market and to improve the return on the investment" (cf. Par. 3.3.5)

2.3.1.7 Human Capital and education

Becker's theory of HC (Mgobozi, 2004: 775-783) refers to the relationship between education and training and the worker's level of productivity, i.e. individuals striving to maximize lifetime earnings, indicating the relationship between the levels of education and training. It also refers to the causal relationship between education and skills; the relationship between skills and marginal productivity (ibid.). Education is still hobbling on two feet, one in the traditional bureaucratic structures of promotion through post levels, i.e. vertical movement, and the other on the brink to fully implement lateral movement (cf. Par. 4.7.1) by means of the OSD that will be addressed in Chapter 4 (cf. Par. 4.7.1). The focus shift to SC; therefore HC, as the foundation of HRM and HRD will influence career planning and career development (as an aspect of HRD & HRM) because HC will be utilized within opportunities provided by social structure, i.e. SC. The management of HC within an organization is part of the function of HR and can even be described as the core function of HR. HR must provide a quality support and advisory service to assist line management and employees within the parameters of the law to comply with policies, procedures and best practices.

2.3.2 The relationship between Human Resource Development, Social Capital and Emotional Intelligence

Within organisations, HC strategies are generally focused on the management of existing HC for example to build competencies of staff to deliver a young workforce able to take on future challenges (WCDoE, 2006:2-3). HCT formed the foundation of HRM while career development as an aspect of the latter will benefit the individual to become professionally better skilled and simultaneously reconcile and synchronize individual and organizational needs (cf. Par. 2.5). Although HCT is providing central insights focusing on the supply side of HC, actions of resource managers play a major role in utilizing and steering HC (Strober, 1990: 214-216). HRM is a modern term for personnel administration or personnel management (Byars & Rue, 2000:4) and defined by Oosthuizen (2003:176) as those activities in education to acquire, facilitate and improve teaching staff, aiming at an increased

level of effectiveness in education and training. DuBrin (2009:6) refers to HRM as the management of people to get the job done. To manage and understand the so-called interaction between individuals and organizations one must understand that within organizations, people, structures and systems are inseparable and dynamically intertwined and interlinked (Loock *et al.*, 2006:1). Whenever organizations, structures, individuals and systems respond to one another to the degree of conformity to the organization, expectations and roles as well as operational effectiveness will be enhanced (*ibid.*). For individuals, conformity between their needs and personalities will lead to individual efficiency (*ibid.*). By means of thoroughly planned delegating, principals will be able to create more opportunities for staff members aiming at increasing their responsibilities, to allow them to accumulate more skills and also to direct an educator's career by "forcing" him/her to apply skills and competencies in practice (*cf.* Par. 3.5.3). A career development programme must be part of a staff development programme, formalizing the planning and implementation of IQMS (Quality Integrated management Systems) as indicated on the school improvement plan (SIP). Staff development involves the recruitment of the most suitable staff, proper induction programmes and fair evaluation procedures (Loock *et al.*, 2006:11-12). A close relationship exists between HRM and career development whilst training and development are methods used by educators to accomplish career goals. HRM traditionally fulfilled the functions to coordinate and organize employment and training, to maintain personnel records, to act as liaison between SGB's (School Governing Bodies) and labour and also to coordinate staff safety programmes (Loock *et al.*, 2006:9). HRM function activities therefore include human resource planning, recruitment and selection; HRD; compensation and benefits; employee and labour relations; safety and health; as well as human resource research (Loock *et al.*, 2006:11-14).

Educators play a major role in the development of HC, especially in the earlier years of an individual's life (Tan & Quek, 2001:527) therefore career development of educators will benefit all stakeholders. HRD refers to formal and explicit activities to enhance the ability of all individuals to reach their full potential i.e. to improve their productivity (DoE, 2009c: 7-8). Both career development and HRD have the potential not only to influence the level of skills and knowledge of their own workforce but also on a national scale (Van Dijk, 2004:36-1). According to the National Policy Framework for Teacher Education and Development in South Africa (DoE, 2005), the seven roles of educators as described in the Norms and Standards for Educators (2000) form one of the fundamental principles outlining the policy

framework (article 5). The traditional adversarial relationship between the SGB and the HR manager/principal on the one hand and education unions on the other, indicating a non-traditional cooperative relationship is at the heart of labour management in education (Loock *et al.*, 2006:13). Labour unions represent the interests of employees in terms of the Labour Relations Act (66/1995); the National Education Policy Act (27/1996) and the Employment of Educators' Amendment Act (76/1998). It is important for all HR activities to be executed within the parameters of the law. The three basic functions of HRM are to forecast HR resource needs to achieve the planned objectives; to develop and implement a plan to meet the set objectives; as well as to recruit human resources to achieve set objectives (Loock *et al.*, 2006:11).

Individuals ultimately responsible for their own career development work within organizations; therefore career development will take place within the context of the organization (Butler, 2003:17-18; Van Dijk, 2004:771; Swaner, 2007:1-3). Individual development is a key component to the success of organizations and therefore of HRD, entailing new knowledge, skills and behaviour to enhance job performance. HRD refers to in-service training (INSET) and professional development of the individual, aiming at accommodating individual and organizational needs. Individuals need to increasingly depend on themselves, their personal resources and their assets to maintain career stability (Engels & Harris, 1999:70). HRD, as part of HRM, involves the choice of programmes focused on the employee's short-term versus long-term needs (Loock *et al.*, 2006:11). The interrelationship between career development and HRD is embedded in the potential of both to influence skill levels and knowledge levels (HC) of a workforce, and in the case of education, nationwide (Brooks & Nafukho, 2006:117-128). The relationship between HRD and career development is of national interest (Van Dijk, 2004:774). The close relationship between motivation and CPD (Continuing Professional Development) (cf. Par. 3.6) is indicated by Butler (2003:18) who argues that intrinsic motivation is based on professional ethics and therefore the responsibility for CPD lies primarily with the individual.

Professional development is an umbrella term including staff development, personal development and INSET (Schreuder & Landey, 2001:78). Professional educators display educational competencies and commitment to engage in the professional activities of teaching, i.e. displaying commitment to the ideals of education (DoE, 2005: 6-7).

CPD is in essence a lifelong process characterized by the systematic improvement and maintenance of competencies, skills and knowledge aimed at addressing the needs of clients (Butler, 2003:17-18). When HRD is ignored, stagnation, demotivation and a lack of job satisfaction that could hamper the organization and the individual will be evident (DoE, 2005:6-7). CPD is a process of self-directed individual learning whilst continuous education (CE) refers to mandatory learning (Butler, 2003:17-18). Lifelong learning on the other hand refers to all learning, i.e. not necessarily work related (ibid.). Professional development is a process affecting the teaching-learning activity due to learning opportunities offered by educators to learners and is a key element of successful reform because educators are the main agents to execute change (Villegas-Reimers & Reimers, 2000:6). Programmes aimed at educators' preparation and professional development and the implementation thereof are structured in accordance with conceptions within societies (ibid.); therefore professional development can be addressed by pre-service and in-service training (SACE, 2007b). The enhancement of the professional roles of educators is determined by both personal and contextual factors. Professional development of educators is a continuous lifelong learning process starting with initial training and preparation, finishing at the end of their teaching careers (Villegas-Reimers and Reimers, 2000:6). Professional development includes more than pre-service and in-service training and programs; it is influenced by personal factors, for example the stages of psychological, motivational and career development (ibid.). Contextual factors, for example the availability of financial resources, the school system and time (ibid.) will also determine and influence professional development.

Professional development includes psychological and career development (Villegas-Reimers & Reimers, 2000;13-14) and distinguishes three dimensions of professional development that are intertwined and interdependent, namely being professionally able, monitoring colleagues, and psychological development. To be professionally able refers to skills focused on teaching excellence whilst professional monitoring refers to guidance given to younger colleagues by experienced colleagues, i.e. mentoring (ibid.). Psychosocial development is directed at ego development and eventually conceptual development. Three basic models for early professional development are initial training or pre-service, which is the first step on the career ladder aimed at developing teaching professionals, followed by in-service training aimed at the third step, namely enhancing educators' professional roles (ibid.). Early professional development (Calderhead & Sorrock, as indicated by Villegas-Reimers & Reimers, 2000:6-7) can be represented by the following three models, based on a

variety of orientations in terms of the learning process, each focusing on a specific aspect of how to teach, namely the professional culture model, the technical or knowledge and skills model and the moral endeavour model. According to enculturation or socialisation into the professional culture model, teaching is seen as a task executed in a material and ideological context (ibid.). Emphasis is put on the socialising processes in professional development, and the powerful role of the organisation, resources and values, embedded in institutional practices will in many cases overpower educators to such an extent that learning from the initial preparation is abandoned (ibid.). In the technical, or knowledge and skills model, knowledge and skills are emphasised in terms of microteaching, i.e. classroom behaviour (ibid.). A recent tendency is conceptualisation of skills in terms of thinking skills and behavioural practices where the focus is on pedagogical content knowledge, i.e. the knowledge already acquired by expert educators which beginner educators are still in need of. Teaching, as a moral endeavour model, includes the caring for and consideration of the interests of young children influencing, the way they will participate in future society (ibid.) i.e. it acknowledges the influence on their views on how to relate to other individuals and to life.

Vonk (1995:291) distinguished between two models, namely the educator professionalism model and the personal growth model. The first model indicates the mastering of academic or subject knowledge and professional competence. According to this model, knowledge of instructional skills, learning processes and child development are provided by educator education (ibid.). The second model assumes that educators with a high level of self-understanding are more reflective, sensitive, self-actualised, and will ultimately be the better educators (ibid.).

Different approaches on professional development are for example an individual or group approach as well as planned professional development school-based activities based on the principles of adult learning (Schreuder & Landey, 2001:78-81). Within an individual approach to professional development, both collaboration with a mentor and self-development based on research in action are the key areas. The latter, based on research refers to continuous planning, action taking, reflection and re-planning based on self-evaluation and pre-set criteria. Group approaches are for example the school-based approach, the cooperative professional approach and participation in work sessions (ibid.). The school-based approach is determined by needs for professional development displayed by staff members and must make provision for the developmental needs (ibid.). The cooperative approach is to enhance

solidarity between staff members for example within subjects/subject regarding the curriculum for example (ibid.). Sharing good teaching practices will benefit all stakeholders whilst participation in work sessions will enhance decision-making, problem-solving and feedback skills. By accommodating the basic principles of adult learning, i.e. partaking in the setting of objectives, the reconciliation of educators' needs with the needs addressed by a programme for professional development will enhance the positive outcome of a school-based approach (ibid.).

Based on the previous information, an integrated approach or model towards professional development is indicated in Figure 2.4.

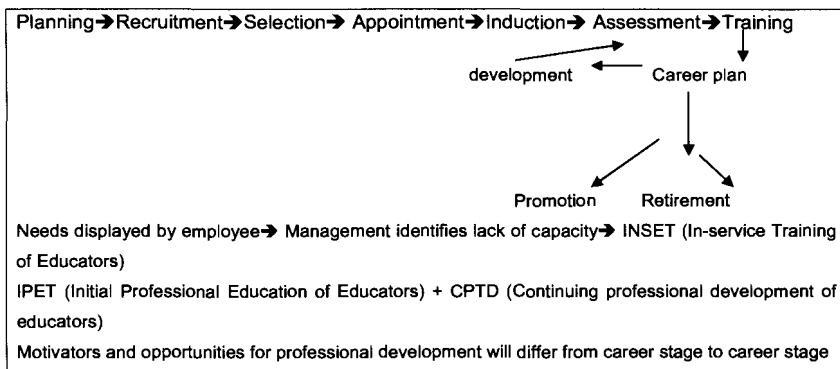


Figure 2.4: Integrated model towards professional development model for educators (based on Prinsloo, 2008b:218)

It is evident from Figure 2.4 that through strategic planning the organisation's needs (school) will be planned for. The recruitment, selection and appointment of a new educator will lead to induction (a process the school will plan properly). IPET and CPD will enhance capacity building of educators. In-service training is used as an action to gain effective short-term results. It is about what the organization needs to do to better and strengthen the capacity of the educator work force to enable the latter to do what is needed/ expected. Management is responsible for determining to what extent abilities of the workforce should be utilized (Bennett, 1998:20). The value of in-service training lies within the potential of management to identify the lack in capacity of the workforce and to provide relevant training to build

capacity and to enable the workforce to execute specific tasks (Niagara Health System, 2009:1-5).

In-service training refers to the utilization of HC, and through HRD and HRM, career development as an important aspect of HRD will be enhanced. No educator not registered or provisionally registered with SACE (South African Council for Educators) may be employed or be retained as an employee according to the Employment of Educators Act (76/1998, section 29(4)) and the South African Council of Educators Act (31/2000: Chapter 3). The SACE, established in terms of Act 31/2000 has three core functions stated in the act, namely to provide for the registration of educators (Section 3), to promote the professional development of educators (by ongoing professional development) and to promote the image of the teaching profession by setting, maintaining and protecting ethical and professional standards. The latter is indicated in the Code of Ethics (SACE, 2007a:1-3). The code of ethics specifically refers to the role of educators to promote gender equality (Loock *et al.*, 2006:99).

Continuing professional teacher development is vital to develop and maintain teaching professionalism and to improve the quality of education in schools (DoE, 2008:17). Teacher education is planned across three subsystems complementary to each other, namely the initial professional education of educators (IPET) system; the system of continuous professional teacher development (CPTD) and the support system to enable both IPET and CPTD (DoE, 2005:4). According to the National Policy Framework for Educator Education and Development in South Africa (DoE, 2005) which was adopted in 2006, essential terminology changes were evident (SACE, 2007b), for example pre-service training (PRESET) provided by colleges and universities are replaced by the term Initial Professional Education of Educators/teachers (IPET) and INSET (In-Service Training) is replaced by Continuing Professional Educator/Teacher Development (CPDT). The National Policy Framework for Teacher Education and Development in South Africa (DoE, 2005) emphasized the seven roles of educators as described in the Norms and Standards for educators (2000) as one of the fundamental principles underlying the policy framework (article 5) (*ibid.*). According to article 8 of the policy (DoE: 2005), the emphasis is on the responsibility of the individual, guided by SACE, to take charge of self-development, for example by identifying weak areas in which professional growth is needed and to utilize all opportunities available to that extent. The IQMS will assist them in this regard. Referring to

the National Policy Framework for Educator Education and Development in South Africa (DoE, 2005), article 52 indicates that CPDT will ensure that current initiatives devoted to the professional development of educators will contribute more directly and effectively to learning and teaching. CPDT is aimed at emphasizing and reinforcing the status of teaching. Article 48 of the same policy stated that all educators need to enhance their skills and not necessarily their qualifications, because curriculum delivery includes the need to broaden and strengthen their subject knowledge, pedagogical skills and teaching skills. How recognition will be given to educators regarding the latter is still under discussion but will eventually form part of the proposed OSD (cf. Par. 4.7.1). In the Free State, for example, the spiral model was/is used to train educators in GET (General Education and Training) band on NCS (National Curriculum Statement) (Oosthuizen, 2007). The spiral model is based on the principle that any person can work creatively and by himself/herself if the necessary training has been given (ibid.). Transparent, fair and developmental appraisal will enhance capacity therefore IQMS will ensure effectiveness in terms of capacity building and therefore building HC. Career development is a very important aspect of HRM, rooted in HCT.

The management of human resources is formalized as HRM and HRD, focusing on optimizing efficacy and effectiveness of the work force (HC). HRD is a study field in its own right, given the increasingly multidisciplinary nature of HRD (Morrow, 2001:12-25; Mc Guire *et al.*, 2001:3-4; Kessels & Poell, 2004:7). HRD is no longer a sub-discipline of HRM (ibid.). Human resource development (HRD) can be interpreted as a concept comprising a variety of processes and activities (Mankin, 2001:74) to develop and unleash human expertise by means of organizational development and personnel training. HRD aims at the improvement of performances of staff members by means of giving guidance to them (Prinsloo, 2008b:216) therefore to strengthen HC entailing a delivery system to empower individuals by means of training and development. The latter refers to both career development and organizational development (Brooks & Nafukho, 2006:117). In practice, HRD refers to training, career development and organizational development (Van Dijk, 2004:775). Van Dijk (2004:773-774) refers to the system theory, indicating the "missing link" between career development and HRD. She argues that if career development is a self-organizing open system, then constant change within and ongoing interaction with other systems will take place (ibid.).

Critical HRD is an ambiguous and complex concept (Sambrook, 2008:61-73). Critical HRD, fundamentally opposed to the subjugation of human skills, relations and knowledge, enables a more sustainable workplace devoted to change in the workplace by making it more just (Fenwick, 2004:198-199). Four dimensions of critical HRD are identified by Fenwick (2004:198-199), namely political purpose, epistemology, reform and inquiring as well as methodology.

The first dimension of critical HRD (Fenwick, 2004:198-199) is political purpose aimed at justice, equity, and participation by reforming organisations to advance social transformation and reverse injustices. In the RSA the injustices of the past are addressed through legislation, removal of discriminatory procedures and affirmative action. HC is broadened because more people will have equal opportunities (cf. Par. 3.3.1 – 3.3.2). The first dimension of critical human resource is directed towards groups and individuals to advance social transformation and to expose and reverse unjust practices. Epistemology as the second dimension of critical HRD (Fenwick, 2004:198-199) refers to contesting terrains knowledge and relations, concealed by unitarist illusions. In this dimension diversity is not illustrated but organizational stability and ingenuity is addressed. This dimension can in certain cases be oppressive. The third dimension of critical HRD, namely reform, is aimed at inquiry regarding power and history, trying to understand socio-political processes (ibid.) constituting elements such as performance measurement (for example IQMS) (cf. Par. 4.7.1). Methodology, as the fourth dimension of critical HRD, refers to exposure, iconoclasm and reflection (ibid.). Methodology is about how knowledge is constructed and who initiated the assessment of knowledge (ibid.). The correlation between worker knowledge and productivity has long been accepted and rooted in the thought that more schooling combined with work experience will eventually lead to increased productivity and earnings (HC). The integration of the career development process and the value of social relationships can be predicted and something of value can be created, again indicating that HC must be utilized within a social environment and will ultimately produce SC. Both the education department and the principal must create opportunities and motivate educators to better their training through formal qualifications and skills development (increase HC). As a result of planned, focused career development the female educator can better her profile for promotion by acquiring relevant skills and competencies.

Emotional intelligence (EI) refers to the possession of knowledge, skills and competencies which have a positive effect on one's attitude towards life, allowing one to manage and understand one's own feelings (Möller, 2002:258). By understanding and managing one's own feelings it is possible to motivate oneself as well as others within a framework of empathy (ibid.), i.e. the ability to utilize those feelings to pursue motivation, planning and achievement (Brooks & Nafukho, 2006:122). EI cuts through leadership, culture and organizational development. EI as the ability to not only understand one's own feelings but to empathise with others, will affect the ability to connect with other human beings by understanding their emotions (DuBrin, 2009:157-158). The mutual interaction between affect (feelings) and thought (cognition) and the interrelation between thought and emotion is at the heart of EI, which informs issues, for example enhancing and evaluating human activities. EI is at the heart of emotional leadership characterized by self-awareness, managing emotions, self-motivation and empathy (Möller, 2002:258-260). Self-awareness includes knowledge of one's own abilities and limitations including a strong sense of self-worth and capabilities (ibid.). Emotions are the products of the interactions between physiological changes, cognitive appraisals and behavioural responses to the external environment whilst emotional competencies such as self-control, integrity, conscientiousness, adaptability and innovation will play a major role in enhancing a realistic career development plan (Möller, 2002:258-260). By motivating oneself through productive self-criticism, by setting meaningful career goals and visualizing career success, positive thinking about one's career will be enhanced (ibid.). The four key elements influencing decision making are self-awareness, self-management, social awareness and the management of relationships (Fineman, 2000:11; DuBrin, 2009:157-158). The quality of decision making is influenced by EI, and by acting proactively, i.e. rising above conditions that will inhibit responsible decision making (Möller, 2002:263), decision-making abilities will be enhanced. Whenever educators fail to reach set goals they start blaming others, but unless one understands that one cannot control everything in life (Möller, 2002:263), and by always blaming others one inhibits one's career development and personal growth.

Leaders require new skills associated with EI because EI is a developmental tool for organizations to enhance problem-solving skills and SC (Fineman, 2000:11; DuBrin, 2009:157-158). Effective leaders with the required skills associated with EI will recognize the power of EI in developing a sense of belonging between staff members. Organizational success and/or failure can be set by the emotional tone of the leader, i.e. the principal. By

means of an increased level of conceptualizing EI as collateral within organizations (Brooks & Nafukho, 2006:122), principals with the necessary skills can, as organisational leaders, use EI to enhance staff development and therefore career development. Emotional management, i.e. an attempt to manage employees' emotions to enhance productivity (Western, 2008:96), will also increase productivity and competitiveness as advantage outcomes of SC based on HRD processes. EI will provide a positive climate for training and development of individuals as well as organisational development. The close relationship between EI, HRD and the internal and external environments of organisations are indicated in Figures 2.5 and 2.6 below.

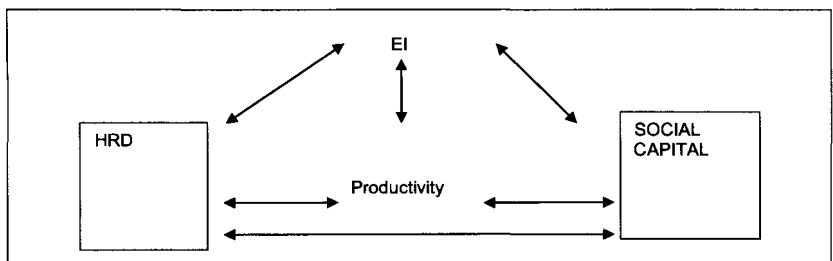


Figure 2.5: Relationship between EI, HRD and SC (INTERNAL ENVIRONMENT) (Brooks & Nafukho, 2006:126)

Productivity can be enhanced within an organisation where HRD will lead to career development and SC building (cf. Figure 2.5). The external environment influences the facilitation of variables; the building of SC and the enhancement of career development due to an increase in competency and productivity (cf. Figure 2.6).

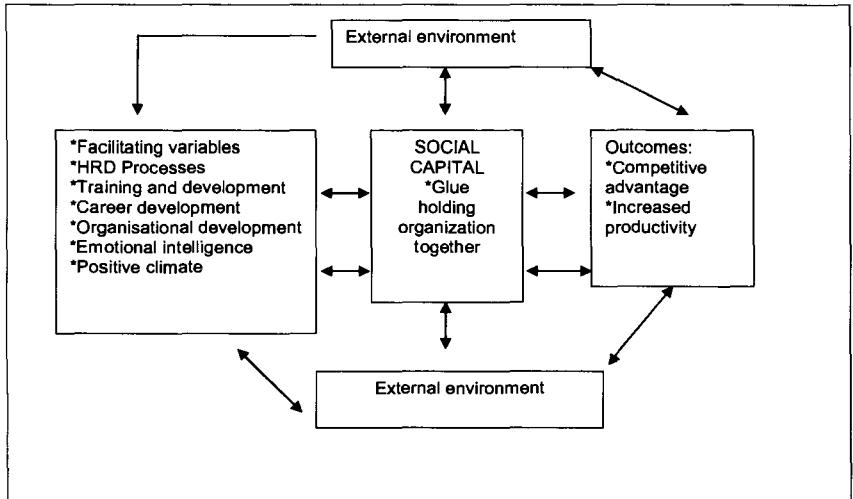


Figure 2.6: Integrating HRD, SC and EI and organizational productivity in the external environment (Brooks & Nafukho, 2006:126)

In Figure 2.6 the influence of the positive environment created by EI to enhance HRD processes are indicated. Career development as an important aspect of HRD can take place leading to SC building. SC will act as the “glue” keeping the organisation together. SC is the term referring to the norms and networks that enable collective action (World Bank, 2004:1); therefore SC and social cohesion is critical for sustainable human development and poverty alleviation (ibid.).

Continuous reflection on and stocktaking of career performances by individuals will lead to self-motivation (Möller, 2002:264), enhancing continuous self-motivated change. Continuous self-motivated change requires the ability and courage to take responsibility for failures, to learn from past mistakes and to increase skills and abilities (building HC). A high level of self-awareness, motivation and empathy empowers the individual and enables individuals to use emotional power to enhance personal relations with subordinates and colleagues (Möller, 2002:264). Coleman (1988:S118) introduced the term “social capital” embodied in relationships with people, by paralleling financial capital, physical capital and

human capital. By enhancing networking capacity and skills (building of SC), the “glue” keeping organizations intact, will be strengthened through HC gain (Brooks & Nafukho, 2006:126). By improving skills and competencies improved, EI will enhance personal well-being. The close relationship between SC and career development will be discussed in the subsequent paragraph.

2.3.3 Career development and Social Capital

2.3.3.1 Development of the concept *Social Capital* (SC)

Pierre Bourdieu (1983:183-198) has given a philosophical definition of SC, whilst Portes (1998:1-24), popularised the concept and put it into practice. Bourdieu refers to three forms of capital namely economic capital, cultural capital and social capital. According to Portes (1998:1-24), Bourdieu placed the source of SC in social connections and not only in social structure. Coleman, with a broader view on SC, defined it as social capital functionality, consisting of aspects of social structure as well as the facilitation of actions within the structure (ibid.). For example, SC is viewed as anything that facilitates a collective action by a group, or an individualistic action (Portes, 1998:1-24). In Coleman’s view, SC capital is a neutral resource, facilitating action in any manner whilst, according to Bourdieu, it leads to social inequity (ibid). Putnam argued that central to SC is the principle that social networks have value, referring to the collective value of all the people one knows (Putnam, 1995:65-78) whilst according to Maman (2001:582) SC refers to the complementary relationship between the availability of resources to individuals due to their positions in organisations, institutional ties and social networks. SC refers to shared norms, trust and social networks (Sanginga *et al.*, 2007:1). SC is the inclination of what one can do for each other, i.e. the so-called norms of reciprocity and trustworthiness, not only emphasizing feelings but also the variety of specific benefits flowing from it (Smith, 2009:5-6). Possible benefits flowing from SC are for example the enhancement of trust, reciprocity, information and cooperation associated with social networks. People, who are connected, as well as bystanders, may benefit from it. SC as the collective value of all social networks, works through multiple channels and enhances information flow, leading to the formation of bonding and bridging networks (Coleman 1988:S104-105; Van Vlooten, 2004:1-5; Smith, 2007:6-7). Flow of SC implies mutual aid and collective actions, resulting in broader identities encouraging solidarity (ibid.). In Figure 2.7 the multiple channels through which SC is working are indicated.

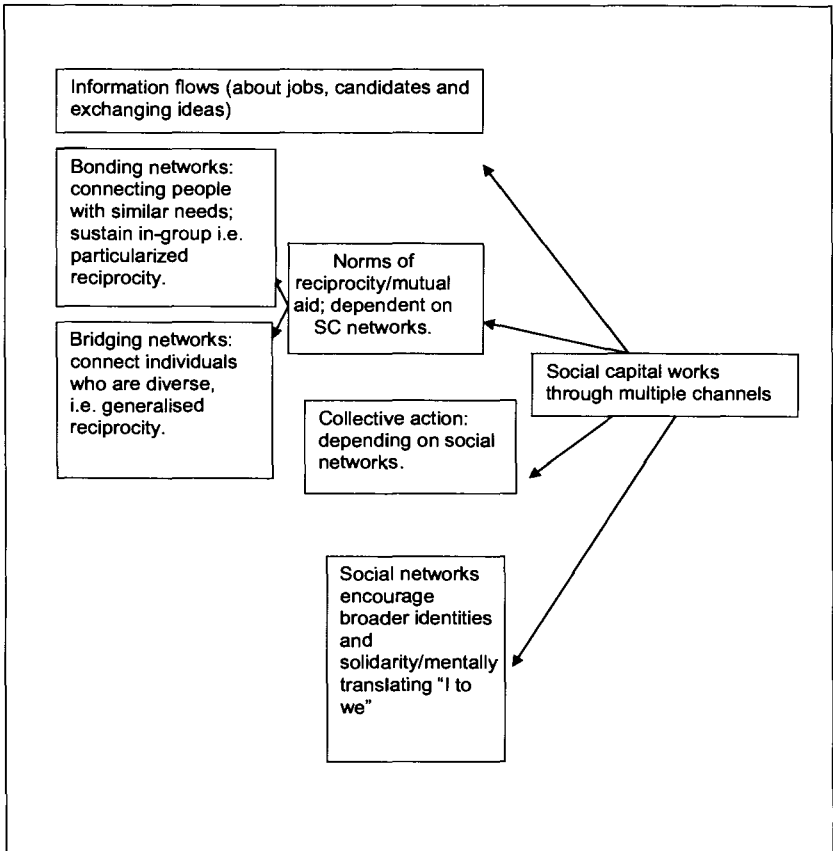


Figure 2.7: Channels of social capital based on Van Vlooten (2004:4-5)

Based on Figure 2.7 it is evident that SC works through multiple channels, for example information about job flows, through norms of reciprocity (by means of bonding and bridging networks), collective actions and social networks. Information about new jobs which are available to more candidates will eventually draw more candidates. By means of proper networks more information will be shared and the stronger the SC the better equipped the candidate will be. Bonding networks will enhance the building of SC within a group but

bridging networks will connect diverse individuals. Women need to campaign vigorously for other women but are also in need of the assistance men can provide. Networking is about more than getting information of jobs; it is about establishing networks within subjects, leading to better knowledge and skills, enhancing relationships between colleagues and with the community. With the department as employer, in short it is also about "visibility". SC is built through networking and Van Vlooten (2004:1-5) referred to the Law of the First Mover Advantage, indicating that the individual who starts first will have the most contacts, best networks and finally the biggest amount of SC because SC is the result of a network structure. The outcomes of social and economic relationships determine the structure of networks. SC development is a step-by-step process, indicating growth. The stance of one's SC will be enhanced from this moment onwards, influenced by the new people one meets, the strengthening of ties with old acquaintances and the formation of new groups (ibid.). One will bank SC for the future. Everything that happened in the past is shaping one's current networking. Networks are characterized by its dynamics, i.e. internal changes made by the individual (internal processes) and external changes because of a changing world and will evolve irrespective of one's active involvement or not (Van Vlooten, 2004:1-5).

Female educators in general, due to a lack of role models (cf. Par. 3.8.3) and networking structure, will have to enhance SC by being more "visible" with a view to promote their careers.

2.3.3.2 Social Capital and civil society

Within society SC refers to the wealth created by quality human relationships within a specific society as well as the economic benefits of non-violent, trusting relationships contrary to destructive relationships for which society will ultimately pay a high price (Wolpe *et al.*, 1997: 275). The effect of SC will manifest in different ways within the workplace and will therefore influence career development. According to Fukuyama (1999:2), many definitions regarding SC refer to the manifestations of SC. SC can be defined as the institutionalized informal norm promoting cooperation between individuals with manifestations, i.e. norms constituting SC, ranging from reciprocity (between two friends) to complex doctrines such as Christianity or Confucianism (ibid.). Reciprocity underlies dealings with all people but actualization takes place in dealing with friends (ibid.). Associated with SC (epiphenomenal) and arising from it is trust, networks and a social society (ibid.) although the latter does not constitute SC in itself. Parks-Yancy (2006:515-

545) did a national representative study in the USA on two career measures, namely earnings and promotion. The findings indicate that blacks suffered a SC deficit, and that men and whites accumulate advantages over time through their careers while blacks accumulate deficits over time. Therefore unequal career trajectories are the results of race and gender, gaining HC and building SC. Baptiste (2001:184-201) argues that educational practices based on HCT will not alleviate social inequities because pedagogical practices that are apolitical, individualistic and adaptive are spawned by it. To emphasize different viewpoints on SC and its manifestations in society, Holtzhausen and Kruger (2005:62-74) indicate that networking plays a crucial role in professional development. In the past it was viewed unfair to take advantage of personal/professional networks to enhance/further one's career. Although denied by various writers and academics, the misconception that to take advantage of contacts for professional and career purposes is unfair, is alive and well and still present (ibid.).

Another view on HC regarding workers within an organisation is that over time a person would develop relationships with others to the effect of gaining overall competence, i.e. an increased level of competence in the workplace (Spring, 1997:1-4). Traditionally, women in general, globally experienced the following to a different degree: they earn less than men, participate to a lesser degree in waged work than men, have less secure employment than men, are segregated into a limited range of occupations, are excluded from access to labour market resources, i.e. skills, and they have unequal access to promotion/career ladders (ibid.). Discrimination and unfair labour practices (cf. Pars. 3.3.1 - 3.2.2) are still part and parcel of women's work life. The perceptions regarding what she ought to be is still determining her place in society (cf. Par. 3.9.3) resulting in the segregation of work, based on gender.

2.3.4 Conclusion

Thorough planning is essential for career success; an honest needs analysis by the individual leads to clearly formulated career goals. Adaptations, due to personal circumstances, are necessary while an individual is climbing the career ladder (cf. Par. 3.9.1-3.9.3). Each and every post level must be evaluated and reflected on by the individual in terms of responsibilities and opportunities. Loyalty must not take preference over promotion or progression (cf. Par. 3.9.1). The family role and the needs of family members must be taken into account whenever promotion is an option for the female educator because career

expectations and career planning will be influenced by the age of children as well as the husband's career (cf. Par. 3.8). To be more competitive, female educators must obtain relevant qualifications (cf. Par. 3.2.3) and, be sensitive and realistic towards negative perceptions in the community due to culture (cf. Par. 3.9.3). Low self-esteem and self-image (cf. Pars. 3.6.1.1) can prohibit female educators from applying for promotional posts due to fear of being unsuccessful, i.e. fear of failure. Intrinsic and extrinsic factors, for example, result in a career orientation responsible for career choices as an expression of personality and will influence career choices and career decisions (cf. Par. 3.6.1).

Predictable factors have a stronger influence on career patterns of females than chance factors. Skills, abilities, interests, level of education and intelligence are the determining predictable factors, forming the internal determinants of identity (cf. Par. 3.6.1.2). The structure of unexpected chances plays a major role in the career expectations of female educators. Self-knowledge is needed to understand career identity and work opportunities within and outside an organisation. Opportunities must be viewed as realistically strengthening an individual's perception of the ideal career.

Unleashing human capital to its full potential is dependent on networking aimed at building SC. Networking implies knowledge of information concerning opportunities, gaining relevant skills and competencies, leaving prescribed roles behind and through change, moving on to form new allegiances. The building of SC is also in a sense the product of a planned career development process based on career needs and set career goals. Building SC through improving and obtaining relevant qualifications, knowledge and skills, association with colleagues regarding curriculum and management issues, are all tools to gain HC. Building SC refers to, for example, a process of being "hands-on", for instance being on top of subject policies and curriculum initiatives and partaking in subject cluster meetings and PWGs (professional working groups). By inspiring learners to partake in subject quizzes and expos enhances visibility of the educator and the building of relationships. Career management is about organising one's work life, using networks to make a living as best as one can. Individuals have qualities and interests. Organisations have demands and rewards and career management could be viewed as matching a specific person to a specific job, leading to a good career based on matching human characteristics and job descriptions.

2 4 RELATIONSHIP BETWEEN CAREER PLANNING AND -MANAGEMENT

In terms of career development the organisation is responsible for establishing postal structures and career paths within organisations to develop mentoring systems and career development plans, to develop an HR plan and to create a development culture (Hokanson, 2007:5-6; Implats, 2007:4-5). Responsibilities regarding the career development for individuals entail career awareness, career planning, organisation awareness and self-awareness (ibid.). The relationship between individual career planning and career management is indicated in Figure 2.8. Strategic planning for an organisation is what career planning is for the individual. Reconciliation between organizational and individual needs will lead to integration while separation will lead to dissatisfaction.

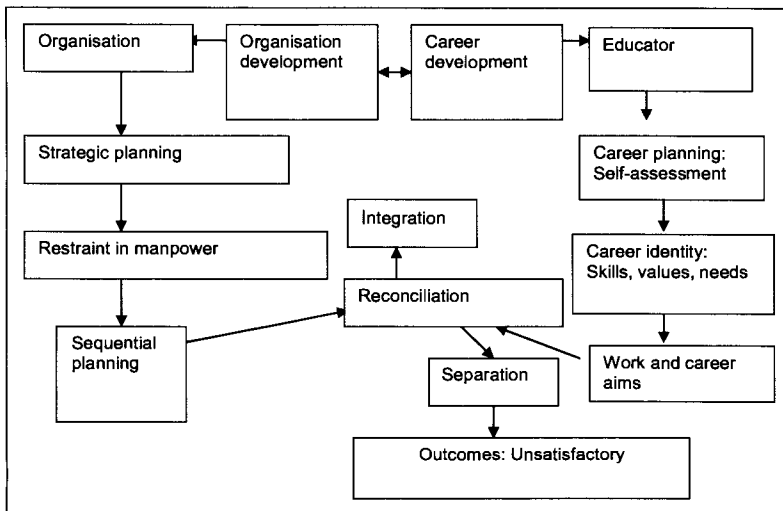


Figure 2.8: The relationship between individual career planning and career management (adapted by Fourie, 1997:36 from Beaty, 1983:133)

According to Figure 2.8 it is evident that career development and organisational development will eventually either lead to reconciliation and integration of needs or to separation leading to unfulfilled outcomes. For both the individual and the organisation assessing the present, setting strategic goals and planning how to reach it by setting realistic career objectives will indicate the relationship between individual career planning and career management. Self-

assessment by the individual leads to the formation of a career identity determining the career aims of the individual. The gap between the realisation of individual career goals and the need of organisations to obtain a well-equipped work force will be bridged by the so-called psychological contract (cf. Par. 2.5) aiming at career development and strengthening the relationships between the school as an organisation and educators as individuals.

2.5 THE RELATIONSHIP BETWEEN CAREER DEVELOPMENT AND THE PSYCHOLOGICAL CONTRACT

Career development as a process is a key component to organizational success (Hokanson, 2007:6). Career development as a process entails thought, follow up, and management (ibid.). Effective functioning in HRM is determined by the degree to which organizational needs are reconciled with those of the employees (Fourie, 1997:38). Authentic, valuable career development as a function of HRM will only be effective when the needs of employees are taken into account as well as the degree of support rendered by the organization and the organizational culture of the school (Hokanson, 2007:6; Kruger, 2008a:2-13). The latter indicates that the degree of support rendered by the organisation is determined by the values of different individuals within the organisation and by the perception people have of how the organisation is functioning. The psychological contract motivates employers' behaviour, because the career expectations of the individual determine the psychological contract and it also adds extra responsibilities and tasks for the individual to create new opportunities aimed at professional and personal growth (Fourie, 1997:38; Van Dijk, 2004:774).

The psychological contract between the employer and employee is based on give and take, indicating mutual benefits. On the one hand the employer will compensate the employee for what the employee can offer and on the other hand the employer will subsequently benefit from the knowledge and skills offered by the employee. Reconciliation and integration of both the individual's and organisation's needs in essence refers to HCT and SC, indicating HC executed within social structures, building relationships and networks to the benefit of both partners. The psychological contract aims at harmonising individual career goals and organisational goals, to create a balance between HRM and organisational development as well as supporting and adding to the "service" contract between employers and employees, referring to the written/unwritten contract which forms the basis of workers' ethical behaviour. Employers view careers different from earlier in the past (cf. Par. 2.2.2) and, according to Ballout (2008:441), the new career contract, due to a change in perception of career success

(cf. Par. 2.7), is no longer a pact with an organisation; it is "an agreement with one's self and one's work, and the path to the top has been replaced by a path with a heart." The emphasis on the subjective dimension of what a career is will co-determine the "terms" of the psychological contract.

Educators' work (cf. Par. 4.3 & Fig. 4.2) is done within a system and influenced by systemic factors for example the organization climate and the organization culture. A high level of commitment by workers is a pre-requisite for success in any organisation and can be increased by treating workers with integrity and respect. The dynamic relationship between the individual and the organisation indicates constant change in the expectations of both partners (DuBrin, 2009:617). Unmet expectations will lead to conflict and low performance levels, whilst dissatisfaction will become evident (cf. Par. 3.5.4.3). It is important to harmonise personal career goals and organisational strategic career planning goals. Integration between individual and organisational goals can be reached by means of goal management.

Within a school the central dilemma for the principal is to decide when to give preference to the school's needs and when to give preference to the career needs of staff members. One of the means to enhance career development and strengthen the psychological contract is effective delegating by the principal (cf. Par. 3.5.3).

2.6 DIFFERENT APPROACHES/CAREER STRATEGIES TO CAREER DEVELOPMENT

Approaches to career development are for example an unstructured career development approach, a social school-centred career development approach, an educator-centred career development approach and the needs-satisfactory career development approach (Calitz & Botha, 1990:16-17). The unstructured career development approach is one in which the needs of both the individual and the organisation are ignored. All professional development is left to chance and the principal is inexperienced and badly qualified (ibid.). The social school-centred career development approach is an approach according in which the needs of the school take preference over the needs of the individual and is based on meeting organisation goals, referring to effective completion of managerial tasks and the delegating of tasks with clear job descriptions for all staff members (ibid.). Educator-centred career development refers to career development of which the needs of the individual is the starting

point, i.e. individual needs of the educator determine a career development program where personal growth and development is evident, not necessarily benefiting the school (ibid.).`

The principal must analyze him/herself and his/her approach to identify his/her strategy/approach towards career development of staff; also they must analyze staff members to determine an approach to career development before finding ways of synchronizing both partners' needs, and of satisfying those needs. Knowledge of the career visions and missions of staff members as well as knowledge of staff members' career anchors and their EI will enhance the level of career development (cf. Fig. 2.5). Knowledge of career anchors (cf. Par. 2.9) of employees and a SWOT analyses will assist managers by providing information for formalising work allocations. Principals can take part in the career development of the educator within formal organisational structures or through direct career management methods for example formal evaluation through IQMS (cf. Par. 4.7.1). Staff evaluation leads to the identification of problems/shortcomings, leading to the development of a career development strategy for rectifying shortcomings. Clinical management can be part of evaluation as part of IQMS by means of class visits, informal talks, training courses, cluster meetings and/or information sessions viewed as training sessions. Staff weekends can serve as an opportunity for professional development, whilst IQMS monitoring needs to be as transparent as possible.

2.7 CAREER SUCCESS AND CAREER DEVELOPMENT

Ballout (2008:440) indicates that career success is a familiar concept but difficult to conceptualize as it may refer to work-related achievements or positive psychological achievements in the workplace. According to Adler and Kwon (2002:17) different organizational researchers for example Burt (1992 & 1997) and Hansen (1998), indicate that SC influences career success, helps workers to find jobs and reduces staff turnover rates. Three theoretical approaches to SC relating to career success and focusing on different network properties representing SC are, according to Gummer (2002:79-99), the weak tie theory, structural hole theory and social resource theory (cf. Par. 2.3). Career success portrays both an objective and subjective dimension (Nabi, 2003:653-671; Breland *et al.*, 2007:1-14) and can be defined as the collective values, work experiences and perceptions of achievements during the life span of an individual (Ballout, 2008:440). Objective career success is determined by external factors defined by society and lateral and/or vertical movement within an organization or between organizations (Nabi, 2003:653-671; Sinclair,

2009:20; Rasdi *et al.*, 2009:21-33). Subjective career success on the other hand can be measured as a person's own perception of his/her career influenced by own preferences for development, needs and-values rather than in terms of money and promotion (*ibid.*). In contrast with the traditional (objective) dimension, the subjective dimension of career success, i.e. career aspirations and perceptions of attributes of work life, become more relevant of late; therefore the individual has to take more responsibility for his/her own career development (Rasdi *et al.*, 2009:21-33). Nowadays individuals are more focused on self-actualization and not only on money and status. The subjective side of career success implies that career success is a function of internal standards and the perception of satisfaction in social networks (Ballout, 2008:440-41). Models, setting frameworks to increase knowledge and skills of staff (HC) as well as expanding networks (SC), will enhance goal-directed management. SC (useful relationships) can be built and managed in a goal-directed manner. Personal networks activate human potential and occasionally the right person with the right knowledge and skills for a specific position is just known. Intuition, capital and expertise are the keys to successful careers. On the one hand, target career management can take place by means of strategic tools, by in-service training and leadership development. SC, on the other hand, involves trust, information and obligations. Utilisation of HC ensures increased "visibility" and recognition within organisations, enhancing their quality of work life.

Career success, based on career anchors (talent-based, needs-based and-value-based) is based on career aspirations and an individual's specific career orientation (Rasdi *et al.*, 2009:25). Whenever career management is successfully aligned with the internal side of career success and measured against an individual's career perception the degree of career success can be determined (*ibid.*). Career success is more than money or promotion; it also refers to self-development, to a quality work life and to desired career outcomes that may be different for different individuals (Rasdi *et al.*, 2009:21-33). Baruch (indicated in Rasdi *et al.* (2009:23-24) categorizes the set of desired outcomes as advancement within an occupation, namely gaining new skills and competencies (skills), physiological and survival outcomes, psychological outcomes for example satisfaction, recognition and quality of life and life-balancing outcomes. Career success for the individual is closely related to the set of desired outcomes for advancement and entails for example self-development, job security and – enrichment, better quality of life, to balance life roles and for some individuals the need to be promoted (*ibid.*). On the other hand, for the organization the indicator of career success is

when employees are empowered to such a level that they can self-manage their own career development (ibid.).

Career success refers to an individual's active involvement in career planning and taking co-responsibility for performance, emphasizing the individual's responsibility for career choices and the individual's perception of how successful he/she is. Career success is also about finding a healthy balance between work and relaxation, i.e. minimizing role conflict. It also implies the individual's responsibility to take realistic career decisions, for example on the amount of money available and the occupational status of the individual; on promotion; and on promotional opportunities. Career success for some people entails comparison to peers' occupational advancement referring to the objective dimension of career advancement, i.e. for example measuring income.

2.7.1 Job satisfaction and career development

Job satisfaction refers to attitudes towards jobs based on our feelings, beliefs and behaviours; therefore based on an individual's belief of his/her own capabilities to perform successfully in given situations, including career development (Biggerstaff, 2000:35; Weiss, 2002:173-194).

Models to describe job satisfaction theory are closely related to Maslow's Hierarchy of Needs (cf. Par. 3.7.1.). The locus of control refers to how people view causation in their lives (DuBrin, 2009:616). The higher the self-esteem and the level of self-efficacy the higher the level of job satisfaction (McCormick & Barnett, 2008:8-23). An internal locus of control opposite to an external locus of control (external factors) and a low level of neuroticism will also enhance the level of job satisfaction (ibid.). The locus of control in general refers to an individual's belief of the degree/level of expectancy to which personal outcomes are dependent on personal characteristics or beliefs. External locus of control is in general associated with lower levels of job satisfaction (ibid.).

Job satisfaction is reflected by the degree of quality of work life experienced, and the freedom to make decisions (Cloete, 2007). In a work environment where frustration is higher than satisfaction the individual will be motivated to change jobs and if that is the case they will leave education. In terms of Herzberg's Two-Factor Theory motivation is stimulated by job satisfaction, which refers to the fact that if job dissatisfaction occurs it is of no use to

apply motivational factors unless hygiene factors are amended (Van der Westhuizen, 2008:199-201). Job satisfaction is directly dependent on the degree of a person's ability to implement different self-concepts in his/her job and is only a possibility if an educator has the ability to be professionally and personally assertive in all aspects of their life. Job satisfaction also refers to experiencing psychological success in work life and family life roles; therefore measuring career success entails both job satisfaction and life satisfaction (Ballout, 2008:441). Job satisfaction in education can accordingly be measured as the degree to which positive feedback is received by the educator from the principal on the gap between remuneration and the expectation thereof, and also on performance evaluation (Mokgobo, 2009). Performance evaluation is based on learner behaviour, job security, relations with colleagues and the teaching task as well as feedback from the principal as the instructional leader (Cloete, 2007).

2.7.2 Quality of work life and career development

Quality of work life is a concept broader than job satisfaction, describing the broader job-related experience of an individual. Both the quality of life and the quality of work life determine the quality of work performance. Quality of work life refers to the observation and quality of the interaction between the employee and the total organisational system, determining his/her attitudes, behaviour, physical and psychological health, all co-determining one's quality of life (Niagara Health System, 2009:1-5). Schools are organisations in which educators conduct their work, namely optimizing effective teaching and learning (Cloete, 2007).

2.7.2.1 The school as an organization

An organization represents a formal structure characterized by two elements, namely people who stand in certain relations to one another and actions directed at achieving common goals and objectives crucial for effective management within the organisation (Theron, 2002:78). A school is an organisation within education with teaching and learning as primary objectives (Cloete, 2007). Schools have their own vision and missions which underpin their strategies and procedures for example HRD to enhance the career development of staff through leadership and management (Kruger, 2004:41-44). Schools display both a bureaucratic character (organisational structure) and a professional character (teaching and learning). Schools as organizations have an open and a closed nature due to its bureaucratic and professional nature respectively (ibid.). Although organisational structures

are supposed to be flexible in some aspects, for example management of finances, strict control is required, linking a loose organisational structure to a tightly coupled structure (Meyer, 2002:4-17).

Bureaucratic systems characterised by formalisation (rules and procedures) and centralisation (hierarchy of authority) must be managed in such a way that effective execution of tasks will be enabled (Theron, 2002:89-90; Kruger, 2004:41-44). On the one hand rules and procedures acting as enablers are flexible guidelines, enabling educators to find solutions and decision-making skills and to foster trust and diversity, enhancing dialogue (ibid.). On the other hand centralisation enhances flexibility, cooperation and collaboration, enhancing shared decision making and authority (Kruger, 2004:42-43). Enablers will allow educators to take decisions based on their own professional stance, their loyalties and ethics, leading to increased levels of career development.

The informal organisational structure of schools refers to the formation of informal groups of staff where the interaction between groups, their feelings, needs and behaviour will lead to coalitions, morale and leadership. Closely linked to schools as organisations, are the concepts of organisational climate and organisational culture. Organisational culture refers to the values and expectations and concrete belief system of all stakeholders entailing all human activities with regard to teaching and learning, concerned with the school culture (Niemann & Kotze, 2006: 622; Kruger & Steinmann, 2008:14-25). School culture refers to a pattern, historically transmitted to members of the school community (Kruger & Steinman, 2008:14-19). It is about norms, values and beliefs as understood by the school community. The organisational culture of a school influences educators' commitment and motivation towards teaching and direct their decision making and behaviour (Kruger & Steinman, 2008:14-19). Educators' level of decision making and behaviour correlate strongly with educators' productivity and job satisfaction as well as their attitude towards their work (Mphatane, 2009). The latter is in close relation with career development and quality work life (ibid.).

2.7.2.2 Components of quality work life

Quality work life equals a healthy workplace and a healthy work force (Niagara Health System, 2009:1-5). Quality work life indicates staff satisfaction with the following components, namely leadership, relationships and behaviours, individual wellness, learning

organization, balanced work life and home life and a healthy workplace environment (ibid.). Determining factors of the quality of work life are the organisational climate indicating the degree of effectiveness of staff management and utilisation, as well as the degree to which resources are provided to make quality teaching a possibility (Mphatane, 2009). Sirgy *et al.* (2001:241-302) suggest that the quality of work life is determined by needs satisfaction based on the work environment, based on supervisory behaviour and on ancillary programmes. The quality of work life also depends on working group processes, the relationships between colleagues, support, and respect and job satisfaction in terms of what educators do (cf. Par. 4.3). Other factors determining quality work life refer to the management skills of principals, remuneration satisfaction and administrative activities surrounding remuneration and comparing it with other jobs/careers. The level of service delivery to clients, well-developed induction, leadership and mentoring programmes, clear workplace relations policies, constant feedback on an individual's progress, and effective HRD, will all enhance quality of work life (Niagara Health System, 2009:1-5).

2.7.2.3 Relationship between quality of work life and career development

The post level of an educator is not necessarily a reflection of the level of professionalism and competency shown by the educator (Mphatane, 2009), and many people on post level 1 will view their career as successful. The fact that the principal is aware of a female educator's capabilities increases her self-concept and she will gradually take on more responsibilities. The perception the female educator has of how the principal rates her, influences and determines her own feelings of self-worth (Cloete, 2007). The female educator will react in such a way that the bigger her job satisfaction, the better the teaching and learning and higher the quality of learning experiences.

The quality of work life can have a motivating/non-motivating effect on the work life of the female educator. The degree of the quality of work life is determined by extrinsic factors (for example salaries), intrinsic factors (for example skills level, autonomy and challenge) (Lewis *et al.*, 2001:9-15). The quality of work life can be increased by a human-directed leadership style, executed by the principal due to the female educator's higher need for affinity or affiliation (Cloete, 2007). The quality of work life can be enhanced, when leadership is aimed at inclusivity and if it is not an individual decision to exclude people (Cloete, 2007; Mphatane, 2009). A lack of leadership not aimed at fulfilling human potential may lead to aggression, changes in career and absenteeism. Job satisfaction leads to a satisfactory climate in the

school, and to keep people happy they must do work that they are fit for, while work overload is prevented (Mphatane, 2009). Enrichment of the job and a feeling of success will enhance job satisfaction (Mokgobo, 2009). A real challenge is set for education to attract highly qualified and highly skilled people to education and ensure work satisfaction. Utilizing human potential in the correct manner will lead to capacity building, enhancing SC.

2.7.3 Conclusion

In terms of planning, individuals are co-responsible for career success and realistic career planning. To evaluate one's career in a realistic manner one must measure it against one's own standards; therefore career success is a benefit arising from sensible career planning. Individual perceptions of success and the quality of work life experienced by female educators are mainly determined by the principal and may influence the decision to change careers/jobs. Professionalism and competency are not necessarily reflected by the post level of an educator, whilst the organisational climate is determined by the level of job satisfaction experienced by employees. The way in which an individual views his/her career depends on the changing career needs at different phases of life, and especially for the female educator, career planning will be influenced by life cycle stages and life roles associated with those specific life and career cycles.

2.8 CAREER DEVELOPMENT AND PHASES OF LIFE

A phase refers to a level of development during which certain developmental tasks must be dealt with and completed (Super, 1990:197-261; Steffy & Wolfe, 2001:16-19; Kornelis, 2003:1; McCormick & Barnett, 2008:9). Career needs and life cycles cannot be separated. The psychological and developmental needs of the individual differ with age and experience (*ibid.*), for example much of the beginner educator's negative experiences can be avoided through effective mentoring. Inexperienced educators will focus more on the learning part of education while more experienced educators will rather focus on learners' needs and didactical renewal.

2.8.1 Phases of life

From research, different descriptions of phases of life were found (Super, 1990:197-261; Steffy & Wolfe, 2001:16-19; Kornelis, 2003:1:1-4; McCormick & Barnett, 2008:9). According to Super's career development theory, there are different life expectations related to each phase of life. These different expectations, linked to phases of life, determine the career

behaviour of an individual which is closely linked to a person's self-knowledge. Career phases and phases of life are interlinked, for example, career choices and career development form part of life development (ibid.). Career expectations are determined by motivation, gender, socialisation and availability of opportunities. A combination of life roles, namely the learner/student role, worker role and community role; and at home, the wife and mother roles as well as how leisure time is spent, are all evident in an individual's life and will be different at different career stages and stages of life. These life roles can be lived one by one according to different phases of life, be sequential or combined. Development is a combination of different biological, psychological and sociological factors and, according to the life span-life space model career adulthood/maturity is the central anchor of career development (cf. Par. 2.9).

2.8.2 Relationship between career phases and career development

The manner in which an individual confronts individual career phases is closely related to the organisational climate and the psychological contract between the individual and the organisation (cf. Par. 2.5). The continuous changing expectations of both partners are closely linked to the degree of job satisfaction and determined by the degree to which organisational and individual needs are reconciled (cf. Par. 2.5). Career choices entail decisions across all stages of the life cycle and career cycle for example individual learning, making a productive contribution to the career/organisation in the long term. Different models for career stages exist (Super 1990:197-261; McCormick & Barnett, 2008:9), for example Steffy's model recognises the complexity of professional development, entailing professional growth and the role of and need for efficient supervision (Steffy & Wolfe, 2001:16-19; Kornelis, 2003:1). In the following diagram (Figure 2.9) the interrelationship between career needs, self-knowledge, goal setting, decision making and career planning are outlined. Continuous reflection on one's career, the enhancement of visibility in the workplace and employability, skills development and networking are all part of every career and life cycle.

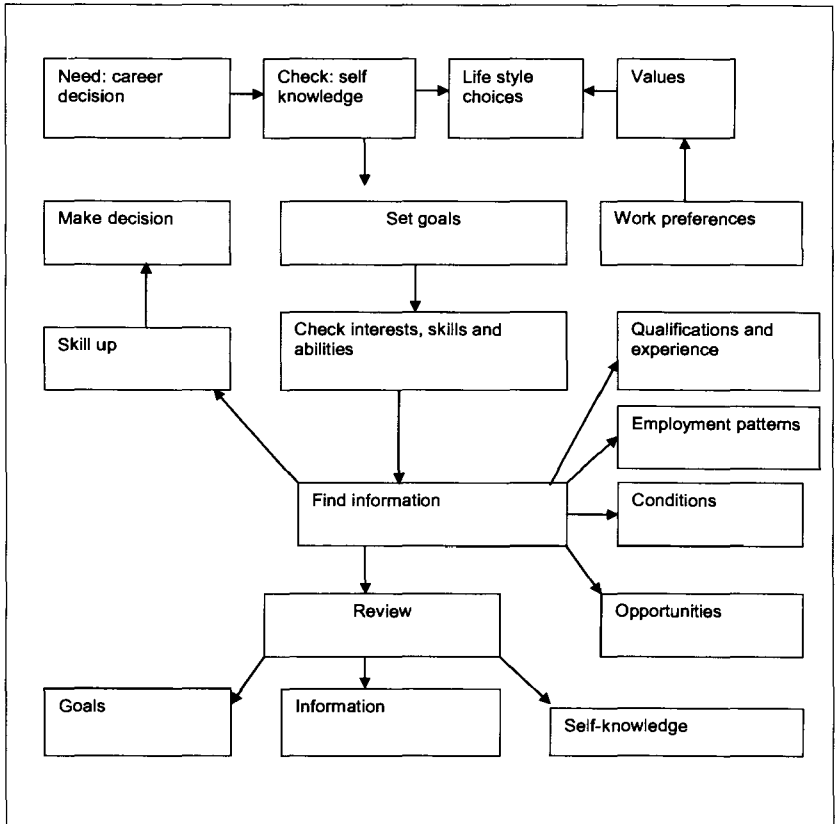


Figure 2.9: Career development life cycle (Career Kaleidoscope, 2003)

Based on Figure 2.9 it seems as if self-knowledge, goal setting, continuous reflection and information regarding career opportunities form an integral part of the career development life cycle of an individual. Career phases indicate different career stages associated with different developmental levels characterised by basic needs and career developmental tasks that must be completed in that specific phase of life. During different phases of life and career phases the values and attitudes of the employee change and will determine the subjective dimension of the career. Careers have a past, a present and a future (three

dimensions), i.e. a typical career cycle consisting of different career phases closely related to sequential phases of life. Individuals do not proceed in a linear way through these stages but rather portray inter-individual variation (McCormick & Barnett, 2008:8), referring to the duration of time spent at certain stages, reverting to previous phases or stagnation in one phase (ibid.).

2.8.3 Classification of career phases

Super (1990:197-261) identifies the following career stages for individuals, namely the growth phase (14-15 years), the exploration phase (exploring individual interests and capabilities; 15-24 years), establishment phase (individual identifies with career, enhances capabilities, stabilisation evident; until \pm 44 years), the maintenance phase (mainly consolidation; to \pm 65 years) and the disengagement phase (preparing for retirement) (Coertse & Schepers, 2004:58). Career development tasks linked to career stages entail the exploring career phase, consisting of two sub-phases, namely the growth and investigative phases (Coertse & Schepers, 2004:58). Prior to entering a career, the exploration phase, stretching from stages of youth, until early adulthood, entails an increase in self-knowledge; the formation of a career perception of what work really is; and the development of a career orientation (ibid.). During this stage, identification with role models takes place and knowledge is obtained regarding different tasks that can either be executed well or not. The investigative phase entails the crystallisation of career preferences, the specification of career preferences and implementation thereof (ibid.). During the mid-career phase career tasks are consolidated and career progression takes place. It is a productive phase; a permanent position in the organisation will be obtained as well as skills and knowledge to be successful at work. Progression refers to change in the role and status of the individual, referring to lateral and vertical movement within the career (ibid.). Retainment of a career takes place during middle/late adulthood, whilst during late career phases declining, marked by a decrease in physical abilities, is evident, and eventually retirement follows.

Huberman's career stages for educators' professional work entails career entry, stabilization, diversification and change, stocktaking and interrogation at mid-career, serenity and affective distance, conservatism and eventually disengagement (McCormick & Barnett, 2008:9). During the career entry phase an educator is confronted with classroom and teaching realities and the reality of what it means to be a teacher. The educator at entry level does not yet have control over many factors in his/her work life (ibid.). Later on, stabilization, i.e.

settling with education as a career, entails comfort in terms of a professional self-concept, leading to higher career expectations and a feeling of mastering their classrooms (ibid.). During the mid-career phase, career tasks to consolidate a career are mastered and progression is evident. It is a productive phase which includes obtaining a permanent position within the organisation as well as skills and knowledge to be successful at work (ibid.). At this stage, educators have mastered their work, are willingly experimenting in the classroom, and are professionally more active. Progression refers to change in the role and status of the individual within schools due to lateral and vertical movement on the career ladder (ibid.). In short they are experts in their domains. Mid-career represents time for stocktaking and interrogation, and occasionally self-doubt will increase, leading to a sense of lacking control. Serenity and affective distance describe the time when educators have full control over their work but now the existing generation gap between them and their students come to the fore. Conservatism and fixed views of teaching may lead to the conviction of learners and younger educators in terms of behaviour (ibid.). Disengagement refers to cognitive and behavioural withdrawal from teaching, whilst a decrease in physical abilities will be followed by retirement. Not all educators will go through all Huberman's career stages – the model is not linear. Maintaining a career does not mean less development but reaching a plateau in a career, providing a pool of experience from which the organisation can benefit enormously (ibid.).

The close relationship between career stages and professional development, i.e. career development, is outlined by Steffy and Wolfe (2001:16-19). In Steffy's model, a developmental process in all professional careers is evident (Kornelis, 2003:1). A career in education can in many occasions be viewed as "stageless" because of a lack in progress where both responsibilities and expectations at the entrance and exit points remain the same (ibid.). Professional growth is the product of reflection and renewal (Steffy & Wolfe, 2001:16-19) to avoid stagnation, and principals/supervisors must provide opportunities for educators to grow. Conflict due to organizational or personal factors may cause educators to withdraw, and principals/supervisors must assist educators to resolve conflicts impeding professional growth. Career stages, according to Steffy's model (Steffy & Wolfe, 2001:16-19; Kornelis, 2003:1), form the novice phase i.e. first practical experience in the classroom extended through student training and/or internship (ibid.). The apprenticeship stage (2-3 years into the teaching career) and the novice stage are referred to as the anticipatory phase (ibid.). During the anticipatory phase of the class model for educators' career stages, educators

portray enthusiasm for teaching tasks (ibid.). Continuous mentoring, curriculum discussions and purpose-driven efforts to address the new educator's needs in terms of observing good teaching practices the educator will enter the next career phase, namely the professional phase (ibid.). During the latter phase confidence in one's own abilities and positive relationships with all stake holders will result in expertise with educators at the height of their careers. Supervisors or principals now have to foster that career (HC) by means of encouragement and affirmation of expertise. By maintaining expertise roles, with added leadership responsibilities and honouring the psychological contract the career needs of expert educators as well as those of the school can be reconciled (cf. Par. 2.5). Delegating in accordance with the level of experience, accountability and professionalism of educators is essential (cf. Par. 3.5.3). All educators can either enter a renewal-or withdrawal cycle at any stage of their careers (ibid.). Renewal and enrichment of work content will obviously favour the renewal cycle while the lack thereof will favour the withdrawal cycle. The latter will play out in a cynically detached stance and eventually the educator will leave the profession. The exit stage of the teaching cycle occasionally steps in due to retirement age and sometimes because of original aspirations not met (Yip, 2007:1-2). Sometimes individuals may feel lost in their current positions, they may have lost interest in their job resulting in boredom, they also may feel guilty about the lack of time for other life roles or there is in general a sense that their career is incongruent with their changed-values and personal interests experienced at a specific life stage (ibid.).

In many cases due to cultural capital men and women have different career patterns because career patterns of women are much rather determined by personal circumstances and determined by different life roles (De la Rey, 2002:1-2; Theron, 2002:1-3; ILO, 2005:1-3; Nel & Venter, 2008:1-4). Due to their less linear careers, developmental tasks will not necessarily be at the same periods of life than men. A few examples are that environmental and social factors critical to career choices and decisions are still determined by the views of the community; therefore the stronger the pressure of external factors on girls the better the chance of them being found in the "caring" jobs. Older female educators are excellent mentors for young educators due to their experience and the needs of the beginner educator for the development of teaching skills, to specialize in a specific content field and to identify and capitalise on opportunities to be creative and innovative. Many female educators return to the profession in the mid-career phase due to, for example, childbirth, and during the consolidation phase, many female educators better their qualifications, and through excellent

work, status is obtained at school (Kok & Van der Westhuizen, 2003:65-70). From the mid-thirties until late forties a number of physiological, career and family factors change. The promotion of younger people ahead of them will lower their self-esteem and the principal must apply the pool of experience and excellence in different ways. Because of the latter a mid-life crisis, i.e. an emotional crossroad, may occur where the individual struggles to reconcile job satisfaction and financial needs, trying to make sense of and giving meaning to one's life, leading to feelings of stagnation, frustration and insecurity. Self-esteem, self-worth and self-motivation will influence the level of productive work and the ability to cope with life and life roles at different stages of life and career stages (Yip, 2007:1-2). When the interrelationship between life cycles and career cycles, role conflict, and quality of work life is understood, one can pose the question concerning the effect of this interrelationship on SC and how SC affects the life and career cycles of human beings.

2.8.4 Social Capital, career cycles and life cycles

SC is argued to benefit people through personal relations in the workplace. McDonald and Elder (2006:521) argue that conventional wisdom suggests that by relying on networks, employment may be found that would otherwise not be readily accessible through formal structures. Relying on personal contacts is proportional to the quality of social resources available in social networks. Lin (1999:467-478; 2000:785-795) contributes to this line of thought, arguing that social networks contain different degrees of social resources constituting SC. People who are most disadvantaged will rely most on personal contacts when looking for a job but will least benefit while personal contact users will generally earn less than people using formal structures (ibid.). Mouw (2003:866-398) asks the question whether job outcomes are really influenced by SC and was provided with an answer by the study done by McDonald and Elder (2006:522-526), indicating that the explanation for the above is that most research is done on active job seekers who also use formal structures and not on non-active job seekers.

SC is a valued resource in society but it is distributed hierarchically; therefore inherently unequally. Career patterns of married women differ from those of men due to career breaks; therefore occasionally they are older when they show interest in promotion, thus shortening their career ladder (Coombes, 2004:4). Life roles are shaped by SC resources (Lin, 1999:467-478). Life roles are interdependent and have over time the potential of dramatic change (ibid.). An increase in work experience is proportional to a broad set of work-related

contacts; therefore SC increases with age. Social networks show gendered career trajectories, with that of women less stable, resulting in a deficit of SC for females (ibid.). For females, SC shrinks through marriage due to increased family responsibilities (ibid.) i.e. women learning about job opportunities from other women, whilst men learn from other men. Men thus maintain greater network centrality within organisations and are therefore likely to receive more information about jobs/careers and opportunities. People with excellent SC will find jobs, but will not necessarily go through formal searches (Mc Donald & Elder, 2006:541-543). This is difficult in education with bureaucratic rules. SC accrues to job seekers in the latter stages of the life cycle, i.e. when educational expertise becomes known (ibid.). The reasons are that older people engage in more activities, gathering new information, acquiring more skills, expertise and contacts; hence transform the character of their SC, leading to more opportunities. Attention needs to be focused more strongly on the dynamic processes of accumulating SC and translating it into the workplace. The principal's leadership and managerial skills will determine how he/she as an agent of change will unleash the older female educator's massive pool of expertise and wisdom.

2.8.5 Conclusion

Career development is part of life development. Career phases and phases of life are integrated and each career phase is marked by career developmental tasks aimed at the reconciliation and synchronization of life roles and developmental tasks associated with a specific cycle. Before one can successfully enter the next phase the career development tasks for the previous phase need to have been conducted successfully. Work cycles of women and men may differ because of their career expectations in each phase and for women in general, their stages of life and career stages are generally linked to their multiple life roles and the age of their children. Each career phase of the woman educator is determined by individual career management actions that have to be taken into account by the principal as co-custodian of her career development. Principals have to know the career anchors of staff members to inform and enhance their career development by means of informed, purpose-driven delegating.

2.9 CAREER ANCHORS

An anchor is viewed as something that allows one to feel "safe", indicating something strong and solid, i.e. something one does not want to get rid of. The self-concept keeping one's career together is called a career anchor and will determine career decisions and refers to an

individual's self-perceived talents and -values and sense of career motives (Schein, 1996:1; Quesenberry & Trauth, 2007:122-126; Sharma, 2008:1-5). Job characteristics arousing intrinsic motivation entails a sense of responsibility, making work psychologically more meaningful and can only be understood if career anchors are viewed as career motivators (Tan & Quek, 2001:528-529; Kumar, 2004:1-6). Therefore career anchors are career motivators which affect job satisfaction, career satisfaction and career decisions (ibid.). In essence, career anchors determine intrinsic motivation (present in a job) to external characteristics which match the employer's career anchors (ibid.). Educators must be in touch with their career anchors to identify what they do, what they do not want to do or what they want to get rid of; therefore it will enhance the quality of career planning (Fourie, 1997:60). Although in many cases a hierarchical career exists within a single institution, companies focussing on the continuous training of employees are those that retain most of their employees due to "adding" to their training and being fit to provide for the internal career goals of the individual (Tan & Quek, 2001:527). Principals are co-responsible for the career development of their educators; hence knowledge of their staffs' career anchors is beneficial to both because career development and career planning will be enhanced and therefore the formulation of a career development strategy.

2.9.1 Relation between self-knowledge, career anchors and career development

Passing through career stages enhances self-knowledge and the development of the self-concept in terms of a career (cf. Par. 3.6.1.2). Self-concept is based on the interaction between career planning, career opportunities and career choices (Tan & Quek, 2001:527). The self-concept which determines career anchors consists of self-perceived talents and abilities, basic values and real success (Schein, 1996:20). By means of career anchors, career development and real experience are emphasized, referring to the interaction between an individual and his/her work environment. Career anchors consist of three elements, namely talents and abilities based on real success in the work situation; motives and needs, rooted in realistic self-diagnosis in real work situations; and feedback received (Schein, 1996:1-8). An internal career refers to self-image regarding one's career marked by constant interaction between abilities, motives and-values within the self-concept; therefore a person can improve his/her capabilities on what the individual views as important. Self-evaluation and self-knowledge of career anchors is essential for the development of a personal career development strategy. Job descriptions for every post level will assist and

support all stakeholders to evaluate themselves in terms of capabilities and abilities to conduct/perform certain tasks associated with a specific post level.

2.9.2 Classification of career anchors

Schein (1996:2) identifies eight career anchors but a ninth career anchor (Suutari & Taka, 2004:836-837) is added, namely internationalism. The career anchors are the technical, security, entrepreneurial, autonomy, service, pure challenge, life style and internationalism career anchors (Beauregard, 2007:101). In the subsequent paragraph a brief discussion on each career anchor and its relationship with career development will be outlined.

2.9.2.1 Typology of career anchors

Technical/functional competence: people with this primary career anchor will be excited primarily by the content of the work itself, will prefer only advancement in this area of competence and, in general, views general management as too political (Schein, 1996:2; Suutari & Taka, 2004:836-837). To remain technically and operationally competent, continuous training, retraining and relearning are necessary, for example by means of CPD, referring to constant renewal and the enhancement of skills and knowledge. With changes in the curriculum new knowledge and skills are needed in education. People with this career anchor will manage others within their field of expertise (for example classroom management) but will not necessarily prefer to leave his/her field of specialisation to enter, for example, management. People with security and stability as primary career anchor will be motivated by long-term attachment to the organisation and job security, and will willingly conform to the organisation's values and needs (Schein, 1996:2; Suutari & Taka, 2004:836-837). In essence, they dislike relocation and travelling. People with security and stability as central career anchor have to deal with "employment security" and "employability security" (ibid.). Self-reliance and self-management are prerequisites for career management, but education as a government bureaucracy can no longer be regarded as a lifetime employer due to decentralization and reduced job opportunities.

Entrepreneurial creativity is the anchor referring to the need to create, i.e. to build own projects. People with this primary career anchor are easily bored and move from one project to another, focusing on new enterprises rather than managing established projects (Schein, 1996:2; Suutari & Taka, 2004:836-837). They find it difficult to 'survive' the authoritarian structure of the education system. People with autonomy and independence as primary

career anchor will be motivated by seeking work situations free of any organisational constraints (ibid.). People with this central career anchor prefer to set their own schedules at their own work pace, will pass opportunities for promotion to have more freedom, and education will be a difficult profession for these people because of the prescriptive and controlling character of the profession. They think creatively about planning and career steps and will build autonomous careers having the ability to adapt well to future careers. People with service/dedication to a task as primary career anchor will be motivated by improving the world in one way or another (Schein, 1996:2; Suutari & Taka, 2004:836-837); they will try to align work activities with personal values and are more concerned about finding jobs to fit their values than their skills. Teaching is one of the service occupations in a field known as the service field. People with this dominant career anchor will especially during their mid-life seek opportunities to address issues that they see worthwhile, leaning stronger on their subjective career side. People with pure challenge as a primary career anchor will be motivated by overcoming obstacles and solving problems and issues (Schein, 1996:2; Suutari & Taka, 2004:836-837). They are competitive, and winning is their ultimate goal. Such people tend to be intolerant and single minded. Life style as primary career anchor refers to balancing career with lifestyle and strong pro-family values. Internationalism is a career anchor, referring to the enhancement of career opportunities internationally, searching for new experiences such as getting to know different cultures.

A person will not have only one career anchor and it may change through work experience and career orientation, with age and due to external influences. Based on a study on the career anchors of Singapore's educators, the following results have been obtained (Tan & Quek, 2001:527-545), namely that approximately one third of educators have more than one primary career anchor. From the same study it is evident that women are more orientated towards a lifestyle anchor, with the service anchor as the second most dominant career anchor for all participants and security the third most prominent career anchor (ibid.), reflecting the view that education is a secure job that rewards loyalty. From the same study it is evident that educators with managerial anchors are less satisfied with extrinsic rewards while the dominance of technical and autonomy anchors are significant predictors of turnover intentions (ibid.). Based on the previous information the knowledge concerning individual career anchors, reflecting the self-concept of individuals in terms of their careers will inform the career development actions of both the individual (ibid.) and the principal, as a co-custodian of the female educator's career development.

2.9.3 Conclusion

In terms of career anchors the following conclusions can be drawn, namely that self-knowledge is gained by moving through the different career phases and phases of life. An individual may have more than one career anchor. Career anchors can be identified by self-evaluation due to challenges related to work life. Knowledge of career anchors is essential for strategic career planning and people with different career anchors must be managed, motivated and rewarded differently. Career anchors, based on career self-concepts, inform the career needs and motivation of individuals. The improving of the low self-concept of female educators and how to raise their level of job satisfaction are closely linked to career anchors. Service is mostly one of the central career anchor displayed by educators. Career development of staff members can only be successful if the individual educator's career anchors are known to and taken into account by the individual and the principal.

2.10 SUMMARY

Having determined the meaning of the concepts *career* and *career development* it became evident that there are different definitions/perceptions for the concepts mentioned above. Career development consists of career planning and career management with an adult, realistic approach, central to the process of career development. Individual career orientation influences career planning and career development, whilst feedback received from principals and supervisors leads to effective planning and the formulation of a career development strategy for both the school and the individual. A career development strategy will accommodate individual developmental needs within the organisation, taking into account internal and external realities experienced by both partners. The reconciliation and integration of individual and organisational needs will minimize underperformance and frustration and enhance teamwork. Self-investigation and self-confrontation is needed to honestly identify career anchors whilst career and life roles, career phases and phases of life are interdependent and integrated. In this chapter on career and career development the following elements were emphasised:

- the world of work has changed and with it perceptions on what a career is (cf. Par. 2.2.1).
- in essence educators must take ownership of and are responsible for their own career growth and career development, whilst employers/organisations (education

departments and schools) need to provide opportunities for successful career development and allow it (cf. Pars. 2.2.3; 2.5 & 2.7.2.1).

- career anchors govern career choices and include managerial competence, i.e. allowing staff members to progress to more responsibility by means of proper delegating (cf. Pars. 2.9.1-2.9.3).
- the degree to which a person will fit a job depends on technical/functional competence referring to applicable skills, knowledge, behaviours and proper HRD and HRM (cf. Par. 2.3.1).
- to maintain satisfiers, for example recognition, job enlargement and job enrichment will enhance the self-concept of individuals, their motivation and feelings of career success (cf. Par. 2.7).
- to be exposed to opportunities of pure challenges, autonomy and independence will enhance the self-concept, the level of motivation, career success and teamwork (cf. Par. 2.7).
- to balance different life roles during different career phases and phases of life, role conflict will be minimized (cf. Par. 2.8).
- that purpose as an element of career development refers to flexibility, mobility and employability (cf. Pars. 2.2.3.4 & 2.2.3.5).
- the development of individual and career development programmes to determine and map out career actions to reach set career goals in such a way that individual career needs can be reconciled with the organization's career needs (cf. Pars. 2.5 & 2.7.2.1).
- human resources represent HC, and career development is an element of HRD (cf. Pars. 2.3.1 - 2.3.2).
- HC optimised within the social structures of organisations and by means of networking; will lead to SC building as one of the outcomes of career development (cf. Pars. 2.3.2 - 2.3.3).

To understand the continuous complex role of change and the interrelationship between change and the problematic career development of female educators, it is necessary to research her career needs to establish how the individual, the principal and the employer try to overcome her career barriers. The role played by the principal and his/her unique influence on the female educator's career development will be addressed in the next chapter.