

Career anchors and leadership style for Senior Management Service: the case of the National School of Government

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Dissertation accepted in fulfilment of the requirements for the degree *Master of Arts in Public Management and Governance* at the North-West University

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Graduation: May 2021

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DECLARATION OF ORIGINALITY

I Zanelle Biewenga (Student number 25986635) hereby declare that the dissertation entitled:

Career anchors and leadership style for Senior Management Service: the case of the National School of Government

Submitted in fulfilment of the requirements of the degree Master of Public Management and Governance at the Potchefstroom Campus of the North-West University, is my own work and has never been submitted by me to any other University. I also declare that all the sources used have been acknowledge by means of complete referencing.

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Signed by: Zanelle Biewenga on this 17th day of December 2020.

ACKNOWLEDGEMENTS

This has been a challenging and amazing journey. I have grown stronger as a person and to reach this stage, I was certainly not alone. I was encouraged by many people dear to my heart, and I would like to take this opportunity to express my gratitude and words of appreciation, since none of this would be possible without their support and love:

- First of all, I would like to thank God for giving me the courage to believe in myself and the strength and determination to persevere this journey to the best of my ability.
- My supervisor, Prof Luni Vermeulen, thank you from the bottom of my heart for all your guidance, support, encouragement and advice especially after the many challenges we faced this year. I have been extremely lucky to have a supervisor that cares so much for her students and always assists to the best of her ability.
- My parents, brothers and family, thank you for being there for me, always showing your unconditional love and support.
- My friends and colleagues, Ms Theresa Bowen and Ms Christa de Wet, thank you for all your inspirational words, for being there, and helping me to go further.
- Lastly, I would like to thank the National School of Government. This study would not have been possible without your support.

ABSTRACT

The study highlights the role of the SMS members as the administrative leaders in the Public Service, in leading employees to the achievement of the goals and objectives of the democratic developmental state. In this context, the study identifies career management and more specifically, career anchors, as important indicators to establish whether candidates represent the necessary profile and leadership characteristics to be appointed in the SMS positions. A comprehensive literature review was conducted to establish the archetypical career anchors for the SMS positions, resulting in the development of a theoretical construct. The study revealed that managerial competence, challenge and a dedication to service are the most appropriate career anchors for an SMS member. It was further determined that managerial competence (as encompassing most of the characteristics of an effective leader), is the most suitable career anchor of the identified three career anchors and therefore, managerial competence is regarded as the archetypical career anchor for an SMS member.

In consideration of the SMS members as the administrative leaders in the Public Service, it was also necessary to establish the ideal leadership style/s and traits for the SMS members. Thus, the characteristics of transactional, transformational and servant leadership were considered in the context of the Public Service and specifically, with relation to the SMS positions. In this respect, the study revealed that all three leadership styles (transactional, transformation and servant leadership) encompass qualities that are required for the profile of an SMS member. Additionally, regarding the need for situational leadership, it was determined that an SMS member should possess characteristics from all three of these leadership styles to a greater or lesser extent. In addition, based on the influence of a person's personality type and human behaviour factor on their career anchor and leadership style, these were also considered in the development of an ideal employee profile for a leadership position.

A shortcoming identified through the review of the statutory and regulatory framework for career management in the Public Service was that neither the role nor the benefits of the use of career anchors are included in legislation, policies, frameworks or reports.

This shortcoming revealed that the Public Service is not aware of the significance of career anchors in depicting an employee's innate talents and abilities or career preferences. The non-inclusion of career anchors in any official documentation also implied that the Public Service does not consider career anchors in the selection of the SMS members, despite the indicators it reveals in terms of leadership characteristics. It is, therefore, recommended that the HRM-related legislation, policies, frameworks and reports be revised to make provision for the inclusion of career anchors and that the investigations conducted by the PSC also include a review of career anchors as a pivotal indicator in the appointment of the SMS members.

In the empirical research conducted at the NSG, it was discovered that the NSG does make use of certain career management practices and assesses leadership styles of SMS members in limited aspects. However, there is a need to improve, especially when considering career anchors and servant leadership. Based on the findings, deductions and recommendations, it is believed that this study (especially the theoretical construct) can assist the NSG to assess and determine SMS members' ideal profile of career anchor and leadership style(s).

KEYWORDS: Career management; career anchors; Senior Management Service; public leaders; leadership; human resource management; Public Service; National School of Government

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ACRONYMS LIST

CV	Curriculum Vitae
DDG	Deputy Director General
DG	Director-General
DPSA	Department of Public Service and Administration
HoD	Head of Department
HR	Human Resource
HRM	Human Resource Management
LDMSF	Leadership Development Management Strategic Framework
LMCF	Leadership Management Competency Framework
NDP	National Development Plan
NSG	National School of Government
PDP	Personal Development Plan
PSA	Public Service Act
PSC	Public Service Commission
RSA	Republic of South Africa
SMS	Senior Management Service

CHAPTER ONE: INTRODUCTION TO THE STUDY

1.1. ORIENTATION AND PROBLEM STATEMENT

South Africa is a constitutional democracy, therefore the state has a primary purpose of delivering quality service to all of its citizens, as well as the protection of human rights, as enshrined in Chapter 2 of the Bill of Rights of the Constitution of South Africa, 1996 (hereafter referred to as the Constitution) (Republic of South Africa [RSA], 1996: 1245-1267; 1331). South Africa is a developmental state, therefore the government also has a principal responsibility of ensuring rapid and sustained economic growth (RSA, 2016:14). The National Development Plan (NDP): Vision for 2030 (RSA, 2011a) is regarded as the government's leading policy for a developmental state. The NDP (2011a) outlines various socio-economic challenges in terms of the development of the country of which poverty, unemployment and inequality are the most significant (RSA, 2011a:1). Therefore, with South Africa as a democracy and a developmental state, the government needs to ensure the attainment of the rights and principles enshrined in the Constitution, as well as the attainment of the objectives of the NDP (2011a). It is argued that in ensuring the attainment of these substantial rights and objectives, the Public Service as the government's executive arm should be equipped with capable, competent and committed employees, directed by competent and effective public leaders.

In examining the significance of skilled and committed public employees and leaders in the fulfilment of the Public Service's mandate, the focus of this study is anchored in Human Resource Management (HRM) as a sub-field of Public Administration. This focus is further demarcated to a specific focus on (1) Public Leadership, viz., the Senior Management Service (SMS) as the administrative leaders in the Public Service and (2) the archetypical career anchors that the SMS members should possess to be effective in the context of the Public Service. The National School of Government (NSG) is used as a case study.

The importance of the SMS members in guiding public employees to the performance and goal achievement in the democratic developmental state cannot be

underestimated (Schwella & Rossouw, 2005:761; Sing, 2012:379). As alluded to above, it can be argued that committed, ethical, service-oriented and transformational leaders are required to steer the Public Service towards the achievement of the extensive goals and objectives of a democratic developmental state. Unfortunately, this is currently not the case, as leaders in the Public Service do not consistently display outstanding and reliable leadership behaviour (Gumede, 2012:11-15; Ramphela, 2012:2-3; 208-215; Malala, 2016:37; 39; 176; 206-207). Public leaders frequently fail regarding responsibility, political will, professionalism, nation-building, honesty and corruption, which often results in high levels of unemployment, elevated crime rates, poor service delivery and uncertainty (Gumede, 2012:11-15; Ramphela, 2012:2-3; 208-215; Malala, 2016:37; 39; 176; 206-207). It is therefore argued that the SMS members, as the senior echelon of public servants (senior **managers**), should ideally be effective **leaders**. This statement thus necessitates a distinction between *leadership* and *management*.

As a person appointed in a senior position, a **manager** is responsible for achieving the desired goals of an institution through several key traditional functions of planning, budgeting, organising, staffing, problem-solving and controlling (Sokhela, 2014:108). A manager, therefore, concentrates on the functionality of an institution and the achievement of goals through an institutional position that provides the authority to take the lead on decisions and activities. Leadership, however, requires more than achieving the goals and objectives of an institution. A **leader** contributes towards the overall wellbeing and success of an institution *and* its employees (Odumeru & Ogbonna, 2013:355). Therefore, it is argued that a leader will not only ensure the achievement of institutional goals with a focus on institutional functionality (as would a manager) but has additional traits that would motivate followers to achieve these goals through the leader's visionary, practical and inspirational characteristics (Graham, 1991:105; Goldman, 2012:75). Effective leaders, therefore, have the characteristics of providing a clear path of direction to their employees and leading them to commit themselves fully to their work, to actively achieve the common goals and objectives of the institution (Hao & Yazdanifard, 2015:1). Consequently, senior public servants who occupy SMS positions in the NSG must not merely be *managers* but *leaders* as well.

In Stogdill's *Handbook of Leadership*, Bass (1990a:21) defines leadership as:

...an interaction between members of a group. Leaders are agents of change; persons whose acts affect other people more than other people's acts affect them. Leadership occurs when one group member modifies the motivation or competencies of others in the group.

Gibbens *et al.* (2012:314) argue that the aforementioned definition infers the following:

- leadership encompasses the use of influence;
- the interpersonal relationships and interactions that engage leadership;
- the significance of being a change agent (a leader's ability to influence followers' behaviour and performance); and
- the attainment of goals.

Based on Bass' (1990a) abovementioned definition and consequent inferences made by Gibbens *et al.* (2012:314), the following aspects pertaining to leadership are important to this study:

- Bass (1990a:21) includes the attainment of goals in his definition. This notion is supported by Essop (2013:32), who states that leadership in the governance of organisations is ultimately about forming a way for individuals to contribute to the implementation and performance of a strategy to accomplish a set of common goals. **Transactional leadership** refers to the relationship of exchange between a leader and a follower to meet institutional goals (Bass, 1999:10-11). Therefore, the study focuses on the role of transactional leadership in effective leadership.
- The emphasis on a leader as a change agent in the above definition relates to **transformational leadership**. Transformational leadership consists of principles that combine commitments to help both the individual and the institution to achieve unique distinctions (Caldwell *et al.*, 2015:35). Bass (1990b:21) states that transformational leaders expand and advance the interests of their employees through the creation of awareness and recognition of the vision, mission and goals of the organisation, by inspiring their employees to aim and

desire for more than their own concern and gain for the good of the organisation. Regarding a leader being a change agent and inspiring their employees for increased performance and the greater good of the organisation, the focus of this study, in terms of effective leadership, was therefore be based on **transformational leadership**.

The descriptions of transactional and transformational leadership above, although addressing pivotal aspects of effective leadership, omit an important element – a leader who represents service, rather than expecting to be served by followers (Graham, 1991:111). In the context of the Public Service, with an emphasis on service delivery for the welfare of the community (RSA, 1996:1331), the necessity of servant leadership cannot be overlooked. Therefore, the study also included a focus on **servant leadership** as an effective leadership style. In Chapter Two, the study comprehensively explored the suitability of the abovementioned leadership styles for the SMS members in the Public Service.

Further to leadership style, the study also focused on the importance of career anchors in the leadership ability and effectiveness of SMS members in the Public Service. In ensuring that the most competent and committed people are appointed and retained in the SMS positions, several HRM practices can be applied in the Public Service, including the recruitment and selection of quality employees; effective performance management processes; effective career management practices; talent management; coaching and mentoring and succession planning, amongst others (RSA, 1997:11-14). Of these HRM practices, this study focuses specifically on career management and in particular on the use of **career anchors** for leadership positions.

Career management (which includes career anchors), is the design process of implementing plans, goals and strategies that allow managers to satisfy workforce needs which enable employees to achieve their career objectives (RSA, 2011b:7). According to Vermeulen (2015:486), career management is a continuous process whereby employees gather information about themselves and the workplace in order to determine their capacity, abilities, interest, lifestyle and values. Thus, all public servants need to be part of a career management programme, as it serves as a basis

for employees to plan their careers, set goals and develop and implement a strategy to achieve these objectives (Vermeulen, 2015:486).

It can be argued that, in order to support public servants in the management and development of their careers, managers should be aware of not only job requirements in relation to organisational needs but also the career desires of their employees. Career anchors can assist in this regard; they are elements that direct career choices and often reveal personal work preferences (Vermeulen, 2015:490). According to Schein (1990:2), career anchors capture components that are important in terms of how career employees identify themselves in relation to their field of work. Career anchors are known as the developing self-concept of what a person is good at, what a person's motives and desires are, as well as what morals and values govern a person's related work choices (Schein, 1990:2). Therefore, career anchors indicate a person's career preference.

It is argued that, once a public leader is employed in a position that is aligned to their career anchor(s), job satisfaction, enhanced leadership capabilities and motivation are improved, which will lead to better performance. Thus, in this study, career anchors was compared to the most significant characteristics and elements of the transactional, transformational and servant leadership styles. With the above context in mind, this study aimed to determine how the combination of specific career anchors and particular leadership styles construct the ideal profile for the SMS members in the Public Service, through the development of an ideal career anchor and leadership style theoretical construct. Subsequently, the SMS members in the NSG was assessed against the characteristics outlined in the construct.

The priority of career management (including career anchors) as HRM practice is supported by the supreme law of the country, the Constitution. Section 195 (1) of the Constitution states that public administration should be governed by democratic ethics and values that are embedded in the Constitution, including principles such as professional ethics, accountability and the cultivation of HRM and career-development practices (RSA, 1996:1331). The government has further revealed its commitment to implementing career management practices through the promulgation of policies and

reports, such as the White Paper on HRM in the Public Service, 1997; the Leadership Development Management Strategic Framework (LDMSF), 2008; the Public Service Commission's (PSC) discussion document, *Building a Capable, Career-oriented and Professional Public Service to underpin a Capable and Developmental State in South Africa* (2016) and the NDP, 2011.

According to the White Paper on HRM in the Public Service, 1997, employees who are willing to dedicate themselves to a career in service of the public are valued in relation to opportunities that will be given to developing personal and individual skills and abilities (RSA, 1997:43). This statement from the White Paper directly relates to *servant leadership*. The White Paper on HRM in the Public Service, 1997, also states that career management is a method through which the career goals of the employee are in line with the operational objectives and aims of the organisation (RSA, 1997:43). This statement relates to *transactional leadership*.

The Guide on the Practice of Career Management in the Public Service, 2011, drafted by the Department of Public Service and Administration (DPSA), explains that a justifiable supply of leaders at all organisational levels should be developed to execute strategies that will recognise and meet the present and emerging challenges of citizens, to contribute to a good life for all (RSA, 2011b:24). This statement from the Guide relates to *transformational leadership*.

In addition to the abovementioned policies and frameworks, the NDP (2011) also advocates for the career development of public servants. Chapter 13 of the NDP (2011) aims to identify critical interventions in order to build a professional Public Service and a state that is capable of performing a developmental and transformative role (RSA, 2011a:363). This chapter in the NDP (2011) explains that a professional Public Service entails a convergence of aspects, such as the professionalisation of political-administrative interface; the Public Service should be a career choice; technical and specialist professional skills should be developed to provide career paths and the instability of administrative leadership must be addressed (RSA, 2011a:365-366). Chapter 13 of the NDP (2011) therefore focuses on both of the primary foci of this research – career management and leadership. Considering the

significance of career development of public servants and public leaders, the study not only focuses on the relevant characteristics for the *appointment* of SMS members but also the necessary steps that should be taken for their continuous *development*. Furthermore, the PSC's discussion document, *Building a Capable, Career-oriented and Professional Public Service to underpin a Capable and Developmental State in South Africa* (2016), states that the implementation of HRM practices, including Human Resources (HR) planning, recruitment, selection, performance management and career management of employees in the Public Service is determined by the Public Service Act, 1994 and the Public Service Regulations, 2001 and 2016 (RSA, 2016:7). In ensuring the best candidates occupy leadership positions, leadership pipeline systems¹ are a key requirement of leaders at diverse levels, whereby skills, personality types and work behaviour are developed throughout the course of a leader's career (RSA, 2011b:25). The DPSA developed the LDMSF to provide a framework through which the SMS members of the Public Service will be managed, to guarantee high performance at all levels of government (RSA, 2011b:25).

The conceptual framework of the LDMSF is based on four pillars that represent the most significant functions of the SMS members and identifies a crucial set of initiatives that can be undertaken to carry out their roles and responsibilities effectively (RSA, 2003:4-6). These include organisational performance management; the management and administration of career incidents; the Leadership Development Centre and training and development management. A literature review revealed that the elements encompassed in the four pillars of the LMDSF relate to transactional and transformational leadership but not to servant leadership. These pillars will be comprehensively discussed in Chapter Two of the study.

In addition to the LMDSF (2008), the DPSA also developed a Leadership Management Competency Framework (LMCF), in Chapter 5 of the SMS Handbook, 2003 (RSA, 2003:157). The LMCF assists in clarifying the responsibilities of the SMS members by

¹ A leadership pipeline system is a structure/method that identifies pivotal characteristics for leaders and addresses unique challenges for leaders at diverse levels on the organisation (RSA, 2011b:25). For example, mid-level leaders need to learn how to navigate networks of stakeholders that are complex.

ensuring that a consistent approach towards human performance is followed throughout the Public Service in the national and provincial spheres of government (RSA, 2003:157). Ultimately, this Competency Framework is the core foundation and a key driver of effective HRM, describing the different activities and behaviours expected of the SMS members, by using a common set of strategies and scales. In addition, the LMCF ensures that the SMS members have the necessary competencies and associated proficiency levels to succeed at a strategic level (RSA, 2003:158-159). The literature review also revealed that the aspects included in the various proficiency levels of the LMCF (basic, component, advanced and expert proficiency levels) relate to specific aspects of transactional and transformational leadership (RSA, 2003:159-160). However, as is the case with the LMCF (2003), none of the elements outlined in these proficiency levels relate to servant leadership. The LMCF (2003) will be comprehensively discussed in Chapter Two of the study.

With the aforementioned in mind, it is necessary to mention that the NSG (used as the case study for this research), currently only makes use of the LMCF to assess the readiness and particular competencies of candidates for the SMS positions (RSA, 2003:159-160). Given that the associated proficiency levels of these competencies do not relate to specific aspects of servant leadership, it is argued that the competency assessment conducted by candidates for the SMS positions, although including appropriate elements of transactional and transformational leadership, is flawed. The omission of suitable characteristics of servant leadership in the LMCF (2003), as well as the LMDSF (2008), is regarded as a shortcoming. It is argued that the SMS members should integrate a continuous service-orientation whilst conducting their tasks and responsibilities, especially in consideration of the context of a democratic developmental state (with a focus on human rights and the improvement of socio-economic conditions) and the primary focus of the Public Service being service delivery. These shortcomings will be addressed in the theoretical construct developed within this study.

In terms of career anchors (under the ambit of career management as HRM practice), certain shortcomings can also be identified. Despite the policies and frameworks in support of the implementation of career management practices, outlined above,

Nokhwali-Mboyi (2017:5) argues that career management is not effectively practised in the Public Service. Vermeulen (2015:482) concurs, stating that in those cases where career management practices are implemented to some extent, they are not managed in a way that contributes to increased performance, employee morale, motivation, retention and the aspirations of employees. Nokhwali-Mboyi (2017:6-7) identifies various concerns and challenges to the implementation of career management practices in the Public Service, including the limited implementation of career pathing, non-existent management systems and a lack of adequate information provided to employees on available career opportunities. It is therefore evident that the Public Service does not broadly and effectively implement career management. Moreover, none of the official legislation, policies or reports pertaining to HRM mention the consideration of an employee's *career anchors* as part of their career management. Subsequently, an SMS candidate's career anchors are not considered during the recruitment and selection process. The NSG is no exception in this regard. This study argues that when an SMS member's career anchors are not aligned with the necessary leadership traits and behaviour for effective leadership required of a leader in the Public Service, such a person will lack in the ability to effectively lead public servants towards the achievement of the goals and objectives of the democratic developmental state. Such a leader may also cause employees to become demotivated. Moreover, the SMS member's behaviour and inabilities may result in reduced employee performance and grievances. External to the organisation, it may lead to poor service delivery, due to the problems that arose internally as a result of ineffective leadership and a failure to achieve institutional goals. Thus, in consideration of the importance of career anchors in the selection and appointment of the SMS members, the study identified the following challenges pertaining to administrative leadership (SMS members) and career anchors in the Public Service:

- public leaders do not consistently demonstrate reliable and outstanding leadership behaviour (RSA, 2011c:365-366; Vermeulen, 2015:482);
- neither the LMCF (2003) nor the LMDSF (2008) include elements relevant to servant leadership, pivotal to the context of the democratic developmental state and a career in the Public Service;

- career management practices are not effectively implemented in the Public Service (RSA, 2010:5-6; 22-23; RSA, 2011c:366; 372-375; Vermeulen, 2015:482; RSA, 2016:36; 38; 40; Nokhwali-Mboyi, 2017:5);
- career anchors are not mentioned in official policies, frameworks and reports and not considered in practice; and
- the lack of aligning specific career anchors with particular leadership qualities, as well not considering these during the recruitment and selection of the SMS members, result in the best suitable candidate not necessarily being appointed to an SMS position.

With regards to the aforementioned challenges, it is evident that more care should be taken with the appointment and continued development of public servants in leadership positions (SMS positions). It can be argued that only a leader that is sensitive to the complexity, challenges, emotions, ambitions and motivational factors of employees can provide effective leadership (Jones, 2005:2014; Balda & Balda, 2015; Vermeulen, 2017:37). This requires a leader with emotional intelligence; a person who is aware of their own feelings and can establish insight into the emotions of their employees (Jones, 2005:2014; Kets de Vries, 2006:173; Balda & Balda, 2015; Vermeulen, 2017:37). Therefore, transactional, transformational and servant leadership will be reviewed to establish which of these leadership styles best reflect the abovementioned characteristics of effective leadership.

This study investigates the following problem statement: Career anchors as indicators of a person's innate talents, leadership qualities and work-related preferences, are neither considered in the appointment or development of the SMS members nor are they aligned to particular leadership qualities, reflected in specific leadership styles and are thus not used as an ideal yardstick to establish a person's suitability for an SMS position. This study also focuses on how these phenomena (career anchors and leadership style) intersect with each other. The role of career anchors in the effectiveness of a leader (SMS member) will be established. The study considered transactional, transformational and servant leadership as leadership styles and integrates the primary tenets of these three leadership styles with the archetypical career anchors for SMS members.

With this integration, the study follows a theoretical approach in the development of an ideal career anchor and leadership style theoretical construct for the SMS members in the NSG (Chapter Two and Three). In addition, the SMS members in the NSG (as the case study for this research) will be assessed against the theoretical construct (Chapter Four and Five) to establish their career anchors and leadership styles. Based on the results obtained through this assessment, recommendations (Chapter Six) will be made to the NSG on the implementation of the theoretical construct.

1.2. RESEARCH OBJECTIVES

In order to address the problem statement, the study aims to achieve the following objectives:

- to determine the theoretical, as well as the statutory and regulatory framework for effective leadership in the Public Service (Chapter Two);
- to establish the theoretical, as well as the statutory and regulatory framework for the career anchors of the SMS members in the Public Service (Chapter Three);
- to develop a theoretical construct that reflects the ideal career anchors and leadership style for an SMS member in the Public Service (Chapter Four);
- to assess the career anchors of the SMS members in the NSG against the theoretical construct through an empirical investigation (Chapter Five); and
- to make recommendations for the implementation of the theoretical construct in the NSG (Chapter Six).

1.3. RESEARCH QUESTIONS

To address the problem statement and the research objectives, this study aims to answer the following questions:

- What are the theoretical, as well as statutory and regulatory frameworks for effective leadership in the Public Service? (Chapter Two)
- What are the theoretical, as well as statutory and regulatory frameworks for career anchors of SMS members in the Public Service? (Chapter Three)

- How should a theoretical construct that reflects the ideal career anchors and leadership style for an SMS member in the Public Service be developed? (Chapter Four)
- Which career anchors of the SMS members in the NSG are revealed when assessed against the theoretical construct? (Chapter Five)
- Which recommendations can be made for the implementation of the theoretical construct in the NSG? (Chapter Six)

1.4. CENTRAL THEORETICAL ARGUMENTS

With the focus of this research on career anchors as the developing self-concept of a person's skills, motives and desires, as well as the morals and values that direct a person's related work choices (Schein, 1990:2), the study reviews the eight career anchors identified by Schein (1990:5-11). These are divided into several categories as can be seen below.

- **Talent-based career anchors**
 - technical/functional competence
 - managerial competence
 - entrepreneurial creativity
- **Needs-based career anchors**
 - security/stability lifestyle
 - autonomy/independence
 - lifestyle
- **Value-based career anchors**
 - challenge
 - dedication to service

It is argued that an individual's career anchor/s will relate to not only their work preference but also their personality and particular leadership qualities or the absence thereof. Therefore, these career anchors will be reviewed in Chapter Three of the study, as well as aligned to particular personality styles and leadership styles, to establish the most ideal career anchors for a candidate in an SMS position.

In establishing a theoretical framework for career anchors (under the ambit of career management), two theories will be used. These are Holland's Theory of Personality and Occupational Types and Bandura's Social Cognitive Theory.

Holland's Theory of Personality and Occupational types holds that personality is an important determinant of career choice since the choice of careers is a reflection of one's personality and there is an interaction between personality and the environment (Vermeulen, 2016b:168). Holland found that it is crucial to categorise employees according to their personality types, together with specific environmental models (Holland, 1973:150). Each of Holland's personality styles will be compared to Schein's career anchors, as well as specific leadership styles, to establish the most logical and suitable combinations with a view to determine the ideal career anchor and leadership style profile for an SMS member. The characteristics of Holland's personality types are categorised as follows (Holland, 1973:150; Pronk & Marrison, 1998:6; Du Toit & De Bruin, 2002:63-65; Schreuder & Coetzee, 2013:104-105; Vermeulen, 2016b:169):

- Realistic;
- Investigative;
- Artistic;
- Social;
- Enterprising and
- Conventional.

Bandura's Social Cognitive Theory holds that an individual's knowledge is partly acquired through the observation of others in the context of social exchanges and the effect of the media (Bandura, 1989:2; Bandura, 2008:95). According to Bandura's theory, people observe a model exhibiting a behaviour, as well as the results of that behaviour (Bandura, 1999:21). The observers remember the progression and patterns of the events that led to the behaviour and subsequently use this information to direct their own future behaviour (Bandura, 1999:21). The observation of a model can also elicit action from the observer to engage in behaviour they previously learned (Bandura, 1986:2). Bandura's Social Cognitive Theory, therefore, asserts that new behaviours are not only learned by experimenting with a particular behaviour which

either succeeds or fails but that the continued existence of humanity is contingent on the reproduction of the behaviours of others (Bandura, 1986:2).

With the emphasis of Social Cognitive Theory on observation to learn behaviour, the significance of a coach and mentor will be emphasised in this study. In the development of an SMS member, the SMS member will observe the behaviour of the coach and/or mentor and replicate that which they find acceptable. It is therefore pivotal that a coach or mentor to an SMS member exhibit the exact behaviour that is required of an SMS member in the Public Service, within the context of the democratic developmental state.

Furthermore, Social Cognitive Theory posits that people can be self-organised, proactive, self-reflecting, and/or self-regulating (Bandura, 2001a:266). The Social Cognitive Theory is an extension of the Theory of Behaviourism, which emphasises the importance of behavioural, environmental and individual (cognitive) determinants (Harinie *et al.*, 2017:2). Thus, the most important physiological functions in this theory are the emphasis on continuous reciprocal interaction between these factors (self-organised, proactive, self-reflecting and self-regulating) (Bandura, 1989:2). Each of the four perspectives will be compared to Schein's career anchors, as well as specific leadership styles, to establish the most suitable combination of human behaviour for an ideal career anchor and leadership style profile for an SMS member.

By nature of their positions, the SMS members are the administrative leaders in the Public Service. Their leadership role necessitates a review of leadership styles to establish those most suitable to the SMS members. Paracha *et al.* (2012:3) explain that **transactional leadership** deals with exchanges that are made between a leader and a follower. Transactional leadership focuses on the role of the institution, supervision and cluster performance whereby this style of leadership emphasises that a leader promotes obedience of their followers through punishments and rewards (Odumeru & Ogbonna, 2013:358). Transactional leadership thus acts under the concept of awarding and exchanging principles between leaders and followers (Avci, 2015:2759).

A **transformational leader** is a person who incites motivation among followers in order to achieve outcomes that are unexpected (Odumeru & Ogbonna, 2013:356). Positive and valuable changes that leadership create in the followers are also categorised as transformational leadership, where such a leader mainly concentrates on transforming others to help, encourage harmony and pay attention towards the organisation's objectives as a whole (Paracha *et al.*, 2014:4). Thus, transformational leadership is classified as leadership behaviour whereby morals and values are measured, where the leader has a vision that is shared among workers and where the leader acknowledges diversity amongst people (Okcu, 2014:2166).

Servant leadership, as defined by Greenleaf (1977:22), refers to a person who first serves other people's priority needs and accepts the role of the leader out of the desire to serve. Graham (1991:111) confirms this definition of a servant leader by describing such a leader as a person who replicates service through simply serving the led, rather than expecting to be served by them.

The study will establish the characteristics appropriate to the SMS members in each leadership style, followed by a comparison of these leadership qualities with Schein's career anchors and the primary suitable tenets for the SMS members, as encompassed in the career theories. Subsequently, a theoretical construct indicating the ideal career anchors and leadership styles for the SMS members will be developed with a view to make recommendations on the implementation thereof to the NSG.

1.5. RESEARCH METHODOLOGY

According to Kothari (2004:8), research methodology is classified as a systematic way to resolve the research problem by studying the variety of steps, methods and techniques that are usually adopted by the researcher in following a path of logic. Rajasekar *et al.* (2013:5) describe research methodology as a methodical way of resolving a particular problem and the way in which the research is conducted, how it unfolds and how it is explained, as well as how a phenomenon is forecasted. As part of the research methodology for this study, the following are discussed: the research

approach; the research design; the data collection instruments; the population and sampling for the study and the data analysis processes.

1.5.1. Research approach

This study will make use of a qualitative research approach. Qualitative research follows an open, flexible and unstructured approach (Kumar, 2014:14). Qualitative research emphasises descriptions, meanings and an understanding of phenomena and is an in-depth analysis that examines the interaction between the individual and the concept (Struwig & Stead, 2001:11). Furthermore, qualitative research descriptively describes a research problem to establish the criterion for an explanation regarding the relationship among variables (Creswell, 2012:13). According to Babbie (2014:24-25), qualitative research is not quantifiable; he further states that research in the social sciences is qualitative in nature, meaning that it describes, explains and understands social phenomena. The advantage of a qualitative research approach is that it produces in-depth and detailed descriptions and meanings of participants' opinions, feelings, as well as experiences and interprets the meanings of their actions (Atieno, 2009:17; Ramona, 2011:1109; Rahman, 2017:104).

Based on the above, a qualitative research approach is chosen for this study, in order to describe and explain the importance of considering career anchors and leadership style in the appointment of the SMS members. This relates specifically to the NSG and its alignment of career anchors with particular leadership qualities. The qualitative research approach (with a focus on descriptions, meanings and an understanding of phenomena) will provide an in-depth understanding of the role of career anchors and leadership style in the effectiveness of a leader (SMS member).

1.5.2. Research design

A research design refers to a set of arrangements, sequenced logically, from which researchers can select one that is suitable for their specific research study (Fouche & Delport, 2011:73). Depending on the nature of the study, the researcher will choose

between an explanatory, exploratory or descriptive research design (Babbie, 2014:94-96).

According to Fouche and De Vos (2011:95), an exploratory research aims to conduct or gain an understanding of a phenomenon, situation, concept, community or individual. The need for exploratory research could arise from a lack of basic information, a new area of interest or to investigate a problem of which not much is known, to develop a hypothesis (Struwig & Stead, 2001:7). Babbie (2014:94) explains that social research is usually conducted to explore a topic or when a researcher examines a new interest to familiarise themselves with that particular topic. Since career anchors and leadership style, although not effectively implemented in the Public Service, are not unfamiliar phenomena, an exploratory research design will not be relevant to this study. Rather, this study adopted a research design that is both descriptive and explanatory.

A descriptive study systematically describes a phenomenon, problem, situation and programme or provides information about a particular issue and describes the attitude towards the problem (Kumar, 2014:13). Descriptive research acknowledges specific details within a situation or phenomenon and focuses on the *how* and *why* questions (Fouche & De Vos, 2011:96; Rajasekar *et al.*, 2013:10). According to Cloete (2017:11), descriptive research aims to describe a phenomenon through interpretations, categorisation and measuring relationships.

In explanatory research, the researcher also attempts to clarify why and how there is a relationship between two features of a phenomenon or situation (Kumar, 2014:13). Explanatory research will be conducted when a researcher comes across an issue that is known and can be explained descriptively but the researcher is prompted to ask questions (Fouche & De Vos, 2011:96). According to Babbie (2014:96), explanatory research ultimately addresses the question of *why*.

As mentioned in Section 1.5.1, both a descriptive, as well as an explanatory research design are associated with a qualitative research approach. As explained by Creswell (2012:13), a research problem is provided descriptively to establish the standard for

an explanation regarding the relationship among variables (Creswell, 2012:13). This study's focus in relation to descriptive research is to describe the theoretical, statutory and regulatory frameworks of career anchors, effective leadership and the SMS members. In relation to the explanatory research design, this study aims to provide explanations for the relationship between career anchors and leadership styles, as well as a rationale for the consideration of career anchors and leadership styles in the appointment of the SMS members.

Furthermore, a case study research design was used for the purpose of this study. Zainal (2007:1) and Kumar (2014:155) define a case study as an 'empirical' method that enables the researcher to closely investigate data within a specific incidence. A case can be in the form of an individual, a group, a community, an instance or an event (Lloyd-Jones, 2003:34; Kumar, 2014:155). According to Zainal (2007:1), a case study method selects a particular geographical area or a limited number of people or groups as the main focus and subject of the study. Kothari (2004:113) further identifies that under a case study method, the researcher will be able to select one social unit or more for a particular study. Kumar (2014:155) concurs, stating that the researcher can select a case that can provide comprehensive information in order to understand the case in its totality. For this study, the NSG was used as a case study. The purpose of using a case study is to assess the career anchors and leadership styles of the SMS members in the NSG against the theoretical construct.

1.5.3. Literature review

Kumar (2014:48) identifies a literature review as an important part of the process of conducting research with an influence on every operational step. A literature review assists a researcher to acknowledge and simplify ideas, create a theoretical foundation for the study and develop the study's methodology (Kumar, 2014:48). According to Fouche and Delport (2011:134), a literature review is designed to contribute to an understanding that is clear about the nature, purpose and meaning of the research problem that has been identified.

A literature review assists the researcher to highlight earlier research, relevant to the research topic and may indicate how other researchers have dealt with comparable research problems (Struwig & Stead, 2001:39). Other important factors of a literature review include that it reveals unfamiliar sources of information; it stimulates new ideas and approaches and it provides a body of knowledge for the deficiency of theories, concepts and approaches towards a study (Struwig & Stead, 2001:39). A literature review can also have the following advantages: it can bring focus and clearness to the research problem; it can assist in improving the research methodology; it broadens the knowledge base of the researcher and it contextualises the researcher's findings (Kumar, 2014:50).

In this study, the literature review will focus on the SMS members by considering three leadership styles (transactional, transformational and servant leadership); the theoretical framework of leadership and the statutory and regulatory framework, relevant to the SMS members. The literature review will also focus on the purpose, principles and process of career management; career anchors (within the ambit of career management); as well as the theoretical, statutory and regulatory frameworks for career management/career anchors. The literature review will enable the development of a theoretical construct for the ideal career anchors and leadership style for the SMS members in the Public Service.

The study followed a theoretical approach for the development of the construct. According to Grant and Osanloo (2014:13), a theoretical framework is a design of a researcher's entire study, where it serves as a guide throughout the study and provides a theoretical structure to define and conceptualise how one will philosophically, epistemologically, methodologically and analytically approach the research. Leggett (2011:11) describes a construct as a visual or abstract idea that is particularly invented for a research theory in its objectives. According to De Vos and Strydom (2011:30), a construct is seen as being definable in certain topics that make it possible to generalise from particular concepts to other observations of a specific concept.

Thus, a theoretical construct contains a framework of concepts, definitions and existing theories that are used in a researcher's study and establishes an understanding of theories and ideas relevant to the research topic (Labaree, 2016:1). A theoretical construct can be a solution to a problem or a prediction in terms of the behaviour of variables (Jax, 2017:1). The purpose of developing a theoretical construct can strengthen a researcher's study in various ways. For example, statements that are clear in theoretical assumptions allows the researcher to critically evaluate them; a theoretical construct establishes a connection between the researcher and the existing knowledge and theoretical assumptions of a study forces a researcher to address questions (Labaree, 2016:1).

For this study, the nature of the theoretical construct will be a visual and abstract matrix that will be developed to compare and align career anchors with a number of leadership styles – transactional, transformational and servant leadership, as well as the primary tenets in career theories. Based on the preceding theoretical review, it would have been determined which of the leadership styles are most suitable to the context and circumstances of the Public Service and the construct will effectively align particular career anchors to these leadership styles with a view to determine the archetypical career anchors and leadership styles for the SMS members (Chapter Four). The construct will therefore assist in establishing which career anchors should be considered in the appointment of the SMS members.

Since the theoretical construct is developed through a theoretical approach, based on existing theories and not merely through the results obtained from one empirical investigation, it can be regarded as relevant to the Public Service at large. The NSG as a case study will only be assessed against the criteria outlined in the theoretical construct after the development of the theoretical construct, which would have indicated the ideal career anchors and leadership styles for the SMS members in the Public Service.

The following types of literature will be reviewed to contribute to the theoretical framework of the study: scholarly journal articles; academic conference papers; dissertations and theses; books; research institution reports; legislation; policies;

official government frameworks and government reports. The following databases were consulted to ascertain the availability of material for the purpose of this research: EBSCOhost Online Research Database; Google Scholar; SA ePublications and databases of theses and dissertations.

1.5.4. Instrumentation

A data collection instrument is a systematic approach of obtaining and measuring certain information from a variety of sources and methods to obtain a complete and accurate image of an area of interest (Rouse, 2016). Data collection allows a researcher to accumulate information, relevant to the study's objectives (Abawi, 2014:2). Thus, the collection of data is essential to maintaining the integrity of the research by considering the required information carefully, with the least possible distortion, so that the study may answer questions that are both logical and credible (Parveem & Showkat, 2017:3). According to Kumar (2014:171), multiple types of data collection methods (both primary and secondary data) may be used in a single study. This study will make use of personal interviews and a questionnaire as data collection instruments. These are discussed in the following sections.

1.5.4.1. *Personal interviews*

Personal interviews were conducted with individual participants. Interviews are known as a method of collecting information from people during a face-to-face interaction (Kumar, 2014:176). In an interview, the researcher can ask questions to seek specific information directly related to the field of study (Bailey, 2007:95). Personal interviews are adaptable and flexible and provide for deeper insight into the research (Struwig & Stead, 2001: 86; Parveen & Showkat, 2017:4). According to Walliman (2006:91), there are three different types of interviews, namely structured interviews, semi-structured interviews and unstructured interviews. This study made use of semi-structured interviews.

Walliman (2006:92) describes a semi-structured interview as an interview that contains both structured and unstructured questions. Within a semi-structured

interview, the researcher (interviewer) uses a predetermined interview guide with specific questions that are organised by topics but are not necessarily asked in a specified order (Bailey, 2007:100). A semi-structured interview also makes provision to ask follow-up questions; thus, allowing for a flexible structure that permits the researcher to obtain additional information (Barclay, 2018:2).

Semi-structured interviews can contain both open-ended and closed questions (Struwig & Stead, 2001:99). Open-ended questions allow the interviewee to express an opinion about a topic, without either guidance by the interviewer (researcher) or the provision of options, while closed questions limit the interviewee's responses to a set of predetermined and offered options (Reja *et al.*, 2003:161). For this study, only open-ended questions were asked (which may be followed up with further questions), with the purpose to gain as much information as possible on the topic. The interview questions focused on current practices in terms of the appointment of the SMS members in the NSG. The interviewees were also probed on their views in regard to the consideration of career anchors and leadership style during the recruitment and selection process of the SMS members. The use of open-ended questions enabled the interviewees to explain and elaborate on their experiences, opinions and views pertaining to effective leadership and career anchors. The Director-General (DG), Deputy Director General (DDG) and two HRM Managers within the NSG were targeted for the interviews.

1.5.4.2. Questionnaire

A questionnaire as a data collection instrument can be described as a reliable series of questions to gather information from several respondents or group(s) (Abawi, 2013:3). According to Walliman (2006:87), a questionnaire enables the researcher to organise the questions and receive replies without the need to personally speak to every respondent. This study made use of a self-administered questionnaire, described as a questionnaire that has been designed for respondents to complete independently, without interruption from the researcher. A self-administered questionnaire can only be used if the participants are aptly literate (Lavrakas, 2008). Delport and Roestenburg (2011:188-189) concur, stating that a self-administered

questionnaire is completed by the respondents on their own but the researcher is available in the case that a problem may arise. Thus, the researcher limits their contribution to the completion of the questionnaire to the absolute minimum. The questionnaire was distributed to the SMS members in the NSG who are literate and well-educated and therefore can autonomously complete the questionnaire.

The self-administered questionnaire is structured, consisting only of closed questions. A structured questionnaire primarily consists of closed questions and pre-coded answers to directly obtain and compare the responses of participants (Mathers *et al.*, 2009:36). The purpose of the questionnaire was to assess the career anchors of SMS members in the NSG and the questions will therefore be phrased to suit this purpose. Although quantitative data could be obtained from the questionnaire, the questions were qualitative in nature and focus on particular characteristics and qualities in Schein's career anchors. Since career anchors, personality type and leadership style are relevant to a person's work preferences and behaviours, the study remains qualitative; questionnaire results will reveal the specific career profiles of the individual SMS members and will not be used to make quantitative generalisations.

The questionnaire was distributed to the SMS members in the NSG. The SMS members have been chosen as the participants in the questionnaire, given the focus of the study on the ideal career anchors and leadership style for SMS members.

1.5.4.3. Population and sampling

A population can be defined as a collective group of entities, subjects, objects or persons that share a common set of specifications or characteristics from which samples are taken for measurement (Mbokane, 2009:85). According to Alvi (2016:10), a targeted population refers to all of the members who meet a criterion specified for a particular research investigation.

Sampling is the process of selecting a part or a fraction from a defined larger group as the basis for assessing or predicting the occurrence of phenomena pertaining to the

larger group (Kumar, 2014:230). Thus, a sample is a sub-group of a larger population (Wellington & Szczerbinski, 2007:63).

For this study, purposive (judgemental) non-probability sampling is used. Purposive non-probability sampling is identified as a technique where particular persons or events are deliberately selected to provide and produce information that is important for the study and cannot be obtained from other choices (Taherdoost, 2016:23). Walliman (2006:79) concurs, stating that purposive sampling is the method that a researcher uses to obtain data by selecting what he/she thinks is a typical sample on the specialist knowledge area or selection criteria. Therefore, purposive sampling is based on the subjective judgement of the researcher (Kumar, 2014:244). Purposive sampling provides a wide range of non-probability sampling techniques for the researcher to draw on, especially if the researcher wants to investigate whether a phenomenon is worth investigating further, before adopting an expert sampling approach (Sharma, 2017:751).

As the SMS in the NSG consists of 40 members, the questionnaire was distributed to 30 SMS members to reach a sample size of 30 participants. In total, twenty questionnaires were completed and returned. These participants were purposively selected due to their experience as senior managers and because their career anchors and leadership styles cannot be acquired from other sources than themselves.

Similarly, the DG, DDG and two HRM managers in the NSG were purposively selected for the personal interviews, based on their knowledge and experience with the appointment and development of senior managers. However, due to the busy schedules of these managers at the NSG, the DDG and one HRM manager were not available for the interviews and subsequently, interviews were only conducted with the DG and one HRM manager. It should also be noted that, in addition to the aforementioned being a small population to choose from (thereby resulting in a small sample), Cresswell *et al.* (2012:79) explain that qualitative research usually involves smaller sample sizes than quantitative research.

1.5.4.4. *Data analysis*

According to Kawulich (2015:96), data analysis is a process that a researcher uses to categorise and interpret the collected data. Three main steps take place when analysing data, namely, data are organised; the collected data are reduced through categorisation and summarisation and patterns in the data are identified and linked (Flick, 2013:3; Kawulich, 2015:96).

The researcher collected data through personal interviews and a questionnaire. It was then organised and analysed individually and collectively, without bias. The raw data material from both the interviews and questionnaire were organised systematically, categorised and different patterns in the data were carefully identified and integrated to reach conclusions.

1.6. **ETHICAL CONSIDERATIONS**

According to Strydom (2011:114), ethics implies inclinations that influence human behaviour, the observation of a code of values and norms, the answerability of a researcher and the norms and principles of conduct of a particular profession. Research ethics provides guidelines to researchers to conduct their research with integrity (Paul *et al.*, 2003:3). Therefore, ethical guidelines serve as a foundation and standard for researchers to evaluate their own conduct, which must be continuously kept in mind throughout the research study (Strydom, 2011:115). Ethical considerations include knowledge, truth and error avoidance; for example, the prohibition of plagiarism, falsifying information and the fabrication of data (Kumar, 2014:289).

According to Bahadori *et al.*, (2012:169), plagiarism refers to the theft of ideas or words that exceeds the level of knowledge that is public. In other words, plagiarism entails incidences where the writings or ideas of another author are passed off as the researcher's work (Bahadori *et al.*, 2012:169). The researcher refrained from plagiarising by acknowledging the authors' work and ideas, as well as paraphrasing all material. The researcher also ensured that no data were falsified through the

manipulation of materials that were researched, no data were changed and no data and results were omitted in such a way that the research is not signified correctly in the research record (cf Katra, 2016:1). Furthermore, no data or results were fabricated. In addition to the aforementioned, the following ethical considerations were also adhered to:

- approval to conduct the study was obtained from the Ethics Committee of the Faculty of Humanities of the North-West University;
- approval from the DG to use the NSG as a case study was obtained;
- all participants gave their written consent to participate in the study;
- interviewees gave their permission to be recorded during the interviews;
- anonymity was ensured through confidentiality in both the interviews and the questionnaire; and
- each participant was treated with respect.

The study's findings will be used for research purposes only and will not be revealed to any third party. Should the NSG, however, request a copy of the completed dissertation, it will be provided to them.

1.7. LIMITATIONS AND DELIMITATIONS

The researcher worked from the assumption that the research participants who completed the questionnaire (the SMS members), shared their work preferences and styles honestly, relating to their career anchors and leadership style. Similarly, it was assumed that the interviewees shared their knowledge, as well as authentic experiences, views and perceptions about the appointment and development of SMS members in the NSG.

The non-availability of participants for both the interviews and the questionnaire, due to their busy schedules, was identified as a limitation for the study. However, it is believed that this limitation had a minimal or no effect on the final results of the study for the following reasons: (1) the necessary knowledge, skills and experience in regards to the career management practices of the SMS members are primarily

possessed by the DG and HRM manager and therefore, the inability to interview the DDG and additional HRM manager did not limit the HRM information that was sought for the study and (2) as only 20 SMS members could not complete the questionnaire, it is believed that the 20 completed questionnaires from a total of 40 could be regarded as representative of the SMS members in the NSG.

It is also acknowledged that a case study typically limits the research findings to one specific case, in the case of this study, the NSG. However, since the empirical investigation at the NSG as a case study was preceded by the development of a theoretical construct, based on a comprehensive and scholarly literature review, it is believed that the tenets of the theoretical construct are universally relevant to all national departments in the Public Service.

1.8. SIGNIFICANCE OF THE STUDY

The study has both theoretical and practical significance. Regarding the practical significance of the study, the findings and recommendations of the study will be of value to the NSG and even the Public Service at large in terms of the consideration of career anchors and leadership style in the appointment and development of the SMS members.

Both the primary variables of the study – leadership and career anchors – fall under the ambit of Public HRM as a sub-discipline of Public Administration as an academic discipline. Therefore, the study contributes to the scholarly knowledge of the discipline of Public Administration.

1.9. CHAPTER LAYOUT

The study will be structured according to the following chapter layout:

Chapter One: Introduction to the study

This chapter provided an overview of the research study's topic, orientation, problem statement, research objectives and research questions, as well as the central

theoretical arguments. The chapter also gave an overview of the research methodology that was used in the study, including the research approach, research design, the data collection instruments, as well as the population and sampling techniques. Further to this, the chapter explained the ethical considerations, the limitations and delimitations of the study, as well as the significance of the research.

Chapter Two: Theoretical, statutory and regulatory framework for leadership

In this chapter, a theoretical framework for leadership is provided. Specific attention is given to transactional, transformational and servant leadership, including a rationale for the choice of these three leadership styles. Further to this, the chapter reviews the statutory and regulatory framework for the SMS members (as administrative leadership) in the Public Service. The guidelines and directives provided in the legislation, policies and frameworks are considered and the shortcomings are highlighted to mitigate these with the theoretical construct (which is developed in Chapter Four of the study).

Chapter Three: Theoretical, statutory and regulatory framework for career anchors

This chapter establishes a theoretical framework for career anchors/career management. The chapter also includes a comprehensive review of Edgar Schein's career anchors, Holland's Theory of Occupational and Personality Types and Bandura's Social Cognitive Theory. Further to this, the chapter establishes the statutory and regulatory framework for career anchors/career management in the Public Service.

Chapter Four: Theoretical construct for the career anchors and leadership style for the Senior Management Service

The guidelines and directives provided in the legislation, policy and frameworks, as well as the principles that emerged through the literature review in Chapter Two (leadership style) and Chapter Three (career anchors and career theory), are compared to and integrated with the tenets of transactional, transformational and servant leadership to establish a theoretical construct for the ideal career anchors and leadership style of the SMS members in the Public Service.

Chapter Five: Empirical study of the National School of Government

This chapter presents and interprets the results obtained through the empirical investigation (personal interviews and questionnaire). The analysis of these results reveals the views, experiences and perceptions of the HRM managers in the NSG in regard to the appointment and development of the SMS members. The results obtained through the questionnaire reveal the career anchors and leadership style profiles of the SMS members and are subsequently assessed against the tenets of the theoretical construct (developed in Chapter Four of the study).

Chapter Six: Conclusions and recommendations

This chapter provides a summary of the preceding chapters and an illustration of the attainment of the research objectives. Further to this, the chapter includes recommendations to the NSG in terms of the implementation of the theoretical construct in the appointment and development of the SMS members. Finally, the chapter provides a conclusion to the study.

1.10. CONCLUSION

Following the introduction to the study provided in this chapter, the next chapter establishes a theoretical framework for leadership in the Public Services, focusing specifically on the administrative leadership (SMS members). The statutory and regulatory frameworks for leadership in the Public Service are also reviewed in Chapter Two.

CHAPTER TWO: THEORETICAL, STATUTORY AND REGULATORY FRAMEWORK FOR LEADERSHIP

2.1. INTRODUCTION

In Chapter 1, Section 1.1, several policies and reports on the importance of leadership and career management, drafted and published by the government, were mentioned. The previous chapter also explained that this study focuses on how these phenomena, (1) leadership and (2) career management (specifically career anchors), intersect with each other with the purpose to establish the archetypical career anchors for the SMS members in the Public Service. Thus, whereas the next chapter will review the theoretical framework on career anchors, within the ambit of career management as an HRM practice, this chapter focuses on leadership in the context of the Public Service.

Before attention can be given to the archetypical career anchors for consideration of the SMS members as the administrative leaders in the Public Service, it is necessary to first establish the ideal leadership style/s and traits for the SMS members in this context. The inclusion of a literature review on leadership is necessary to ensure that the ideal career anchors for the SMS members are not considered in isolation from significant and required leadership qualities or the context of the Public Service.

Leadership is conceptualised in this chapter and the significance and purpose of leadership are discussed. The chapter also includes a review of particular leadership styles (transactional, transformational and servant leadership), as well as a rationale for a focus on these leadership styles specifically. In addition, the statutory and regulatory framework, providing guidelines and directives for public leaders in the context of the Public Service, is reviewed.

2.2. LITERATURE REVIEW: LEADERSHIP

As mentioned, to establish the relevance of the various career anchors to the SMS members in their leadership roles, it necessitates an understanding of what leadership entails. Therefore, the next section provides a conceptualisation of leadership.

2.2.1. Conceptualisation of leadership

In order to understand the meaning of *leadership*, it presupposes an understanding of the concept of *leader*. A leader is classified as someone who takes charge of the operations of an institution; someone that sets direction; a person that aligns, motivates and inspires employees and someone that can set goals and objectives (Goleman, 2000:78; Bohoris & Vorria, 2008:1; Hao & Yazdanifard, 2015:1). A leader can also be described as a social influencer and someone who seeks the voluntary participation of employees to reach the goals of an institution (Nan & Swamy, 2014:57). Thus, a leader can change or influence the beliefs, values, attitudes and behaviour of another person (Hao & Yazdanifard, 2015:1). Being an effective leader also involves attention to personal development, direction, vision, innovation and creativity (Kahn & Naidoo, 2011:4; Nan & Swamy, 2014:57).

A person with strong *leadership* skills and abilities will be a role model or good example since a leader who can effectively accomplish achievements and produce efficient results will gain the trust and admiration of their employees and ultimately change their behaviour, beliefs, attitudes and values (Paracha *et al.*, 2012:3). Kahn and Naidoo (2011:3) concur, stating that leadership is about the motivation, influence or change of the values and beliefs, capability, behaviour and quality of others to contribute towards the direction of effectiveness and success of the institution.

According to Avci (2015:2758), management and leadership are the basic needs of all institutions as the two elements that hold an institution together and ensure its effective and efficient functioning and operation to achieve success. As alluded to in Chapter 1, Section 1.1, a *manager*, as a person appointed in a senior position, is responsible to achieve the desired goals of an institution through several key traditional functions, for

example, planning, budgeting, organising, staffing, problem-solving and controlling (Bohoris & Vorria, 2008:2; Sokhela, 2014:108). A manager, therefore, concentrates on the functionality of an institution and the achievement of goals through an institutional position that provides the authority to take the lead on decisions and activities. A leader, however, contributes to the overall wellbeing and success of an institution and its employees (Odumeru & Ogbonna, 2013:355). Therefore, it is argued that a leader will not only ensure the achievement of institutional goals with a focus on institutional functionality (as a manager would) but has additional traits that would motivate followers to do so. In this respect, a leader has visionary, practical and inspirational characteristics, meaning the leader knows where to go, how to get there and can motivate others to get there too (Graham, 1991:105; Goldman, 2012:75).

Taking the aforementioned into consideration, especially concerning the fact that leadership is a way of influencing and motivating individuals, different types of leadership styles are needed to achieve the effectiveness of the institution (Bass, 1990b:20-21; Goleman, 2000:78; Nan & Swamy, 2014:57; Avci, 2015:2759). As stated in Chapter 1, Section 1.1., Bass (1990a:21), in Stogdill's Handbook of Leadership, defines leadership as:

...an interaction between members of a group. Leaders are agents of change; persons whose acts affect other people more than other people's acts affect them. Leadership occurs when one group member modifies the motivation or competencies of others in the group.

The study also focuses on three leadership styles, namely transactional, transformational and servant. These are reviewed in the following sections.

2.2.2. Leadership styles

A leadership style provides direction and motivation to employees, as well as guides the implementation of plans (Essop, 2013:32). A leadership style is also described as a process of social influence where one person can enlist and support others to ultimately accomplish the targeted goal (Essop, 2013:32; Goleman, 2000:78).

Divergent leadership styles can affect institutional commitment, work satisfaction and performance positively (Nan & Swamy, 2014:57).

Ultimately, for an institution to function and operate successfully, those in positions of authority must adopt the most appropriate leadership styles (Paracha *et al.*, 2012:56). Thus, two of the most significant leadership styles relevant to this study are transactional and transformational leadership (Bass, 1990a:21; Bass, 1990b:21; Bass, 1999:10). Bass (1990a:21) identifies that both transactional and transformational leadership address important aspects of effective leadership. However, an additional important aspect to acknowledge in leadership is a leader who models service, rather than expecting to be served by followers, thus servant leadership is also relevant to this study. As alluded to in Chapter 1, Section 1.1, leadership in the governance of institutions is *inter alia*:

- the relationship and exchanges between a leader and their followers (Bass, 1990a:21), to form a way for individuals to contribute to the implementation and performance of a strategy to accomplish a set of common goals (Bass, 1990a:21; Essop, 2013:32) – known as **transactional leadership**;
- agents of change that motivate followers to accomplish goals (Bass, 1990a:21) to influence follower behaviour and performance (Gibson *et al.*, 2012:314) – known as **transformational leadership**; and
- the embodiment of service to others, rather than expecting to be served by others (Graham, 1991:111) – known as **servant leadership**.

For the review on leadership styles, the popular (and populist) leadership style, charismatic leadership is not included. Without dismissing the positive qualities of charismatic leadership, its negative tenets disqualified it from being included in this study for the following reasons:

- With charismatic leadership, the focus is typically placed on the leader's personality traits – oratory skills, outgoing personality, sociability, gregariousness, confidence and the like (Howell & Avolio, 1992:43; Grabo, Spisak & Vugt, 2017:474; Reh, Van Quaquebeke & Giessner, 2017:486-487).

The study argues that, although certain personal qualities are pivotal to the success of a leader, such as ethical behaviour, visionary thinking, a service-orientation, emotional intelligence and exceptional interpersonal skills (Vermeulen, 2016a:39), more than a leader's personality should be considered to establish a leader's effectiveness. This is especially true within the context of the Public Service, with its primary focus on service delivery to citizens; compelled by the values and principles in the Constitution. The study argues that a more altruistic and public-spirited approach to leadership is thus necessary. Charismatic leaders are typically popular and their effectiveness is often (misguidedly) judged by their extraverted personalities (Paulhus, 1998:1206) and not necessarily by their ethical behaviour, the achievement of institutional outcomes or selfless service.

- Often, the idealisation of charismatic leaders by their followers leads to narcissistic behaviour (Kohut, 1971:26; cf Fosshage, 1995:239) and a false sense of superiority (Mackey, 2014). This may lead to charismatic leaders developing a need for admiration, manipulative behaviour and a sense of entitlement (Grijalva & Harms, 2014:20; Vermeulen, 2016a:5). Leaders such as Adolf Hitler and Vladimir Putin were once dubbed charismatic until their narcissistic and dictatorial tendencies came to the fore (Vermeulen, 2016a:11, 18). It is often the case that charismatic leaders convince their followers they are a liberator, such as Hitler who initially swept the Germans away with his charismatic orations and powerful statements (Vermeulen, 2016a:22). By the time society recognises these leaders as narcissists, they have already done a significant amount of damage (Kets de Vries, 1997:238). It should be mentioned that the intention is not to typecast all charismatic leaders as narcissists but that the negative effects that can evolve from the power that a charismatic leader holds were the driving factors for not including this leadership style in the study.

Another point that should be mentioned, is that ethical leadership has not been identified as a separate leadership style in this study. It is argued that every leader, irrespective of their most prominent leadership style and traits should act ethically. Thus, ethical leadership is in this study considered as essential to all leaders and should be ingratiated in any leadership style.

2.2.2.1. *Transactional leadership*

As indicated above, transactional leadership refers to the relationship of exchange that is made between a leader and a follower to meet institutional goals (Bass, 1999:10-11). Nan and Swamy (2014:58) concur, stating that transactional leadership is reliant on trades that are made between the leader and follower by which followers are compensated when they meet specific criteria of performance and goals. Odumeru and Ogbonna (2013:358) identify that transactional leadership is a process that focuses on the role of supervision, the institution and group performance in which the leader promotes compliance by their followers through a line of rewards and punishments. According to Stewart (2006:9), transactional leadership occurs when an individual takes the initiative in directing others for an exchange of valued things. Transactional leadership is thus based on traditional, bureaucratic authority and legitimacy, where the followers receive certain valued outcomes when they act in line with their leader's wishes and organisational goals (Mester *et al.*, 2003:73).

Transactional leaders do not interfere with the operative system of an institution but rather play a more effective motivating role in the management of their employees with rewards to achieve success (Bass, 1997:131; Avci, 2015:2760). This leadership style is therefore interested in individual characteristics and activities that will effectively contribute towards the institution's mission, vision and goals (Bass *et al.*, 2003:207). In addition, transactional leaders ensure that structures and systems are in place for large organisations (Pieterse *et al.*, 2010:610; St Thomas University, 2014). They also favour activities and actions according to rules and regulations (McCleskey, 2014:125).

Transactional leaders are classified as extrinsic motivators that tend to think 'inside the box' when dealing with and solving complex problems (Odumeru & Ogbonna, 2013:359). Transactional leaders are willing to work within existing systems and can negotiate to achieve the required goals of the institution (Odumeru & Ogbonna, 2013:359). Although negative tenets are associated with transactional leaders – a lack of innovation, compliance, the accomplishment of goals, primarily through rewards or punishment – it is argued that this type of leadership is sometimes necessitated due

to institutional circumstances where a particular situation calls for it. The study, therefore, supports situational leadership as described by Goleman (2000:78); leadership that is associated with adaptability, meaning that a leader must be able to adjust their leadership style according to the demands and details of the situation to meet the changing needs of the institution and its employees. Additionally, effective leaders should have the ability to switch smoothly and consistently between leadership and management styles depending on the particular situation (Goleman, 2000:78-79). Thus, although transactional leadership is not an ideal leadership style if it is the only style used to inspire subordinates to accomplish goals, it is sometimes necessitated by institutional circumstances. A transactional leadership style should ideally be used by a leader only when the situation calls for it and should be alternated with another leadership style, such as transformational leadership.

Within transactional leadership, three main dimensions underline this leadership style construct. These are the contingent reward dimension; management by exception reward and the laissez-faire dimension, outlined below (Bass, 1990b:22; Mester *et al.*, 2003:73; Bono & Judge, 2004:902; Okcu, 2014:2164-2165):

- **Contingent reward dimension**

This is the dimension that indicates a leader's behaviours and is focused on the exchange of resources. The leader is capable of providing tangible and intangible support to followers in exchange for their effort and performance. The leader also determines the different tasks and targets for their employees and in return employees will know the outcomes of their reward when they fulfil their target. Ultimately, rewards are provided for the effort that is made and the recognition of good performance. This dimension of transactional leadership therefore provides extrinsic motivation to employees through the offering of rewards for performance.

- **Management by exception reward dimension**

The leader constantly monitors the employee and intervenes when an error is made. The main focus of management by the exception of reward is to set standards and monitor non-conformities from these standards. In this respect, the function of a leader is to contribute towards the avoidance of failure and to establish problems immediately. In cases where there is passive management by exception, the leader will wait patiently for a mistake to occur, in order to act in relation to negative feedback or reprimand.

- **Laissez-faire dimension**

This type of leader leaves their employees on their own and does not intervene. The leader evades making decisions and avoids guiding employees. The laissez-faire dimension of transactional leadership is known as non-leadership or the avoidance of leadership responsibilities. This type of leader does not attempt to motivate others or to recognise and satisfy individual needs and avoid making decisions or to provide rewards and feedback.

The latter two dimensions of transactional leadership (management by exception reward and the laissez-faire dimension) are not ideal and in the long-term will demotivate employees. A leader should rather focus on motivational techniques or development opportunities when employees perform below standard, as opposed to waiting in anticipation for non-performance in order to punish them or alternatively refraining from providing guidelines and intervening. It is argued that these dimensions of transactional leadership will transpire when a leader's only leadership style is transactional leadership; in other words, when this type of leadership is not only applied when a situation calls for it.

Taking the aforementioned into consideration, it can be seen that transactional leadership is less concerned with performance, although it is beneficial in managing the institution and in guiding and managing the system within the framework of mission, vision and values of the institution (Bass, 1997:132; Paracha *et al.*, 2012:56).

Transactional leaders play an exchange role in the institution between managers and subordinates and they motivate employees but only through the use of contingent rewards, actions and the enforcement of rules (Nan & Swamy, 2014:58).

Essop (2013:35) states that transactional leadership is less popular in relation to an employee's self-interest. Managers who use this leadership style would rather motivate their employees through a series of rewards and punishments, which results in the importance of short-term goals but does little for employee development and empowerment in the long-term (Bass, 1999:21; Essop, 2013:35). It is therefore, argued that the SMS members in the Public Service should ideally apply transactional leadership with a focus on the achievement of organisational goals and for specific situations, such as when an emergency occurs, where certain outcomes should be delivered against a stringent timeline, as well as to ensure compliance with legislation and policy. It is also advisable for transactional leadership not to be used as the only leadership style but rather in concurrence with other leadership styles.

2.2.2.2. Transformational leadership

Leaders with a transformational leadership style guide their followers beyond immediate self-interest through inspiration, stimulation and individual consideration (Bass, 1999:11). Transformational leadership is defined as the process in which leaders and followers raise each other to higher levels of morality and motivation (Okcu, 2014:2164). Kahn and Naidoo (2011:7) concur, stating that transformational leaders inspire their followers to perform above their and their leader's expectations by accentuating the importance of goals and by demonstrating the means to accomplish them. This leadership style mainly focuses on the development of followers, as well as their needs (Nan & Swamy, 2014:58).

A manager with a transformational leadership style concentrates on the growth, development and value systems of employees and motivates them according to their abilities (Bass, 1997:132). Transformational leaders thus create a strategic vision of a realistic and attractive future that promises to bond followers together and place their focus and energy toward an institutional goal (Barling *et al.*, 2000:157). Ultimately,

transformational leadership creates a valued and positive change in followers, where such a leader focuses on transforming others to consider each other, to encourage and harmonise relationships, as well as to pay attention towards the institution as a whole (Paracha *et al.*, 2012:57).

The role of transformational leaders within an institution establishes a strong relationship among their employees through (Bass, 1997:133; Avci, 2015:2760):

- leading employees regarding the interests of the institution;
- encouraging their employees to work hard and make sacrifices for the achievement of the institution;
- analysing and recognising their employees' beliefs, values and needs and motivating them by considering their differences;
- encouraging employees to perform beyond expectations;
- providing personal and institutional development; and
- pursuing innovation and desire.

Transformational leadership creates change in a positive manner for the followers by taking care of each other's interest (Odumeru & Ogbonna, 2013:356). Transformational leadership also enhances the motivation, morale and performance of followers through four different types of dimensions, namely charisma or idealised influence; inspirational motivation; intellectual stimulation and personal and individual attention, outlined below (Burns, 1978:2; Bass, 1990b:22; Mester *et al.*, 2003:73; Odumeru & Ogbonna, 2013:356).

- **Charisma or idealised influence**

The leader imposes pride and faith in followers, behaves in a commendable way, displays beliefs and takes a stand on issues that cause followers to identify with the leader who has a clear set of values and ethics. This type of leader provides a clear vision and sense of mission and acts as a role model for their followers.

- **Inspirational motivation**

The leader inspires followers to accept challenging goals, provides meaning for the tasks at hand and articulates an appealing vision. The leader also motivates followers to be optimistic about future goals.

- **Intellectual stimulation**

The leader promotes intelligence, rationality and is careful when solving problems. This type of leader challenges assumptions and stimulates and encourages creativity in the followers by providing an outline for followers to see how they connect in relation to the institution, the goals and each other. This type of leader can creatively overcome any problems in the way of a mission.

- **Personal and individual attention**

The leader gives personal attention to employees and attends to each employee's needs and acts as a mentor or coach. The leader shows respect and appreciation of employees' contribution to the team. Ultimately, this will fulfil and enhance each individual team member's need for self-fulfilment and self-worth, which will inspire followers to effectively enhance their achievement and growth.

In considering these dimensions, it is evident that the degree to which a leader is considered transformational is dependent on the positive effect they have on the follower. Mester *et al.* (2003:73) suspect that a consequence of a transformational leader's behaviour is the expressive attachment the leader has with their followers and the emotional and motivational encouragement towards them. There are, however, also weaknesses associated with transformational leadership, as outlined below (Bass, 1990b:25; Bass, 1999:18; Odumeru & Ogbonna, 2013:356):

- ambiguity, meaning the literature fails to explain the interrelating variables between transformational leadership and positive work outcomes, which needs to be empirically investigated;

- the literature on transformational leadership does not identify any situation where this leadership is detrimental to both the followers and the institution; and
- the theoretical rationale for distinguishing between the different behaviours of transformational leaders is not clearly explained.

Despite the weaknesses in the literature on transformational leaders, it is evident that this type of leader wishes to motivate their employees with a shared vision of the future and gives attention to employees' development and growth. Ultimately, transformational leaders encourage followers to view problems from innovative perspectives, provide support and inspiration, effectively communicate a vision and stimulate emotion (Burns, 1978:1). In many instances, both the transactional and transformational leadership styles are used in tandem. Transactional leaders facilitate the routine daily tasks and procedures, whilst transformational leaders develop initiatives that add value and innovative substance (Kahn & Naidoo, 2011:7).

In the context of the Public Service that receives its mandate from the Constitution (especially Chapter 2) and the NDP (2011) as the primary policy for socio-economic development, transformational leadership is especially valuable. It can develop and execute strategies that will recognise and meet the present and emerging challenges of citizens and contributes towards a good life for all.

2.2.2.3. *Servant leadership*

Servant leadership comprises a clear understanding and practice of leadership since a servant leader's true commitment is to their followers and predominantly serves the needs of their followers by providing a vision and opportunities for empowerment (Mahembe & Engelbrecht, 2013:1). As stated in Chapter 1, Section 1.5, servant leadership as defined by Greenleaf (1977:22) refers to a person who first serves other people's needs and accepts the role of a leader out of the yearning to serve. Graham (1991:111) confirms this definition of a servant leader by describing such a leader as a person who replicates service by simply serving the led, rather than expecting to be served by them.

Kantharia (2011:4) identifies that servant leadership suggests that to learn and understand leadership through service to others, individuals need to undergo a journey of self-discovery and personal transformation. This can be done through the acknowledgement of employees' self-actualisation (Mahembe & Engelbrecht, 2013:1). Servant leadership thus classifies service to others as the number one priority of a leader. In addition, servant leadership also emphasises a holistic approach to the objectives that need to be attained, encouraging a sense of community and the sharing of power in decision-making (Smith, 2005:4).

Graham (1991:111) indicates that servant leadership is a gift; it can be contagious and inspire followers and is thus often passed on to others. There are several key roles and assumptions underlying servant leadership, as outlined below by authors Greenleaf (1977:22); Graham (1991:111) and Kgatle (2018:4-6):

- servant leadership focuses on the inherent flexibility of humankind, individually and institutionally;
- the priority role of the servant leader is to be a model of credibility, diligence and to represent the spirit of service to others;
- servant leadership has the ability and potential for maximising empowerment since it values the importance of an individual;
- the servant leader does not avoid leadership but is committed to meeting the needs of others;
- servant leaders think like stewards and not like owners; they reason with their responsibilities;
- a servant leader is willing to walk the extra mile for their followers and to give and engage fully in their wellbeing and that of the institution; and
- servant leaders tend to prefer a high-level position to encourage self-actualisation in their followers.

It is clear that these leadership styles can guide in determining the leadership styles for the SMS members in the Public Service. As stated in Chapter 1, Section 1.1, it can be argued that committed, ethical, service-oriented and transformational leaders are required to steer the Public Service towards the achievement of the extensive goals

and objectives of a democratic developmental state. As also alluded to in Chapter 1, Section 1.1, it can be argued that the SMS members, as the senior echelon of public servants (senior managers) in government departments, should ideally be effective leaders.

Thus, to establish an ideal and effective leadership style for the SMS members, it can be argued that elements of all three of the aforementioned leadership styles can guide the construction of the ideal profile for public leaders (SMS members). These elements are outlined below:

- **Transactional leadership** focuses on supervision intending to achieve institutional objectives as their primary role; they value individuals, group and institutional performance; believe in rewards and punishments; favour structure, rules and regulations and motivate employees extrinsically. In consideration of the substantial goals and objectives that the Public Service needs to achieve in the context of the democratic developmental state, the focus that transactional leaders place on goal achievement makes it a suitable leadership style in the Public Service. The provision of rewards will also motivate public employees toward enhanced performance. Furthermore, in consideration of the size of Public Service departments, transactional leaders' preference for structures and systems is a benefit to effectively guide employees and activities in a large organisation. However, without a focus on employee development and empowerment, transactional leadership is unlikely to be an effective leadership style in the long-term and it is argued that transactional leadership should be used (1) in addition to other leadership styles (such as transformational or servant leadership) and (2) only when a specific situation necessitates it.
- **Transformational leaders** inspire followers, can perform above the required expectation, are goal-driven, value positive change and encourage and harmonise relationships. Although the focus of transformational leaders is also on the achievement of organisational goals and objectives, they moreover concentrate on the development and motivation of employees (as opposed to transactional leaders). This interpersonal focus, together with the encouragement of intellectual stimulation, enhances employees' morale and

motivation. Since there is a direct correlation between employee motivation and employee performance, transformational leadership is an ideal leadership style for SMS members.

- **Servant leaders** provide opportunities for empowerment, make others' needs their primary priority, focus on the wellbeing of their subordinates, encourage self-actualisation in their employees, are credible and diligent and value joint decision-making. It is argued that servant leadership is the only leadership style where the primary focus is not placed on the eventual institutional outcomes but the growth and development of employees themselves. It is further argued, that servant leadership encompasses the positive qualities of transformational leadership but goes above and beyond with a greater focus on employees as individuals. Thus, this study regards servant leadership as an integral part of leadership for the SMS members. However, due to the need for time-constraint situational decision-making and the importance of attaining institutional goals and objectives, it is argued that a leader (SMS member) should also adopt transactional and transformational leadership styles.

In addition to an effective leadership style in the context of the Public Service, the SMS members are also compelled by particular statutory and regulatory directives. Subsequently, the next section reviews the statutory and regulatory framework for the SMS members in the Public Service.

2.3. STATUTORY AND REGULATORY FRAMEWORK FOR SENIOR MANAGEMENT SERVICE

The applicable statutory and regulatory framework, related to the SMS members and relevant to this study, are:

- The Constitution (1996);
- The National Development Plan (NDP): Vision for 2030 (2011)
- The Guide on the Practice of Career Management in the Public Service, 2011
- Senior Management Service (SMS) Handbook, 2003

- Leadership Development Strategic Framework (LDMSF) for the Senior Management Service (SMS), 2008
- *Building a Capable, Career-oriented and Professional Public Service to underpin a Capable and Developmental State in South Africa* (2016),

As stated in Chapter 1, Section 1.5, the SMS contributes towards the utmost leadership unit of the Public Service, where it aims to lead and direct the service delivery agenda of the government, within a democratic developmental state (Sing, 2012:379). According to Schwella and Rossouw (2005:761), the SMS members of the Public Service are expected to control, manage and lead their individual institutions within a continuously changing environment, thereby, further emphasising the need for competent and capable SMS members that portray qualities of effective leadership. The Public Service, through its administrative leaders (SMS members), also has the responsibility to develop, motivate and retain its employees to ultimately accomplish the combined skills, capabilities, obligations and quality of employees as well as to be accountable for the achievement of their departments (RSA, 2011b:25; Vermeulen, 2016a:163). All the functions and responsibilities of the SMS members take place within the parameters of a particular statutory and regulatory framework, elaborated upon in the following sections.

2.3.1. The Constitution of South Africa (1996)

The Constitution is the supreme law of South Africa; therefore, any law or conduct that is inconsistent with the Constitution is invalid and all legislation and policies imposed by it must be fulfilled (RSA, 1996:1243). The purpose of the Constitution is to form a society that is built on democratic developmental standards, societal equality and basic human rights for every citizen (RSA, 1996:1245). Therefore, as stated in Chapter 1, Section 1.1, the safeguard of the basic rights of citizens is established in the Bill of Rights of the Constitution, Chapter 2. The Bill of Rights makes provision for the democratic human rights of all citizens in terms of protection, respect, human dignity, language, equality, freedom of expression and association, political and property rights, healthcare, education, as well as access to information and courts (RSA, 1996:1247-1251).

The purpose of the PSC is to monitor, evaluate and make recommendations regarding the organisation, administration, personnel, procedures, practices and the efficient, effective and economic performance of the Public Service (RSA, 2016:vi). Therefore, the Public Service, through its administrative leaders (SMS members), has the responsibility to develop, motivate and retain its employees to ultimately accomplish the combined skills, capabilities, obligations and quality of employees as well as to be accountable for the achievement of their departments (RSA, 2011b:25; Vermeulen, 2016a:163). The PSC also has the responsibility to promote the values and principles that are enshrined in Section 195 of the Constitution, throughout the Public Service (RSA, 2016:vi).

As alluded to in Chapter 1, Section 1.1, the priority of career management (inclusive of career anchors) as an HRM practice is included in the highest law of the country, the Constitution. Section 195 (1) of the Constitution states that public administration should be governed by democratic ethics and values that are embedded in the Constitution, including principles such as the promotion of professional ethics, accountability and the cultivation of HRM and career development practices (RSA, 1996:1331).

Therefore, in ensuring the attainment of these substantial rights and objectives, the Public Service, as Government's executive arm, should implement HRM practices effectively and efficiently, for the Public Service to be equipped with capable, competent and committed employees, directed by competent and effective leaders (SMS members) to deliver on the service delivery mandate. Due to the Constitution's focus on service delivery and the positive transformation of the lives of citizens, it is argued that the Constitution relates to transformational and servant leadership.

2.3.2. The National Development Plan (NDP): Vision for 2030 (2011)

As highlighted in the introduction to this study, the NDP (2011) is regarded as the government's leading policy in terms of its developmental agenda (RSA, 2011a:1). The primary purpose of the NDP (2011) is to build a capable developmental state and

to eliminate the various socio-economic challenges in terms of the development of the country of which poverty, unemployment and inequality are the most significant (RSA, 2011a:1). The NDP (2011) also acknowledges the need, challenge and absence of skilled and competent public officials which is emphasised by the regular poor quality of public services (RSA, 2011a:15). The NDP (2011) further states that South Africa needs to, *inter alia*, increase its efforts in terms of people development (RSA, 2011a:14). Furthermore, the NDP (2011) indicates specific actions that need to be taken in this respect, including (RSA, 2011a:43-45):

- the recruitment, selection, placement and promotion of public employees, primarily based on their skills and abilities;
- professionalism; and
- enhanced excellence through the identification and development of effective and competent employees.

Chapter 13 of the NDP (2011) aims to identify several types of critical interventions in order to build a professional Public Service and a state that is capable of performing a developmental and transformative role (RSA, 2011a:363). As alluded to in Chapter 1, Section 1.1, this chapter in the NDP (2011) explains that a professional Public Service entails a convergence of aspects such as the professionalisation of the political-administrative interface; the Public Service should be a career choice; technical and specialist professional skills should be developed to provide career paths and the instability of administrative leadership must be addressed (RSA, 2011a:365-366). Chapter 13 of the NDP (2011) therefore focuses on both the primary foci of this research – career management and leadership.

Due to the NDP's (2011) focus on socio-economic development and the positive transformation of the lives of citizens, it is argued that the Constitution relates mostly to transformational and servant leadership. The NDP (2011), however, also relates to transactional leadership, especially relating to the changes required in professionalising the Public Services in ensuring a capable and developmental state. It is argued that it might be required of public leaders (SMS members) to take

autocratic decisions for the 'greater good' of the Public Service and the developmental objectives of the country, which will require a transactional leadership style.

2.3.3. The Guide on the Practice of Career Management in the Public Service, 2011

To develop a supportable number of leaders at all levels within the Public Service and to ensure readiness to execute strategies that will meet the existing needs and developing challenges, a systematic approach, such as the development of a leadership pipeline system, is needed (RSA, 2011b:24). The leadership pipeline system must consider the goal of the government to achieve equal representation of both men and woman at the senior management level (RSA, 2011b:25). As stated in the introduction to this study, a leadership pipeline system is identified as a structure/method that identifies pivotal characteristics for leaders and addresses unique challenges for leaders at diverse levels of the organisation (RSA, 2011b:25). A leadership pipeline system comprises of several key requirements that leaders must uphold at all levels of management. For example, leaders are developed throughout their careers, where support is provided; for example, in job movements or transitions (RSA, 2011b:25).

The Guide on the Practice of Career Management in the Public Service, 2011, identifies that a leadership pipeline system addresses certain issues concerning leaders' unique challenges at the different levels in the institution (RSA, 2011b:25). These challenges for leaders are (RSA, 2011b:25):

- junior leaders need to adopt a managerial attitude and outlook, which means that these leaders should realise that their work is progressively defined in helping and supporting others to achieve and improve job competence, contradictory to their superiority;
- mid-level leaders need to learn how to navigate networks of complex stakeholders; and
- senior leaders need to bring improved care into the external environment, by anticipating future development and setting a direction of a strategic nature.

It is thus evident that the Guide calls for the development of senior managers from the early stages of their careers, to create preparedness for the positions they will occupy. The Guide also emphasises the role of leadership in the development and motivation of employees' performance. Thus, in establishing the archetypical career anchors for the SMS members, it is necessary to consider a candidate's interpersonal skills, as well as an altruistic focus. From the aforementioned focus on individual growth and development, it is evident that the Guide is generally focused on transformational leadership.

2.3.4. Senior Management Service (SMS) Handbook, 2003

The SMS programme was established and developed to give recognition to the crucial role that managers play in the efficient and effective functioning of the Public Service (RSA, 2003:2). In this respect, the SMS members have the principal function of strengthening leadership and management capacities in government (RSA, 2003:2). The responsibilities of the SMS members also include the conversion of policy mandates into effective departmental plans, strategies and programmes and to ensure that resources (both material and human) are utilised and accounted for effectively, to enhance the service delivery performance (RSA, 2003:2).

With relation to the responsibilities of the SMS members, an LMCF was drafted (RSA, 2003:157). The LMCF (Chapter 5 of the SMS Handbook, 2003), assists by ensuring a consistent approach towards human performance is followed throughout the Public Service, from national to provincial levels (RSA, 2003:157). Ultimately, this Competency Framework is the core foundation and a key driver of effective HRM, describing the different activities and behaviours expected of the SMS members, by using a common set of strategies and scales. In addition, the LMCF ensures that the SMS members have the necessary competencies and associated proficiency levels to succeed at a strategic level (RSA, 2003:158-159). The structure of the Competency Framework consists of three types of components, outlined below (RSA, 2003:159-160).

2.3.4.1 *Competency name*

The first component of the LMCF determines the particular competency's name, which is used to identify an SMS member's behaviour or a grouping of behaviours.

2.3.4.2 *Competency definition*

A general description is given on the behaviours and activities that are demonstrated by senior managers to achieve the desired competency. Several important types of competencies are crucial for high performance in a senior manager's role. These are, for example, strategic capability and leadership; financial management; change management; service delivery innovation; problem-solving and analysis; people management and empowerment; communication; knowledge management as well as honesty and integrity.

2.3.4.3 *Proficiency levels*

This component of the Competency Framework consists of four types of proficiency levels that have specific behavioural indicators that can reflect positively or negatively on leadership capabilities and performance levels. These proficiency levels are:

- **Basic proficiency level** – concepts and methods that require supervision and coaching for the application thereof. This proficiency level relates to transactional leadership (regarding the supervisory role towards achieving institutional goals), as well as to transformational leadership (regarding coaching that implies the growth and development of employees).
- **Component proficiency level** – more advanced concepts and methods to plan and guide the work of others and to perform an analysis. This proficiency level's focus of planning and guidance in terms of operational matters, as well as the ability to analyse, relate to transactional leadership.
- **Advanced proficiency level** – complex concepts and methods that pertain to the leading and directing of individuals or groups of recognised specialists and the ability to perform an in-depth analysis. With a greater focus on employees

and interpersonal relations, this proficiency level relates to transformational leadership.

- **Expert proficiency level** – concepts and methods that pertain to specialised expertise that is relevant to the direction of the organisation and defining a model or theory. This proficiency level's focus on an SMS member's expertise that should be applied towards the achievement of institutional goals, as well as the development of a theory or model in this respect, relate to transactional leadership.

Considering the aforementioned components of the LMCF, especially the proficiency levels, it is argued that the majority of these behavioural indicators can be aligned to particular leadership styles. However, transformational, transactional and servant leadership may not resemble all the characteristics of the proficiency levels. Table 2.1. below illustrates the proficiency levels that can be aligned to these three leadership styles.

Table 2.1: Alignment of SMS proficiency levels to the leadership styles

Leadership Styles ↓	SMS proficiency levels			
	Basic	Component	Advanced	Expert
Transactional	X	x		x
Transformational	X		X	
Servant				

(Source: Researcher's own)

It is interesting to note that none of the proficiency levels directly relate to servant leadership. It is argued that the SMS members should integrate a continuous service-orientation whilst conducting their tasks and responsibilities and thus, it is advised that servant leadership more prominently features in the proficiency levels of the SMS members, especially in the context of a democratic developmental state (with a focus on human rights and the improvement of socio-economic conditions) and the primary focus of the Public Service being service delivery.

2.3.5. Leadership Development Management Strategic Framework (LDMSF) for the Senior Management Service (SMS), 2008

The DPSA developed the LDMSF in 2003 to provide a structure through which the SMS members will be managed and developed to guarantee consistently high levels of performance (RSA, 2011b:25). The primary objective of the LDMSF is to create and provide a strategy for the management and development of the SMS members as administrative leaders that are responsible for the transformation of the Public Service, to deliver services to citizens (RSA, 2003:1; Naidoo, 2009:12). The LDMSF creates an important dimension to both the qualitative and quantitative responsibilities of the SMS members. Further to this, the LDMSF outlines the following (RSA, 2011b:25-26):

- the expectations of Public Service leaders;
- a coherent and unifying basis for the process of leadership development; and
- it assists in providing leaders with consistent feedback on competencies through performance evaluations, personal development and planning.

The LDMSF deals only with leadership and managerial competencies that are relevant for employees who have managerial roles and responsibilities (RSA, 2011b:26). It provides a baseline for leadership development programmes, which targets the junior, middle, senior and executive levels of management and assists these managers in meeting individual and institutional developmental needs (RSA, 2003:1).

The conceptual framework of the LDMSF is based on four pillars that represent the most significant functions of the SMS members (outlined below). It also identifies a crucial set of initiatives that can be undertaken to carry out their roles and responsibilities effectively (RSA, 2003:4-6).

2.3.5.1 *Organisational Performance Management*

This pillar of the LDMSF deals with several employee tasks in leadership or managerial positions, namely compliance management; decision-making processes; financial management systems and policies; a national strategic planning framework;

performance management systems and processes and internal as well as external management. The purpose of the Organisational Performance Management pillar is to ensure that institutional performance management within the Public Service is understood and implemented by the SMS members who are responsible for driving the operations of the government. Given the focus on structures and processes, the achievement of institutional goals and objectives, as well as compliance management and decision-making, this pillar relates to transactional leadership.

2.3.5.2 *Management and Administration of Career Incidents*

This second pillar of the LDMSF deals with human resource planning, policies, guidelines and frameworks to ensure that the appointment, terminations, contracts, transfers, deployments, promotions and the management of ethical conduct are all managed in a strategic, transparent and fair manner. This pillar also represents the functions and roles that the SMS members are expected to perform in managing aspects such as vacancies, retention and conduct, to enhance professionalism and discipline. This, in turn, will ensure that employee appointments are made effectively and are dealt with within a reasonable timeframe. Due to this pillar's focus on structural and functional aspects, as well as discipline and conduct management, it relates to transactional leadership. In addition, the pillar also pertains to transformational leadership with a focus on professionalism and ethics, as well as changes that need to be made in terms of the management and placement of employees.

2.3.5.3 *Leadership Development Centre*

This pillar of the LMDSF deals with the planning frameworks, policies and guidelines of managers to ensure that candidates with the right technical, managerial and leadership skills are appointed in SMS positions and can develop these skills continuously. The LMCF is the core foundation for the development, selection and promotion of leadership; providing a direction about the leadership and management competencies required to enhance the performance level of an SMS member. In this respect, this pillar also deals with talent management and professional services. Regarding this pillar's focus on policies, guidelines and technical skills, as well as the

eventual performance output of SMS members, this pillar is relevant to transactional leadership. The pillar is, however, also relevant to transformational leadership, as demonstrated with a focus on the skills and leadership development, as well as the talent management of the SMS members.

2.3.5.4 *Training and Development Management*

The final pillar of the LDMSF deals with the criteria, planning framework and guidelines and policies of training and development, to ensure that opportunities for training and development programmes are provided to individuals in order to develop a sustainable and effective pipeline system of leadership. These training and development opportunities will ensure that leadership and management skills, such as technical and professional skills, are implemented at all levels of management. This pillar's focus on the growth and development of SMS members primarily relates to transformational leadership. Table 2.2 below illustrates the relationship between the LDMSF's pillars and the leadership styles relevant to this study.

Table 2.2: Alignment of the pillars of the LDMSF to the leadership styles

Leadership styles 	LDMSF pillars			
	Organisational Performance Management	Management & Administration of Career Incidents	Leadership Development Centre	Training and Development Management
Transactional	x	x	x	
Transformational		x	x	X
Servant				

(Source: Researcher's own)

Taking the aforementioned into consideration and, as highlighted in Chapter 1, Section 1.1, the White Paper on HRM, 1997, states that employees who are willing to dedicate themselves to a career in the service of the public are valued and should be given opportunities to develop personal and individual skills and abilities (RSA, 1997:43). It also implies that certain specific competencies are expected from SMS members. The LMCF, as discussed in the previous section.

As is the case with the SMS proficiency levels in the LMCF (Chapter 5 of the SMS Handbook), none of the LDMSF's pillars include a particular focus on servant leadership. This may be because the LDMSF primarily focuses on particular functions of an employee in a leadership position. However, as was the case in the previous section, it is argued that a leader's service-orientation should be integrated throughout the fulfilment of their operational tasks, especially in consideration of the context of a democratic developmental state (with a focus on human rights and the improvement of socio-economic conditions) and the primary focus of the Public Service being service delivery.

It is also interesting to note which of the LMCF's proficiency levels relate to which of the LDMSF's pillars and how these are connected to the leadership styles. Table 2.3. below illustrate these alignments.

Table 2.3: Alignment of the LMCF's SMS proficiency levels, the LDMSF's pillars and the leadership styles

Leadership styles ↓	SMS proficiency levels			
	Basic	Component	Advanced	Expert
	LDMSF pillars			
	Management & Administration of Career Incidents	Organisational Performance Management	Leadership Development Training and Development Management	Leadership Development
Transactional	x	x		x
Transformational	x		x	
Servant				

(Source: Researcher's own)

The following deductions can be made from the table above:

- The **basic proficiency** level of an SMS member, pertaining to supervision, relates to the LDMSF's pillar that focuses on the **management and administration of career incidents**, specifically regarding the structural and

functional aspects of HRM tasks, as well as to ensure discipline and to manage conduct in the institution. Both the basic proficiency level of the SMS members, as well as the LDMSF pillar pertaining to the management and administration of career incidents, relate to **transactional leadership**.

- In addition, the **basic proficiency** level of an SMS member, pertaining to coaching, as relating to the LDMSF's pillar that focuses on the **management and administration of career incidents**, also aligns to the aspects regarding professionalism and ethics, as well as the changes that need to be made in terms of the management and placement of employees. Both the basic proficiency level of the SMS members, as well as the LDMSF pillar pertaining to the management and administration of career incidents, therefore, also relate to **transformational leadership**.
- The **component proficiency** level of an SMS member, pertaining to planning, guidance and analysis, relates to the LDMSF's pillar that focuses on **organisational performance management**, specifically regarding the achievement of institutional goals and objectives, compliance management and decision-making. Both the component proficiency level of the SMS members, as well as the LDMSF pillar on organisational performance management, relate to **transactional leadership**.
- The **advanced proficiency** level of an SMS member, regarding leading and directing employees, as well as interpersonal skills, relates to the LDMSF's pillar that focuses on **leadership development**, specifically pertaining to skills and leadership development, as well as the talent management of the SMS members. Both the advanced proficiency level of the SMS members, as well as the LDMSF pillar pertaining to leadership development, relate to **transformational leadership**.
- In addition, the **advanced proficiency** level of an SMS member, regarding leading and directing employees, as well as interpersonal skills, also relates to the LDMSF's pillar that focuses on **training and development management**, specifically pertaining to the growth and development of SMS members. Both the advanced proficiency level of the SMS members, as well as the LDMSF pillar pertaining to training and development management, relate to **transformational leadership**.

- The **expert proficiency** level of an SMS member, referring to an SMS member's expertise that should be applied towards the achievement of institutional goals, as well as the development of a theory or model in this respect, relates to the LDMSF's pillar that focuses on **leadership development**, specifically pertaining to a focus on policies, guidelines and technical skills, as well as the eventual performance output of SMS members. Both the expert proficiency level of the SMS members, as well as the LDMSF pillar pertaining to leadership development, relate to **transactional leadership**.

The combination of the particular aspects of the SMS members' proficiency levels, as outlined in the LMCF and the corresponding factors of the LDMSF's pillars discussed above, is illustrated in Table 2.4 below.

Table 2.4: Combination of particular aspects of the LMCF's SMS proficiency levels, LDMSF's pillars and leadership styles

	• Supervision • Structural & functional aspects of HRM • Discipline	• Organisational Performance Management • Planning, guidance & analysis • Achievement of institutional goals • Compliance management • Decision-making		• Achievement of institutional goals • Development of a theory or model • Policies & guidelines • Technical skills • Performance output
Transactional	X	x		x
	• Coaching • Professionalism & ethics • Management & placement of employees		• Leading & directing • Interpersonal skills • Growth & development	
Transformational	x		x	

(Source: Researcher's own)

From the table above, it is evident that the majority of the SMS proficiency levels and the LDMSF's pillars focus on elements that can be associated with transactional leadership, with some also focusing on elements that can be associated with transformational leadership. As mentioned in this section and Section 2.3.4, none of the SMS proficiency levels or the LDMSF's pillars concentrate on elements of servant leadership. This occurrence is rather concerning, given the context of the Public Service (democratic developmental state) and the primary focus of the government (service delivery). It is also concerning in the sense that the absence of servant leadership elements in the SMS proficiency levels and the LDMSF's pillars implies that the servant leadership elements (a focus on humankind, diligence, a spirit of service, empowerment, meeting the needs of others, stewardship, the wellbeing of employees, encouragement of self-actualisation of employees, amongst others), are not considered in either leadership development or the appointment of senior managers in the Public Service. Therefore, in Chapter Three of this study, the SMS proficiency levels and the LDMSF's pillars will also be aligned to particular career anchors to determine which career anchors are relevant to the SMS proficiency levels and the LDMSF's pillars discussed above. Additionally, career anchors relevant to the elements of servant leadership will also be taken into consideration.

2.3.6. Building a Capable, Career-oriented and Professional Public Service to underpin a Capable and Developmental State in South Africa, 2016

In the PSC's discussion document, *Building a Capable, Career-Oriented and Professional Public Service to underpin a Capable and Developmental State in South Africa*, 2016, it was established that a competency assessment has been presented and conducted for SMS members based on the Competency Framework in Chapter 5 of the SMS Handbook, 2003 (RSA, 2016:viii). However, the LMCF comprises of general management competencies and does not examine applicants against the functional or task requirements of their specific positions (RSA, 2016: viii). The LMCF is therefore limited in terms of the competency requirements for Public Service leadership in a democratic developmental state (RSA, 2016: viii). This shortcoming was highlighted in Section 2.3.4. and Section 2.3.5, especially regarding the importance of servant leadership in the context of the democratic developmental state.

The PSC's discussion document also highlights the recruitment and selection process of the SMS members, stating that there are specific requirements for particular categories of positions within the Public Service (RSA, 2016:28). The process for appointing SMS members is the same as for lower-level Public Service employees, with the addition that a competency assessment has been introduced for candidates applying for the SMS positions (RSA, 2016:29).

As alluded to in Chapter 1, Section 1.1, leaders in the Public Service do not consistently display outstanding leadership behaviour (Vermeulen, 2017:36). Public leaders often fail to lead with accountability, competence, nation-building and anti-corrupt behaviour, resulting in high levels of unemployment, poor health systems, high levels of crime and poor service delivery (Vermeulen, 2017:36). Thus, to improve the leadership capabilities of the SMS members and to achieve a capable, career-oriented and professional Public Service, the PSC recommends that when considering the promotion of SMS members, a promotion examination should be a requirement (RSA, 2016:39). The PSC further recommends that a prescribed course (or courses) in relevant fields of study designed by the NSG should also be a requirement for promotion into an SMS position (RSA, 2016:39).

The predominant focus of the PSC's draft document (2016) on the state's developmental agenda relates to both transactional and transformational leadership. As mentioned in Section 2.3.2, based on the document's focus on socio-economic development and the positive transformation of the lives of citizens, it is argued that the Constitution relates to transformational and servant leadership. The draft document (2016), however, also relates to transactional leadership (as is the case with the NDP, 2011), since it will at times be required of public leaders (SMS members) to take autocratic decisions for the 'greater good' of the Public Service and the developmental objectives of the country, which will require a transactional leadership style.

It is further argued that the PSC can also consider career anchors (under the ambit of career management) as 'yardsticks' to establish candidates' suitability to the SMS

positions, as career anchors indicate what an individual is good at, as well as what their motives, desires and preferences in terms of their careers are.

2.4. CONCLUSION

This chapter reviewed the literature on leadership. A conceptualisation for leadership was provided and the purpose of leadership was explained. It was determined that leadership is a way of influencing individuals to follow a leader in achieving the goals and objectives of the institution, where different types of leadership styles are needed to achieve the effectiveness of the institution. It was also revealed that an effective leader will not only ensure the achievement of institutional goals with a focus on institutional functionality (as a manager would) but has additional traits that will motivate followers to do so.

The focus on **leadership styles** included a review of transactional, transformational and servant leadership and the suitability of these leadership styles in the context of the Public Service. Through the literature review, it was established that the following qualities of the three leadership styles are relevant for the SMS members:

- **Transactional leadership** focuses on supervision to achieve institutional objectives as their primary role; they value individuals, group and institutional performance; believe in rewards and punishments; favour structure, rules and regulations and motivate employees extrinsically. Regarding the substantial goals and objectives that the Public Service needs to achieve in the context of the democratic developmental state, the focus that transactional leaders place on goal achievement makes it a suitable leadership style in the Public Service. The provision of rewards will also motivate public employees toward enhanced performance. Furthermore, regarding the size of Public Service departments, transactional leaders' preference for structures and systems is a benefit to effectively guide employees and activities in a large organisation. However, without a focus on employee development and empowerment, transactional leadership is unlikely to be an effective leadership style in the long-term and it is argued that transactional leadership should be used (1) in addition to other

leadership styles (such as transformational or servant leadership) and (2) only when a specific situation necessitates it.

- **Transformational leaders** inspire followers, can perform above the required expectation, are goal-driven, provide intellectual stimulation, value positive change and encourage and harmonise relationships. Although the focus of transformational leaders is also on the achievement of organisational goals and objectives, they moreover concentrate on the development and motivation of employees (as opposed to transactional leaders). This interpersonal focus, together with the encouragement of intellectual stimulation, enhances employees' morale and motivation. Since there is a direct correlation between employee motivation and employee performance, transformational leadership is an ideal leadership style for SMS members.
- **Servant leaders** provide opportunities for empowerment, make others' needs their primary priority, focus on the wellbeing of their subordinates, encourage self-actualisation in their employees and value joint decision-making. It is argued that servant leadership is the only leadership style where the primary focus is not placed on the eventual institutional outcomes but on the growth and development of employees themselves. It is further argued, that servant leadership encompasses the positive qualities of transformational leadership and goes above and beyond with a greater focus on employees as individuals.

Thus, this study argues that all three leadership styles – transactional, transformation and servant leadership – should be part of the profile of an SMS member. Further to the aforementioned, the chapter also established the importance of a leader's ability to practice **situational leadership**. Thus, the ability to use discretion in terms of the suitability of a particular leadership style, based on the circumstances and demands of a specific situation.

In addition, the chapter reviewed the **statutory and regulatory framework** on leadership, including the following:

- The **Constitution** (1996) with a particular focus on democratic human rights, enshrined in the Bill of Rights.

- The **NDP** (2011), with a focus on socio-economic development in the context of the democratic developmental state.
- The **Guide on the Practice of Career Management in the Public Service**, 2011, outlining the importance of identifying the pivotal characteristics for leaders and the unique challenges for leaders at diverse levels on the organisation. The Guide also promotes the establishment of a leadership pipeline system.
- The **SMS Handbook**, 2003, presenting and explaining the LMCF for the SMS members, including the basic, component, advanced and expert proficiency levels expected from SMS members in the Public Service.
- The **LDMSF**, 2008, outlining the four most significant pillars for Public Service leadership.

The SMS proficiency levels were analysed in relation to transactional, transformational and servant leadership and it was established that none of the proficiency levels relates specifically to the elements of servant leadership. The same conclusion was made with the comparison between the LDMSF's pillars for the SMS members. It was revealed that none of the LDMSF's pillars are aligned to particular servant leadership elements. It was argued that the lack of a particular alignment between servant leadership and the SMS proficiency levels, as well as between servant leadership and the LDMSF's pillars, is highly concerning, especially because of the context of a democratic developmental state (with a focus on human rights and the improvement of socio-economic conditions) and the primary focus of the Public Service being service delivery. This shortcoming also causes concern as it implies that the elements of servant leadership are not adequately considered in leadership development or the recruitment and selection process for the SMS positions.

Finally, the PSC's discussion document, *Building a Capable, Career-oriented and Professional Public Service to underpin a Capable and Developmental State in South Africa* (2016), was also reviewed. This document confirmed that there are shortcomings in the LMCF in terms of the context of the democratic developmental state, as well as shortcomings with the recruitment and selection of the SMS members.

This chapter focused on leadership styles, proficiency levels and pillars on leadership in the Public Service (SMS members). The next chapter will focus on the ideal career anchors for the SMS members.

CHAPTER THREE: THEORETICAL, STATUTORY AND REGULATORY FRAMEWORK FOR CAREER ANCHORS

3.1. INTRODUCTION

Various career anchors each include aspects that indicate the suitability of an employee for a leadership position, as well as the particular leadership styles with which they are best aligned (Vermeulen, 2015:483). Therefore, the most suitable leadership styles for Public Service leaders and the most suitable leadership styles for the SMS members were established in Chapter Two. The literature review revealed that an SMS member should practice all three leadership styles discussed in Chapter Two – transactional, transformational and servant leadership, given the need for situational leadership styles.

Regarding the study's focus (establishing how leadership and career anchors intersect with each other to establish the archetypical career anchors for SMS members), this chapter focuses on career anchors within the ambit of career management. These career anchors will be related to specific qualities of transactional, transformational and servant leadership to determine the archetypical career anchors for SMS members in Chapter Four.

This chapter includes a discussion on the role of career anchors. In addition, career management and career development theories, as well as Edgar Schein's career anchors, are reviewed. Further to this, the chapter establishes the statutory and regulatory framework for career management/career anchors in the Public Service.

3.2. CAREER MANAGEMENT AS HUMAN RESOURCE MANAGEMENT PRACTICE

Preceding the establishment of a connection between career management and leadership, a clear understanding of the concept of *career management* (as the HRM practice encapsulating *career anchors*) is necessary. Therefore, the next section provides a conceptualisation of career management. Subsequently, the purpose of

career management, as well as the current status and implementation of career management practices in the Public Service, are also discussed.

3.2.1. Conceptualisation and purpose of career management

To understand career management, it is necessary to understand the meaning of the concept *career*. A career refers to a wide variety and sequence of work or positions that are related to experiences and occupations with diverse levels of difficulty, responsibility and status, which is undertaken throughout a person's lifetime (RSA, 2011b:6). According to Nokhwali-Mboyi (2017:25), a career does not only relate to upward movements in an institution but it involves a continuous process of learning and the development of skills.

As explained in Chapter 1 Section 1.1, *career management* is the design process of implementing plans, goals and strategies that allow managers to satisfy employees' career needs; it enables employees to achieve the objectives of their careers (RSA, 2011b:7). Career management can also be defined as the process that plans and outlines the development of an employee's career plans within an organisation that is in line with the needs and objectives of the institution whilst simultaneously enhancing an employee's performance, preferences and potential (RSA, 2010:22; Vermeulen, 2016b:165). Career management is further described as the creation of realistic and personally expressive career goals, as well as the identification and engagement of work decisions that are strategic in nature, which offer learning opportunities, recognise work and balance personal development and growth (Bridgstock, 2009:36).

Taking the aforementioned definitions into consideration, two observations can be made. Firstly, for career management to be useful to both the employee and employer, the career desires of an employee should be in line with the objectives of the institution. Secondly, career management should function in relation to the development and growth of the employee and the institution alike. Therefore, the development and growth of public employees can be efficient when career management is prioritised and implemented effectively, as it often leads to professional advancement and development in an institution (RSA, 1997:29).

Nokhwali-Mboyi (2017:25) argues that once the integration of career management is effectively implemented, the employee will experience job satisfaction, as well as personal growth and development; additionally, the employer will experience improved productivity within the institution. In concurrence of the aforementioned, the White Paper on HRM, 1997, states that when career management is effectively implemented, it allows employees to exploit the potential of their careers by means of development opportunities, training and growth, which in return develops the human resource capacity of an institution (RSA, 1997:43). Career management, however, does not only benefit the employee and the employer in terms of development and growth but also in the sense that it improves the motivation and retention of employees (Vermeulen, 2016b:164).

As mentioned, career management is one of the HRM practices that is aimed at assisting both the employee and the institution to achieve a particular set of institutional objectives (Coetzee & Potgieter, 2014:67). Therefore, as highlighted in Chapter 1, Section 1.1, the Public Service has the responsibility to develop, motivate and retain its employees to ultimately accomplish the effectiveness of the state, since the performance of the Public Service is dependent on the combined skills, capabilities, obligations and qualities of its employees to achieve its service delivery mandate successfully (Yahiaoui *et al.*, 2015:3; 5; Vermeulen, 2016b:163). Further to this, Nokhwali-Mboyi (2017:26) states that the Public Service needs to ensure that the development of employees receives priority, to ensure that high levels of performance can be achieved and sustained. Thus, the primary purpose of career management is to incorporate several HRM practices to assist employees to improve their performance, assess the available career options and align their goals with the organisation's objectives (Heder & Dajnoki, 2017:60).

One of the most important role players in career management is the employee because the primary responsibility of career management actually lies with the employee (RSA, 1997:29). Career management thus includes a process where employees collect information about the workplace and themselves to realise their capacity, values, interests, lifestyle and abilities (Vermeulen, 2016b:165). Therefore, as mentioned in Chapter 1, Section 1.1, it can be argued that in order to support public

servants in the management and development of their careers, managers should be aware of not only job requirements in relation to organisational needs but also the career desires of their employees. In this regard, career anchors can assist as elements that direct career choices and reveal personal work preferences (Vermeulen, 2015:490; Da Silva *et al.*, 2016:149). In consideration of the role of career management in the development, motivation and retention of employees, the next section will review the current status and implementation of career management in the Public Service.

3.2.2. Career management in the Public Service

Various research studies and PSC investigations reveal that career management is not effectively implemented in the Public Service (RSA, 2010:23; RSA, 2016:38; Vermeulen, 2015:482; Nokhwali-Mboyi, 2017:5). In addition, Vermeulen (2015:482) states that in those cases where career management is implemented, it is not managed in a way that contributes to increased performance, employee morale, motivation, retention and the aspirations of employees. This notion was confirmed in a study conducted by Nokhwali-Mboyi (2017:6-7), who discovered various concerns and challenges to the implementation of career management practices in the Public Service, including:

- limited or ineffective implementation of career management programmes;
- non-existent career pathing; and
- a lack of adequate information provided to employees on available career opportunities.

An additional investigation conducted by the PSC revealed the following in terms of career management in the Public Service (RSA, 2016:39):

- a lack of career pathing and career development in the Public Service which leads to a high staff turnover;

- public officials do not build their careers in a particular department and regularly move between departments in the Public Service for purposes of promotion and career advancement, before becoming adept in specific positions; and
- skills pools are not purposefully and methodically built in the Public Service.

It is therefore, evident that the Public Service does not broadly and effectively implement career management. Moreover, none of the official legislation, policies or reports pertaining to HRM mention the consideration of an employee's *career anchors* as part of their career management. This implies that career anchors are not considered in the recruitment and selection, placement, development, motivation or succession planning of employees. It is unfortunate that the significance of career anchors in terms of an employee's work preferences, innate talents, motivation and leadership abilities are not considered in the Public Service. The next section, therefore, elaborates on the role and purpose of career anchors in the career management of an employee.

3.2.3. Career anchors

Employees must set their career goals in line with their values, interests, strengths and weaknesses (RSA, 1997:28). Once an employee's career goals are planned, they have the responsibility to acquire the necessary skills and competencies to execute their goals with applicable career management practices (Adekola, 2011:102-103). Further to this, Schein (1980:4) states that employees must gain knowledge about their perceived talents, abilities, motives and values; these are referred to as their career anchors.

As alluded to in Chapter 1, Section 1.1, career anchors as a concept emerged from a range of longitudinal research studies, to capture components that are important in terms of how career occupants identify themselves in relation to their field of work (Schein, 1990:2). Da Silva *et al.* (2016:150) explain that career anchors suggest that individuals have long-term or even permanent career preferences regarding their work and working environment. According to Vermeulen (2015:490), career anchors can be seen as leading foundations that guide career choices and are indicative of personal

work preferences. Career anchors also influence a person's career choices, affects the decisions of whether to move from one job to another, outline what a person searches for in life and determines personal views for the future (Baker, 2013:29).

Thus, the concept of career anchors takes into consideration the professional experiences of individuals, involves a pattern of their perspectives, talents and abilities and determines changes in their work environments (Coetzee *et al.*, 2015:107). An institution can, therefore, consider career anchors in an employees' career management that will assist in the identification of the roles and responsibilities of employees, as well as create a pattern of an employee's perspective on their talents and abilities (Williams *et al.*, 2014:2). Williams *et al.* (2014:2) further argue that the consideration of employees' career anchors should already commence during the recruitment process. As alluded to in Chapter 1, Section 1.1, for leadership positions such as the SMS, it can be argued that once a public leader is employed in a position that is aligned to their career anchor(s), job satisfaction, enhanced leadership capabilities and motivation are improved, which will lead to better performance as a leader. This in turn, leads to better motivation of subordinate employees and subsequently, better institutional performance.

To explain the role and purpose of career anchors for the SMS members, the study makes use of Edgar Schein's career anchors. Each person has a single outstanding career anchor that provides employees with excessive fulfilment in their career and lifestyle (Schein, 1974:6; Schein, 2007:27-28). Career anchors are known as the developing self-concept of what a person is good at, what a person's motives and desires are, as well as what morals and values govern a person's work-related choices (Schein, 1990:2). Therefore, career anchors indicate a person's career preference. Schein (1990:2) developed eight different types of career anchors in three categories that support individuals to make important decisions related to work decisions that are consistent with their image and serve as a core basis for their career choices (Williams *et al.*, 2014:2).

The first category of career anchors identified by Schein relates to **talent-based career anchors**. These refer to *technical competence*, *managerial competence* and

entrepreneurial creativity (Schein, 2007:27; Coetzee & Schreuder, 2009:119; Schreuder & Coetzee, 2013:196).

- **Technical competence**

Employees for whom technical competence is a career anchor are most skilful in their fields of knowledge and are always willing to find a way to use their skills to expand their ability. Employees with this career anchor are competent leaders in their fields of specialisation. However, such employees usually avoid general management since they regard it as administrative and political and might involve leaving their fields of specialisation.

It can be argued that employees with technical competence as career anchors will not necessarily make ideal leaders, due to their preference of excelling in their field of specialisation, as opposed to leading others in various fields. However, should a person with technical competence as a career anchor also possess good interpersonal and organisational skills, they may be an effective leader. Additionally, a leader who demonstrates technical competence is typically respected by subordinates.

- **Managerial competence**

Employees that have general managerial competence as a career anchor get fulfilment in coordinating, organising and making a positive contribution to the success of the institution and the work of others. These employees appreciate work that allows them to recognise and resolve problems in indefinite situations, thereby making an expressive contribution to the achievement of the institutional objectives. A manager with this type of career anchor can give expression to interpersonal skills, analytical skills and emotional stability.

As reasoned in Chapter 1, Section 1.1, it can be argued that only a leader that is sensitive to the complexity, cynicism, emotions, ambitions and motivational factors of employees can provide effective leadership (Vermeulen, 2017:37). This requires a leader with emotional intelligence; a person who is aware of their own feelings and

can establish insight into the emotions of their employees. Thus, it can be argued that employees with managerial competence as a career anchor will make ideal leaders, as they are capable of influencing other people and can coordinate, organise and contribute towards the leading success of the institution. A leader recognises and resolves problems in indefinite situations and knows where to go, how to get there and how to motivate others to get there too.

- **Entrepreneurial creativity**

Employees for whom entrepreneurial creativity is a career anchor will use any opportunity to create and establish new initiatives. They are willing to take on risks and introduce original ideas. Employees with this career anchor are determined to show the world that they can generate innovative plans and projects that are outcomes of their hard work and are therefore often focussed on their success. They put energy into an initiative which they will take ownership of. People who are anchored in entrepreneurial creativity typically increase their success.

An employee with entrepreneurial creativity as a career anchor should not be exposed to continuous routine work but rather to more complex tasks to satisfy them and develop their abilities (Williams *et al.*, 2014:3). It can be argued that employees with entrepreneurial creativity as a career anchor may be effective leaders, as they can create, innovate and generate original ideas. However, since employees with entrepreneurial creativity as a career anchor are usually individual-oriented, it is not a given that they will be concerned about team effort and institutional performance but rather with individual performance. However, should an employee with this career anchor also have another prominent career anchor, such as a sense of service/dedication to a cause (see below), the employee's creativity may be aimed at the benefit of the team and the institution.

The second category of career anchors identified by Schein relate to the **needs-based career anchors**. These include *security/stability*, *autonomy/independence* and *lifestyle* (Schein, 2007:27; Coetzee & Schreuder, 2009:119; Schreuder & Coetzee, 2013:196).

- **Security/stability**

Employees with security/stability as a career anchor take into consideration both financial and job security as significant factors. These employees settle into the institution and are prepared to invest their skills and knowledge in any manner required. When such an employee changes from one job/institution to another, the employee will always choose a similar type of job/institution. They use their skills although they may be even if they are misplaced, as long as they have an income and benefits.

An employee with security/stability as a career anchor is unlikely to be an effective leader as their primary concern is their job security. They are not risk-takers or visionary, inspirational and innovative thinkers - these talents are required to lead and motivate others (Graham, 1991:105).

- **Autonomy/Independence**

Employees for whom autonomy/independence is a career anchor enjoy work that provides flexibility and allows them to make unrestricted and autonomous decisions in performing their responsibilities. These employees do not like jobs that are firmly structured or that involve managing others. They favour positions that permit them to conduct their responsibilities in their own way.

It can be argued that employees with autonomy/independence as a career anchor, although likely to be high-performers, are unlikely to be effective leaders since they are individual-oriented and do not flourish in a structured environment. Leaders typically function in structured environments, regulated by legislation, policies and procedures. Although innovative thinking and initiative should be part of a leader's profile, a leader should also be able to direct and motivate employees within the confinements of the statutory and regulatory framework (Goleman, 2000:78).

- **Lifestyle**

Employees for whom lifestyle is a career anchor aim to find a compromise between personal needs, family needs and the requirements of their careers. To them, success does not only involve career success but a stable work-life balance that takes all facets of their lives into account. An employee with this career anchor also wants to make every aspect in their life a success and sometimes such employees have to sacrifice certain aspects of their careers.

It can be argued that employees who have lifestyle as a career anchor may be effective leaders, based on their quest to find work-life balance. A leader that supports a work-life balance understands employees in their totality, is sensitive to their personal lives and challenges and their emotions and are typically effective leaders (Vermeulen, 2017:37), as alluded to in both Chapter 1, Section 1.2 and Chapter 2, Section 2.2.2. However, the contrary may also be true. Since effective leaders often work additional hours to the usual office hours, driven by their pursuit for institutional success (Khan & Naidoo, 2011:4), it is often likely for them to sacrifice family and personal time. For an employee with lifestyle as a career anchor, such an imbalance will not be acceptable.

The third category of career anchors identified by Schein relate to **value-based career anchors**. These include *challenge* and *sense of service/dedication to a cause* (Schein, 2007:27; Coetzee & Schreuder, 2009:119; Schreuder & Coetzee, 2013:196), outlined below.

- **Challenge**

Employees for whom pure challenge is a career anchor enjoy undertaking difficult tasks and explaining or solving complex problems. This type of employee never chooses the easy way to solve a problem and likes to achieve anything that seems impossible. They become bored easily when a job does not present enough of a challenge for them.

It can be argued that an employee that has challenge as a career anchor will make an effective leader as they will not falter in the face of challenges. Additionally, they may need to accomplish institutional objectives through employees with various personalities, competency levels and motivations; this can pose challenges to a leader due to the necessity to manage a diversity of employees towards the same shared goal and the achievement of institutional performance. It will require a leader that is not discouraged by complex problems and challenges.

- **Dedication to service**

Employees for whom service is a career anchor are always prepared to do something that inspires them to improve life in general, not only for themselves but for others as well. They favour work environments which are in line with their morals and beliefs, rather than with their skills. They may even change employers to carry out their passion and do not accept promotion unless the new position meets the needs and requirements of their value system.

Employees that have a dedication to service as a career anchor are likely to be effective and servant leaders as they are interested in empowering others and improving their wellbeing. This career anchor is significant in the context of the Public Service, where employees are bound by the Constitution, especially the Bill of Rights' Chapter 10, Section 195 (1), which outlines the principles and values for public administration, as well as emphasises service delivery.

Clearly, employees with certain career anchors are more likely to be effective leaders than others that have career anchors that are less compatible with the characteristics of effective leadership. Although the majority of the career anchors encompass elements that are supportive of effective leadership, career anchors such as **managerial competence**, **challenge** and a **dedication to service** appear to be the most suitable career anchors for leaders in the context of the Public Service (SMS members). Table 3.1. that follows illustrates the identifying characteristics of these career anchors.

Table 3.1: Characteristics of career anchors for leadership

Career anchor ↓	Characteristics for leadership								
	Coordinate/ Organise	Resolve problems/ complex problems	Creativity/ innovation	Institutional success	Analytical skills	Passion for service	Interpersonal & emotional skills	Empower others	Inspire others
Managerial competence	X	X	X	X	X		X	X	X
Challenge		X	X	X	X				
Dedication to service				X		X	X	X	X

(Source: Researcher's own)

From the preceding discussion on career anchors and Table 3.1 above, the following deductions can be made in terms of the typical characteristics of an employee who has managerial competence, challenge and/or a dedication to service as career anchors:

- **Managerial competence** – employees with this career anchor are good coordinators/organisers; they are effective problem-solvers and they portray both analytical and interpersonal skills. Due to their ability to solve problems, it can be deduced that they are creative/innovative thinkers who find solutions to problems. Their problem-solving abilities also imply that they contribute to institutional success by resolving problems that can impede performance and the achievement of objectives. In addition, the ability of employees with managerial competence as a career anchor to positively contribute to not only an institution but also to its employees implies that they have good interpersonal skills and can empower and inspire/motivate others. The characteristics of managerial competence mostly relate to *transformational leadership*, with elements of *transactional leadership*.
- **Challenge** – employees with challenge as a career anchor thrive on challenges and have the ability to resolve complex problems. As mentioned in the paragraph above, problem-solving entails the ability to think creatively/innovatively which leads to institutional success. This career anchor's predominant focus on overcoming challenges and resolving complex problems mostly relates to *transformational leadership*.

- **Dedication to service** – employees with this career anchor have a passion for service and wish to empower and inspire/motivate others. It can be deduced that the ability to empower and inspire others will require good interpersonal and emotional skills. It can also be argued that empowered and inspired/motivated employees will perform better, which will lead to institutional performance. As the primary focus of this career anchor is on service, it mostly relates to *servant leadership*, with elements of *transformational leadership* included.

Based on the aforementioned, this study argues that the archetypical career anchors for a public leader (SMS member) are **managerial competence**, **challenge** and a **dedication to service**. It is also argued that a combination of these career anchors in an employee (ideally all three) will make the employee suitable for a leadership position. Since an employee with challenge as a career anchor does not necessarily possess interpersonal skills (as is the case with managerial competence and dedication to service), when there is evidence of a lack of interpersonal skills with a person to whom challenge is a career anchor (if not combined with managerial competence or a dedication to service), the focus should be solely shifted to managerial competence and a dedication to service as career anchors with the appointment of leaders (SMS members).

As mentioned, it is argued that once a public leader (SMS member) is employed in a position that is aligned to their career anchor(s), their job satisfaction, leadership capabilities and motivation improve, which will lead to increased performance. Employees who are not aware of their career anchors may find themselves in a work situation that is not aligned to their career anchors and they are likely to lack job satisfaction, which may lead to a decrease in performance (Bezuidenhout *et al.*, 2013:1). It can be argued that the same principle applies to leaders who do not have the ideal career anchors for a leadership position; not only will it impede their job satisfaction and performance but also the institution's performance since their lack of job satisfaction and the characteristics required for an effective leader are unlikely to motivate others.

It can also be argued that public leaders (SMS members) should take cognisance of employee's career anchors in order to allow them to provide effective and efficient career support (Nokhwali-Mboyi, 2017:33). For example, an employee who has entrepreneurial creativity or challenge as a career anchor should not be exposed to continuous routine work but rather complex tasks which satisfy and motivate them. Employees with autonomy/independence and lifestyle as a career anchor will perform better in their field of work when they have flexible working hours.

In addition to career anchors, career management theories can also be consulted to establish the best suitable career development interventions for an employee's career. The next section focuses on career management theories and, specifically, how these theories relate to career anchors.

3.2.4. Theories related to career choice

Career choice is one of the most important factors that will determine how an employee identifies themselves and how others view him/her (Uhlig, 2017:1). The term career choice refers to the decisions people need to make or remake about their careers and work since all individuals experience difficulties with making career choices at some stage in their lives (Rousseau & Venter, 2009:5). Career counsellors work with clients of any age, gender, race and stage in their careers and help individuals with a range of career-related concerns (Maree, 2013:412). Career development theories offer a framework for career counsellors within which individuals' career behaviour can be outlined, examined and explained (Schreuder & Coetzee, 2013:99).

According to Raveenther (2017:64), it is evident that various types of career choice theories have been formulated to give clarity on how an individual should choose careers. These theories can establish whether their current career is aligned to their preferences, aspirations and orientations. Theories related to career choice can also assist in determining whether an employee's natural career choice (related to their personality, innate talents, background, preferences, amongst others), are suitable to a leadership position. However, career choices cannot be discussed without

consideration of an employee's personality, innate talents, preferences, aspirations and orientations (Vermeulen, 2016b:167).

For this study, two types of theories were identified, namely Holland's Theory of Personality and Occupational Types and Bandura's Social Cognitive Theory. Holland's Theory of Personality and Occupational Types was chosen as a career choice theory because Holland (1959) explains career choice in relation to personality, innate talent, background and preferences. Bandura's Social Cognitive Theory was also identified and chosen as its emphasis is placed on observation to learn behaviour.

3.2.4.1. Holland's Theory of Personality and Occupational Types

John L. Holland established his theory of career choice in 1959 and is an influential occupational theorist (Lounsbury *et al.*, 2009:530). Holland is known for his psychological theory of careers, including career choice, vocational preference and taxonomy of personality types for occupations (Schreuder & Coetzee, 2013:103).

According to Holland (1973:150), people are in search for environments that will ultimately exercise their abilities and skills as well as express their attitudes and values to take on challenges and roles. Holland's theory holds that personality is an important determinant of career choice since the choice of careers reflects one's personality and there is an interaction between personality and the environment (Vermeulen, 2016b:168). Holland found that it is crucial to categorise employees according to their personality types together with specific environmental models (Holland, 1973:150). The characteristics of Holland's personality types are described below (Holland, 1973:150; Pronk & Marrison, 1998:6; Du Toit & De Bruin, 2002:63-65; Schreuder & Coetzee, 2013:104-105; Vermeulen, 2016b:169).

- **Realistic**

A realistic personality type can be classified as a shy, conformist, genuine, uninvolved, practical and persistent person. This type of person prefers a work environment that is practical and involves a clear and orderly manipulation of tools and machinery and

typically things you can see, touch and use such as plants and animals, tools, equipment or machines. The occupational environment that this type of person will choose is, for example locksmith; miner; plumber; computer programmer; hairdresser; engineer; farmer and detective.

Due to a lack of emphasis on interpersonal and organisational skills with this personality type, it can be argued that a person with this personality type will not be ideal for a leadership position. Since much of a leader's responsibility involves strategic thinking and discretion (Goleman, 2000:78; Bohoris & Vorria, 2008:1), which this type of personality does not display, it is not ideally suited for a leadership position.

- **Investigative**

This personality type prefers careers that relate to observation and cautious, analytical, critical, independent, rational and creative investigation of occurrences with the aim of understanding and controlling these phenomena. A person with this personality type values science and views themselves as a scientific, methodical and intellectual person. The occupational environment that this type of person will choose is, for example market researcher; advocate; pharmacist; geologist; academic; psychologist and pathologist.

Due to the combination of intelligence, critical thinking skills and the ability to systematically analyse situations through investigations, it can be argued that a person with this type of personality will be suitable for a leadership position. However, if this personality type is not combined with interpersonal skills, it cannot be regarded as ideal for a leadership position.

- **Artistic**

A person with this personality type prefers complex, emotional, disorderly, idealistic, impulsive, independent, free, unstructured and creative activities. They will use verbal or physical material to create an end product. Ultimately, a person with this personality type values the creative arts and is expressive, innovative, imaginative and

independent. The occupational environment that this type of person will choose is, for example, singer; musician; actor; artist; fashion; copywriter; television announcer or landscape architect.

It can be argued that employees with an artistic personality type may be effective leaders since they can create, innovate and generate original ideas. However, since employees with this personality type are usually focused on their art/creativity and do not prefer a structured environment, it is not a given that they will be concerned about policy implementation, institutional organisation and institutional performance. However, should an employee with this personality type also have a career anchor that is suitable to a leadership position (such as managerial competence or dedication to service), the employee's creativity may be aimed at the benefit of the team and the institution.

- **Social**

A person with this personality type prefers socially-oriented careers, where they value service to others and finding solutions to social problems. They are persuasive, cooperative and responsible, as well as idealistic, kind, understanding and generous. The occupational environment that this type of person will choose is, for example, nurse; educational work; therapist; waiter; librarian; police officer; traffic officer and job analyst.

The traits of a person with this personality type (service, finding solutions to social problems, persuasive, cooperative and responsible, as well as idealistic, kind, understanding and generous) are ideal for employment in the Public Service due to the personality type's focus on service and interpersonal skills. However, a person with this personality type is not necessarily ideal for a leadership position if their likely career anchor, dedication to service, is not combined with a career anchor such as managerial competence (which will imply that they also possess organisational and analytical skills).

- **Enterprising**

A person with this personality type prefers a career that involves managing others to achieve personal or institutional goals and values accomplishment and success. A person with this personality type is energetic, ambitious, dependent, impulsive, determined and outgoing. The occupational environment that this type of person will choose is, for example, personnel manager; marketing manager; banker; estate agent; public relations officer; building contractor and an attorney.

It can be argued, that employees with an enterprising personality type will be suitable for a leadership position, due to their skills to manage others towards the achievement of goals, both personal and institutional. A person with this personality type has strong interpersonal skills, especially in relation to determination, ambition and energy. However, if this personality type is not combined with a career anchor like dedication to service, it will not be ideal for a leadership position since they may, due to their ambitious nature, also be self-centred. Likewise, the impulsive nature of this personality may lead to thoughtless decisions.

- **Conventional**

A person with this personality type prefers a career that provides orderly, systematic conditions, directed by others in authority. They value success in their careers and are defensive, efficient, flexible, orderly, practical and persistent. The occupational environment that this type of person will choose is, for example, clerk; bookkeeper; receptionist; secretary; bank official; library assistant; accountant and machine operator.

Due to the lack of interpersonal, organisational and managerial skills with this personality type, it can be argued that a person with a conventional type of personality will not be an ideal and effective leader. In addition, a person with this personality type prefers to be directed by others. Furthermore, since a leader is a person that can set clear strategies, motivate, align and direct others as well as set goals and objectives

(Goleman, 2000:78; Hao & Yazdanifard, 2015:1), this type of personality is not ideally suited for a leadership position.

Considering the above discussion on Holland's personality types, it is evident that employees with certain personality types are more likely to be effective leaders than others with personality types that are less aligned to the qualities of effective leadership. Although the majority of the personality types comprise elements that are supportive of effective leadership, personality types such as **investigative**, **enterprising** and **social** appear to be the most suitable personality types for leaders in the context of the Public Service (SMS members). Table 3.2. below illustrates the identifying characteristics of these personality types as discussed above.

Table 3.2: Characteristics of personality types for leadership

Personality types ↓	Characteristics for leadership								
	Analytical/ Critical	Scientific/ Intellectual	Creativity/ Innovation	Personal & Institutional goals	Energetic & Determined	Ambitious & Impulsive	Passion for service	Cooperative & responsible	Kind, understa nding, generous
Investigative	X	X	X	X					
Enterprising					X	X			
Social							X	X	X

(Source: Researcher's own)

Although employees with an investigative, enterprising or social personality type can be viewed as most suitable for leadership positions, none of these personality types portray qualities that are all-encompassing of a leader's profile. Therefore, it would necessitate a selection panel to establish the following during the selection of candidates for the SMS positions:

- Whether a candidate with an **investigative** personality type also possesses a passion for service and interpersonal skills in addition to intellectual skills.
- Whether a candidate with an **enterprising** personality type is adequately focused on institutional goals and not only on individual goals and whether the person also possesses the necessary interpersonal skills. Also, qualities such as energy and determination do not necessarily translate into critical/analytical

thinking or creativity and innovation, which will thus need to be determined by a selection panel.

- Whether a candidate with a **social** personality type can think critically/analytically and has the required organisational and coordinating skills.

In addition to considering the aforementioned, a selection panel can also compare a candidate's personality type with their career anchor/s. Table 3.3. below illustrates a comparison between Holland's personality types that are regarded as most suitable for an SMS member (investigative, enterprising and social) and Schein's career anchors, considered to be the most appropriate for an SMS member (managerial competence, challenge and dedication to service).

Table 3.3: Comparison between Holland's personality types and Schein's career anchors

Schein's career anchors ↓	Holland's personality types		
	Investigative	Social	Enterprising
Managerial competence	x	x	x
Challenge	x		x
Dedication to service		x	

(Source: Researcher's own)

The following deductions can be made from the discussions and the above matches between Schein's career anchors and Holland's personality types:

- A person with **managerial competence** as a career anchor is likely to have an **investigative, social** or **enterprising** personality type:
 - *Managerial competence (career anchor) and an investigative personality type:* A person with an investigative personality type is skilled, thinks critically, analytically and rationally, is intellectual and works methodically. It is argued that these are all qualities that will make a person an effective leader. A person with an investigative personality style will also face challenges head-on, as is the case with managerial competence as a career anchor. Although a person with an investigative personality type

does not necessarily possess interpersonal skills, in combination with managerial competence as a career anchor, interpersonal skills will be included in the profile of the employee.

- *Managerial competence (career anchor) and a social personality type:* A person with managerial competence can give expression to interpersonal skills, analytical thinking and emotional stability. Likewise, a person with a social personality has good interpersonal skills and demonstrates kindness and understanding in serving others. Although a person with a social personality type does not necessarily possess organisational and coordinating skills or is not necessarily critical and analytical in their thinking, in combination with managerial competence as a career anchor, these skills will be included in the profile of the employee.
- *Managerial competence (career anchor) and an enterprising personality type:* A person with managerial competence as a career anchor is a good coordinator/organiser, an effective problem-solver and portrays both analytical and interpersonal skills. These skills are similar to those of a person with an enterprising personality type. A person with this personality type has managerial skills and encourages others to achieve personal and institutional goals and values. They are also energetic, ambitious and determined.
- A person with **challenge** as career anchor is likely to have an **investigative** or **enterprising** personality type.
 - *Challenge (career anchor) and an investigating personality type:* A person with challenge as a career anchor thrives on challenges and finds solutions to complex problems in creative ways. By nature of a person with an investigative personality type's preference to do complex and intellectual work, this personality type is aligned to challenge as a career anchor. Moreover, both a person with challenge as career anchor and a person with an investigative personality type possess critical and analytical thinking skills. However, should a person with this career anchor and personality type not possess interpersonal skills, they will not be ideal for a leadership position.

- *Challenge (career anchor) and an enterprising personality type:* Again, both a person with challenge as career anchor and an enterprising personality type portrays critical and analytical thinking skills. A person with challenge as a career anchor does not necessarily possess good interpersonal or organisational skills but in combination with an enterprising personality type, these skills are included in the profile of the employee.
- A person with **dedication to service** as a career anchor is likely to have a **social** personality type:
 - Both a person with dedication to service as career anchor and a social personality type has good interpersonal skills and focus on service to others. These qualities are commendable in the context of the Public Service. However, a person with dedication to service as a career anchor and a social personality type does not necessarily exhibit good organisational skills or critical and analytical thinking skills. Therefore, a combination of a career anchor such as managerial competence and/or investigating or enterprising personality type with dedication to service (career anchor) and/or a social personality type, would be necessary to consider such a person for a leadership position.

From the aforementioned discussion, it is evident that the following combinations between Schein's career anchors and Holland's personality types are the most suitable for leadership positions in the Public Service (SMS members):

Table 3.4: Holland's personality types and Schein's career anchors for SMS members

Career anchor	Personality type
Managerial competence	Investigating
Managerial competence	Enterprising
Managerial competence	Social
Challenge	Investigating
Challenge	Enterprising
Dedication to service	Social

(Source: Researcher's own)

Managerial competence as a career anchor already includes challenge as a quality and dedication to service on its own or in combination with a social personality type does not necessarily include organisational management skills. Therefore, **managerial competence** should receive precedence as the most ideal career anchor for a leadership position. It can also be argued that a person with managerial competence as a career anchor will already possess the qualities of a person with investigating or enterprising personality types (problem-solving, critical and analytical thinking, good organisational skills, a methodical manner of operating and good interpersonal skills). This study argues that, in combination with a **social personality type**, it is the most ideal career anchor for leadership positions in the Public Service (SMS members).

3.2.4.2. *Bandura's Social Cognitive Theory*

Albert Bandura's Social Cognitive Theory was established in 1968 and mainly postulates that learning occurs in a social setting with interaction that is both mutual and dynamic of the person, environment and type of behaviour (Wayne, 2018:1). Bandura's Social Cognitive Theory holds that an individual's knowledge is partly acquired through the observation of others in the context of social exchanges and the effect of the media (Bandura, 1989:2; Bandura, 2008:95).

As stated in Chapter 1, Section 1.4, Bandura's theory emphasises that people observe a model, exhibit behaviour and determine the results of that behaviour (Bandura, 1999:21). The Social Cognitive Theory also considers the unique method in which individuals obtain, observe and preserve behaviour, while at the same time considering the societal environment in which individuals perform the behaviour (Nabavi, 2012:4; Wayne, 2018:1). Ultimately, this theory considers a person's past experiences, by factoring in whether the action of behaviour will occur (Bandura, 2001a:4). Thus, the observers remember the progression and patterns of the events that led to the behaviour and subsequently, use this information to direct their own future behaviour (Bandura, 1999:21).

The observation of a model can also elicit action from the observer to engage in behaviour they previously learned (Bandura, 1986:2). As stated in Chapter 1, Section 1.4, Bandura's theory asserts that new behaviours are not only learned by experimenting with a particular behaviour (which either succeed or fail) but that the continued existence of humanity is contingent on the reproduction of the behaviours of others (Bandura, 1986:2).

Taking the aforementioned into consideration, Social Cognitive Theory holds that people can learn through the observation of other people (McCormick & Martinko, 2004:4). Classifying learning as an internal process may result in a behaviour of change and learning can effectively occur without a change in behaviour (McCormick & Martinko, 2004:4).

With the emphasis of Social Cognitive Theory on observation to learn behaviour, the significance of a **coach and mentor** in this respect should be included in the discussion. It is, however, necessary to distinguish between the roles of a coach and mentor. As stated in Chapter 1, Section 1.4, in the development of an SMS member, the SMS member should observe the behaviour of the coach and/or mentor and replicate that which they find acceptable.

A **coach** is a person that constantly works on improving the welfare and performance of an employee or group of people by establishing and setting goals, discovering values and beliefs and generating plans of action (Wilson, 2016:3). Coaches are focused on enhancing the performances and skills of employees, identifying goals, prioritising them and steering the goals in order to achieve them (Pelan, 2012:36; Bose, 2016:1).

On the other hand, a **mentor** is classified as someone who shares their own experiences, knowledge, expertise and advice upon those who have less experience in that particular field (Wilson, 2016:5; Bose, 2016:1). Ultimately, mentors are classified as role models that give advice, focus on skills and knowledge and encourage self-development. It is therefore pivotal that a coach or mentor to an SMS

member exhibit the exact behaviour that is required of an SMS member in the Public Service, within the context of the democratic developmental state.

Furthermore, according to Bandura (2001b:266), the Social Cognitive Theory suggest that people can be *self-organised, proactive, self-reflecting, and/or self-regulating*. Social Cognitive Theory is an extension of the Theory of Behaviourism that emphasises the importance of behavioural, environmental and individual (cognitive) determinants (Harinie, *et al.*, 2017:2). As stated in Section 1.4, the most important physiological function in this theory is the emphasis on continuous reciprocal interaction between these factors – self-organised, proactive, self-reflecting and self-regulating (Bandura, 1989:2). These factors can be described as seen below (Bandura, 1999:33; Bandura, 1994:2-3; Bandura, 2001a:8-11; Bandura, 2001b:267-269; Nabavi, 2012:17-18; Bateman & Crant, 2013:1-2; Davis, 2015:4).

- **Self-reflecting**

The capability to reflect upon oneself and the adequacy of a person's thoughts and actions is a human attribute that is based on Social Cognitive Theory. Self-reflection is an action that occurs before, during and after situations to develop a greater understanding of both oneself or the situation at hand so that future encounters are informed and dealt with effectively. When a person verifies opinions through the means of self-reflectiveness, they usually generate ideas, act on them or can predict occurrences from them. People then judge these results in order to establish adequate thoughts and change them accordingly for future use. Ultimately, the validity and functionality of a person's thoughts are determined and evaluated by comparing how well opinions match a situation in reality.

It can be argued that an employee with a self-reflecting human behaviour factor can be an effective leader, since they can think and act analytically by reflecting upon themselves before, during and after complex situations. A self-reflecting person can also generate ideas that demonstrate their creative and innovative skills and implies that they will be good with problem-solving. It is further argued that the perceptiveness

of a person with this type of human behaviour factor translates into good interpersonal skills.

- **Self-regulating**

Self-regulation implies a process in which a person can control and direct their actions and is considered to be goal-driven and actively involved in the development of functional patterns of thinking and behaving. These patterns are in line with environmental conditions in order to obtain personal goals. Thus, central to self-regulation is the perception that such a person is capable of self-regulating their emotions, thoughts, affects, motivations and actions. The self-regulating factor enables a person to monitor their behavioural pattern as well as the conservation and cognitive conditions under which they occur. This is classified as the first step toward doing something that is effective and demonstrates critical thinking skills. Thus, it leads to actions that give meaning to self-reactive impacts, through comparative performances with personal goals and standards.

As a leader, a person should not only exhibit strong planning and thinking skills but should also have the ability to be self-motivating and self-regulating. It can be argued, that employees with this type of human behaviour factor can be effective leaders since they can direct and control their actions by thinking critically, creatively and analytically. These traits also imply that they will be able to resolve complex problems. A self-regulated person is goal-driven and will therefore likely attain institutional success. They will also have good coordination and organisation skills.

It is further argued, that a person with self-regulation as human behaviour factor exhibits a high level of emotional intelligence since such a person is known to be sensitive to the challenges, fears, ambitions, emotions, strengths, weaknesses and motivating factors of human beings and can therefore provide effective leadership (Doty & Fenlason, 2013:59; Vermeulen, 2017:45). This personality trait also represents good interpersonal skills and the ability to motivate others. A person with this human behaviour factor demonstrates a passion for the environment and service-orientation and is cooperative, responsible, energetic and ambitious.

- **Proactive**

A person with a proactive human behaviour factor acts promptly to change things and steer a situation towards a planned and intended direction which will contribute towards goal-achievement and results. Proactive behaviour distinguishes different types of individuals from one another. Ultimately, a proactive employee will take charge of a situation, propose new initiatives and promote constructive changes. A person with this type of human behaviour factor motivates and guides people's actions through the means of proactive control by creating challenging milestones for themselves and then activating their resources, skills and efforts to the best of their ability.

These traits will enable them to guide themselves and their employees towards the planned and intended direction that will result in the achievement of institutional goals. A proactive leader will also be able to observe and analyse a situation or problem promptly, guide their employees in formulating solutions and establish new initiatives. The ability of a person with this human behaviour factor to establish new initiatives also demonstrates their ability to think and act creatively and innovatively. It can also be argued that these traits will enable them to think analytically to solve problems. A person with this human behaviour factor also demonstrates good leadership skills through their ability to create challenging goals.

- **Self-organised**

Self-organisation as human behaviour factor, also known as self-efficacy, influences predictable outcomes of behaviour and one's beliefs, thereby employing itself in different types of effects through motivational, emotional, cognitive and decisional processes. Self-organisation as human behaviour factor plays an important role in Social Cognitive Theory as it affects actions not only in a direct way but through the impact it has on other determinants. The ability to self-organise through personal challenges, goals and reaction evaluation to performances, contributes effectively to the cognitive mechanisms of motivation and self-directedness.

It can be argued that an employee with this human behaviour factor will be an effective leader as they can motivate others. Their ability to self-direct reveals a high level of emotional intelligence that enables them to have empathy and be sensitive to the feelings and challenges of their employees (Doty & Fenlason, 2013:59; Vermeulen, 2017:45). This human behaviour factor also translates into good interpersonal skills. Since self-directed people are goal-driven, they will guide employees in terms of both individual and institutional goals and performance. A person with this human behaviour factor is guided by cognitive processes. It can therefore be argued, that they have strong critical thinking skills and will be able to resolve complex problems.

Table 3.5: Characteristics for leadership and human behaviour factors

Human behaviour factors ↓	Characteristics for leadership								
	Coordinate /Organise	Resolve problems/ complex problems	Creativity/ Innovation	Personal & Institutional goals	Analytical skills	Passion for service	Interpers onal & emotion al skills	Empower others	Inspire others
Self-reflecting			x				x		
Self-regulating	x	x		x	x	x	x	x	x
Proactive	x	x	x	x	x				
Self-organising	X	x		x	x		x	x	x

(Source: Researcher's own)

Considering Bandura's Social Cognitive Theory and its four human behaviour factors, it is evident that each of these factors encompasses elements that reflect leadership characteristics, although none of these factors includes all the leadership characteristics individually. Based on the discussion and table above, the following inferences can be made:

- **Self-reflecting** exhibits the least leadership characteristics.
- **Self-regulating** exhibits all the leadership characteristics pertaining to the people factor (*interpersonal and emotional skills; the empowerment of others and inspiring others*), as well as the majority of the leadership characteristics that relate to organisational effectiveness (*coordinate/organise; problem-solving; creativity/innovation; personal and institutional goals and analytical skills*). The only leadership characteristic that is not explicitly encompassed in self-organising is *creativity/innovation*.

- **Proactiveness** predominantly exhibits the leadership characteristics that relate to organisational effectiveness but none of those that relate to the people factor of leadership.
- **Self-organising** exhibits the most leadership characteristics relating to organisational effectiveness (except for *creativity/innovation*) and the majority of leadership characteristics pertaining to the people factor of leadership (except for *passion for service*).

It is interesting to note that **self-regulating** is the only human behaviour factor which exhibits *passion for service* as a leadership characteristic. It can, however, be argued that **self-reflecting** also encompasses emotional intelligence; it may include *passion for service* due to the ability of people with this human behaviour factor to have empathy and be sensitive to the feelings and challenges of their employees (Doty & Fenlason, 2013:59; Vermeulen, 2017:45). From the aforementioned discussion and inferences, it can be deduced that **self-regulating** is the most important factor to be considered by a selection panel.

In addition to considering the aforementioned, a selection panel can also compare **self-regulating** as human behaviour factor with Schein's anchors that are considered to be the most appropriate for an SMS member (*managerial competence; challenge and dedication to service*). Table 3.6 below illustrates a comparison between Bandura's four human behaviour factors and Schein's career anchors.

Table 3.6: Comparison between Bandura's human behaviour factors and Schein's career anchors

Schein's career anchors ↓	Bandura's human behaviour factors			
	Self-reflecting	Self-regulating	Proactive	Self-organising
Managerial competence	x	x	x	X
Challenge			x	
Dedication to service		x		

(Source: Researcher's own)

The following deductions can be made from the above matches between the human behaviour factors and Schein's career anchors:

- A person with **managerial competence** as a career anchor is likely to have the characteristics of all four human behaviours. A person with *self-reflecting* or *self-organising* as human behaviour factor demonstrates emotional intelligence. They are therefore able to regulate their emotions, motivations and actions, as well as those of others. A person with either self-regulating or self-organising as human behaviour factor is also goal-driven, good with planning and organising, can think critically and analytically and can solve complex problems. These are all leadership characteristics that are shared with managerial competence as a career anchor. *Proactiveness* as human behaviour factor also relates to managerial competence as career anchor, since it shares the leadership characteristics of planning and organising, as well as the ability to be creative and innovative.
- A person with **challenge** as a career anchor is likely to have the characteristics of the *proactiveness* human behaviour factor. This type of person enjoys undertaking difficult tasks and explaining and solving complex problems in order to steer the institution towards its planned and intended direction. Ultimately, an employee that has challenge as a career anchor will take charge of a situation that is not easy to solve and will most likely lead it most proactively.
- A person with **dedication to service** as a career anchor is likely to exhibit the human behaviour factor of *self-regulating*. This type of employee is always prepared to improve life in general for all and favour a work environment which is in line with their morals and beliefs. As mentioned in Chapter 1, Section 1.1 and Chapter 2, Section 2.2.2.3, service orientation is particularly important in the Public Service, in consideration of the human rights enshrined in Chapter 2 of the Constitution and the Public Service's primary focus of service delivery.

From the aforementioned discussion, it is evident that a person with **managerial competence** and/or **dedication to service** as a career anchor is the most suitable combination with **self-regulating** as human behaviour for an SMS member.

In addition to career anchors and career choice theories as discussed in this chapter (which provide insight into the career development and career pathing of employees), career management in the Public Service is guided by a statutory and regulatory framework. The next section, therefore, outlines the acts, policies and frameworks that guide the implementation of career management in the Public Service.

3.3. STATUTORY AND REGULATORY FRAMEWORK FOR CAREER MANAGEMENT

The applicable statutory and regulatory framework related to career management (specifically career anchors) and explicitly relevant to this study are:

- The Constitution (1996);
- NDP: Vision for 2030 (2011);
- MTSF (2014-2019);
- Public Service Act 103 of 1994;
- White Paper on HRM in the Public Service, 1997;
- Report on the Assessment of the State of HRM in the Public Service, 2010;
- Guide on the Practice of Career Management in the Public Service, 2011; and
- *Building a Capable, Career-oriented and Professional Public Service to underpin a Capable and Developmental State in South Africa*, 2016: Discussion document

South Africa is a democratic developmental state, therefore the statutory and regulatory framework relevant to the goals and objectives of the democratic developmental state create the context for career management in the Public Service. The most pertinent of these policies and legislation are the Constitution (democratic state) and the NDP, 2011 (developmental state).

In order to ensure that skilled and competent public employees are capable of meeting the demands of the democratic developmental state, the Public Service must prioritise the implementation of HRM practices, especially in relation to career management (Van der Walddt, 2011:82; Vermeulen, 2015:483). This will ensure that public employees (including SMS members) develop and grow in their field of work and that

the aims, purposes and objectives of the democratic developmental state are achieved (Ababio & Mahlangu, 2010:90).

The Constitution, particularly Chapter 10 and the Bill of Rights, as well as the NDP (2011), have an important influence in terms of how public employees are obliged to acknowledge the important needs of citizens within the landscape of a democratic developmental state (De Wet, 2014:27). In addition, policy such as the White Paper on HRM in the Public Service, 1997, contains detailed stipulations regarding career management practices (under the ambit of HRM). The following sections elaborate on the statutory and regulatory framework relevant to career management (and specifically career anchors) in the context of the democratic developmental state.

3.3.1. Constitution of the Republic of South Africa (1996)

The Public Service, through public employees, must ensure that all the rights and principles enshrined in the Constitution materialise. Further to this, public leaders (SMS members) are responsible to guide public employees in order to perform and achieve the goals of the democratic developmental state (RSA, 2011b:24). As alluded to in Section 2.3.1, the Public Service, through its administrative leaders (SMS members), must develop, motivate and retain its employees to ultimately accomplish the combined skills, capabilities, obligations and quality of employees as well as be accountable for the achievement of their departments (RSA, 2011b:25; Vermeulen, 2016b:163).

The priority of career management (inclusive of career anchors) is also alluded to in Chapter 1, Section 1.1. It is considered an HRM practice which is included in the highest law of the country, the Constitution. Section 195 (1) of the Constitution states that public administration should be governed by democratic ethics and values, including principles such as the promotion of professional ethics, accountability and the cultivation of HRM and career development practices (RSA, 1996:1331). Thus, the Public Service is obligated to implement HRM practices effectively and efficiently, to appoint the correct incumbents in leadership positions who deliver on the mandate of service delivery.

It is argued that the directives, rights and principles enshrined in the Constitution (relevant to this study), relate to the following career anchors:

- service-delivery – dedication to service and managerial competence;
- the protection of citizen's rights – dedication to service and managerial competence;
- values and professionalism – dedication to service and managerial competence; and
- the importance of HRM and career development practices – managerial competence.

It is argued that all of the aforementioned also encompass challenge as a career anchor. This is because accomplishing the rights, principles and directives enshrined in the Constitution will no doubt present challenges - be they institutional, environmental and interpersonal.

3.3.2. National Development Plan: Vision for 2030 (2011)

As highlighted in Chapter 1, Section 1.1, the NDP (2011) is regarded as the government's leading policy for the achievement of its developmental mandate (RSA, 2011a:1). The NDP outlines various socio-economic challenges in terms of the development of the country, of which poverty, unemployment and inequality are the most significant (RSA, 2011a:1). It is argued that skilled, competent and capable public employees should be appointed, developed and retained to address these enormous challenges.

Chapter 13 of the NDP (2011) identifies several critical interventions pertaining to HRM, with a view to building a professional Public Service and a state that is capable of performing a developmental and transformative role (RSA, 2011a:365). These critical interventions include (RSA, 2011a:365; RSA, 2012:410):

- the analysis and upgrading of development, training, compensation, incentives and performance appraisals;
- strategies of talent management should be developed;

- the Public Service should be a career of choice;
- technical and professional skills should be developed; and
- performance management activities in all public sector institutions should be advanced.

Typically, during performance appraisals, the developmental needs of employees are identified and linked to a personal development plan (PDP) for each employee (RSA, 1997:8). The training and development interventions that follow as part of an employee's PDP for the improvement of technical and professional skills, should ideally form part of an employee's broader career development and talent management. The abovementioned interventions, highlighted in the NDP (2011), therefore also relate to career management.

It is argued that the directives and requirements of the NDP (2011) (relevant to this study), relate to the following career anchors:

- socio-economic development – dedication to service, managerial competence and challenge;
- professionalisation of the Public Service – managerial competence and challenge; and
- the effective implementation and management of career management, talent management and other HRM practices – managerial competence.

It is evident from the aforementioned that all three career anchors that have been prioritised in this study are relevant to the achievement of the NDP's (2011) goals and objectives.

3.3.3. Medium-Term Strategic Framework (2014-2019)

After the adoption of the NDP (2001), Cabinet developed the MTSF (2014-2019) which constitutes the first five-year implementation phase of the NDP (RSA, 2013:5). The purpose of the MTSF (2014-2019), is to serve as the government's strategic plan and aims to set out the actions government will take and the targets that need to be achieved by all three spheres of government (national, provincial and local) (RSA, 2013:4). The MTSF (2014-2019), also outlines the government's support for a competitive economy, the creation of job opportunities and the encouragement of investment (RSA, 2013:4).

Acknowledging the fact that South Africa is a developmental state, the MTSF (2014-2019), provides the framework for government programmes (RSA, 2013:5-6). The MTSF (2014-2019), indicates that there is a need for the government to improve the quality of services delivered to the public through the institutionalisation of long-term planning and forging a disciplined, ethical and professional Public Service (RSA, 2013:11-12). It can be argued that the need for an ethical Public Service and the need for transformational leadership is required to steer the Public Service towards the achievement of its goals and objectives. Therefore, in ensuring the attainment of these goals and objectives, the Public Service, as the government's executive arm, should implement, *inter alia*, career management practices to appoint capable, competent and committed employees who are directed by competent and effective public leaders. As stated in Chapter 1, Section 1.1, the Public Service is dependent on public employees to achieve its service delivery mandate. The MTSF (2014-2019) calls for the Public Service to develop a long-term approach in the development and training of public employees, to perform their duties more effectively (RSA, 2013:32). The MTSF (2014-2019), also outlines other developmental measures, aimed at capacitating the Public Service, including the following (RSA, 2013:32):

- to improve the quality, training and development of public employees;
- to make use of the expertise that is existent in the public service;
- to put targeted measures in place to support departments in attracting and developing the skills they need;

- to establish a mentoring and coaching scheme for new managers; and
- to create a graduate recruitment scheme to help departments attract and develop talented graduates.

From the abovementioned, it is clear that the MTSF (2014-2019), identifies measures that will assist the Public Service in attracting and retaining the required skills of employees that are needed to achieve its service delivery mandate. The interventions identified in the NDP (2011) and the measures outlined in the MTSF (2014-2019), play a pivotal role in building a capable, committed, disciplined, professional and people-oriented Public Service (RSA, 2013:11).

In addition to the aforementioned, it is argued that the directives and requirements of the MTSF (2014-2019) (relevant to this study), relate to the same career anchors as those relevant to the NDP (2011):

- socio-economic development – dedication to service, managerial competence and challenge;
- professionalisation of the Public Service – managerial competence and challenge; and
- the effective implementation and management of career management, talent management and other HRM practices – managerial competence.

Thus, all three career anchors that have been prioritised in this study are relevant to the achievement of the MTSF's (2014-2019) goals and objectives.

3.3.4. Public Service Act 103 of 1994

Since the establishment of a democracy in 1994, a new statutory and regulatory framework for HRM in the Public Service was established (Nokhwali-Mboyi, 2017:67). Throughout the evolution into the new dispensation, the Public Service Act 103 of 1994 (hereafter referred to as the PSA, 1994), was promulgated, to provide for the organisation and administration of the Public Service, as well as the regulation of the circumstances of employment, terms of office, discipline, retirement and the discharge

of members of the Public Service (RSA, 1994:1). The PSA (1994) further calls on the Public Service to be reflective of the citizens in terms of race, gender and disability in order to compensate for the inequalities of the past, as well as to contemplate and support equality, democratic values and principles as enshrined in the Constitution when filling employment positions (RSA, 1994:19; RSA, cf.1996:1245-1251).

In order to ensure that quality services are provided to the public, the Public Service Act, 1994, prioritises training and development as employment practices. Chapter 3, Section 7 (b) of the PSA (1994), places the duty for the effective management and administration of a department, as well as the effective utilisation, training and development of employees within the Public Service, upon all heads of departments (HODs) (RSA, 1994:13). Thus, career development should be closely aligned with the training and development interventions of public officials. With the PSA's (1994) focus on the organisation and administration of departments, as well as the significance of career development and other employee development practices, it is argued that managerial competence will be the most prominent career anchor in this respect.

3.3.5. White Paper on Human Resource Management in the Public Service, 1997

Government has revealed its commitment to implementing career management practices through the promulgation of policies and reports such as the White Paper on HRM, 1997. As part of the transformation of the Public Service, especially in relation to the conversion of the Public Service's workforce, the government created and established the White Paper, which is aimed at providing a policy framework to guide the implementation of HRM practices (Nokhwali-Mboyi, 2017:70). The White Paper specifies that the Public Service should plan to be a career service and advocates for development opportunities through enhanced employee performance and career management practices (RSA, 1997:12).

The White Paper on HRM, 1997, states that each public employee has the primary responsibility for seeking opportunities for their development and promotion in line with their career ambitions (RSA, 1997:14). However, the responsibility to provide support and encouragement to employees in terms of their careers is embedded with their line

managers (RSA, 1997:6; Govender, 2017:48). According to the White Paper on HRM, 1997, employees who are willing to dedicate themselves to a career in the service of the public are valued in relation to opportunities that will be given to developing personal and individual skills and abilities (RSA, 1997:43). The White Paper also states that career management is a method through which the career goals of the employee can be aligned to the operational objectives and aims of the institution (RSA, 1997:43).

In order to ensure that the Public Service attracts, recruits, selects and appoints employees of good quality, opportunities must be redeveloped and established to improve the skills and abilities that are required for their career aspirations (RSA, 1997:43-44). Departments in the Public Service also have a responsibility for career management, given its position in developing the institution's human resource capacity to meet its operative and administrative objectives (RSA, 1997:44). Provincial administrations and national departments should, therefore, develop career management actions that are linked to their performance management system. Clearly, the White Paper on HRM's (1997) focus on the various HRM practices relates mostly to managerial competence as a career anchor.

3.3.6. Report on Assessment of the State of Human Resource Management in the Public Service, 2010

During 2010, the PSC conducted an assessment that was aimed at investigating all dimensions of HRM, particularly the challenges that occurred in the implementation of HRM policies, procedures and processes in the Public Service (RSA, 2010:2-3). The PSC discovered that there was extensive non-compliance with the HRM practices in the Public Service (RSA, 2010:vii). The assessment also revealed that there was limited implementation of career management and career development practices in the Public Service (RSA, 2010:5-23). The non-compliance with, *inter alia*, these HRM practices failed to attract and retain skilled employees within Public Service (RSA, 2010:18).

In order to assist employees and managers with the process of career planning and career management, the PSC highlighted several recommendations relating to career management (RSA, 2010:23-24; Vermeulen, 2016b:178-179). These include:

- the initiation and implementation of career pathing and career management should be done more effectively;
- a succession management system must be in place to guarantee the efficient replacement of employees who occupy positions of a strategic nature;
- an HRM strategy must be developed, implemented and reviewed regularly;
- employees must be informed about career opportunities regularly;
- employees are responsible to have personal development plans that are in line with their career goals and the operational requirements of the department; and
- development programmes must be established to direct employees in the correct career path.

Taking the aforementioned into consideration, it is important to acknowledge that the PSC recognises that the management of employee's careers requires an integrated approach, by implementing career management more effectively in the Public Service. However, as stated in Chapter 1, Section 1.2., in those cases where career management practices are implemented, career management is not managed in a way that would contribute to increased performance, employee morale, motivation, retention and the aspirations of employees. Again, as is the case with the White Paper on HRM (1997) in Section 3.3.5. above, the PSC's Report (2010) focus on the various HRM practices relates mostly to managerial competence as a career anchor.

3.3.7. Guide on the Practice of Career Management in the Public Service, 2011

The Guide on the Practice of Career Management in the Public Service, 2011, drafted by the DPSA, aims to provide practical guidance to departments in terms of the implementation of career management practices (RSA, 2011b:5). The Guide also aims to sensitise employees, supervisors and managers to their roles and responsibilities relating to career management (RSA, 2011b:6).

In the Public Service, the primary responsibility for career development rests with the employee, where individuals should determine the course in which they want to advance their careers, based on their aspirations (RSA, 2011b:10; Schenk, 2012:400). However, the government as the employer also has a responsibility for career management, given its importance in developing the human resource capacity of the Public Service to meet the organisational objectives, as well as the objectives of the democratic developmental state (RSA, 2011b:10).

Several factors can determine the success of an institution's career management efforts. First, career management must be planned; HR practitioners and line managers should share the responsibility for operative career management and must work together to guarantee that the line manager and employees' efforts are synchronised (RSA, 2011b:13; Schreuder & Coetzee, 2013:63). Secondly, institutional management should support career management in relation to an institutional climate that inspires career development, the growth of employees' skills and the use of effective performance criteria for progression decisions (RSA, 2011b:13; Schenk, 2012:398).

The Guide emphasises that, for career management to be effective, the goals of the employee must be integrated with the needs of the institution (RSA, 2011b:15). Therefore, successful career management requires a partnership between employees and managers within the context of the institution (Patrick & Kumar, 2011:25). To implement career management effectively, a wide variety of activities, systems and processes should be taken into consideration, such as; career planning, career-pathing and career development (Adekola, 2011:101-102).

As stated in Chapter 1, Section 1.1, the Guide explains that a justifiable supply of leaders at all organisational levels should be developed in order to execute strategies that will recognise and meet the present and emerging challenges of citizens and contribute to a good life for all (RSA, 2011b:24). This statement relates to transformational leadership; a transformational leader creates a valued and positive change for their followers. A transformational leader focuses on transforming others to help and look out for each other, to encourage and harmonise, as well as to pay

attention towards the institution as a whole (Paracha *et al.*, 2012:57). As is the case with the White Paper on HRM (1997) in Section 3.3.5 and the PSC's Report (2010), the Guide's focus on the various HRM practices relates mostly to managerial competence as a career anchor.

3.3.8. Building a Capable, Career-oriented and Professional Public Service to underpin a Capable and Developmental State in South Africa, 2016

As highlighted in Chapter 1, Section 1.1, the PSC's discussion document, *Building a Capable, Career-Oriented and Professional Public Service to underpin a Capable and Developmental State in South Africa*, 2016, states that HRM practices in the Public Service, including HR planning, recruitment, selection, performance management and career management, are determined by the PAS (1994) and the Public Service Regulations (2001 & 2016). The development and maintenance of careers is an important mechanism for building and retaining skills, knowledge and experience (RSA, 2016:38). In order to plan and build careers, the Public Service needs to define a *career* more comprehensively to include promotion requirements; career progression, succession planning; mobility into and out of a career; continued professional development requirements and the testing or certifying necessary for a specified list of tasks or scope of work (RSA, 2016:38). Career anchors and leadership can assist in this regard, as career anchors are elements that direct career choices and are revealing of personal work preference, whilst leadership can motivate, influence or change the values and beliefs, capabilities, behaviour as well as quality of others to contribute towards the success of the institution (Khan & Naidoo, 2011:3; Vermeulen, 2015:490).

When job posts are created, detailed attention is not given to future career applicants who apply for specific jobs (RSA, 2016:39). It has been discovered that employees do not build on their careers, while at the same time pragmatic learning is not organised well enough to allow the allocation of skills from one department to another (Schenk, 2012:403). Employees move from one job to the other in the Public Service and as a result, these employees are promoted before becoming well-versed in specific tasks (RSA, 2016:39).

Thus, to improve career management and achieve a capable, career-oriented and professional Public Service, the PSC recommends that consideration should be given to have the SMS positions advertised within the Public Service only (RSA, 2016:39). The PSC further recommends that a minimum number of years of service be set for promotion from one rank to the next in the Public Service (RSA, 2016:39). With the implementation of these recommendations, it is thought that the Public Service will have a better capability to recruit skilled, experienced and capable employees due to the prospects for career growth within the Public Service (Nokhwali-Mboyi, 2017:77).

The PSC can also consider the usage of career anchors, as it indicates what an individual is good at, what their motives and desires are as well as their preference for an ideal career path (Schein, 1990:2). As mentioned above, no legislation or policy pertaining to HRM or career management currently refers to career anchors. This has a theological implication that career anchors are not considered in the recruitment, selection, appointment, development or career management of public servants.

Similar to the directives and requirements of the NDP (2011) and the MTSF (2014-2019), the focus of the PSC's draft document (2016) mostly relates to the following career anchors:

- socio-economic development – dedication to service, managerial competence and challenge;
- professionalisation of the Public Service – managerial competence and challenge; and
- the effective implementation and management of career management, talent management and other HRM practices – managerial competence.

It is evident that all three career anchors identified in this study as most significant to leadership positions (managerial competence, challenge and dedication to service), are relevant to the statutory and regulatory framework for the Public Service. However, managerial competence as a career anchor appears to be more common and is therefore required in all endeavours relating to the implementation of and compliance

with the statutory and regulatory framework. Thus, it is argued that all three these career anchors can be considered in the appointment of the SMS members, with preference given to managerial competence.

3.4. CONCLUSION

This chapter established a theoretical framework for career management (specifically career anchors) as an HRM practice. A conceptualisation for career management was provided, as well as the significance and purpose of career management. The chapter also included a review on Schein's career anchors. A distinction was made between eight types of career anchors within three categories. The first category of career anchors identified by Schein was **talent-based career anchors** which included technical/functional competence, managerial competence and entrepreneurial creativity. The second category of career anchors identified by Schein was the **needs-based career anchors** which included security/stability, autonomy/independence and lifestyle. The third category of career anchors identified by Schein was the **value-based career anchors** which included challenge and sense of service/dedication to a cause.

It was determined that, although the majority of the career anchors encompass elements that are supportive of effective leadership, career anchors such as **managerial competence**, **challenge** and a **dedication to service** appear to be the most suitable career anchors for leaders in the context of the Public Service (SMS members). Through the literature review it was also established that the following qualities of the aforementioned career anchors are typically associated with effective leadership:

- **Managerial competence** – good coordination and organisational skills; the ability to resolve problems; creative/innovative thinking; a focus on institutional success; analytical skills; interpersonal skills; the ability and will to empower others and the ability to motivate/inspire others.

- **Challenge** – good coordination and organisational skills; the ability to resolve complex problems; creative/innovative thinking; a focus on institutional success and analytical skills.
- **Dedication to service** – a focus on institutional success; a passion for service; interpersonal skills; the ability and will to empower others and the ability to motivate/inspire others.

Additionally, the chapter also included a review of Holland's Theory of Personality and Occupational Types and Bandura's Social Cognitive Theory. It was established that personality types such as **investigative**, **enterprising** and **social** appear to be the most suitable personality types for leaders in the context of the Public Service (SMS members). The literature review also revealed that the following qualities of the aforementioned career anchors are typically associated with effective leadership:

- **Investigative** – analytical and critical thinking skills; scientific/intellectual nature and a focus on personal and institutional goals.
- **Enterprising** – energetic and determined nature and ambitious and impulsive.
- **Social** – a passion for service; cooperative and responsible and a kind, understanding and generous nature.

A comparison between Schein's three most suitable career anchors for leadership positions and Holland's most suitable personality types for leadership positions revealed the following matches:

- **Managerial competence** as career anchor – aligned to the investigative, enterprising and social personality types;
- **Challenge** as career anchor – aligned to the investigative and enterprising personality types; and
- **Dedication to service** as career anchor – aligned to the social personality type.

It is argued that a person with managerial competence as a career anchor will already possess the qualities of a person with an investigating or enterprising personality type (problem-solving, critical and analytical thinking, good organisational skills, a

methodical manner of operating and good interpersonal skills). The study argues that, in combination with a **social personality type**, it is the most ideal career anchor for leadership positions in the Public Service (SMS members).

The literature review further revealed the four human behaviour factors of Bandura's Social Cognitive Theory: self-reflecting; self-regulating; proactive and/or self-organising. It was established that *self-regulating* is the most significant human behaviour factor for an SMS member to possess as it exhibits all the leadership characteristics, with the exception of creativity/innovation. The literature review also revealed that **managerial competence** and **dedication to service** are the most suitable career anchors in combination with self-regulating as the human behaviour factor for an SMS member.

In addition, the chapter reviewed the statutory and regulatory framework for career management (specifically career anchors). An overview of the democratic developmental state as the context for career management in the Public Service, was provided as well as an overview of the primary legislation and policies pertaining to career management/career anchors. These included the Constitution; the NDP (2011); the Public Service Act 103 of 1994 and the White Paper on HRM, 1997. All the legislation, policies and reports discussed in this chapter outlined the importance of career management in the Public Service, as well as the predominant lack of the implementation of career management practices in the Public Service. What is significant to note though, is that none of the legislation or policies refer to the use of career anchors. This implies that the Public Service is not aware of the benefit of the alignment of career anchors to HRM practices and the consideration of candidates for leadership positions.

It became evident that all three career anchors identified in this study as most significant to leadership positions are relevant to the statutory and regulatory framework for the Public Service. However, managerial competence as career anchor appears to be more common and is therefore required in all endeavours relating to the implementation of and compliance with the statutory and regulatory framework. Thus,

it is argued that all three these career anchors can be considered in the appointment of the SMS members, with preference given to managerial competence.

Based on the theoretical, as well as statutory and regulatory frameworks reviewed in Chapter Two (leadership) and Chapter Three (career management), the next chapter will triangulate these two variables to construct the archetypical career anchors for the SMS members in the Public Service in a theoretical construct.

CHAPTER FOUR: THEORETICAL CONSTRUCT FOR THE CAREER ANCHORS AND LEADERSHIP STYLE FOR THE SENIOR MANAGEMENT SERVICE

4.1. INTRODUCTION

In Chapters Two and Three, the study focused on the importance of career anchors in the leadership ability and effectiveness of the SMS members as administrative leaders in the Public Service. The primary purpose of the study is to determine the archetypical career anchors for SMS members. As various career anchors each include aspects that indicate the suitability of an employee for a leadership position, as well as the particular leadership styles with which they are best aligned (Vermeulen, 2015:483), it was necessary to establish the most suitable leadership styles for Public Service leaders (SMS members). Thus, in Chapter Two of the study, the most suitable leadership styles for the SMS members were established, namely **transactional**, **transformational** and **servant leadership** – with consideration of various situations that will demand a particular leadership style (situational leadership).

In Chapter Three of the study, the theoretical framework for career anchors, as well as the statutory and regulatory framework for career management (specifically career anchors) were established. **Managerial competence**, **challenge** and **a dedication to service** were identified as the career anchors most suitable to leadership positions in the Public Service. In addition to the theoretical framework on career anchors, Chapter Three also included a review of Holland's Theory of Personality and Occupational Types and Bandura's Social Cognitive Theory. It was established that personality types such as **investigative**, **enterprising** and **social** appear to be the most suitable for leaders in the context of the Public Service (SMS members). Finally, the literature review on Bandura's Social Cognitive Theory revealed that employees who possess **self-organisation** as a human behaviour factor are likely to have the characteristics to be effective leaders.

Based on the theoretical frameworks established in the previous two chapters and the directives provided in the legislation, policy and frameworks, this chapter triangulates

the literature as well as the deductions from Chapters Two and Three, culminating in the development of a theoretical construct for the archetypical career anchors of public employees in administrative leadership positions (SMS members). Subsequently, the theoretical construct of these archetypical career anchors for SMS members will be presented and interpreted.

4.2. FINDINGS LEADING TO THE THEORETICAL CONSTRUCT

Taking into consideration the problem statement that this study researched, especially in relation to the lack of reference and use of career anchors in legislation, policies, frameworks, and reports; the ineffective implementation of career management in practice; and the lack of aligning specific career anchors with particular leadership qualities, the ideal career anchors for effective leaders in the Public Service (SMS members) were established in Chapter 3, Section 3.2.3. It was determined that compared to the leadership characteristic for the SMS members, established in Chapter 2, Section 2.2.2, **managerial competence** is the most ideal career anchor for an SMS member but that **challenge** and **dedication to service** are also suitable career anchors. This was determined through the identification of the primary characteristics of these three career anchors for leadership, as discussed in Chapter 3, Section 3.2.3 and illustrated in Table 3.1, as well as Table 4.1.

In determining the ideal leadership characteristics for an SMS member, transactional, transformational and servant leadership were reviewed in Chapter 2, Section 2.2.2. The literature review revealed that each of the three leadership styles can guide in determining the leadership styles for the SMS members in the Public Service. The positive traits of each of these leadership styles were identified as ideal leadership characteristics for the SMS members, based on an interpretation of the theory on the leadership styles and in consideration of the context of the Public Service. Subsequently, several leadership characteristics were identified as essential to an SMS member in the Public Service, namely:

- coordination/organisation skills;
- problem-solving skills;

- creativity/innovation;
- analytical skills;
- passion for service;
- interpersonal and emotional skills;
- the ability to empower others; and
- the ability to inspire/motivate others.

The aforementioned characteristics were compared with the most significant leadership development policies and frameworks (the LMCF and the LDMSF), Schein's career anchors, Holland's personality types and Bandura's human behaviour factors to develop a theoretical construct that illustrates the ideal career anchors for an SMS member. This chapter briefly summarises the primary findings of the literature review that led to the development of the theoretical construct. Thereafter, the SMS members in the NSG (as the case study for this research) are assessed based on the theoretical construct to establish their career anchors. In Chapter Five of the study, the results obtained from the empirical study are presented and interpreted to make recommendations to the NSG on the appointment and development of SMS members. The sections below summarise the primary findings of the literature review, supported by illustrative tables, in the development of the theoretical construct. The deductions from these summaries and tables have culminated into the theoretical construct.

4.2.1. Synopsis of the primary findings of the literature review

Before the summary and illustrative tables on the comparisons of the leadership characteristics between Schein's career anchors, Holland's personality types and Bandura's human behaviour factors are given, Tables 4.1 – 4.3 below illustrate the combinations between the three leadership styles (transactional, transformational and servant leadership). They assess the SMS proficiency levels, as outlined in the LMCF (Chapter 5 of the SMS Handbook), as well as the combinations between these three leadership styles and the LDMSF's pillars.

In Chapter 2, Section 2.3.4 of the study, **transactional**, **transformational** and **servant leadership** were compared with the SMS proficiency levels. Table 4.1 below illustrates this comparison (additionally, see Table 2.1).

Table 4.1: Alignment of SMS proficiency levels to the leadership styles

Leadership Styles ↓	SMS proficiency levels			
	Basic	Component	Advanced	Expert
Transactional	X	x		x
Transformational	X		X	
Servant				

(Source: Researcher's own)

As reflected in Table 4.1 above, the SMS proficiency levels of the LMCF are aligned with **transactional** and **transformational leadership** but none of the SMS proficiency levels are aligned with servant leadership. This exclusion reveals a shortcoming in the LMCF, especially in consideration of the Public Service's predominant focus on service delivery, the human rights enshrined in Chapter 2 of the Constitution and the socio-economic challenges identified in the NDP (2011) (RSA, 2011a:3). The leadership styles were also compared to the four pillars outlined in the LDMSF (2008) in Chapter 2, Section 2.3.5 and are illustrated in Table 2.2, as well as Table 4.2. below.

Table 4.2: Alignment of the pillars of the LDMSF to the leadership styles

Leadership styles ↓	LDMSF pillars			
	Organisational Performance Management	Management & Administration of Career Incidents	Leadership Development Centre	Training and Development Management
Transactional	X	x	x	
Transformational		x	x	X
Servant				

(Source: Researcher's own)

From Table 4.2 above, it can be seen that none of the LDMSF's pillars are aligned with servant leadership, only with **transactional** and **transformational leadership**, as was the case with the SMS proficiency levels. The exclusion of a relationship between the four pillars of the LDMSF and servant leadership is, in this case, also regarded as a shortcoming within the context of the Public Service. Table 4.3 below

therefore indicates a comparison between both the SMS proficiency levels and the LDMSF's pillars with the leadership styles (see Chapter 2, Section 2.3.5 and Table 2.3).

Table 4.3: Alignment of the LMCF's SMS proficiency levels, the LDMSF's pillars and the leadership styles

Leadership styles ↓	SMS proficiency levels			
	Basic	Component	Advanced	Expert
	LDMSF pillars			
	Management & Administration of Career Incidents	Organisational Performance Management	Leadership Development Training and Development Management	Leadership Development
Transactional	X	x		x
Transformational	X		x	
Servant				

(Source: Researcher's own)

As mentioned above and in Chapter 2, Section 2.3.5, in the case of both the SMS proficiency levels in the LMCF (Chapter 5 of the SMS Handbook) and the LDMSF's pillars, no particular focus on **servant leadership** is included. It is argued that a leader's service-orientation should be integrated throughout the fulfilment of their operational tasks, especially in regards to the context of a democratic developmental state (with a focus on human rights and the improvement of socio-economic conditions) and the primary focus of the Public Service being service delivery. Therefore, the lack of including proficiency levels or pillars that represent elements of servant leadership is regarded as a gross shortcoming. It is vital to include servant leadership in the theoretical construct (see Tables 4.13 below).

Further to the aforementioned comparisons, a summary of the comparisons of these leadership characteristics with Schein's career anchors, Holland's personality types and Bandura's human behaviour factors are given below. Table 4.4 below illustrates the comparison between Schein's career anchors and the leadership characteristics derived from transactional, transformational and servant leadership.

Table 4.4: Comparison of Schein's career anchors and characteristics of leadership

Career anchor ↓	Characteristics for leadership								
	Coordinate /Organise	Resolve problems/ complex problems	Creativity/ innovation	Institutional success	Analytical skills	Passion for service	Interpersonal & emotional skills	Empower others	Inspire others
Managerial competence	X	X	X	X	X		X	X	X
Challenge		X	X	X	X				
Dedication to service				X		X	X	X	X

(Source: Researcher's own)

As established in Chapter 3, Section 3.2.3 and mentioned in Section 4.2 above, **managerial competence** was found to be the most ideal career anchor for an SMS member, with **challenge** and **dedication to service** also being regarded as suitable career anchors for the SMS members. From the table above, it is evident that **managerial competence** as a career anchor represents all the leadership characteristics suitable to a leadership position in the Public Service, except for **passion for service**. The exclusion of passion for service as a characteristic of managerial competence as career anchor does not necessarily imply that a person with managerial competence as career anchor does not have a passion for service, rather it is merely a reflection that a passion for service is not explicitly mentioned in the description and characteristics of managerial competence as career anchor. Therefore, a person with this career anchor may or may not have a passion for service. It is ideal if an employee portrays a combination of the managerial competence career anchor and social personality type (as reflected in Holland's Theory of Personality and Occupational Types, as well as Table 4.9 below), which is focused on service to others.

Tables 4.5 – 4.7 below indicate the comparisons of managerial competence as the ideal career anchor for the SMS members with the leadership styles. They also combine and compare leadership styles with challenge and dedication to service as additional appropriate career anchors for an SMS member.

Table 4.5: Managerial competence and leadership styles

Leadership styles	Managerial competence				
	Coordinating/ Organising	Resolve problems	Institutional success	Interpersonal & emotional skills	Analytical skills
Transactional	x	X	x		x
Transformational	x	X	x	x	x
Servant				x	

(Source: Researcher's own)

Table 4.5 above (also see Table 3.1) illustrates that an employee with **managerial competence** has qualities that are aligned to all three leadership styles – *transactional*, *transformational* and *servant leadership*. Managerial competence as a career anchor is aligned in the following ways with these leadership styles:

- *Transactional leadership* - sharing the following qualities: organisational and coordinating skills; analytical thinking skills; solving complex problems and motivating employees towards goal achievement.
- *Transformational leadership* - sharing the following qualities: strong interpersonal skills; analytical thinking skills; solving complex problems; motivating staff towards goal achievement; organisational and coordinating skills and rationality.
- *Servant leadership* - good interpersonal skills.

As indicated in Chapter 3, Section 3.2.3, **managerial competence** as career anchor is mostly aligned to transformational leadership, with elements of transactional and servant leadership included. Thus, the combination of managerial competence as an archetypical career anchor with servant leadership will be the ideal profile for a leadership position. By combining managerial competence with servant leadership (already encompassing the positive aspects of transformational leadership, such as good interpersonal skills), will add a service-orientation to the profile of the employee. With regard to **challenge** as a career anchor, Table 4.6 below indicates the comparison with the three leadership styles.

Table 4.6: Challenge and leadership styles

Leadership styles ↓	Challenge	
	Thrive on pure challenge	Resolve complex problems
Transactional	x	x
Transformational	x	x
Servant		

(Source: Researcher's own)

From Table 4.6 above, it is clear that **challenge** as a career anchor is fully aligned to transactional and transformational leadership but not to servant leadership. For a person with challenge as a career anchor, it would therefore be ideal if there is a combination with the social personality type in the person's profile, which will ensure the inclusion of service-orientation (see Table 4.9 below), that will make the profile more suitable to a leadership position. Table 4.7 below illustrates the combination of **dedication to service** as career anchor and the three leadership styles.

Table 4.7: Dedication to service and leadership styles

Leadership Styles ↓	Dedication to service		
	Passion for service	Empower others	Inspire others
Transactional		x	
Transformational		x	x
Servant	x	x	x

(Source: Researcher's own)

Table 4.7 above reveals that **dedication to service** as a career anchor is mostly aligned to servant leadership but also to elements of transformational leadership and one element of transactional leadership. It is therefore argued that a person with dedication to service as career anchor should ideally have an investigative or enterprising personality type (see Table 4.9 below). This should ensure the inclusion of characteristics such as organisational and coordinating skills; analytical thinking skills; solving complex problems and motivating employees towards goal achievement, which would make the profile more suitable for a leadership position.

From the information in Tables 4.5 - 4.7 above, the following deductions can be made:

- **managerial competence** as a career anchor is aligned to transactional and transformational leadership and to a lesser extent to servant leadership;
- **challenge** as a career anchor is aligned to transactional and transformational leadership but not to servant leadership; and
- **dedication to service** as a career anchor is mostly aligned to servant leadership and to a lesser extent to transactional and transformational leadership.

It is therefore argued that **managerial competence**, as the most suitable career anchor for an SMS member especially in combination with a social personality type (as reflected in Holland's personality types – see Table 4.9) will bring a substantive service-orientation to the profile of the employee. Before comparisons are made between Schein's career anchors and Holland's personality types, Table 4.8 below illustrates the alignment of Holland's personality types and the ideal leadership characteristics for an SMS member.

Table 4.8: Comparison of Holland's personality types and leadership characteristics

Personality types ↓	Characteristics for leadership								
	Analytical/ Critical	Scientific/ Intellectual	Creativity/ Innovation	Personal & Institutional goals	Energetic & Determined	Ambitious & Impulsive	Passion for service	Cooperative & responsible	Kind, under=standing, generous
Investigative	x	x	x	x					
Enterprising					x	x			
Social							x	x	x

(Source: Researcher's own)

Table 4.8 above reveals that none of Holland's personality types portray qualities that are all-encompassing of the profile of a leader. Therefore, it would necessitate a selection panel which could establish the following during the selection of candidates for the SMS positions:

- Whether a candidate with an **investigative** personality type also possesses a passion for service and interpersonal skills in addition to intellectual skills.

- Whether a candidate with an **enterprising** personality type is adequately focused on institutional goals and not only on individual goals and whether the person also possesses the necessary interpersonal skills. Also, qualities such as energy and determination do not necessarily translate into critical/analytical thinking or creativity and innovation. The evidence of these qualities should be determined by the selection panel.
- Whether a candidate with a **social** personality type can think critically/analytically and has the required organisational and coordinating skills.

The correct combination with any of the aforementioned personality types with particular career anchors (as argued above), can ensure a profile that is ideal for a leadership position. Table 4.9 below illustrates that comparisons between Holland's personality types and Schein's career anchors.

Table 4.9: Comparison between Holland's personality types and Schein's career anchors

Schein's career anchors ↓	Holland's personality types		
	Investigative	Social	Enterprising
Managerial competence	x		X
Challenge	x		X
Dedication to service		x	

(Source: Researcher's own)

The table above reveals the following combinations between career anchors and personality types as relevant to leadership positions in the Public Service:

- **managerial competence** as career anchor – aligned to the investigative and enterprising personality types;
- **challenge** as career anchor – aligned to the investigative and enterprising personality types; and
- **dedication to service** as career anchor – aligned to the social personality type.

As indicated in Chapter 3, Section 3.2.4.1 and above, it can be argued that a person with managerial competence already possesses all the characteristics that are

resembled by the investigative and enterprising personality types (creativity, problem-solving, analytical thinking, organising skills, amongst others – see Table 3.1 and Table 4.4). However, neither of these personality types portray the characteristic of passion for service. Thus, as alluded to above, a combination of a person with managerial competence as career anchor and a social personality type (in which a passion for service is included), is likely to include all the required leadership requirements in the profile of an SMS member.

A person with a social personality type does not necessarily possess organisational and coordinating skills or is not necessarily a critical and analytical thinker (as is the case with the investigative and enterprising personality types). However, in combination with managerial competence as a career anchor, these skills will be included in the profile of the employee. As indicated above, to be suitable for a leadership position, managerial competence should ideally be combined with servant leadership in the profile of an employee. In such a case, managerial competence does not necessarily have to be combined with a social personality type, since the combination with servant leadership will already allow for the inclusion of service orientation in the employee profile. A combination of managerial competence, servant leadership and either an investigative or enterprising personality type may also be suitable for a leadership position. Alternatively, a combination of managerial competence, transformational leadership and a social personality type can also be a suitable profile for a leadership position.

Upon reviewing Bandura's Social Cognitive Theory, it was established that an employee that has **self-regulating** as a human behaviour factor will be an effective leader. This was determined through the identification of the primary characteristics of these four human behaviour factors for leadership, as discussed in Chapter 3, Section 3.2.4.2 and as illustrated in Table 3.5, as well as Table 4.10 below:

Table 4.10: Characteristics of leadership and Bandura's human behaviour factors

Human behaviour factors ↓	Characteristics for leadership								
	Coordinate /Organise	Resolve problems/ complex problems	Creativity/ Innovation	Personal & Institutional goals	Analytical skills	Passion for service	Interpers onal & emotion al skills	Empower others	Inspire others
Self-reflecting			x				x		
Self-regulating	x	x		x	x	x	x	x	x
Proactive	x	x	x	x	x				
Self-organised	x	x		x	x		x	x	x

(Source: Researcher's own)

From the above table, it is evident that self-regulating as a human behaviour factor exhibits the majority of leadership characteristics relating to organisational effectiveness (coordinate/organise, problem-solving, personal and institutional goals and analytical skills). However, it does not include creativity/innovation and all the leadership characteristics pertaining to the people factor of leadership passion for service, interpersonal and emotional skills, empowering others and inspiring others. In relation to Table 4.10 above (indicating the characteristics of leadership in comparison to the three leadership styles from transactional, transformational and servant leadership), these comparisons can also be illustrated in a condensed version, as indicated in Table 4.11 below.

Table 4.11: Comparison between Bandura's human behaviour factors and leadership styles

Leadership styles ↓	Bandura's human behaviour factors			
	Self-reflecting	Self-regulating	Proactive	Self-organising
Transactional		x		x
Transformational	x	x	x	x
Servant		x		

(Source: Researcher's own)

From the comparisons in Table 4.11 above, it is evident that self-regulating as human behaviour factor is the only one of Bandura's human behaviour factors that exhibit characteristics of all three leadership styles – *transactional*, *transformational* and *servant* leadership. The relation between self-regulating and the three leadership

styles emphasises its importance as a human behaviour factor for leadership. Furthermore, a candidate's human behaviour factor/s can also be considered and compared with their career anchor/s as discussed in Chapter 3, Section 3.2.4.2 and as illustrated in Table 3.6, as well as Table 4.12 below.

Table 4.12: Comparison between Bandura's human behaviour factors and Schein's career anchors

Schein's career anchors ↓	Bandura's human behaviour factors			
	Self-reflecting	Self-regulating	Proactive	Self-organising
Managerial competence	x	x	x	x
Challenge			x	
Dedication to service		x		

(Source: Researcher's own)

The table above reveals the following combinations between career anchors and human behaviour factors relevant to leadership positions in the Public Service:

- **managerial competence** (career anchor) – aligned with all four human behaviour factors;
- **challenge** (career anchor) – aligned with proactiveness as a human behaviour factor; and
- **dedication to service** (career anchor) – aligned to self-regulating as a human behaviour factor.

Self-regulating is again highlighted as the most appropriate human behaviour factor for an SMS member because it is the only factor which relates to dedication to service, which is of the utmost importance in a leadership position in the Public Service context. It can further be argued that self-regulating as a human behaviour factor, in combination with managerial competence as a career anchor, can ensure that the element of creativity/innovation is included in the profile of a leader. Due to the ability of a person with managerial competence as a career anchor to solve complex problems, it can be deduced that they are creative/innovative thinkers to find solutions to problems. Furthermore, self-regulating as a human behaviour factor, in combination with managerial competence as career anchor and a social personality type (which

includes a passion for service as a characteristic), can be an ideal profile for an SMS member.

The same argument also applies to the combination of self-regulating as human behaviour factor and challenge as career anchor. A combination of self-organising as human behaviour factor, with challenge as career anchor and a social personality type will also indicate the ideal characteristics for an SMS position since the outstanding leadership characteristics of self-organising (creativity/innovation and a passion for service) will be included in the profile of an SMS member with such a combination.

The aforementioned summaries and illustrative tables, based on the literature review that was conducted in Chapter Two and Three, shed light on the combinations between the career anchors, leadership styles, personality types and human behaviour factors to be considered to establish the profile of an SMS member or a prospective SMS member. These are indicated in tables 4.1 – 4.12, within the theoretical construct in Section 4.2.2 below.

4.2.2. Theoretical construct

In consideration of the aforementioned, it is advised that the Public Service should ideally consider career anchors, in combination with leadership styles, of an employee during the selection and development of an SMS member. Thus, these particular characteristics should be assessed before the appointment or development of an SMS member. Personality type and human behaviour factor relate to and shed light on both a person's career anchor and leadership style. Therefore, Holland's personality types and Bandura's human behaviour factors were included in the study.

Managerial competence is regarded as most suitable of the three career anchors, but challenge and a dedication to service as career anchors have also been identified as relevant career anchors to leadership positions in the Public Service. As explained in Chapter 3, Section 3.2.3, it has been established that a leader should ideally exhibit characteristics of all three leadership styles – **transactional, transformational and servant leadership**. Thus, the theoretical construct highlights managerial

competence, dedication to service and challenge as a career anchors in relation to the required three leadership styles for the SMS members – transactional, transformational and servant leadership. The relevant personality types and self-regulation (identified as the most suitable human behaviour factor) are included in the theoretical construct for the profiling of a person suitable for a leadership position.

As mentioned, managerial competence already includes the elements of the investigative and enterprising personality types and therefore the social personality type is considered the most suitable combination with managerial competence. Self-regulating as a human behaviour factor remains the primary factor to be considered according to Bandura's Theory, since it exhibits characteristics of all three leadership styles and career anchors. Therefore, a combination of the social personality type and self-regulating as human behaviour factor with managerial competence as career anchor and the elements of all three leadership styles (*transactional, transformational and servant leadership*) in an employees' profile will represent an ideal profile for an SMS member. Through this combination, the shortcomings in any of the leadership styles are mitigated with the inclusion of the social personality type and self-regulating in the profile of an employee; thereby, making them more suitable for an SMS position.

Dedication to service as a career anchor is also suitable, especially combined with a social personality type and aligned to self-regulating as human behaviour factor and the three leadership styles. **Challenge** as a career anchor, aligned to an investigative and/or enterprising personality type, with self-regulating as a human behaviour factor and transactional, transformational and servant leadership also provides for a suitable leadership profile in the Public Service. Subsequently, Table 4.13, Table 4.14 and Table 4.15 below illustrate these combinations in the theoretical construct. The primary characteristics of the leadership styles are included in black, the characteristics of the career anchors in orange, the characteristics of the personality types in blue, and the characteristics of self-regulation as human behaviour factor in purple.

Table 4.13: Theoretical construct for managerial competence as career anchor for the SMS members in relation to leadership style

Career anchor Personality type Human behaviour factor Leadership style	MANAGERIAL COMPETENCE		
	Social		
	Self-regulating		
	Organisational skills	Interpersonal skills	Service-orientation
Transactional	- Coordinating/organising - Problem-solving skills - Structures, processes and procedures to attain institutional goals - Contingent rewards and punishments - Extrinsic motivation - Analytical and critical thinking skills - Find solutions to complex problems - Non-participative style - Coordinating/organising - Resolve problems - Make positive contribution to institution - Achieve institutional goals & objectives - Analytical & critical thinking skills	- Intrinsic motivation - Interpersonal and emotional skills - Inspirational - Participative style - Intellectual stimulation - Personal and individual attention - Harmonise relationships - Emotional stability - Passion for service - Serve and empower others - Focused on the wellbeing of employees and the community - Regulate emotions, thoughts, affects, motivations and actions of self and others - Monitor behavioural patterns of self and others - Cooperative - Responsible	- Passion for service - Serve and empower others - Focused on the wellbeing of employees and the community - Passion for service - Serve and empower others - Focused on the wellbeing of employees and the community
Transformational	- Coordinating/organising - Problem-solving skills - Motivate employees towards institutional success - Interpersonal and emotional skills - Analytical and critical thinking skills - Creativity/Innovation - Find solutions to complex problems - Participative style - Coordinating/organising - Resolve problems	- Intrinsic motivation - Interpersonal and emotional skills - Inspirational - Participative style - Intellectual stimulation - Personal and individual attention - Harmonise relationships - Emotional stability - Passion for service - Serve and empower others - Focused on the wellbeing of employees and the community	- Passion for service - Serve and empower others - Focused on the wellbeing of employees and the community - Passion for service - Serve and empower others - Focused on the wellbeing of employees and the community

	• Make positive contribution to institution • Achieve institutional goals & objectives • Analytical & critical thinking skills	• Regulate emotions, thoughts, affects, motivations and actions of self and others • Monitor behavioural patterns of self and others • Cooperative • Responsible	
Servant	• Coordinating/organising • Resolve problems • Make positive contribution to institution • Achieve institutional goals & objectives • Analytical & critical thinking skills • Find solutions for social problems • Goal-driven • Planning and organising skills • Resolve problems • Development of functional patterns of thinking and behaviour • Critical thinking	• Service to others is the priority • Concerned about and attentive to others' needs • Leads employees on a journey of self-discovery, self-actualisation and personal transformation • Intrinsic motivation • Interpersonal and emotional skills • Inspirational • Stewards • Focused on the wellbeing of employees and community • Participative style • Intrinsic motivation • Interpersonal and emotional skills • Inspirational • Participative style • Intellectual stimulation • Personal and individual attention • Harmonise relationships • Emotional stability • Passion for service • Serve and empower others • Focused on the wellbeing of employees and the community • Regulate emotions, thoughts, affects, motivations and actions of self and others • Monitor behavioural patterns of self and others • Cooperative	• Passion for service • Serve and empower others • Focused on the wellbeing of employees and the community • Passion for service • Serve and empower others • Focused on the wellbeing of employees and the community

		• Responsible	
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Table 4.13 above illustrates the advantages of an employee profile that includes **managerial competence** as career anchor, a **social** personality type, **self-regulation** as human behaviour factor and all three leadership styles – **transactional, transformational and servant leadership**. From the above table it is evident that this employee profile provides for a balance between organisational skills, interpersonal skills and a service-orientation. The characteristics exhibited by managerial competence as career anchor, a social personality and self-regulation as human behaviour compensates for the shortcomings of transactional leadership, should this be the person's primary leadership style. However, it is unlikely that a person with a social personality type will have a transactional leadership style as primary leadership style. A person with this personality type is more likely to have servant leadership style.

Should managerial competence (career anchor), self-regulation (human behaviour factor) and the three leadership styles (transactional, transformational and servant leadership) be combined with an investigative or enterprising personality style, the employee profile will still be suitable to a leadership position as organisational skills (through managerial competence), interpersonal skills (through managerial competence and a servant leadership style) and a service-orientation (through a servant leadership style) will still be included in the profile of the employee.

Table 4.14: Theoretical construct for challenge as career anchor for the SMS members in relation to leadership style

Career anchor → Personality type → Human behaviour → factor → Leadership style ↓	CHALLENGE		
	Investigative/Enterprising		
	Self-regulating		
	Organisational skills	Interpersonal skills	Service-orientation
Transactional	• Coordinating/organising • Problem-solving skills • Structures, processes and procedures to attain institutional goals • Contingent rewards and punishments • Extrinsic motivation	• Energetic • Ambitious • Passion for service • Serve and empower others • Focused on the wellbeing of employees and the community	• Passion for service • Serve and empower others • Focused on the wellbeing of employees and the community • Passion for service

	- Analytical and critical thinking skills - Find solutions to complex problems - Non-participative style - Intellectual - Rational - Creative - Critical and analytical thinking skills - Values accomplishment & success	- Regulate emotions, thoughts, affects, motivations and actions of self and others - Monitor behavioural patterns of self and others - Cooperative - Responsible	- Serve and empower others - Focused on the wellbeing of employees and the community
Transformational	- Coordinating/organising - Problem-solving skills - Motivate employees towards institutional success - Interpersonal and emotional skills - Analytical and critical thinking skills - Creativity/Innovation - Find solutions to complex problems - Participative style - Intellectual - Rational - Creative - Critical and analytical thinking skills - Values accomplishment & success	- Energetic - Ambitious - Serve and empower others - Passion for service - Focused on the wellbeing of employees and the community - Regulate emotions, thoughts, affects, motivations and actions of self and others - Monitor behavioural patterns of self and others - Cooperative - Responsible	- Passion for service - Serve and empower others - Focused on the wellbeing of employees and the community - Passion for service - Serve and empower others - Focused on the wellbeing of employees and the community
Servant	- Intellectual - Rational - Creative - Critical and analytical thinking skills - Values accomplishment & success - Find solutions for social problems - Goal-driven - Planning and organising skills - Resolve problems - Development of functional patterns of thinking and behaviour	- Energetic - Ambitious - Service to others is the priority - Concerned about and attentive to others' needs - Leads employees on a journey of self-discovery, self-actualisation and personal transformation - Intrinsic motivation - Interpersonal and emotional skills - Inspirational - Stewards	- Passion for service - Serve and empower others - Focused on the wellbeing of employees and the community - Passion for service - Serve and empower others - Focused on the wellbeing of employees and the community - Passion for service - Serve and empower others

	• Critical thinking	• Focused on the wellbeing of employees and community • Participative style • Passion for service • Serve and empower others • Focused on the wellbeing of employees and the community • Regulate emotions, thoughts, affects, motivations and actions of self and others • Monitor behavioural patterns of self and others • Cooperative • Responsible	• Focused on the wellbeing of employees and the community
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Table 4.14 above illustrates the advantages of an employee profile that includes **challenge** as career anchor, an **investigative or enterprising** personality type, **self-regulation** as human behaviour factor and all three leadership styles – **transactional, transformational and servant leadership**. This employee profile also provides for a balance between organisational skills, interpersonal skills and a service-orientation. The characteristics exhibited by challenge as career anchor, an investigative or enterprising personality and self-regulation as human behaviour compensates for the shortcomings of a service orientation with the inclusion of servant leadership. It is therefore imperative that a person with challenge as career anchor and either an investigative or enterprising personality type exhibits a servant leadership style.

Should challenge (career anchor), self-regulation (human behaviour factor) and the three leadership styles (transactional, transformational and servant leadership) be combined with a social personality style, the employee profile will be suitable to a leadership position through the demonstration of organisational skills (through the leadership styles), interpersonal skills (through a social personality type) and a service-orientation (through a servant leadership style and a social personality type) will still be included in the profile of the employee.

Table 4.15: Theoretical construct for dedication to service as career anchor for the SMS members in relation to leadership style

Career anchor → Personality type → Human behaviour → factor → Leadership style ↓	DEDICATION TO SERVICE		
	Social		
	Self-regulating		
	Organisational skills	Interpersonal skills	Service-orientation
Transactional	- Coordinating/organising - Problem-solving skills - Structures, processes and procedures to attain institutional goals - Contingent rewards and punishments - Extrinsic motivation - Analytical and critical thinking skills - Find solutions to complex problems - Non-participative style	- Inspirational - Strive to improve life for others - Participative style - Personal and individual attention - Harmonise relationships - Empower others - Passion for service - Serve and empower others - Focused on the wellbeing of employees and the community - Regulate emotions, thoughts, affects, motivations and actions of self and others - Monitor behavioural patterns of self and others - Cooperative - Responsible	- Passion for service - Serve and empower others - Focused on the wellbeing of employees and the community - Passion for service - Serve and empower others - Focused on the wellbeing of employees and the community
Transformational	- Coordinating/organising - Problem-solving skills - Motivate employees towards institutional success - Interpersonal and emotional skills - Analytical and critical thinking skills - Creativity/Innovation - Find solutions to complex problems - Participative style	- Inspirational - Strive to improve life for others - Participative style - Personal and individual attention - Harmonise relationships - Empower others - Passion for service - Serve and empower others - Focused on the wellbeing of employees and the community - Regulate emotions, thoughts, affects, motivations and actions of self and others	- Passion for service - Serve and empower others - Focused on the wellbeing of employees and the community - Passion for service - Serve and empower others - Focused on the wellbeing of employees and the community

		• Monitor behavioural patterns of self and others • Cooperative • Responsible	
Servant	• Find solutions for social problems • Goal-driven • Planning and organising skills • Resolve problems • Development of functional patterns of thinking and behaviour • Critical thinking	• Service to others is the priority • Concerned about and attentive to others' needs • Leads employees on a journey of self-discovery, self-actualisation and personal transformation • Intrinsic motivation • Interpersonal and emotional skills • Inspirational • Stewards • Focused on the wellbeing of employees and community • Participative style • Inspirational • Strive to improve life for others • Participative style • Personal and individual attention • Harmonise relationships • Empower others • Passion for service • Serve and empower others • Focused on the wellbeing of employees and the community • Regulate emotions, thoughts, affects, motivations and actions of self and others • Monitor behavioural patterns of self and others • Cooperative • Responsible	• Passion for service • Serve and empower others • Focused on the wellbeing of employees and the community • Passion for service • Serve and empower others • Focused on the wellbeing of employees and the community • Passion for service • Serve and empower others • Focused on the wellbeing of employees and the community

Table 4.15 above illustrates the advantages of an employee profile that includes **dedication to service** as career anchor, a **social** personality type, **self-regulation** as human behaviour factor and all three leadership styles – **transactional**,

transformational and servant leadership. From the above table it is evident that this employee profile provides for a balance between organisational skills, interpersonal skills and a service-orientation. The characteristics exhibited by dedication to service as career anchor, a social personality and self-regulation as human behaviour compensates exhibits a strong service-orientation. With a servant leadership style as primary leadership style, this employee profile is the strongest of the three in regards to a service-orientation.

Should dedication to service (career anchor), self-regulation (human behaviour factor) and the three leadership styles (transactional, transformational and servant leadership) be combined with an investigative or enterprising personality style, the employee profile will still be suitable to a leadership position as organisational skills (through transactional and transformational leadership), interpersonal skills (through dedication to service and a servant leadership style) and a service-orientation (through dedication to service and a servant leadership style) will still be included in the profile of the employee.

4.3. CONCLUSION

Following the literature review conducted in Chapter Two (leadership) and Three (career anchors and career choice theories) of this study, as well as the directives provided in the legislation, policy and frameworks, this chapter triangulated the literature as well as the deductions from Chapter Two and Three, culminating in the development of a theoretical construct for the archetypical career anchor (managerial competence) for public employees in administrative leadership positions (SMS members). It has been established that managerial competence, in combination with all three leadership styles (transactional, transformational and servant leadership), as well as the social personality type and self-regulating as a human behaviour factor, provide for the most suitable employee profile for leadership positions, such as an SMS position. Subsequently, the theoretical construct of the archetypical career anchors for SMS members was presented and interpreted in this chapter.

In Chapter Five of the study, the results obtained from the empirical investigation at the NSG is presented and interpreted. Thereafter, the conclusions and recommendations in relation to the role of career anchors in the appointment and development of the SMS members in the NSG are made in Chapter Six.

CHAPTER FIVE: EMPIRICAL STUDY OF THE NATIONAL SCHOOL OF GOVERNMENT

5.1. INTRODUCTION

Based on the theoretical framework, as well as the guidelines and directives provided in the statutory and regulatory frameworks through the literature review in Chapter Two (leadership style), Chapter Three (career anchors and career theories) and Chapter Four (theoretical construct for the career anchors and leadership style for an SMS member), an empirical investigation was conducted. The empirical research aimed to determine the career anchors and leadership styles of the SMS members in the NSG, (based on the aforementioned theoretical, as well as statutory and regulatory frameworks), with a view to recommendations made to the NSG on the appointment and development of the SMS members, based on their career anchors and leadership styles.

The primary purpose of this chapter is to present and interpret the results obtained through the empirical investigation in terms of which career anchor(s) and leadership style profiles of the SMS members in the NSG were revealed when assessed against the theoretical construct (Chapter Four). The results of the empirical research were obtained through personal and semi-structured interviews with open-ended questions and a self-administered, structured questionnaire, which were analysed and illustrated by means of figures and tables where applicable.

In Chapter 1, Section 1.5, the research methodology for the study was discussed in detail, although a brief overview is provided in the next section. Following the overview of the research methodology in the study, the results obtained through empirical research will be analysed and explained. Lastly, the primary findings of the empirical research are outlined and comparisons drawn between the empirical results and the theoretical construct as developed and discussed in Chapter Four of this study.

5.2. RESEARCH METHODOLOGY

The empirical research of this study followed a qualitative research approach which emphasises descriptions, meanings and an understanding of phenomena (Struwig & Stead, 2001:11). It is an in-depth analysis that examines the interaction between individuals and the concept/s under study (Struwig & Stead, 2001:11). For this study, the researcher aimed to determine, describe and explain the importance of considering career anchors and leadership style in the appointment of SMS members, specifically in the NSG, as well as to align specific career anchors with particular leadership qualities.

As stated in Chapter 1, Section 1.5.2, the empirical research followed a case study research design by means of two data collection instruments. The first instrument included semi-structured interviews with the DG and one HRM manager within the NSG (**Annexure A**). The second was a self-administered structured questionnaire, distributed to 30 SMS members in the NSG (**Annexure B**).

The study made use of purposive (judgemental) non-probability sampling for both the semi-structured interviews and self-administered questionnaire. Purposive (judgemental) non-probability sampling is a technique where particular persons or events are deliberately selected to provide and produce information that is important for the study and cannot be obtained from other choices (Taherdoost, 2016:23). In this case, the DG and HRM manager were deliberately selected, based on their knowledge and experience with the appointment and development of senior managers. The SMS members were also intentionally chosen as participants for the questionnaire based on their knowledge and experience within SMS positions. Moreover, the SMS members are the only employees that could answer questions relating to their career anchors. The population and sampling of the semi-structured interviews are indicated in Table 5.1 below.

Table 5.1: Population and sampling for semi-structured interviews

Participants	Population	Sample
DG	1	1
DDG	1	1
HRM managers	2	2

(Source: Researcher's own)

As indicated in Table 5.1 and Chapter 1, Section 1.5.4.1, the aim was to obtain a sample of one DG, one DDG and two HRM managers. However, only the DG and one HRM manager were available for interview; the DDG and the remaining HRM manager cited their unavailability due to tight work schedules.

Table 5.2: Population and sampling for questionnaire

Participants	Population	Sample
SMS members	40	30

(Source: Researcher's own)

Table 5.2 above indicates the population of the SMS members within the NSG, namely 40 members. The questionnaire was distributed among 30 SMS members to reach a sample size of 30 participants. However, only 20 SMS member completed the questionnaire. The relatively small sample size is justified by Cresswell *et al.* (2012:79), who state that qualitative research usually involves smaller sample sizes than quantitative research. However, the sample size of 20 SMS members still constitutes 50% of all the SMS members in the NSG.

The results that were obtained from the SMS members through the self-administered questionnaire are presented and analysed in the next section. Thereafter, the results obtained from the interviews are discussed.

5.3. RESULTS FROM QUESTIONNAIRE

As stated in Section 5.2, the questionnaire (**Annexure B**) was completed by 20 SMS members at the NSG. The questionnaire consisted of three sections:

- Section A (Consent form to participants in the study);
- Section B (Biographical information); and
- Section C (Questionnaire on career anchors).

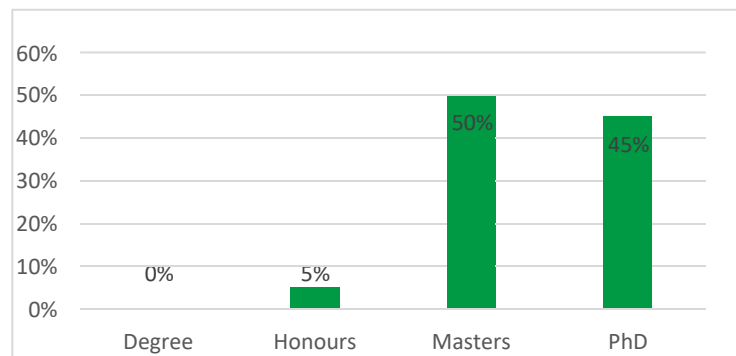
Section A of the questionnaire, the consent form, was completed by all the participants that participated in the study. **Section B** was also completed by all the participants, with questions based on participants' biographical information. The main purpose of the biographical information was to confirm participants' qualifications and years of experience within the NSG and as an SMS member. The biographical information also determined the age and gender group among SMS members in the NSG. The results obtained from Section B (biographical information) are presented and discussed in Section 5.3.1 below.

Section C of the questionnaire contained the questions pertaining to Schein's (2006) eight career anchors. As mentioned in the previous section, the SMS members were chosen to complete the questionnaire based on their knowledge and experience as senior managers and because their career anchors and leadership styles cannot be acquired from other sources besides themselves. Therefore, the purpose of the questionnaire was to establish the career anchors of the SMS members in the NSG. As stated, in Chapter 1, Section 1.5.4.2, quantitative data can be obtained from the questionnaire. However, the questions were qualitative in nature, focussing on particular characteristics and qualities in Schein's career anchors. The results obtained in Section C are discussed in Section 5.3.2.

5.3.1. Results from Section B of the questionnaire: Biographical information

The biographical information from the questionnaire required participants to identify their highest qualification, years of employment in the NSG, years of employment as an SMS member, gender and age. The results that were obtained from the biographical information of the participants are graphically presented and discussed in Figures 5.1 to 5.5 below.

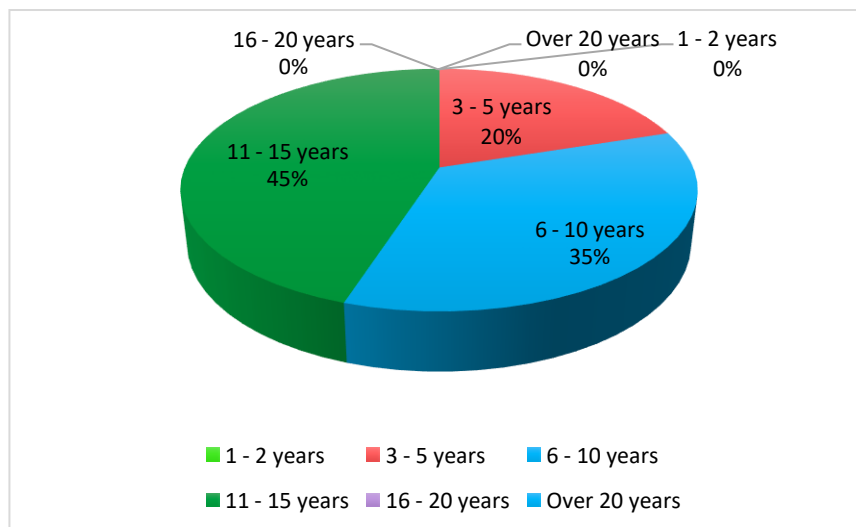
Figure 5.1: Highest qualification



(Source: Researcher's own)

Figure 5.1 indicates that the majority of the participants who completed the questionnaire have a Master's degree (50%), 45% have a PhD degree and 6% have an Honours degree (none of the participants have only a first degree). Therefore, all SMS members have obtained postgraduate qualifications. The importance of establishing the participants' qualifications was to confirm that the senior managers are highly qualified. The results above revealed that all the participants are indeed well-educated.

Figure 5.2: Years of employment in the NSG

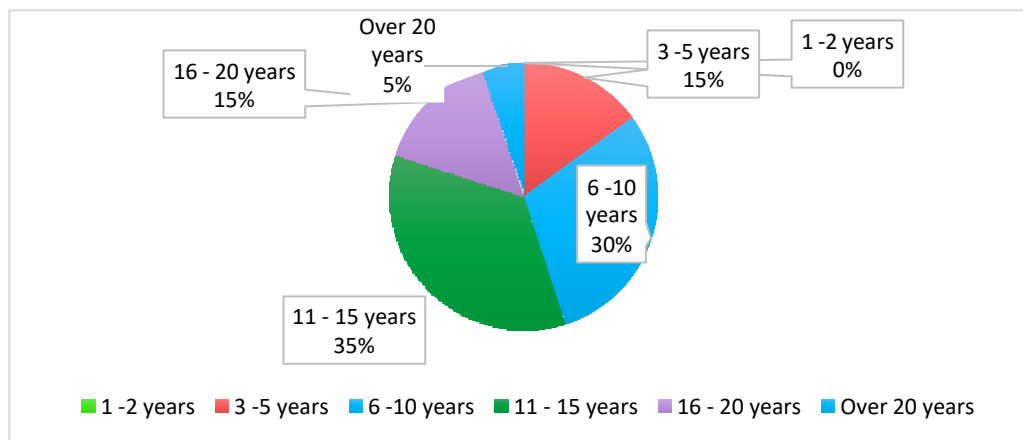


(Source: Researcher's own)

Figure 5.2 reveals that the majority of the participants (45%) have been employed in the NSG for a period of 11 – 15 years, 35% for 6 – 10 years and 20% for 3 – 5 years.

None of the participants have more than 16 years of experience. However, the results above show that the vast majority of participants (80%) have more than five years' experience in the NSG. This can be regarded as an adequate period of employment which would allow participants (SMS members) to understand the functional context of the NSG and the Public Service and to constructively answer the questionnaire, based on their experience.

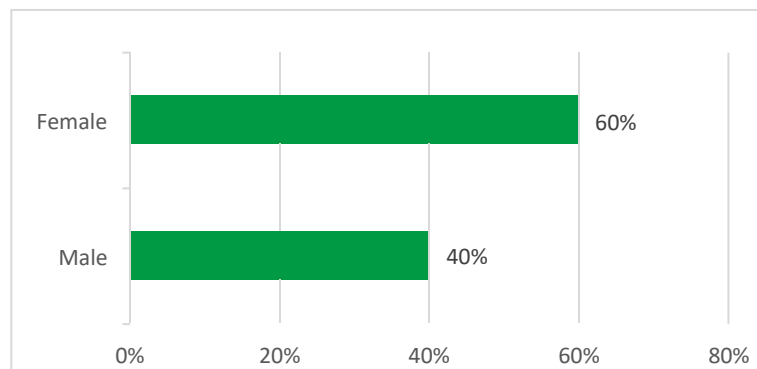
Figure 5.3: Years of employment as SMS member



(Source: Researcher's own)

Figure 5.3 reveals that the majority of the participants (35%) have been employed as an SMS member for a period of 11 – 15 years, 15% for 16 – 20 years and 5% for over 20 years. It is, therefore, clear that 55% of the SMS members have extensive experience as a senior manager in the NSG. A total of 30% of the participants have been employed as SMS members for 6 – 10 years. It can, therefore, be argued that the NSG has employees with substantive experience in their senior management positions; ones who could manage the efficient and effective functioning of the organisation and strengthen leadership and management capabilities.

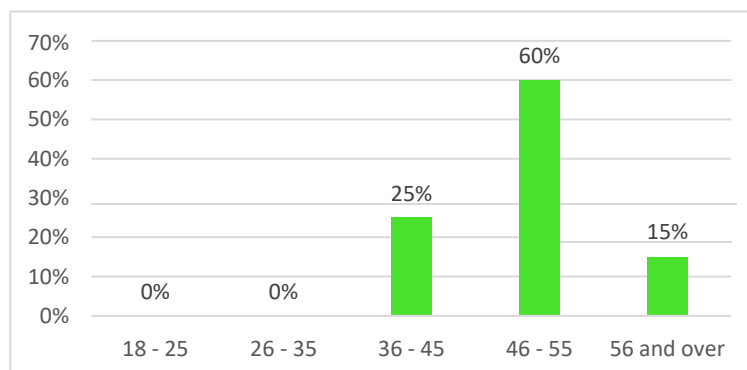
Figure 5.4: Gender



(Source: Researcher's own)

Figure 5.4 reveals that the majority of the participants (60%) are females and 40% are males. Although most of the participants are females, the gender distribution of the SMS members did not have a bearing on the results of the study. Only the career anchors and leadership styles of the participants were established, regarding their personality types and human behaviour factors.

Figure 5.5: Age



(Source: Researcher's own)

Figure 5.5 reveals that the majority of participants who completed the questionnaire (60%) are between the ages of 46 and 55 years, 25% are between the ages of 36 – 45 and 15% are between the ages 56 and over. According to Vermeulen (2016b:168), employees between the ages of 30 – 50 are at the establishment and/or maintenance stages of their career, where they are ready to find stability in their job. The results on the age distribution of the participants therefore reflect substantial work experience among the SMS members.

From the aforementioned biographical data, it can be concluded that the NSG has experienced and qualified SMS members. Furthermore, the participants represent a wide range of age, years of employment as SMS members, number of years employed in the NSG and highest qualifications. Therefore, it can be argued that these participants are a representative sample of SMS members at the NSG and are well-experienced and qualified to answer questions pertaining to career anchors and to assess their work preferences and behaviours. The results obtained from Section C of the questionnaire are discussed in the following sections.

5.3.2. Results obtained on Section C of the questionnaire: Career anchors

Section C of the self-administered structured questionnaire (**Annexure B**) consisted of 32 closed-ended questions. All the questions related to Schein's eight career anchors. Each career anchor was assessed by the responses to four questions. Participants were requested to indicate the most suitable answer (number) to a statement, based on their personal preference, choosing from the following scale (Figure 5.6):

Figure 5.6: Scale

Low	Medium	High	Very high
1	2	3	4

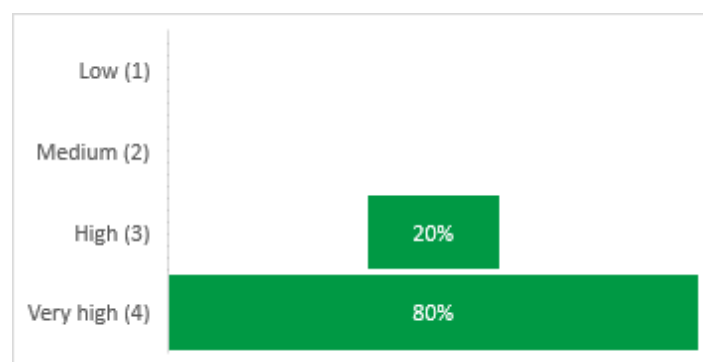
(Source: Researcher's own)

The purpose of the closed-ended questions in the questionnaire was to establish the career anchors of the SMS members in the NSG, revealing their specific career profiles (in combination with their leadership style), based on their work preference and behaviours. As mentioned in Chapter 1, Section 1.5.4.2 and Section 5.2, quantitative data can be obtained from the questionnaire, although the questions were structured in a qualitative nature. The results obtained from the questionnaire are categorised, illustrated, explained and interpreted in the sections below, according to Schein's eight career anchors.

5.3.2.1. Managerial competence

Question 1 in the questionnaire was based on **managerial competence** as a career anchor. In Question 1, the participants were asked whether they get fulfilment from their own work when they can coordinate, organise, integrate and manage the efforts of the institution and others to achieve a common goal. In responding to this question, the majority of the participants (80%) indicated that they *very highly* agree and 20% stated they *highly* agree, as illustrated in Figure 5.7 below.

Figure 5.7: Coordinate, organise, integrate, and manage the efforts of the institution

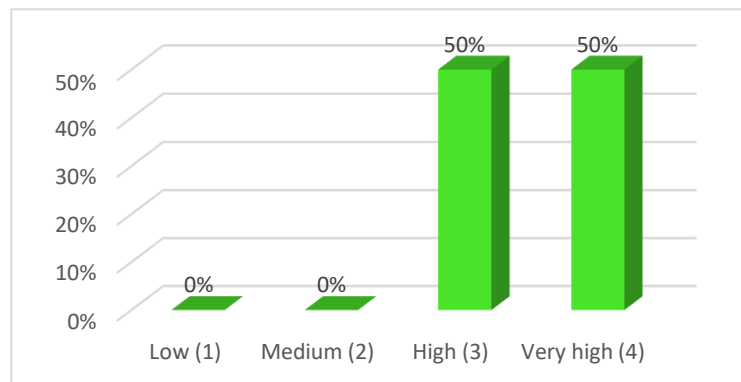


(Source: Researcher's own)

From the above results, it is clear all the participants experience job satisfaction and enjoy their management functions. This result is regarded as positive, as it speaks to the commitment and job satisfaction of the SMS members.

In Question 9, participants were asked to identify their level of work appreciation that would allow them to recognise and resolve problems in indefinite situations. Figure 5.8 below illustrates that 50% *highly* agreed and the remaining 50% *very highly* agreed.

Figure 5.8: Recognise and resolve problems in indefinite situations

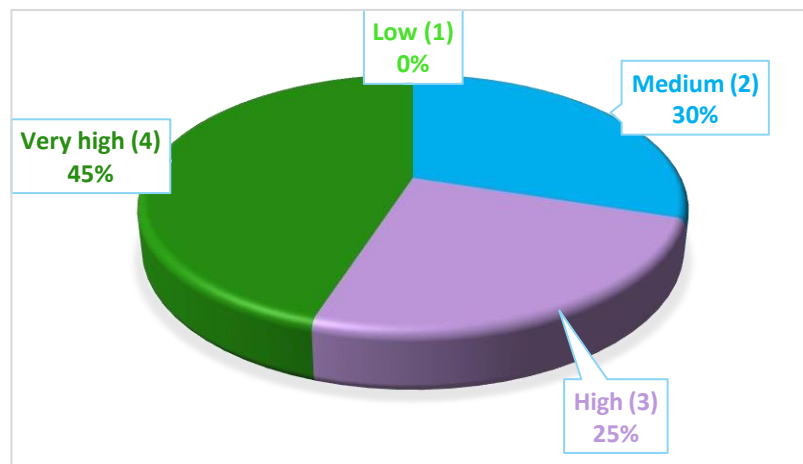


(Source: Researcher's own)

Based on the theory regarding career anchors, the results obtained from this question implied that the participants are good coordinators/organisers, effective problem-solvers and have good analytical skills to find solutions to unlimited and uncertain situations (Schein, 2007:27). These skills are similar to those of a person with an enterprising personality type and transformational leadership, with elements of transactional and servant leadership, as explained in Chapter 3, Section 3.2.4.1. A person with an enterprising personality type exhibits managerial skills and encourages others to achieve personal and institutional goals and values, as stated in Chapter 3, Section 3.2.3. However, as explained in Chapter 4, Section 4.3, managerial competence in combination with a social personality type and servant leadership is regarded as the most suitable for leadership positions.

Question 17 attempted to establish whether an SMS member would like to progress to a more senior management position in the near future. Figure 5.9 below illustrates that 45% of participants indicated that they *very highly* wish to do so and 25% of the participants indicated that they *highly* wish to progress to a more senior management position in the future. Only 30% partially (a choice of *medium* on the scale) want to progress to senior management.

Figure 5.9: Progress to a senior management position

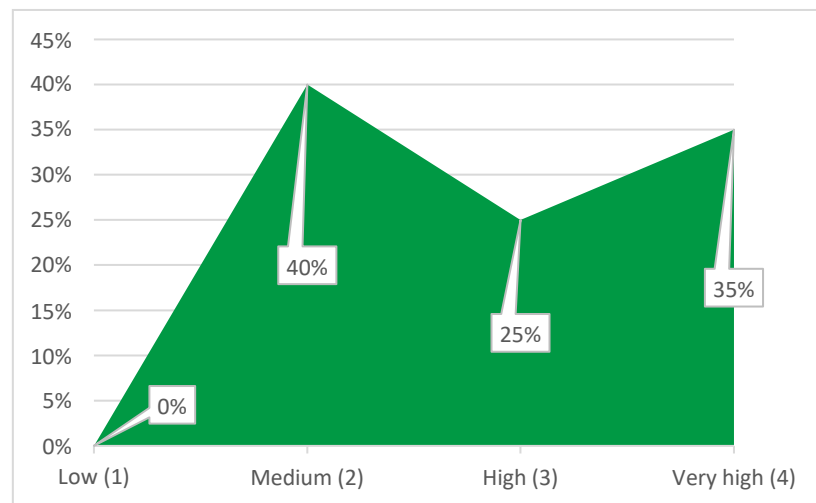


(Source: Researcher's own)

From the results above, it can be deduced that 70% of participants who indicated that they wish to progress to a more senior position are driven and committed to their careers. The 30% who only indicated a partial interest in career progression may be close to retirement or do not wish to take on more responsibility.

Question 26 aimed to establish whether an SMS member prefers to reach a management position in their area of knowledge and expertise rather than obtaining a more senior position in the institution. A total of 35% of participants indicated that they *very highly* prefer a position in their area of knowledge and expertise, 25% *highly* agreed, while 40% of the participants would simply prefer a senior position in the institution as indicated in Figure 5.10 below.

Figure 5.10: Reaching a position of manager in the area of knowledge and expertise



(Source: Researcher's own)

The above result is interesting, since 60% of the participants (35% *very highly* and 25% *highly*) indicated that they would prefer to progress in their area of knowledge or expertise, contradictory to what is expected from a person with managerial competence as a career anchor. The results obtained from the other questions relating to managerial competence as career anchor reflected that the vast majority of SMS members have managerial competence as a career anchor. However, the result obtained in this question reflects a discrepancy with the theory on managerial competence.

People with managerial competence as career anchor usually prefer a management position, as opposed to progressing with a career in their field of knowledge or expertise (Schein, 2007:27; Coetzee & Schreuder, 2009:119; Schreuder & Coetzee, 2013:196). People with this career anchor typically get fulfilment in coordinating, organising and making a positive contribution to the success of the institution and the work of others (Schein, 2007:27; Coetzee & Schreuder, 2009:119; Schreuder & Coetzee, 2013:196). Moreover, their interpersonal skills, analytical skills and emotional stability make them ideal for a management position (Schein, 2007:27; Coetzee & Schreuder, 2009:119; Schreuder & Coetzee, 2013:196).

Nevertheless, the results illustrated in Figure 5.7, Figure 5.8, Figure 5.9 and Figure 5.10 above reveal that the vast majority of participants have managerial competence as a career anchor, especially the 40% of the participants that indicated that they wish to progress to a more senior management position. It can be argued that the 60% of participants who indicated that they would rather progress in their field of expertise, may be frustrated that their qualifications in a particular field are, perhaps, underutilised. It furthermore indicates that these participants, although exhibiting managerial competence as career anchor, also portray a strong technical competence as career anchor (also see Section 5.3.2.2 below).

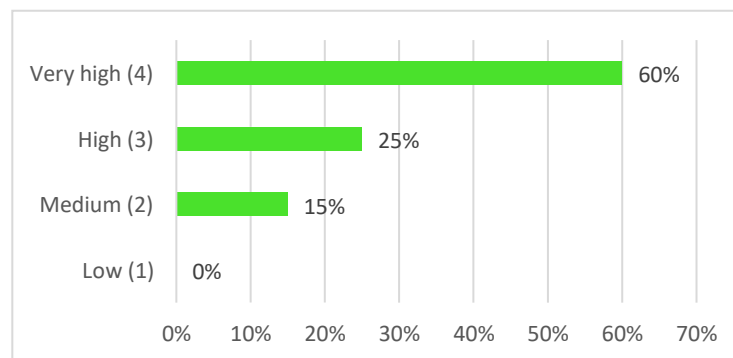
As stated in Chapter 3, Section 3.2.3, an SMS member with managerial competence as career anchor will already possess the qualities of a person with investigating or enterprising personality types (problem-solving, critical and analytical thinking, good organisational skills, a methodical manner of operating and good interpersonal skills). Therefore, it is argued that managerial competence, in combination with a social personality type and the three leadership styles – transactional, transformational and servant leadership – is the ideal career profile for leadership positions in the Public Service (SMS members) (see Table 4.13). This is because the social personality type and servant leadership style will ensure the inclusion of a passion for service as characteristic to the profile of the employee. A combination of managerial competence as career anchor with an investigative or enterprising personality type, with servant leadership or a managerial competence as a career anchor and a social personality type with transformational leadership in the profile of an employee can also be suitable for a leadership position.

In addition, it was established in Chapter 3, Section 3.2.4.2 and Chapter 4, Section 4.2.1 that Bandura's Social Cognitive Theory revealed that self-regulating as a human behaviour factor can be combined with managerial competence as a career anchor in an employee's profile, to ensure a suitable leadership profile. Self-regulation as a human behaviour factor should ideally be inclusive in the profile of an employee in a leadership position, irrespective of their career anchor and leadership style since it is all-encompassing of all the leadership characteristics.

5.3.2.2. Technical Competence

In Question 2, participants were asked if they consider themselves an expert in their functional field. Figure 5.11 below illustrates that 60% of the participants *very highly* agreed that they consider themselves experts in their functional field of knowledge, 25% *highly* agreed and 15% felt moderately (*medium*) as an expert in their functional field.

Figure 5.11: Expert in functional field

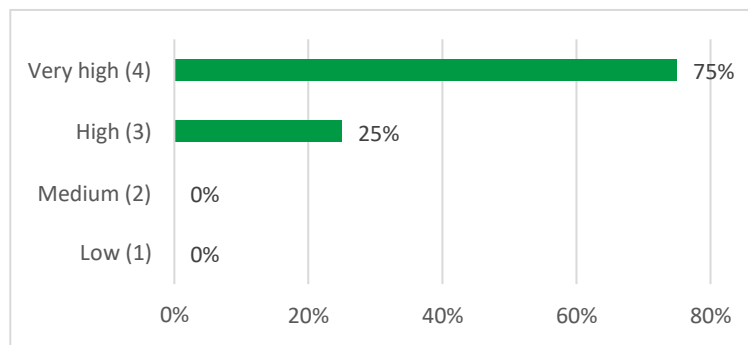


(Source: Researcher's own)

From the results indicated above, it is evident that the vast majority of participants (85%) are experts in their functional fields. This typically reflects technical competence as a career anchor.

In Question 10, participants were probed to indicate whether they feel most satisfied and fulfilled when they can use their skills and expertise to expand their abilities. The majority of the participants (75%) agreed *very highly* that they are most content when they can use their skills, abilities and expertise to expand their knowledge and 25% agreed *highly* (see Figure 5.12 below).

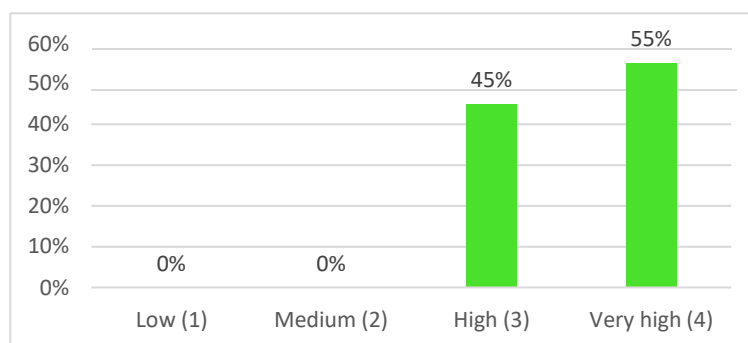
Figure 5.12: Skills and expertise to expand abilities



(Source: Researcher's own)

It is evident that 100% of the participants - to a great extent (*very highly* or *highly*) - feel most satisfied and fulfilled when they can use their skills and expertise to expand their abilities. It is important to note that these skills are not necessarily related to their qualifications. It may also relate to the skills they have acquired as senior managers. Question 18 aimed to establish whether a participant considers himself/herself a competent leader in their own field of specialisation. A majority of 55% of the participants agreed *very highly* and 45% agreed *highly* that they consider themselves a competent leader in their field of specialisation (see Figure 5.13 below).

Figure 5.13: Competent leader in a field of specialisation



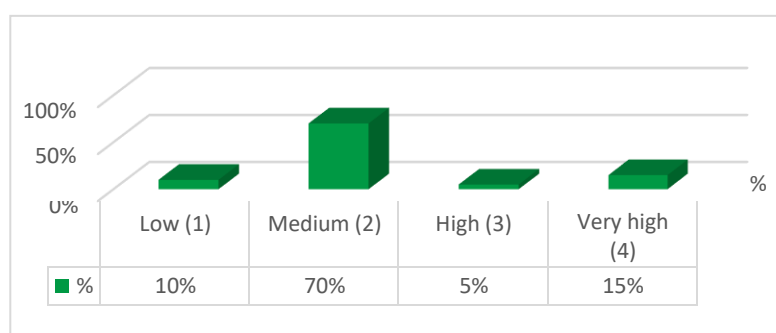
(Source: Researcher's own)

The above results emphasise that employees with technical competence as a career anchor are competent leaders in their own field of knowledge. However, as indicated in Chapter 3, Section 3.2.3, it was argued that employees with this career anchor will not make ideal leaders, due to their preference of excelling in their field of specialisation, as opposed to leading others in various fields of specialisation. The fact

that all the participants (55% *very highly* and 45% *highly*) agreed that they consider themselves leaders in their fields of specialisation is not concerning as it can be argued that it is typically people that excel in their field of expertise that will demonstrate the drive and commitment to take on a leadership position. Furthermore, excelling in a particular field of specialisation does not imply that a person will not be a good leader, provided that they also have managerial competence as a career anchor, in addition to technical competence.

In Question 25, participants were asked to identify if reaching a more senior position is more important than being a manager in one's field of knowledge and expertise. As illustrated in Figure 5.14 below, the majority of the participants (70%) indicated that they prefer to be a manager in their own field of knowledge and expertise, while 15% *very highly* agreed that they prefer a senior position in any field.

Figure 5.14: Senior position importance



(Source: Researcher's own)

The results obtained from this question confirm a strong technical competence as a career anchor among the participants. These results, however, also reflect a discrepancy with the results obtained with Question 26 (assessing managerial competence as a career anchor), where 60% of the participants indicated that they would rather pursue career progression in their area of knowledge or specialisation, whereas 70% indicated the same in response to this question. As was alluded to in Section 5.3.2.1, the participants indicating a preference for career progression in their field of specialisation may be frustrated that their qualifications in a particular field are perhaps underutilised or miss concentrating the majority of their time in an area in which they are skilled and enjoy. It may also be that, although the majority of

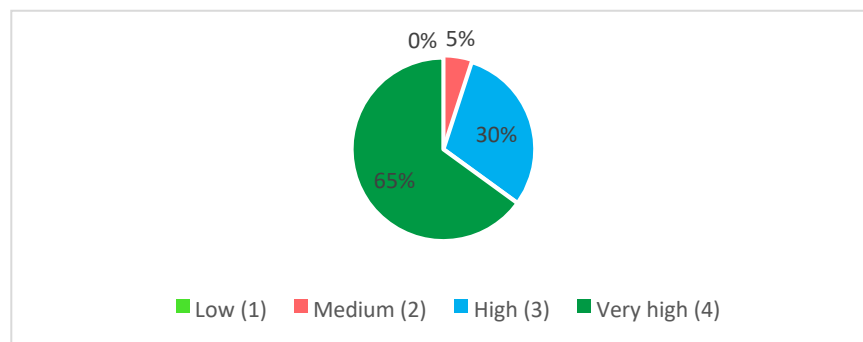
participants revealed a strong managerial competence career anchor, they also exhibit the characteristics of a strong technical competence career anchor. As mentioned above in relation to Question 18, when a person excels in a particular field of specialisation, it does not imply that the person will not be a good leader, provided that they also have managerial competence as career anchor, in addition to technical competence. This is the case with the majority of the participants (as established in Section 5.3.2.1 above).

The results indicated in Figure 5.11, Figure 5.12, Figure 5.13 and Figure 5.14 above reveal that these participants have technical competence as a career anchor, emphasising their skill and competence in their fields of knowledge and their willingness to find a way to use their skills to expand their ability (Schein, 2007:27; Schreuder & Coetzee, 2013:196). However, as stated in Chapter 3, Section 2.3.2, an SMS member with this type of career anchor will not necessarily be an ideal leader and they generally do not like to be in management positions (contrary to what is the case with these participants since they also exhibit a strong managerial competence as a career anchor) (Schreuder & Coetzee, 2013:196; Coetzee & Schreuder, 2009:119; Schein, 2007:27). Should an SMS member with technical competence as career anchor also possess good interpersonal and organisational skills, they may be an effective leader, which will be the case with a strong reflection of managerial competence as a career anchor. The combination of technical competence with a social personality type and servant or transformational leadership can also result in a suitable profile for a leadership position, as a social personality or servant leadership will ensure the inclusion of service-orientation as a characteristic. A combination of technical competence as career anchor with an investigative personality type is likely due to the sharing of similar characteristics (skilful in their field of knowledge and expertise; analytical and critical thinking skills; rational in nature and scientific). In such a case, it is important that the profile of the employee also includes servant leadership, to ensure the inclusion of a passion for service as characteristic. Without either a social personality type and/or servant leadership included in the profile of an employee with technical competence as a career anchor, they will not be a good fit for a leadership position.

5.3.2.3. Entrepreneurial Creativity

Question 3 of the questionnaire aimed to establish whether an SMS member will use any opportunity to create and establish new initiatives. An overwhelming majority of the participants (65%) *very highly* agreed and 30% *highly* agreed that it is important to create and establish initiatives that are new in the working environment, whereas 5% agreed moderately, as indicated in Figure 5.15 below.

Figure 5.15: Create and establish new initiatives

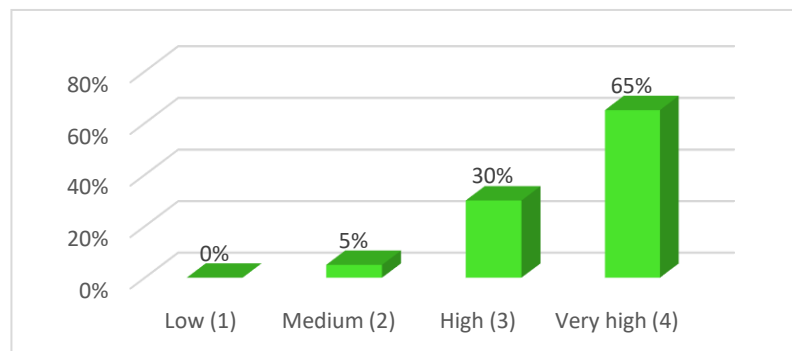


(Source: Researcher's own)

An overwhelming 95% of the participants regard themselves as having the ability to establish new initiatives. This characteristic of creativity/innovation resembles entrepreneurial creativity as a career anchor.

Question 11 aimed to determine whether employees always try to generate new ideas that would enable them to start new projects. Figure 5.16 below illustrates that 65% *very highly* and 30% *highly* agreed that they are constantly aiming to create new ideas for the institution.

Figure 5.16: Generate new ideas

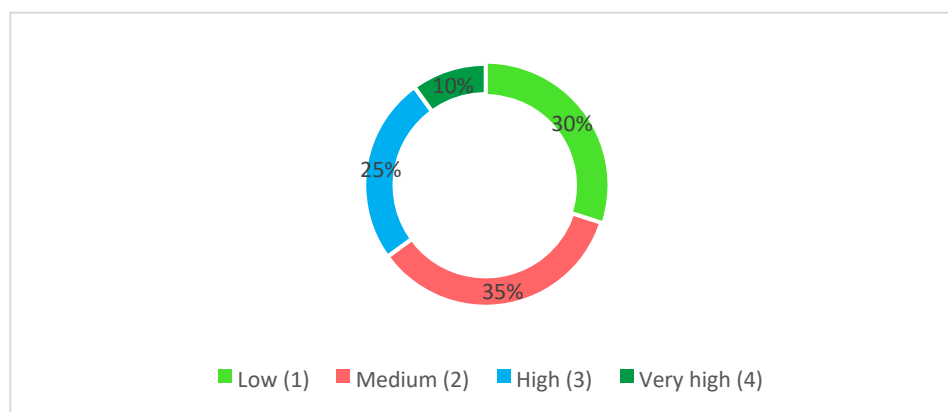


(Source: Researcher's own)

The results obtained from this question correspond with the results obtained from the previous question. This indicates a high level of entrepreneurial creativity among the participants.

Question 19 of the questionnaire aimed to establish whether employees much rather prefer to create and build their own business than be a manager in the Public Service. A tally of 30% (*low*) and 35% (*medium*) indicated that they would prefer a management position in the Public Service. Another 25% of the participants *highly* agreed that they would prefer to build their own business and 10% *very highly* agreed. These results are illustrated in Figure 5.17 below.

Figure 5.17: Create and build own business



(Source: Researcher's own)

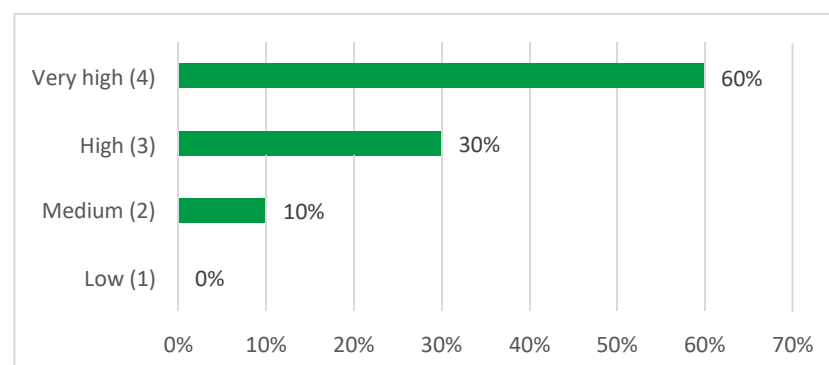
The result of 65% of participants indicating that they do not prefer to start their own business (30% *low* and 35% *medium*), can be regarded as employees that have

entrepreneurial creativity as a career anchor but prefer to focus their creativity in an innovative nature within the Public Service. This may be due to a wish to contribute to the social agenda or that they merely are comfortable in their current jobs.

In Section 5.3.2.8 below, the results obtained from the questionnaire pertaining to a dedication to service as a career anchor is given. The participants revealed an overwhelmingly high level of a dedication to service as a career anchor. It can be argued that the participants' strong passion for service may be the reason that they do not prefer to start their own business, despite a strong entrepreneurial creativity career anchor that was revealed.

In Question 27, participants were asked to indicate if their job satisfaction and passion are embedded in the freedom to be innovative and creative in their jobs. As illustrated in Figure 5.18 below, the results obtained from this question revealed that the majority of participants (60%) *very highly* agreed that their job satisfaction and passion is embedded in the freedom to be creative in their own field of specialisation and 30% *highly* agreed. Only 10% of participants moderately (*medium*) agreed.

Figure 5.18: Job satisfaction and passion embedded in freedom, innovation and creativity



(Source: Researcher's own)

The overwhelming response (90%) of participants indicating that their job satisfaction and passion is reliant on the ability to be creative and innovative, reveals a high entrepreneurial creativity career anchor. It may, however, also reflect a lack of

opportunity to act creatively/innovatively, given the rigid and regulated nature of the Public Service.

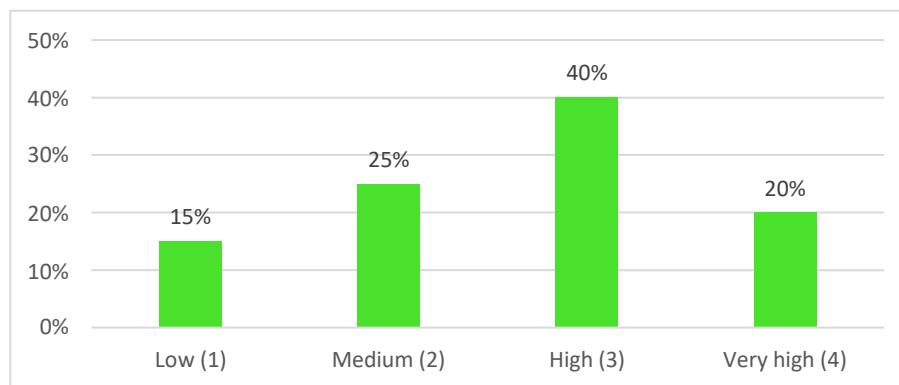
The results illustrated in Figure 5.15, Figure 5.16 and Figure 5.18 above reveal that the vast majority of participants have entrepreneurial creativity as a career anchor. As stated in Chapter 3, Section 3.2.3, employees with this career anchor are determined to show the world that they can generate innovative plans and projects that reflect the outcomes of their hard work and they put energy into an initiative which they will take ownership of (Schein, 2007:27; Coetzee & Schreuder, 2009:119; Schreuder & Coetzee, 2013:196). It can be argued that employees with entrepreneurial creativity as a career anchor may be effective leaders, as they have the ability to create, innovate and generate original ideas. However, since employees with entrepreneurial creativity as a career anchor are usually individual-oriented, it is not a given that they will be concerned about team effort and institutional performance, but rather with individual performance. However, should entrepreneurial creativity as a career anchor be combined with the social personality type and transformational or servant leadership in the profile of the employee, they may be suitable for a leadership position. Entrepreneurial creativity is regarded as a positive career anchor that can be used to the benefit of public policy and ultimately, the improvement of conditions of citizens. The combination of entrepreneurial creativity as a career anchor with a social personality type and/or servant leadership will ensure the inclusion of service-orientation in the profile of an employee.

Due to the correspondence of characteristics between entrepreneurial creativity as career anchor and the enterprising personality type (creativity/innovation; dislike of a structured environment; preference of complex tasks and challenges; ambition and determination), a person with entrepreneurial creativity as career anchor is likely to have an enterprising personality type. In such a case, this profile must be combined with servant leadership to ensure the inclusion of a passion for service as a characteristic.

5.3.2.4. Security/Stability

Question 4 aimed to establish whether the participants prefer having a job that is secure and stable rather than having the freedom to choose how they want to work. Only 20% of the participants *very highly* agreed that they prefer a secure and stable job, 40% *highly* agreed, 25% moderately (*medium*) agreed, while 15% indicated a *low* level of agreement. These results are illustrated in Figure 5.19 below.

Figure 5.19: Secure and stable job



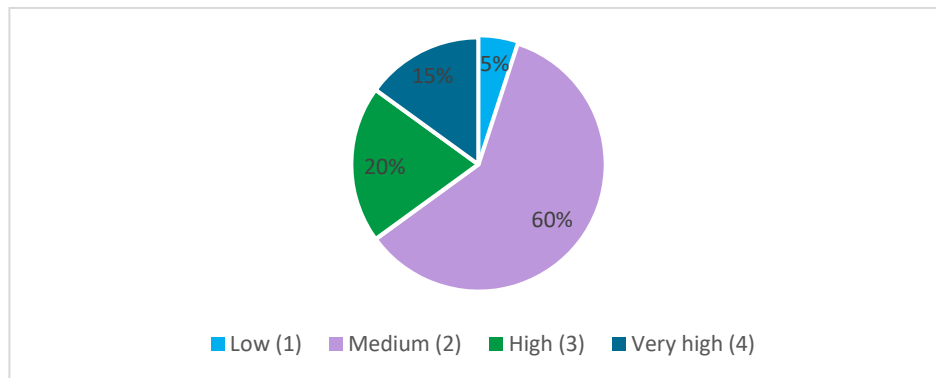
(Source: Researcher's own)

The above results, reflecting that 60% of the participants (20% *very highly* and 40% *highly*) prefer a secure and stable job, are interesting. It is clear that, although the participants' results can be interpreted as alignment to security and stability as career anchor, they also reflected significant characteristics and correspondence with career anchors, such as managerial skills (Section 5.3.2.1), technical competence (Section 5.3.2.2) and entrepreneurial creativity (Section 5.3.2.3), which are greatly opposed to stability and security, especially technical competence and entrepreneurial creativity. It can therefore be argued that employees, irrespective of their primary career anchor, still demonstrate the need for stability and security in terms of their jobs. This result may be related to the job market and national economic circumstances.

Question 12 aimed to establish whether a participant would feel uncomfortable working in an institution that takes a lot of risks. As illustrated in Figure 5.20 below, the majority of the participants (60%) indicated that they will feel moderately (*medium*) uncomfortable working for an institution that takes a lot of risks, while 5% indicated a

low level of agreement. Additionally, 15% of the participants indicated that they *very highly* agreed that they would rather choose a stable and secure work environment with little to no risks and 20% *highly* agreed.

Figure 5.20: Institutions taking risks

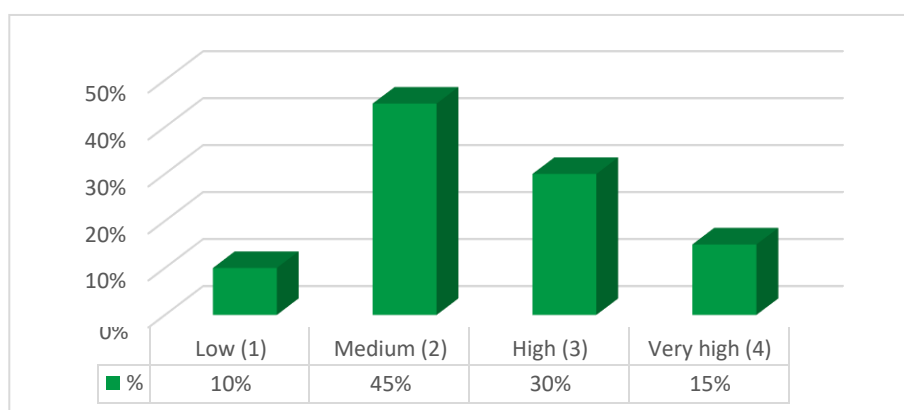


(Source: Researcher's own)

The results above reveal that the majority of participants (65%) are willing to work in an institution that takes risks depending on the complexity of the task and/or situation. Therefore, these responses do not indicate a strong resemblance with security and stability as career anchor. The responses to this question are also contradictory to the responses to Question 4 above, where the majority of participants (60%) indicated that they prefer having a job that is secure and stable rather than having the freedom to choose how they want to work. In regard to the current question, it is possible that the participants may not necessarily have related the taking of risks by their institution as a threat to their job security and stability and could perhaps have placed more focus on the rationale for the taking of risks (the complexity of the task and/or situation).

In Question 20, participants were probed to indicate whether job security and the benefits offered by the institution were their main considerations when they accepted their current position. Only 15% of the participants *very highly* agreed that the primary consideration of their current job position regarded the benefits offered by the institution and 30% *highly* agreed, whereas 45% moderately (*medium*) agreed and 10% indicated a *low* level of agreement (see Figure 5.21 below).

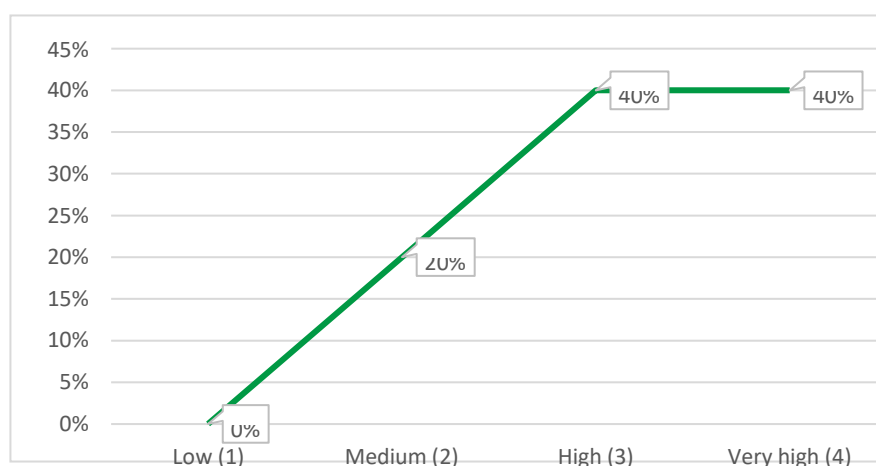
Figure 5.21: Job security and benefits primary considerations



(Source: Researcher's own)

The results obtained from the question above do not indicate a strong security and stability career anchor (45%). It appears that security and stability may be important to the participants but that job security and the benefits offered by the institution are not their primary considerations for career choices.

Figure 5.22: Secure & stable work environment



(Source: Researcher's own)

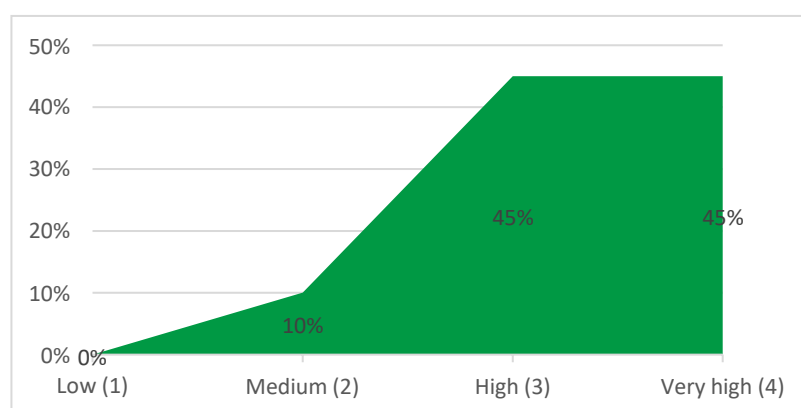
In question 28, participants were asked if they prefer to work in a career and environment that offers security and stability. The results above reveal that the majority of the participants (40%) *very highly* and (40%) *highly* prefers a working environment that offers security and stability. From the results illustrated in Figure 5.19, Figure 5.20, Figure 5.21 and Figure 5.22, it appears that the participants do have a sensitivity about job security and stability but that it is not their primary consideration in career choice.

As stated in Chapter 3, Section 3.2.3, it can be argued that an employee with security and stability as a career anchor is unlikely to be an effective leader, as their primary concern is their job security. They are not risk-takers or visionary, inspirational and innovative thinkers – these characteristics are required to lead and motivate others (Graham, 1991:105). None of the characteristics of the personality types highlighted in this study (social, investigative and enterprising) directly correspond with security and stability as a career anchor, but the social personality type may be the most suitable, since the characteristics of the investigative personality type and especially the enterprising personality type are in direct contrast to security and stability. This career anchor will most likely correspond with the transactional leadership style. However, the transactional leadership style must be combined with either transformational or servant leadership in the profile of the employee to ensure the inclusion of interpersonal skills, innovation and people empowerment. As discussed in Chapter 2, Section 2.2.2.1, transactional leadership should ideally be used in accordance with another leadership style to be effective. On its own, it will not be effective and can lead to decreased performance and low employee morale.

5.3.2.5. *Autonomy/Independence*

In Question 5, participants were asked if they prefer to do things in their way in a flexible manner through autonomous decisions. Interestingly, 45% of the participants *very highly* agreed, a further 45% *highly* agreed and 10% of the participants moderately (*medium*) agreed, as illustrated in Figure 5.23 below.

Figure 5.23: Flexible working and autonomous decisions

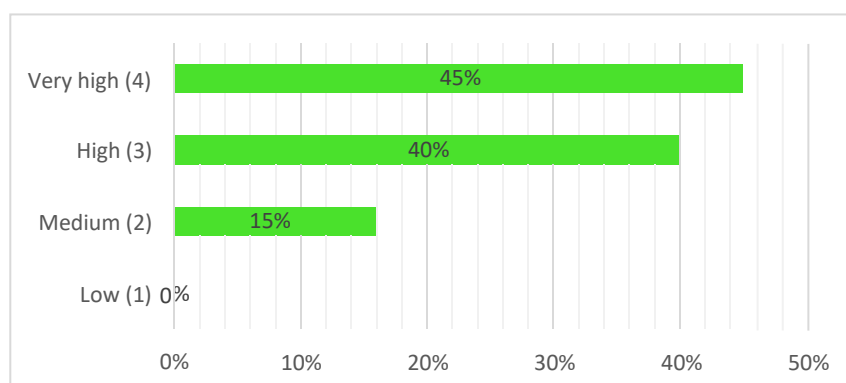


(Source: Researcher's own)

This result indicates an overwhelming 90% of participants that prefer flexibility in the work environment that allows for discretionary decision-making. People with this career anchor usually do not prefer a work environment that is as regulated as the Public Service (cf Schreuder & Coetzee, 2013:196) and may find their work environments stifling and challenging.

In Question 13, participants were asked if they dislike a job that is firmly structured. As illustrated in Figure 5.24 below, 45% of the participants *very highly* agreed that they dislike a structured environment, 40% of the participants *highly* agreed, while the remaining 15% moderately (*medium*) agreed.

Figure 5.24: Firmly structured job

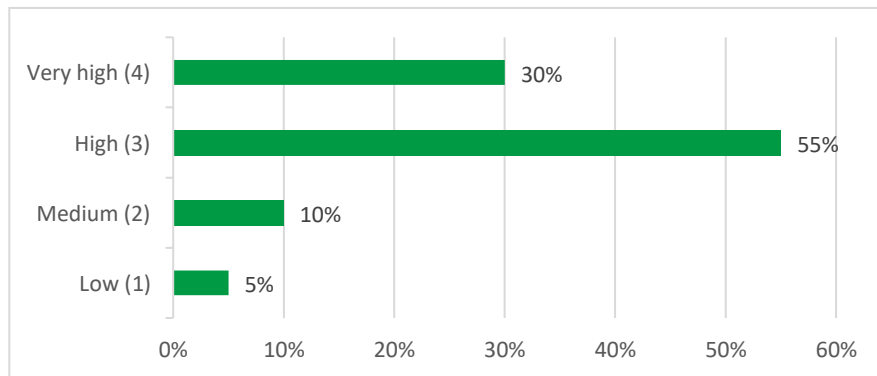


(Source: Researcher's own)

From the above results, it is evident that the vast majority of participants (85%) dislike a structured environment. As mentioned at the previous question, the Public Service environment that is highly structured and regulated, is not an ideal environment for people with a strong autonomy/independence career anchor.

In Question 21, participants were probed to establish whether they feel most successful in their career when they have the freedom to define their work. A total of 30% of the participants *very highly* agreed, 55% *highly* agreed, 10% moderately (*medium*) agreed and 5% indicated a *low* level of agreement. These results are illustrated in Figure 5.25 below.

Figure 5.25: Freedom to define own work

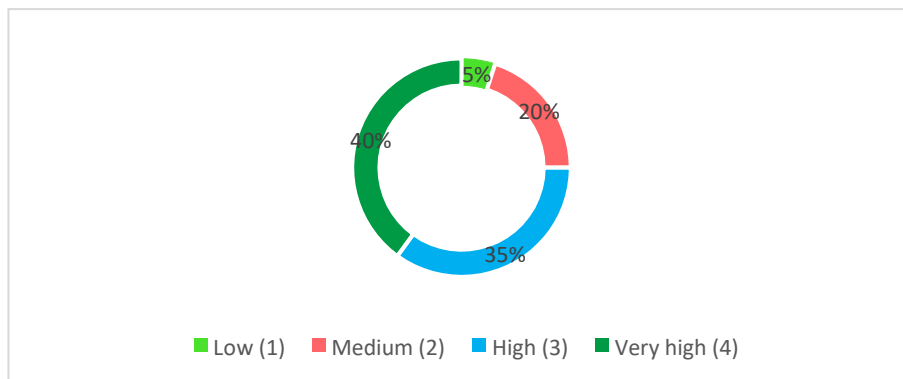


(Source: Researcher's own)

The results illustrated in Figure 5.25 above again revealed a significant percentage of participants (85%) that exhibit a strong autonomy/independence career anchor.

In Question 29 of Section C of the questionnaire, participants were asked if they strongly feel that they would rather leave their institution than stay in a job that will reduce or take away their autonomy, freedom and independence. As illustrated in Figure 5.26, 40% *very highly* agreed, 35% *highly* agreed, 20% moderately (*medium*) agreed and 5% indicated a *low* level of agreement.

Figure 5.26: Reduce autonomy, freedom and independence



(Source: Researcher's own)

The results obtained from this question confirmed a high level (75%) of the autonomy/independence career anchor. The results illustrated in Figure 5.23, Figure 5.24, Figure 5.25 and Figure 5.26 above, revealed that the majority of participants exhibit an autonomy/independence career anchor. As stated in Chapter 3, Section 3.2.3, employees with autonomy/independence as a career anchor, although likely to

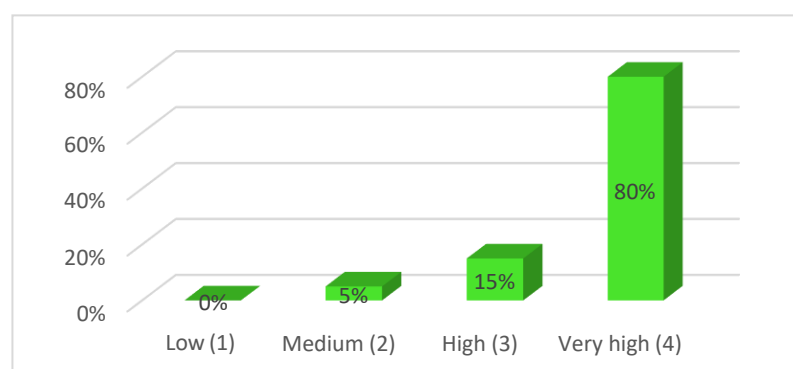
be high performers, are unlikely to be effective leaders since they like to work independently and do not flourish in a structured environment. Leaders typically function in structured environments, regulated by legislation, policies and procedures. Moreover, leaders cannot function independently from their followers and have to constantly build relations and cohesion, as well as motivate their followers (Goldman, 2012:75; Graham, 1991:105).

The autonomy/independence career anchor mostly demonstrates similarities with the investigative personality type (autonomous decision-making; independence and rational and innovative thinking). It is therefore, important to have a combination of autonomy/independence as career anchor and the investigative personality type with servant leadership to ensure the inclusion of a service-orientation in the profile of an employee.

5.3.2.6. *Lifestyle*

The purpose of Question 6 of the questionnaire was to probe participants on whether their ideal job is one that enables them to balance personal and family needs with a professional career. The majority of the participants (80%) *very highly* agreed that their ideal job should provide a work-life balance, 15% *highly* agreed with this notion and 5% moderately (*medium*) agreed (see Figure 5.27 below).

Figure 5.27: Balance personal, family and career needs

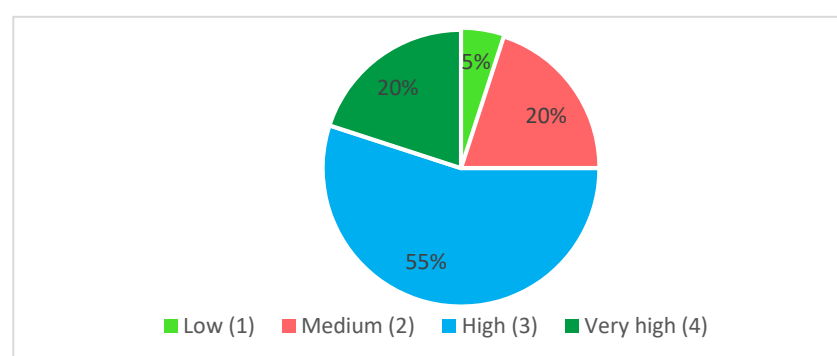


(Source: Researcher's own)

These results revealed that the majority of participants (95%), place a high value on a work-life balance. This is a typical characteristic of lifestyle as a career anchor.

In Question 14 of Section C in the questionnaire, the aim was to establish whether SMS members want to make every aspect of their lives a success, even if they have to sacrifice certain aspects of their lives. Figure 5.28 below illustrates that 20% of the participants *very highly* agreed, 55% *highly* agreed, 20% moderately (*medium*) agreed and that 5% indicated a *low* level of agreement.

Figure 5.28: Successful life

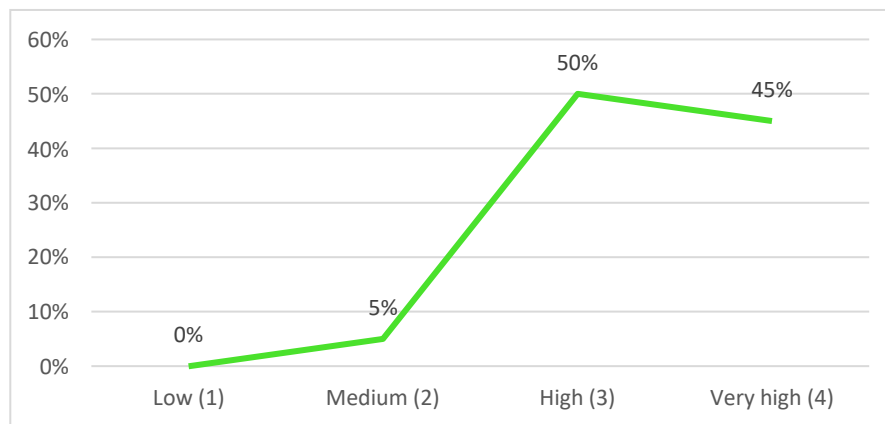


(Source: Researcher's own)

The high result of 75% of participants indicating that they are willing to make sacrifices to succeed in their careers are contradictory to the results obtained from Question 6 above - where an overwhelming 95% of the participants indicated that they *highly* or *very highly* value a work-life balance. It can be argued that the participants did not necessarily realise that these sacrifices can relate to their personal and family lives. However, the willingness to make sacrifices to succeed in a career speaks to commitment, which is regarded as a positive characteristic for a senior management position.

In Question 22, participants were asked whether keeping a balance between work, family and personal commitments is more important than a promotion to a more senior position. Interestingly, 45% of the participants *very highly* agreed with this statement, 50% *highly* agreed and 5% moderately (*medium*) agreed (see Figure 5.29 below).

Figure 5.29. Balance between work, family and personal commitments

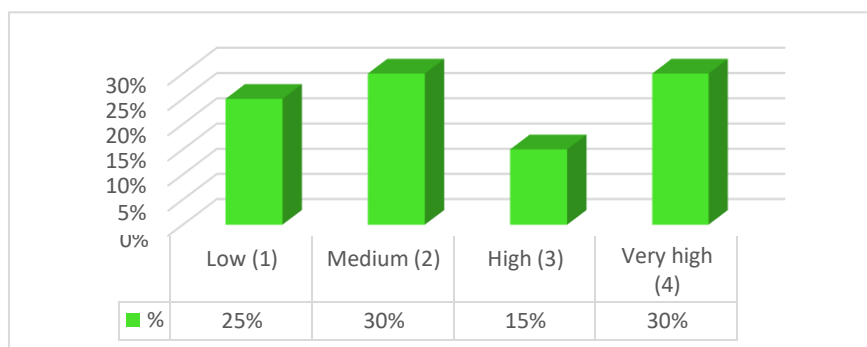


(Source: Researcher's own)

The results obtained from the question above correspond with the results obtained from Question 6 (the first question assessing lifestyle as career anchor). In both instances, 95% in both instances indicated the (high) value that they place on a work-life balance.

In Question 30, participants were asked to indicate if they choose their career on the basis that it would minimise interference with home and/or family concerns. Figure 5.22 below illustrates that only 25% of the participants did not consider the interference their career will have on home and/or family matters (with a further 30% indicating that it only has a moderate – *medium* – influence on their career choice). Another 15% of the participants indicated that they *highly* agree that they consider the interference their career will have on home and/or family matters and 30% indicated that they *very highly* agree with this statement.

Figure 5.30: Minimise interference with home or family concerns



(Source: Researcher's own)

The above results revealed that 45% of the participants regard the interference that their career will have on their home and/or family life as important. The results obtained from this question (to some extent) contradicts the results obtained from Question 6 and Question 22, where 95% in both instances indicated the high value that they place on a work-life balance which demonstrated a strong lifestyle career anchor. It can be argued that although the participants regard a work-life balance (lifestyle as a career anchor) as important, they will not pass on a good job opportunity if the work-life balance needs to be sacrificed.

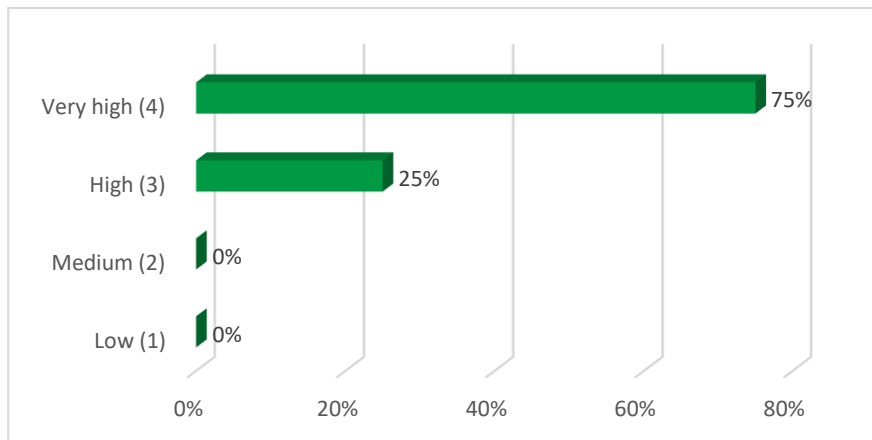
The results shown in Figure 5.27, Figure 5.28 and Figure 5.29 above indicate that the majority of the participants have lifestyle as a career anchor, with the exception of Question 30 (Figure 5.30 above), as explained above. As stated in Chapter 3, Section 3.2.3, since effective leaders often work additional hours to the usual office hours, driven by their pursuit for institutional success (Khan & Naidoo, 2011:4), it is often likely for them to sacrifice family and personal time. However, for an employee with lifestyle as a career anchor, such an imbalance will not be acceptable.

The characteristics of lifestyle as career anchor mostly relate to those of the social personality type – idealistic, cooperative and generous (Schein, 2007:27; Coetzee & Schreuder, 2009:119; Schreuder & Coetzee, 2013:196). The combination of lifestyle as a career anchor with the social personality type should ideally be combined with either a transactional or servant leadership style.

5.3.2.7. *Challenge*

In Question 7, participants were probed to determine whether they enjoy undertaking difficult tasks and solving complex problems. Figure 5.31 below illustrates that all the participants (25% *highly* and 75% *very highly*) agree that they enjoy undertaking complex tasks and problems in their careers.

Figure 5.31: Undertaking difficult tasks and solving complex problems

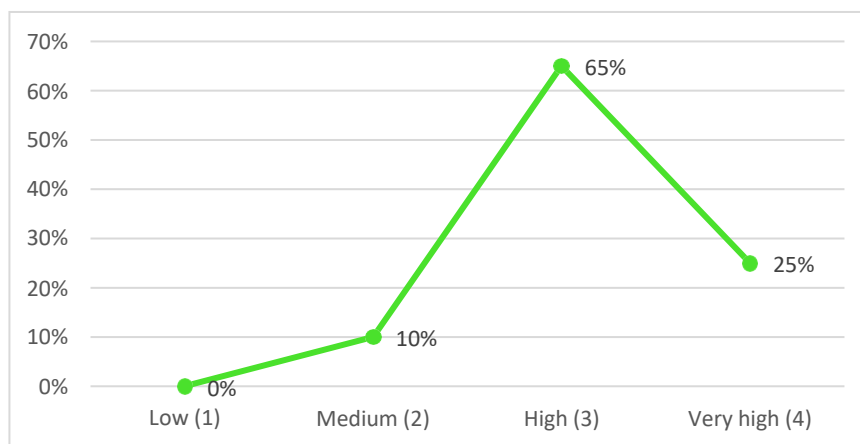


(Source: Researcher's own)

From the results above, it is evident that all the participants reveal challenge as a career anchor. This is a positive trait for a senior management position, since a person with this career anchor enjoys undertaking difficult tasks and explaining or solving complex problems (Schein, 2007:27). This type of employee never chooses the easy way to solve a problem and likes to achieve goals that seems impossible (Schreuder & Coetzee, 2013:196). Challenge is also one of the three career anchors that have been highlighted in Chapter 3, Section 3.2.3 as suitable for an SMS position.

In Question 15, participants were probed on establishing whether solving complex problems is more important than achieving a managerial position. Only 25% of the participants *very highly* agreed that they do not consider the achievement of a managerial position as important as solving complex problems, 65% *highly* agreed and 10% moderately (*medium*) agreed (see Figure 5.32 below).

Figure 5.32: Solving complex problems

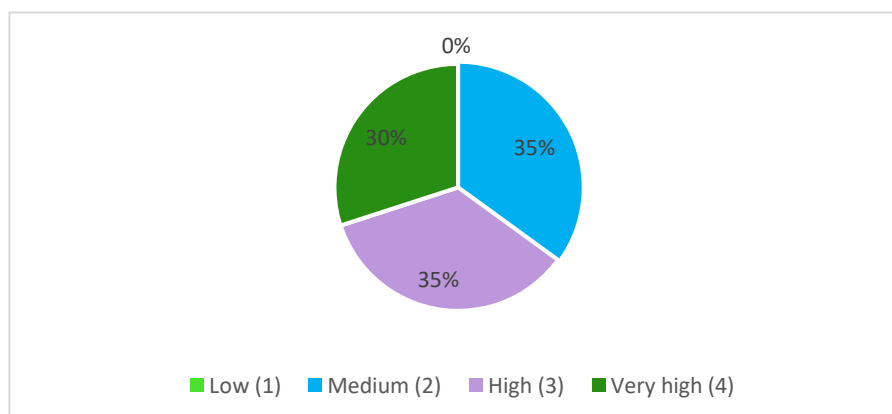


(Source: Researcher's own)

These results again confirmed that the vast majority of participants (90%) enjoy challenges and the solving of complex problems. Challenge is therefore a strong career anchor among the participants. As indicated above, this result is regarded as positive for a senior management position.

In Question 23 of the questionnaire, participants were requested to indicate if they tend to become bored easily when a job or task does not present enough of a challenge. Figure 5.33 below shows that 30% of the participants *very highly* agreed, 35% *highly* agreed and a further 35% moderately (*medium*) agreed.

Figure 5.33: Lack of challenge from a job or task

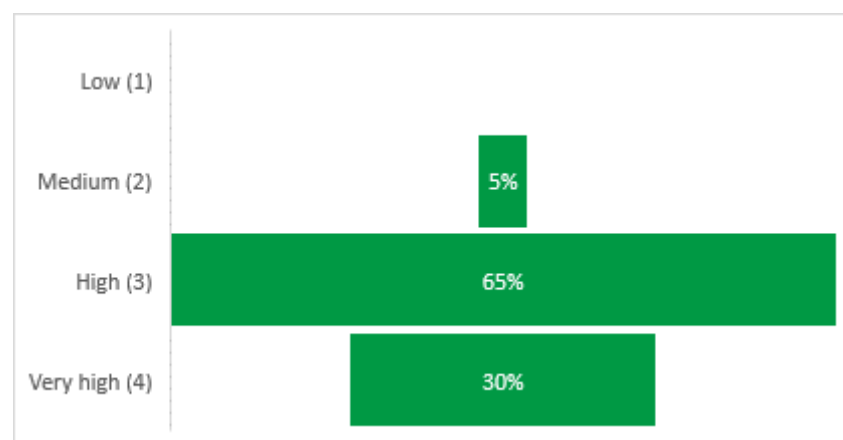


(Source: Researcher's own)

The above results reveal that a total of 65% of participants will get bored when a task does not present a challenge. Although this is a majority, it is not an overwhelming majority, where 35% indicated that they will not get bored in such a situation. It can be argued that, although the majority of the participants prefer a challenging task, they do not necessarily get bored. This may be representative of their sense of responsibility and understanding that a management position sometimes presents less pleasant tasks but that they must still be completed.

Question 31 of the questionnaire aimed to determine whether a person thrives on a challenge and finds job satisfaction when resolving complex problems. Only 30% of the participants *very highly* agreed, 65% *highly* agreed and a small percentage of 5% moderately (*medium*) agreed (see Figure 5.34 below).

Figure 5.34: Thrive on challenge and resolving complex problems



(Source: Researcher's own)

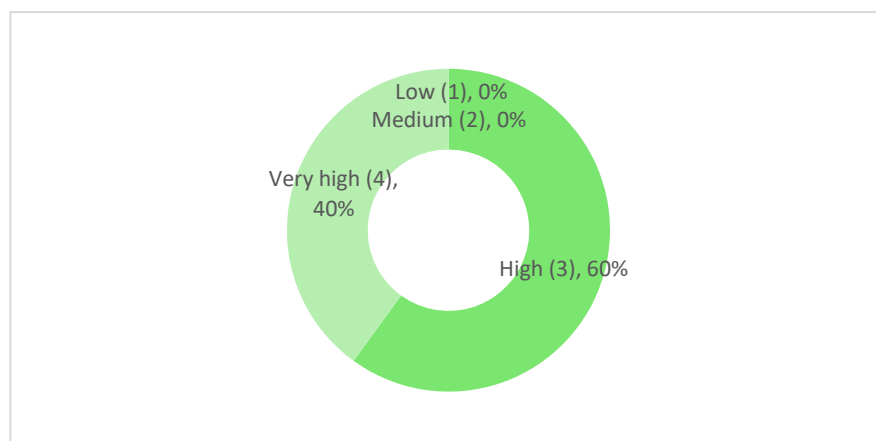
The results illustrated in Figure 5.34 above again illustrates an overwhelming presence of challenge as career anchor. The results illustrated in Figure 5.30, Figure 5.31, Figure 5.32, Figure 5.33 and Figure 5.34 above reveal that the vast majority of participants have challenge as a career anchor, where they enjoy undertaking difficult tasks and explaining or solving complex problems. As stated in Chapter 3, Section 3.2.3, it can be argued that an employee that has challenge as a career anchor will make an effective leader as they will not falter in the face of challenges.

As stated in Chapter 3, Section 3.2.3, this career anchor predominantly focusses on overcoming challenges and resolving complex problems to attain institutional success and therefore mostly relates to transformational leadership. In such a case, where there is a combination of challenge as career anchor and transformational leadership, an ideal personality type for the profile of an employee would be the social personality type, to ensure the inclusion of a passion for service as characteristic. However, challenge as career anchor may very well correspond with the investigative or enterprising personality types due to the sharing of characteristics such as analytical and critical thinking, rationality, creativity and innovation, ambition and determination. In a case where an employee's profile includes challenge as career anchor, with an investigative or enterprising personality type (see Table 4.14), it should ideally also be combined with servant leadership to ensure the inclusion of service orientation.

5.3.2.8. *Dedication to service*

In Question 8 of the questionnaire, participants were asked if they favour a work environment that is in line with their morals, values and beliefs rather than skills. All the participants agreed with this statement (40% *very highly* and 60% *highly*). These results are illustrated in Figure 5.34 below.

Figure 5.35: Work environment containing morals, values and beliefs



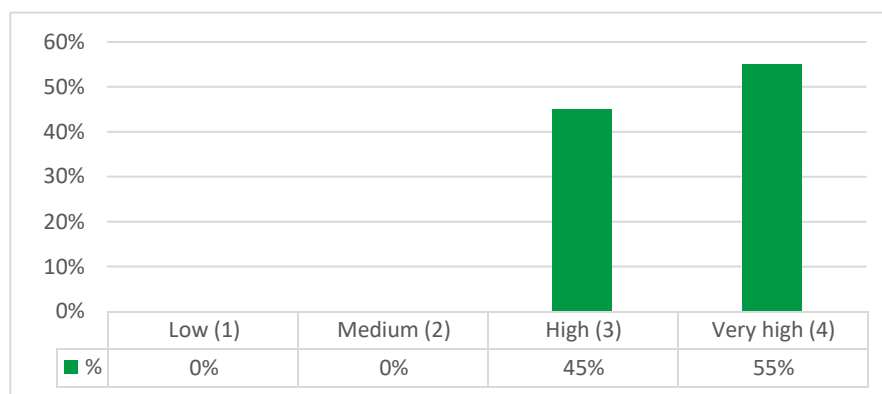
(Source: Researcher's own)

The results illustrated in Figure 5.35 above reveal a strong dedication of service as career anchor among the participants. Given the context of the Public Service, with a

focus on service delivery as well as the achievement of the human rights enshrined in the Constitution and the socio-economic objectives, indicated in the NDP (RSA, 2011a:3), this is a significant career anchor for public leaders.

In Question 16 of the questionnaire, participants were asked if they are prepared to do something that will inspire a person to improve the lives of others. The majority (55%) of the participants *very highly* agreed to this notion and 45% *highly* agreed.

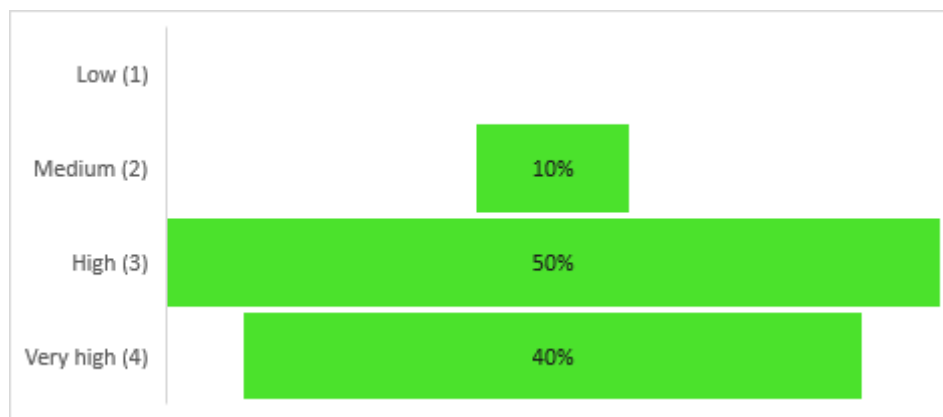
Figure 5.36: Prepared and inspired



(Source: Researcher's own)

The results above overwhelmingly indicated a dedication to service as career anchor (100%). Question 24 of the questionnaire aimed to determine whether participants are willing to change employers in order to carry out their passion in life. The majority of the participants (90%) indicated that they are willing to pursue their passion, even if it means they have to change employers (40% *very highly* and 50% *highly*). Only 10% of the participants moderately (*medium*) agreed to this statement (see Figure 5.36 below).

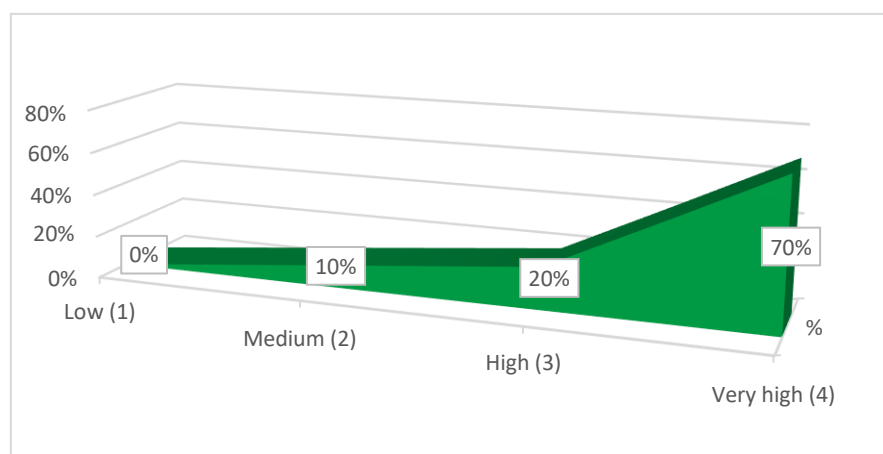
Figure 5.37: Change employees to carry out passion in life



(Source: Researcher's own)

In Question 32 of Section C of the questionnaire, participants were probed to indicate if they will only accept promotion if the new position meets the needs and requirements of their value system. The majority of the participants (70%) *very highly* agreed that they would do so and 20% *highly* agreed, while 10% moderately (*medium*) agreed. Figure 5.38 below illustrates these results.

Figure 5.38: Decline promotions unless new position meets the needs and requirements of value system



(Source: Researcher's own)

The results illustrated in Figure 5.35, Figure 5.36 Figure 5.37 and Figure 5.38 above reveal that the majority of the participants have dedication to service as a career anchor, where they favour work environments that are in line with their morals and beliefs, rather than their skills. As stated in Chapter 3, Section 3.2.3, employees that

have a dedication to service as a career anchor are likely to be effective and servant leaders; they are interested in empowering others and improving their wellbeing (Schein, 2007:27; Coetzee & Schreuder, 2009:119; Schreuder & Coetzee, 2013:196). This type of person will also likely have a social personality type due to the characteristics of good interpersonal skills and the primary focus on the service to others. Dedication to service as career anchor and the social personality type should ideally be combined with transformational or servant leadership in the profile of an employee to be suitable for a leadership position (see Table 4.15). When dedication to service as career anchor is combined with an investigative or enterprising personality type, it should ideally also be combined with either transformational or servant leadership.

The results obtained from all the questions in the questionnaire revealed and/or confirmed certain combinations of career anchors, leadership styles, personality types and human behaviour factors that were established in the literature review in Chapter Two and Three. The ideal combinations of leadership style, personality type and human behaviour factor for each career anchor are indicated in Table 5.3 below. As mentioned in Chapter 3, Section 3.2.4.2 and Chapter 4, Section 4.2.1, self-regulating as human behaviour factor has been singled out as the factor that should be included in the profile of each employee that wishes to occupy a leadership position, due to its inclusion of all the leadership characteristics (as identified in Chapter 2, Section 2.2).

Table 5.3: Ideal employee profiles for an SMS position

Career anchor	Personality type	Leadership style	Human behaviour factor
Managerial competence	Social	Servant/Transformational	Self-regulating
Managerial competence	Investigative/Enterprising	Servant	Self-regulating
Technical competence	Social	Servant/Transformational	Self-regulating
Technical competence	Investigative	Servant	Self-regulating
Entrepreneurial creativity	Social	Servant/Transformational	Self-regulating
Entrepreneurial creativity	Enterprising	Servant	Self-regulating
Security and stability	Social	Servant/Transformational	Self-regulating
Autonomy and independence	Investigative	Servant	Self-regulating
Lifestyle	Social	Servant/Transformational	Self-regulating

Challenge	Investigative/Enterprising	Servant	Self-regulating
Challenge	Social	Servant/Transformational	Self-regulating
Dedication to service	Investigative/Enterprising	Servant/Transformational	Self-regulating
Dedication to service	Social	Servant/Transformational	Self-regulating

(Source: Researcher's own)

Although transformational and/or servant leadership are included in the majority of the profiles above, it is important to also include elements of transactional leadership. As established in Chapter 2, Section 2.2.2.3, elements of all three leadership styles should be included in the profile of an SMS member to allow for situational leadership, demanded by a variety of circumstances and challenges an SMS member will deal with.

Further to the aforementioned, the responses obtained from the questionnaire revealed more interesting results about the career anchors of the participants. In Chapter 3, Section 3.2.3 and Chapter 4, Section 4.3, three career anchors were highlighted as the most suitable (archetypical career anchors) for an SMS position: managerial competence, challenge and a dedication to service. Further to this, it was explained that managerial competence as career anchor already includes challenge as a quality and since dedication to service as a career anchor does not necessarily include organisational management skills, managerial competence should receive precedence as the most ideal career anchor for a leadership position. It was deduced that a person with managerial competence as career anchor will already possess the qualities of a person with investigating or enterprising personality type (problem-solving, critical and analytical thinking, good organisational skills, a methodical manner of operating and good interpersonal skills). The study, therefore, argues that **managerial competence** as career anchor in combination with a **social personality type** and **transformational** or **servant** leadership, as well as **self-regulation** as a human behaviour factor, is the most ideal profile for leadership positions in the Public Service (SMS members).

Although the participants revealed managerial competence as a career anchor to a large extent, it was not the highest rating career anchor. A dedication to service was the highest rating career anchor among the participants (95%), followed by technical

competence (91%), challenge (88%), autonomy and independence (84%), entrepreneurial creativity (79%), managerial competence (78%), security and stability (66%) and lifestyle (65%). Table 5.4 below indicates the results obtained from the questions on all the career anchors. The table includes the percentages obtained in the results where the participants indicated that they *very highly* or *highly* agreed with statements.

Table 5.4: Results on career anchors for SMS members

Percentage → Career anchors ↓	Very highly	Highly	Total
Managerial competence	80%	20%	100%
	50%	50%	100%
	45%	25%	70%
	*40%	*0%	40%
			78%
Technical competence	60%	25%	85%
	75%	25%	100%
	55%	45%	100%
	*70%	*10%	80%
			91%
Entrepreneurial creativity	65%	30%	95%
	65%	30%	95%
	10%	25%	35%
	60%	30%	90%
			79%
Security and stability	20%	40%	60%
	60%	20%	80%
	15%	30%	45%
	40%	40%	80%
			66%
Autonomy and independence	45%	45%	90%
	45%	40%	85%
	30%	55%	85%
	40%	35%	75%
			84%
Lifestyle	80%	15%	95%
	*20%	*5%	25%
	45%	50%	95%
	30%	15%	45%
			65%

Challenge	75%	25%	100%
	25%	65%	90%
	30%	35%	65%
	30%	65%	95%
			88%
Dedication to service	40%	60%	100%
	55%	45%	100%
	40%	50%	90%
	70%	20%	90%
			95%

*Where questions were asked in an inverse format, the results indicated at medium and low were used.

(Source: Researcher's own)

The overall results from the questionnaire revealed that the SMS members in the NSG rated strongly in various career anchors, with especially high ratings for *dedication to service*, *technical competence* and *challenge*. All three of these career anchors include numerous positive traits. Two of these three career anchors (dedication to service and challenge) were also in Chapter 3, Section 3.2.3 established as archetypal career anchors for SMS members. A dedication to service is especially valuable for the Public Service due to the context and nature of the Public Service and its primary focus being service delivery. Challenge as a career anchor is also constructive for the profile of an employee in a leadership position due to the ability to creatively problem-solve whilst persevering in the face of challenges.

Technical competence, although not highlighted as an archetypal career anchor, is beneficial in combination with archetypal career anchors. Technical competence as a career anchor reflects an employee's excellence and leadership in a particular field in which they specialise. This knowledge and expertise demand respect in the workplace. In Chapter 3, Section 3.2.3, it was indicated that employees with technical competence as a career anchor will not necessarily make ideal leaders, due to their preference of excelling in their field of specialisation, as opposed to leading others in various fields of specialisation. However, should a person with technical competence as a career anchor also possess good interpersonal and organisational skills, they may be an effective leader. The results above reflect the inclusion of good interpersonal skills through a dedication to service. Good organisational skills are not necessarily directly reflected in the three top-rated career anchors of the participants

(although challenge as career anchor holds elements thereof) but in combination with particular personality types or leadership styles. Those qualities can be included in the profile of an employee (as indicated in Table 5.3 above).

However, the career anchor that has been established as the primary archetypical career anchor, managerial competence, did not rate as highly as others among the participants. Therefore, the NSG can target their training and development efforts in improving certain qualities that will contribute to a stronger managerial competence among its SMS members. The participants, however, did not portray a low level of managerial competence (79%) but it merely was not the career anchor in which they had rated highest; they rated higher in several other career anchors and therefore the recommendation is that they can improve in managerial competence. In totality, however, the participants revealed balanced profiles with high ratings in several significant career anchors.

As indicated in this chapter, Section 5.1 and Section 5.2 (as well as in Chapter 1, Section 1.5.4.1 and Section 1.5.4.3), in addition to the questionnaire that was completed by the SMS members in the NSG, the DG and one HRM manager were interviewed. The results obtained from the interviews are revealed and discussed in the next section.

5.4. RESULTS FROM INTERVIEWS

This section outlines the results obtained from the interviews held with the DG and one HRM manager employed at the NSG. Due to the DG and HRM manager's long service record in the NSG, valuable information was gathered. The main purpose of the interviews was to gain knowledge and insight on the current practices in terms of the appointment of the SMS members in the NSG, as well as probing their views regarding the consideration of career anchors and leadership styles during the recruitment and selection process of the SMS members. The interview schedule comprised out of three sections:

- Section A (Consent form to participate in the study)
- Section B (Biographical information)
- Section C (Career anchors and leadership styles).

Section A, the consent form, was signed by both interviewees. The questions pertaining to the biographical information in **Section B** were completed by the researcher upon requesting the information from the interviewees. Section 5.4.1 below provides the results from Section B of the interview schedule. **Section C** of the interview schedule comprised of the questions pertaining to career management and leadership styles for SMS members in the NSG. Section 5.4.2 below reveals the results obtained from Section C of the interview schedule.

5.4.1. Section B results of the interviews: Biographical information

The purpose of the biographical information was to determine the suitability and experience of the interviewees in their respective positions. The required information consisted of the interviewees' job position, the period of employment at the NSG and period of employment in the current position. The biographical information results from the two interviewees are illustrated in Tables 5.5 and 5.6 below.

Table 5.5: Interviewee A (DG) biographical information

Biographical aspect	Interviewee's answer
Job position	Director-General
Period of employment at the NSG	11 years
Period of employment in current position	10 months

(Source: Researcher's own)

The respondent has been employed with the NSG for 11 years and has been the DG for the past 10 months at the time of the interview. The interviewee, therefore, possesses broad knowledge and experience in regard to the environment, processes and procedures of the NSG, SMS members, leadership styles as well as HRM practices at the NSG.

Table 5.6: Interviewee B (HRM manager) biographical information

Biographical aspect	Interviewee's answer
Job position	Human Resource Manager
Period of employment at the NSG	12 Years
Period of employment in current position	10 Years

(Source: Researcher's own)

Interviewee B, the HRM manager, has been employed in the NSG for 12 years and 10 years as an HRM manager at the time of the interview. The interviewee can be considered as someone that possesses broad knowledge and valuable experience of HRM policies and practices, especially with regards to the recruitment and selection process of the SMS members.

5.4.2. Section C: results of the interviews: Career anchors and leadership styles

The interview schedule contained six open-ended questions on different aspects of career anchors (under the ambit of career management as an HRM practice) and leadership styles (**Annexure A**). The results obtained from the interviewees are presented, interpreted and analysed in the following section.

5.4.2.1. Implementation of career management as HRM practice in the NSG

The first question of the interview aimed to establish whether career management as an HRM practice is implemented in the NSG. The interviewees were also requested to indicate to which extent/how it is implemented or if it is not implemented to provide reasons. Interviewee A indicated that in the public sector, career management is implied. However, it is not an easy task to implement career management since it is a very formal theoretical structure in terms of grading and post levels. Interviewee A stated that the answer would be both yes and no for the implementation of career management in the NSG.

Interviewee A indicated that career management within the NSG permits an employee to apply for any promotional post for which they deem themselves qualified, when there are opportunities to develop and prepare for promotional positions. Interviewee

A also indicated that the NSG is structured in the same manner as any other government department where an employee can apply for higher positions and can progress through a position. Interviewee A identified the NSG's annual performance development plans (as a method of career management), where a person can identify training that they think is relevant and where they would want to advance to in their career, although it is not a guarantee that the employee will proceed to the next level position.

Interviewee A indicated that the NSG does have this career management structure in place (as mentioned above) for employees to develop in their career. She did acknowledge that the opportunities of career development/career management practices are generally weak in the government (including the NSG) and that it might be slightly more difficult to fully practice career development/career management in the Public Service compared to the private sector. Interviewee A identified herself as a prime example of someone who rose through the ranks; she has been employed in the government for 30 years, starting in a low-level position and progressing in her career to upper management in the Public Service.

Interviewee B stated that career management as a unique function is isolated in the NSG's HRM department. Interviewee B also indicated that when the performance management process is effective, especially in relation to what is expected of an individual to structure their performance agreement and PDP, it ensures that progress during a person's career is available. Interviewee B stated career management as an HRM practice is partly implemented, although she believed that the primary responsibility of career management should be that of the employee rather than having a specific programme or method in HRM. As stated in Chapter 3, Section 3.2, one of the most important role players in career management is the employee; therefore, the employee has already been tasked through policy and legislation to be primarily responsible for their career management (RSA, 1997:29). Career management should thus include a process where employees collect information about the workplace and themselves to realise their capacity, values, interests, lifestyle and abilities (Vermeulen, 2016b:165).

The interviewees' responses revealed that career management is only partially implemented in the NSG, where futile attention and emphasis is placed on the importance and implementation of career management of their employees. As stated in Chapter 3, Section 3.2, once the implementation of career management is effectively implemented, the employee will experience job satisfaction, as well as personal growth and development and the employer will experience improved productivity within the institution (Nokhwali-Mboyi, 2017:25). In concurrence of the aforementioned, the White Paper on HRM, 1997, states that when career management is effectively implemented, it allows employees to exploit the potential of their careers by means of development opportunities, training and growth, which in turn develops the human resource capacity of an institution (RSA, 1997:43).

From the aforementioned, it can be deduced that managers in the NSG should be made more aware of not only job requirements in relation to organisational needs but also the career desires of their employees and to provide support in this respect. In this regard, career anchors can assist as elements that direct career choices and reveal personal work preferences.

5.4.2.2. *Suitability of career anchors for SMS positions*

The purpose of the second question of the interview was to determine whether the NSG considers the career anchors of candidates to establish their suitability for SMS positions. The interviewees were also requested to indicate to which extent/how they are implemented or to provide reasons if they are not.

Interviewee A indicated that career anchors are not used or implemented in the NSG. However, the NSG does make use of a list of SMS competencies regarding suitability for appointment. Interviewee A stated that when a person applies for an SMS position, the advertisement will specify the skills and competencies needed from an SMS member as part of the job description. These SMS competencies are used once recruitment and selection take place, where the interview process will test, on a very superficial level, a person's knowledge and skills. The two best candidates that are recommended for the SMS position need to go through a competency assessment

process that is done by an independent industrial psychologist, who is contracted by the NSG. Those competencies will then be measured and tested on both candidates through a six-hour assessment.

The competency assessment focuses specifically on a candidate's managerial competencies in government/public sector. The SMS candidates are either found competent or not yet competent. Interviewee A indicated that ultimately, the potential competent employee will receive a report of the outcome and appointment into a senior management position. As alluded to in Chapter 2, Section 2.3.4, the competency assessment (by means of the LMCF, Chapter 5 in the SMS Handbook), is used to ensure that the SMS members have the necessary competencies and associated proficiency levels to succeed at a strategic level, describing the different activities and behaviours, expected of the SMS members (RSA, 2003:158-159). However, as established in the aforementioned section, the behavioural indicators can be aligned to particular leadership styles and none of the proficiency levels of the LMCF directly relate to servant leadership. The LMCF also does not make use of career anchors in its assessment of potential SMS members.

Interviewee B stated that the NSG does not consider the career anchors of candidates, because the way appointments take place in the NSG/the government is too formalised a process. Interviewee B indicated that there is no specific indicator established in the NSG's HRM criteria which indicates that a person's typical career anchor should be considered. The NSG only assesses the quality and relevance of a candidate's qualifications and experience, as well as the suitability of the individual in the interview process.

Interviewee B further indicated that since her appointment in the NSG as an HRM manager, she has not been in an interview where career anchors are specifically considered. However, she referred to the competency assessment test that is conducted by an independent psychologist once the best two candidates are identified. Interviewee B stated that the competencies (competency name, definition and proficiency levels) that SMS members are tested on are outlined and explained in the SMS Handbook.

As highlighted in Chapter 2, Section 2.3.4, the SMS programme was established and developed to give recognition to the crucial role that managers play in the efficient and effective functioning of the Public Service (RSA, 2003:2). The LMCF was drafted, where the LMCF (Chapter 5 of the SMS Handbook, 2003) ensures that a consistent approach towards human performance is followed throughout the Public Service from national to provincial levels (RSA, 2003:157). Ultimately, this Competency Framework is the core foundation and a key driver of effective HRM, describing the different activities and behaviours expected of the SMS members, by using a common set of strategies and scales. In addition, the LMCF ensures that the SMS members have the necessary competencies and associated proficiency levels to succeed at a strategic level (RSA, 2003:158-159).

The response of Interviewee B, stating that the government is too formalised to consider the assessment of career anchors, does not justify the exclusion thereof since it can merely be included in the formalised process. The purpose of the study included the establishment of shortcomings in the use/consideration of career anchors in the appointment and development of the SMS members, that were clearly illustrated as a reality through the interviews. Furthermore, as stated in Chapter 1, Section 1.1 and Chapter 3, Section 3.3, the lack of mentioning career anchors in any legislation or policies or taking notice of their benefits, is regarded as a shortcoming in the selection process of the SMS members. As stated in Chapter 3 Section 3.2.2, in consideration of the significance of career anchors in terms of an employee's work preference, innate talents, motivation and leadership abilities, it is unfortunate that they are not considered in the NSG and Public Service.

5.4.2.3. Leadership styles for SMS positions

This question of the interview aimed to establish whether the NSG considers the leadership style (transactional, transformational and/or servant leadership) of candidates to establish their suitability for SMS positions. Interviewee A indicated that the NSG considers leadership styles and addresses this type of question in every interview, where the candidate needs to indicate what they think their leadership style ought to be, although Interviewee A further stated that candidates always provide a

textbook answer. Further to this, candidates tend to answer this type of question perfectly, because they normally expect it as a question in the interview. The candidate typically defines a leadership style and states they are that type of leader.

Interviewee A indicated that from personal experience, all candidates indicate that they are either a situational, transformational, and/or transactional leader. However, she has experienced that this does not realise in practice and the candidate's behaviour does not reflect what the candidate identified in the recruitment and selection process as their ideal leadership style. In addition, Interviewee A identified that a candidate's leadership style is tested in the competency assessment test, although it is superficial since a candidate is asked to do self-reflection. Interviewee A acknowledged that the assessment of a leadership style through the LMCF it is not always effective since a person may have blind spots in terms of their own personality and behaviour, which devalues a candidate's answer – they also tend to give the textbook answers to ensure that they pass the test.

Ultimately, Interviewee A emphasised that asking this type of question in the competency test does not add any value as to what type of leader a person considers themselves to be. She further suggested that the NSG implement a process of personality tests that will evaluate a person's behaviour and approach in certain situations and therefore their leadership style. Thereafter, a process can be developed to determine what type of leader a person is, based on the results obtained in the personality test.

Interviewee B stated that in the interview process, candidates are probed on what type of leader they are and to give relevant scenarios, although she also indicated that the answer does not always reflect in practice. Interviewee B specified that when the best two candidates are identified after the interview process, the prescribed competency assessment (proficiency levels), will test candidates (potential SMS member) to some extent on their problem-solving skills/ability, how they as a leader will handle a given situation and even have some reflection on a person's personality, but it only indicates whether the candidate is suitable or not suitable for an SMS position. Interviewee B acknowledges that the competency assessment is not always effective as candidates

will say they are a specific type of leader simply to pass the test. Interviewee B stated that a personality test and framework can be created to assess a candidate on what type of leader they are.

From the aforementioned results, it is clear that both interviewees realise the shortcomings in the assessment of the leadership style of a potential SMS member. They both acknowledged that it could be better assessed through a personality test, rather than a competency test or interview, which both result in subjective answers.

In Chapter 2, Section 2.2.2, it was explained that to establish an ideal and effective leadership style for the SMS member, it can be argued that elements of all three leadership styles (transactional, transformational and servant leadership) should guide the construction of the ideal profile for public leaders (SMS members). The NSG uses the LMCF, especially in relation to proficiency levels, to establish the ideal leadership style of a candidate. However, it was revealed in Chapter 2, Section 2.3.4 that none of the proficiency levels directly relate to servant leadership. This is concerning, given the context of the Public Service (democratic developmental state) and the primary focus of the government (service delivery). Additionally, in the absence of servant leadership elements in the SMS proficiency levels, the implication is that the servant leadership elements are not considered in either leadership development or the appointment of senior managers in the Public Service.

From the interview results above, it is also interesting to note that both interviewees' do not acknowledge the use of the LDMSF that was developed specifically for SMS members. As indicated in Chapter 2, Section 2.3.5, the LDMSF was created to provide a strategy for the management and development of SMS members as administrative leaders that are responsible for the transformation of the Public Service, to deliver services to citizens (RSA, 2003:1; Naidoo, 2009:12). The results obtained from the interviews revealed that both the LMCF and LDMSF should be structured and considered more effectively when recruiting and selecting SMS members in the NSG, in combination with servant leadership.

5.4.2.4. *Ideal leadership style for SMS members*

The purpose of this question, based on the interviewees' personal experiences, was to establish what they regard as the ideal leadership style for an SMS member (transactional, transformational or servant leadership). The interviewees were also requested to provide reasons for their answer. Interviewee A suggested that servant leadership is the preferred style although if a person is a strong leader or a strong senior manager, they need to be able to adjust as a leader since there are certain situations and circumstances where the leadership style may differ.

Interviewee A further indicated that, based on her personal experience, there is not one generic type of leader. The government is a large organisation, therefore there are many different types of dimensions that are expected of a senior manager and they must move and adjust between different leadership styles to be successful in their career. Interviewee A also emphasised that one may find, for example, someone who is a very strong transactional leader that will be extremely successful in their area of appointment and expertise, although when they are moved to a different area and they continue being that kind of leader they will not succeed because it is not what is required of the working environment.

Interviewee A acknowledged that adaptability is a key component as an SMS member, by recognising what kind of leadership role a person needs to fulfil in a given situation to function effectively as a manager. She also stated that, personally, she felt adaptability is more important than having only one type of leadership style.

Interviewee B stated that she regards an SMS member with a transactional leadership style in the current Public Service as negative. She opined that transactional leadership should only be present under middle management. According to Interviewee B, an SMS member's ideal leadership style should either be a servant or transformational leadership style. Interviewee B also specified that as an SMS member, a person needs to be able to develop a team collectively, to work hard together and to make a difference. This is not possible if an SMS member is only focused on their leadership style, but not the process and project at hand. She further

clarified an SMS Member needs to adapt to different leadership styles as well as have an emotional connection with subordinates and lead them to the ultimate goals (personal and institutional).

Both interviewees indicated that the ideal leadership style for an SMS member would be servant leadership but that it is also important to practice situational leadership. As highlighted in Chapter 2, Section 2.2.2.3, elements of all three leadership styles can guide in determining and constructing the ideal leadership style for the SMS members in the Public Service. In addition, it was stated in Chapter 2, Section 2.2.2.3 that there is a need for situational leadership among SMS members.

5.4.2.5. Elements of leadership styles during the process of recruitment and selection

The purpose of this question was to determine whether the NSG considers the suitable elements of transactional, transformational and/or servant leadership during recruitment and selection of SMS members. The interviewees were also requested to provide reasons for their answers.

Interviewee A indicated that the NSG considers the suitable elements of leadership during the recruitment and selection process when appointing SMS members. As previously mentioned, the panel members ask candidates in the interview to indicate their leadership style. Once they have identified their ideal leadership style, a panel member will ask a candidate to give some examples of where they displayed and practised this style. Interviewee A indicated that, to make sure of the credibility of the candidates answer, it is tested in the competency assessment process. However, this way is not always effective as the interviewee has seen from experience where the competency assessment of the candidate differs from what they do in practice.

Interviewee B stated that the in-depth elements of transactional, transformational and/or servant leadership are not considered in the recruitment and selection process by the NSG. However, to some extent, there are approaches to assess a candidate's leadership style. As previously mentioned, the competency assessment test is used

to assess the candidate's integrity regarding leadership and different scenarios. However, Interviewee B acknowledged this method is not always effective since it differs once a person is appointed and they struggle to function as the identified type of leader.

The interview results regarding the consideration of the three leadership styles in the recruitment and selection process revealed that the NSG's method and approach are not very effective; the leadership style/s of a candidate is only considered in the interview process and the competency assessment test, to which both interviewees conceded that candidates provide superficial answers. By improving their strategy and approach to determine a candidate's ideal leadership style in the recruitment and selection process, the NSG can ensure that it leads to the appointment of a committed, ethical and service-oriented leader that will steer the institution and the public service towards the achievement of their goals and objectives. As alluded to in Section 5.4.2.3 above, it is clear that there are shortcomings in the assessment of the leadership style of a potential SMS member and that it could be better assessed through a personality test, rather than a competency test or interview, which both result in subjective answers.

5.4.2.6. Career anchor(s) and/or leadership style(s) during recruitment and selection of SMS members

The purpose of this question was to probe the interviewees on their opinions of whether a candidate's career anchors and/or leadership style (transactional, transformational and/or servant leadership) should be considered during the recruitment and selection of the SMS members. The interviewees were also requested to provide reasons why they might think it is important to consider or not consider it. Interviewee A indicated that both career anchors and leadership styles need to be considered during the recruitment and selection of SMS members. Interviewee A stated that a panel member in the interview process understands the environment in which an SMS member must function. Often, the Curriculum Vitae (CV) only gives a superficial view of a candidate, however Interviewee A acknowledged that from

experience she will instantaneously know if a potential candidate has the ability and skills required of an SMS member during the interview process.

Interviewee A further indicated that there is also a 5% failure rate in the recruitment and selection process in the NSG, since a panel will not be able to fully gauge how a person would perform and function in the work environment, based on the candidate's CV, interview and competency assessment test. This is only clear after the employee has been appointed. Interviewee A also stated that, as a manager, one can only make the best decision based on the information available. She explained that the NSG does its best to look at all aspects of a candidate in the recruitment and selection process before the final appointment, although she is of the opinion that there are many failures in terms of assessing the career anchors and leadership styles of the SMS members in the recruitment and selection process.

Interviewee B stated that the process will be effective if both career anchors and leadership styles are considered during the recruitment and selection process of an SMS member, especially if an improved framework is developed to assess these aspects. However, Interviewee B believed that every person has the ability and potential to develop skills. Depending on the position and the technicality of that position, one can consider what an SMS member's personality and leadership profile are in practice. However, the potential also needs to be considered and assurances be made that the SMS member/s have a focused PDP.

The above results revealed that both the interviewees acknowledged the importance of assessing the career anchors and leadership styles of an SMS member during the recruitment and selection process. Interviewee B added that an improved framework to assess these aspects of a candidate will be helpful. In this regard, the theoretical construct developed in this study, as well as the recommendations made in Chapter 6, Section 6.2 can assist the NSG. Interviewee B also alluded to another significant aspect in regard to the SMS members – the importance of developing skills. In this respect, recommendations are made in Chapter 6, Section 6.2.

The interview results above confirmed the anticipated shortcomings in the selection and development processes of the SMS members. Career anchors are not considered in either the appointment or development of the SMS members and although the leadership styles are assessed through the selection interviews and competency assessment, these do not yield reliable results. Therefore, the theoretical construct developed in this study, aligning specific career anchors with particular leadership styles, personality types and human behaviour factors, can be valuable for the NSG to ensure that suitable persons are appointed in the SMS positions.

5.5. PRIMARY FINDINGS OF EMPIRICAL RESEARCH

This section provides a summary of the most significant findings on the results obtained from the questionnaire, completed by the SMS members in the NSG and the interview with the DG and HRM manager of the NSG. The following findings originated from empirical research:

- The overall results from the questionnaire revealed that the SMS members in the NSG exhibit different types of career anchors. Although some of the participants do exhibit managerial competence, challenge and a dedication to service as a career anchor, these participants also portray characteristics from various other career anchors.
- The results further revealed that the vast majority of participants have managerial competence (as archetypical career anchor) as a career anchor, although it is not one of the highest-rated career anchors among the participants. It is, therefore, necessary that measures be put in place to ensure the development of managerial competence among the SMS members in the NSG.
- The highest-rated career anchor among the participants is a dedication to service, one of the three career anchors found most suitable to a leadership position such as an SMS position. This career anchor is valuable in consideration of the context of the Public Service, primarily focusing on service delivery, as well as the achievement of the human rights enshrined in the Constitution (1996) and the socio-economic objectives highlighted in the NDP (RSA, 2011a:3).

- The results of the questionnaire also revealed that the vast majority of participants have challenge as a career anchor. Challenge as a career anchor in the profile of an employee will ensure suitability to a leadership position. It is also one of the three career anchors, prioritised as most suitable to an SMS member.
- From the results of the questionnaire, it can be deduced that although some of the SMS members do have managerial competence, challenge and dedication to service as career anchor, the NSG will need to make certain adjustments through development opportunities to ensure a higher level of managerial competence as career anchor among the SMS members.
- The results of the interviews reflected that career management is not effectively implemented in the NSG and the Public Service and in the cases where it is implemented or applied through promotional and development training opportunities, it is not managed in a way that will contribute to increased performance, employee morale, motivation and retention of employees.
- In some instances, the interview results reflected that the managers in the NSG are aware of job requirements in relation to organisational needs but they need to be more cognisant of the career desires of their employees. In this regard, career anchors can assist as elements that direct career choices and reveal personal work preferences.
- Career anchors are not implemented, considered or assessed in the recruitment and selection of SMS members in the NSG.
- The NSG uses the LMCF to determine a candidate's suitability for an SMS position, especially in relation to a candidate's competencies and associated proficiency levels to succeed as a leader. However, this is concerning, since the elements of servant leadership are not present in the SMS proficiency levels. This reveals that servant leadership is not considered when recruiting and selecting SMS members.
- The NSG considers leadership styles of candidates in the recruitment and selection process as well as in the competency assessment test, however, both interviewees revealed that this method is not always effective.
- The interviewees did not reference or acknowledge the use of the LDMSF pillars that are used to develop and manage the SMS members as administrative leaders. The LMCF and LDMSF should be structured and considered more

effectively with the elements of servant leadership when recruiting and selecting SMS members in the NSG.

- Both interviewees acknowledged that a personality test should rather be implemented in the NSG to determine an SMS member's leadership style.
- Both interviewees regard servant leadership, in conjunction with situational leadership, as the ideal leadership style for an SMS member in the NSG. As determined in Chapter 2, Section 2.2.2.1, and Chapter 4, Section 4.2, an SMS member that has elements of all three leadership styles can guide the construction of the ideal profile for public leaders and situational leadership is sometimes necessitated due to institutional circumstances where a particular situation calls for it.
- The recruitment and selection process of SMS members in the NSG is not as effective as it should be, since several issues could be identified, including the lack of considering the candidates' career anchors and the subjective results on the assessment of the candidates' leadership styles.

Based on the above findings, it is evident that the NSG does use and implement career management practices and leadership styles, however, there is a need for improvement. The NSG does not make use of career anchors when recruiting and selecting SMS members, although the questionnaire revealed that some of the SMS members do have managerial competence as a career anchor; they do possess elements of other career anchors as well. The NSG is also effective to some extent in terms of their competency assessment test (proficiency levels) when determining a candidate's leadership style, although to a great extent, as revealed in Chapter 2, Section 2.3.4.3, servant leadership is not included in the proficiency levels.

The most significant aspects pertaining to career anchor (under the ambit of career management) and leadership styles to be addressed, emerging from the results obtained through the empirical research include the development of career management practices in the NSG to assist SMS members and management to improve the use of career management practices as well as the process of recruitment and selection of the SMS members. This could be done by making use of a career anchor framework (such as the theoretical construct developed in this study), to make

certain adjustments to recruit, select and appoint the best suitable candidate for an SMS position in the NSG, the enhanced structuring of the LMCF and consideration of the pillars of the LDMSF with the inclusion of elements of servant leadership when recruiting and selecting SMS members in the NSG.

Therefore, as illustrated in Chapter 4, Table 4.13, the theoretical construct for the archetypical career anchor for SMS members in alignment with their leadership styles can assist in establishing which career anchors should be considered in the recruitment, selection and appointment process of SMS members in the NSG. Recommendations and deductions have thus been made in Chapter Six of the study.

5.6. CONCLUSION

This chapter focused on the empirical research that was conducted at the NSG, based on the theoretical framework, as well as the guidelines and directives provided in the statutory and regulatory frameworks and the principles that emerged through the literature review in Chapter Two (leadership style), Chapter Three (career anchors and career theories) and Chapter Four (theoretical construct for the career anchors and leadership style for the SMS member). The results obtained through the self-administered questionnaire, completed by 20 SMS members in the NSG and the semi-structured interviews held with the DG and one HRM manager within the NSG, were presented, analysed and interpreted in this chapter.

From this chapter, it was established that the NSG does use and implement career management as an HRM practice through career development for their SMS members, however, career anchors are not used or implemented in the NSG when recruiting and selecting their SMS members. The questionnaire of this study revealed that the SMS members in the NSG have many different types of career anchors. Although some of the participants do have managerial competence, challenge and dedication to service as a career anchor, these participants also portray characteristics from various other career anchors.

This chapter also revealed that the NSG uses the LMCF to determine a candidate's suitability for an SMS position, especially in relation to a candidate's competencies and associated proficiency levels to succeed as a leader. However, this is concerning, since the elements of servant leadership are not present in the SMS proficiency levels. It was also established that no reference or acknowledgement was made of the use of LDMSF pillars to develop and manage the SMS members as administrative leaders. Through the study, it was argued that when an SMS member's career anchor(s) are not aligned with the necessary leadership traits and behaviours for effective leadership, such a person will lack in the ability to effectively lead public servants towards the achievement of the goals and objectives of the institution. Chapter Six will therefore, include several recommendations to the NSG in terms of the implementation of the theoretical construct in the appointment of the SMS members. A summary of the preceding chapters and an illustration of the attainment of the research objectives will also be outlined.

CHAPTER SIX: CONCLUSIONS AND RECOMMENDATIONS

6.1. INTRODUCTION

The study focused on the importance of career anchors in the leadership ability and effectiveness of SMS members as administrative leaders in the Public Service. Subsequently, the primary aim of the study was to determine the archetypical career anchors for the SMS members. Since the various career anchors each include aspects that indicate the suitability of an employee for a leadership position, as well as the particular leadership styles with which they are best aligned (Vermeulen, 2015:483), it was necessary to establish the most suitable leadership styles for Public Service leaders (SMS members).

To reach this aim, a theoretical, statutory and regulatory framework for leadership was conducted (Chapter Two), followed by a theoretical, statutory and regulatory framework for career anchors (Chapter Three). The literature review also considered the personality types and human behaviour factors suitable for leadership. The literature reviews conducted in Chapter Two and Chapter Three were triangulated, leading to the development of a theoretical construct in Chapter Four of the study. The theoretical construct encapsulates the archetypical career anchors and most ideal leadership styles for an SMS member in the Public Service, by including a consideration of a person's personality type and human behaviour factors. In addition, SMS members in the NSG were assessed against the theoretical construct by means of an empirical investigation which established their career anchors; the results were presented, illustrated and interpreted in Chapter Five. Furthermore, interviews were conducted with the DG of the NSG, as well as an HRM manager to establish the practical consideration of career anchors and leadership styles in the selection and development of SMS members.

In this chapter, a summary of the preceding chapters is provided in conjunction with the discussion that demonstrates the attainment of the study's primary findings, guided by the research objectives. This chapter concludes with recommendations pertaining to career anchors and leadership styles, based on the theoretical construct developed

in this study, in the appointment and development of SMS members in the NSG, followed by a final conclusion of the study.

6.2. SUMMARY AND PRIMARY FINDINGS OF THE STUDY

In **Chapter One** of the study, background and orientation to the research were provided. The chapter described the role of the SMS members in guiding public employees to the performance and goal achievement of a democratic developmental state. It was argued that committed, ethical, service-oriented and transformational leaders are required to steer the Public Service towards the achievement of the extensive goals and objectives in the context of the democratic developmental state. It was also stated that the SMS members, as the senior echelon of public servants (senior managers) in government departments, should ideally be effective leaders. Unfortunately, this is currently not the case, since leaders in the Public Service do not consistently display reliably outstanding leadership behaviour (Gumede, 2012:11-15; Ramphela, 2012:2-3; 208-215; Malala, 2016:37; 39; 176; 206-207). The chapter explained that, to address this dilemma, the study must review transactional, transformational and servant leadership as possible benchmark leadership styles for the SMS members.

The chapter also argued that the enormous goals and objectives of the democratic developmental state demand the appointment, development, motivation and retention of skilled, competent, committed and reliable staff. In this respect, career management as HRM practice, specifically career anchors, was proposed as one of the ways in which the Public Service can ensure that the most suitable candidates are appointed in leadership positions (SMS positions).

Further to the aforementioned, the chapter delineated the focus and scope of the study to career anchors for administrative leaders in the Public Service (SMS members), within the context of the democratic developmental state. Ultimately, the purpose of the study was to determine how the combination of specific career anchors and particular leadership styles (within the consideration of personality types and human behaviour factors) construct the ideal profile for an SMS member in the Public Service,

particularly the NSG (as a case study for this research) through the development of an ideal career anchor and leadership style theoretical construct.

Given the aforementioned context, the study investigated the following research problem: Career anchors as indicators of a person's innate talents, leadership qualities and work-related preferences, are neither considered in the appointments of the SMS members, nor are they aligned to particular leadership qualities, reflected in specific leadership styles, and are thus not used as an ideal 'yardstick' to establish a person's suitability for an SMS position.

This chapter also outlined the research methodology that was followed to address the problem statement. The study followed a qualitative research approach and made use of a case study research design. The empirical research was conducted by means of two data collection instruments: a semi-structured interview with the DG and one HRM manager within the NSG and a self-administered structured questionnaire, completed by 20 SMS members in the NSG.

For both the semi-structured interviews and self-administered questionnaire, purposive (judgemental) non-probability sampling was used. The DG and HRM manager were deliberately selected, based on their knowledge and experience with the appointment and development of senior managers in the NSG. In addition, SMS members were intentionally chosen as participants for the questionnaire based on their knowledge and experience, as the purpose was to assess their career anchors. By means of a literature review, case study research design and empirical investigation, Chapters Two to Five's objectives were obtained. Within the paragraphs below, the attainment of each objective is explained

- **To determine the theoretical, as well as the statutory and regulatory framework for effective leadership in the Public Service**

In **Chapter Two** of this study, a literature review on leadership was conducted. The inclusion of a literature review on leadership was necessary to ensure that the ideal career anchors for the SMS members were not considered in isolation from significant

and required leadership qualities or the context of the Public Service. The literature review focused on the conceptualisation of leadership, as well as the purpose of effective leadership. The chapter highlighted that leadership is a way of influencing individuals to allow them to achieve the goals and objectives of the institution, where different types of leadership styles are needed to achieve the effectiveness of the institution. It was also revealed that an effective leader will not only ensure the achievement of institutional goals with a focus on institutional functionality (as a manager would) but has additional traits that will motivate followers to do so.

In the literature review, three types of leadership styles were considered – transactional, transformative and servant leadership. It was argued that elements of all three of the aforementioned leadership styles can guide the construction of the ideal profile for public leaders (SMS members). These elements can be summarised as:

- **Transactional leadership** – supervision to achieve institutional objectives as their primary role; value placed on individuals, group and institutional performance; rewards and punishments; favour structure, rules and regulations; and motivate employees extrinsically. In consideration of the substantial goals and objectives that the Public Service needs to achieve in the context of the democratic developmental state, the focus that transactional leaders place on goal achievement makes it a suitable leadership style in the Public Service. The provision of rewards will also motivate public employees toward enhanced performance. Furthermore, in regarding the size of Public Service departments, transactional leaders' preference for structures and systems is a benefit to effectively guide employees and activities in a large organisation. However, without a focus on employee development and empowerment, transactional leadership is unlikely to be an effective leadership style in the long-term and it is argued that transactional leadership should be used (1) in addition to other leadership styles (such as transformational or servant leadership); and (2) only when a specific situation necessitates it.
- **Transformational leaders** – inspire followers; can perform above the required expectation; are goal-driven; value positive change and encourage and harmonise relationships. Although the focus of transformational leaders is also

on the achievement of organisational goals and objective, they moreover concentrate on the development and motivation of employees (as opposed to transactional leaders). This interpersonal focus, together with the encouragement of intellectual stimulation, enhances employees' morale and motivation. Since there is a direct correlation between employee motivation and employee performance, transformational leadership is an ideal leadership style for SMS members.

- **Servant leaders** – provide opportunities for empowerment; make others' needs their primary priority; focus on the wellbeing of their subordinates; encourage self-actualisation in their employees and value joint decision-making. It is argued that servant leadership is the only leadership style where the primary focus is not placed on the eventual institutional outcomes but on the growth and development of employees themselves. It is further argued that servant leadership encompasses the positive qualities of transformational leadership but goes above and beyond with a greater focus on employees as individuals.

Therefore, all three leadership styles – transactional, transformational and servant leadership – are relevant to leadership positions in the Public Service. Further to the aforementioned, the chapter also established the importance of a leader's ability to practice **situational leadership**. Thus, the ability to use discretion in terms of the suitability of a particular leadership style, based on the circumstances and demands of a specific situation. In addition, the chapter reviewed the **statutory and regulatory framework** pertaining to leadership, including the following:

- The **Constitution** (1996), with a particular focus on democratic human rights, enshrined in the Bill of Rights.
- The **NDP** (2011), with a focus on socio-economic development in the context of the democratic developmental state.
- The **Guide on the Practice of Career Management in the Public Service**, 2011, outlining the importance of identifying the pivotal characteristics for leaders and the unique challenges for leaders at diverse levels on the organisation. The Guide also promotes the establishment of a leadership pipeline system.

- The **SMS Handbook**, 2003, presenting and explaining the LMCF for the SMS members, including the basic, component, advanced and expert proficiency levels expected from SMS members in the Public Service.
- The **LDMSF**, 2008, outlining the four most significant pillars for Public Service leadership.

As part of the statutory and regulatory framework for leadership in the Public Service, the required SMS proficiency levels were analysed regarding transactional, transformational and servant leadership and it was established that none of the proficiency levels relate specifically to the elements of servant leadership. The same conclusion was made with the comparison between the LDMSF's pillars for the SMS members. It was revealed that none of the LDMSF's pillars are aligned to particular servant leadership elements. It was argued that the lack of a particular alignment between servant leadership and the SMS proficiency levels, as well as between servant leadership and the LDMSF's pillars, are concerning, especially in consideration of the context of a democratic developmental state (with a focus on human rights and the improvement of socio-economic conditions) and the primary focus of the Public Service being service delivery. This shortcoming also causes concern in that it implies that the elements of servant leadership are not adequately considered in leadership development or the recruitment and selection process for the SMS positions.

Finally, the PSC's discussion document, *Building a Capable, Career-oriented and Professional Public Service to underpin a Capable and Developmental State in South Africa* (2016), was also reviewed. This document confirmed that there are shortcomings in the LMCF in terms of the context of the democratic developmental state, as well as shortcomings with the recruitment and selection of the SMS members.

- **To establish the theoretical, as well as the statutory and regulatory framework for the career anchors of the SMS members in the Public Service**

In **Chapter Three** a theoretical framework for career management (specifically career anchors) as an HRM practice was established. A conceptualisation for career management was provided, as well as the significance and purpose of career management. The chapter also outlined the current status and implementation of career management practices in the Public Service. It was established that the implementation of career management practices is limited and in cases where career management is implemented, it is not conducted in a manner that enhances the morale, development, motivation and retention of employees.

The primary focus of the study was a review of Schein's eight career anchors. A distinction was made between eight types of career anchors within three categories. The first category of career anchors identified by Schein included **talent-based career anchors**, namely technical/functional competence, managerial competence and entrepreneurial creativity. The second category of career anchors identified by Schein included the **needs-based career anchors**, namely security/stability, autonomy/independence and lifestyle. The third category of career anchors identified by Schein included the **value-based career anchors**, namely challenge and dedication to service.

It was determined that, although the majority of the career anchors encompass elements that are supportive of effective leadership, career anchors such as **managerial competence, challenge** and a **dedication to service** appear to be the most suitable career anchors for leaders in the context of the Public Service (SMS members), with managerial competence receiving preference. Through the literature review, it was also established that the following qualities of the aforementioned career anchors are typically associated with effective leadership:

- **Managerial competence** – good coordination and organisational skills; the ability to resolve problems; creative/innovative thinking; a focus on institutional

success; analytical skills; interpersonal skills; the ability and will to empower others and the ability to motivate/inspire others.

- **Challenge** – good coordination and organisational skills; the ability to resolve complex problems; creative/innovative thinking; a focus on institutional success and analytical skills.
- **Dedication to service** – a focus on institutional success; a passion for service; interpersonal skills; the ability and will to empower others and the ability to motivate/inspire others.

Additionally, the chapter also included a review of Holland's Theory of Personality and Occupational Types and Bandura's Social Cognitive Theory. Based on Holland's Theory of Personality and Occupational Types, it was established that personality types such as **investigative**, **enterprising** and **social** appear to be the most suitable personality types for leaders in the context of the Public Service (SMS members). The literature review also revealed that the following qualities of the aforementioned career anchors are typically associated with effective leadership:

- **Investigative** – analytical and critical thinking skills; scientific/intellectual nature and a focus on personal and institutional goals.
- **Enterprising** – energetic and determined nature, as well as ambitious and impulsive.
- **Social** – a passion for service; cooperative and responsible and a kind, understanding and generous nature.

A comparison between Schein's three career anchors (established as most suitable to leadership positions) and Holland's Personality Types (established as most suitable to leadership positions), revealed the following matches:

- Managerial competence as a career anchor – aligned to the investigative, enterprising and social personality types;
- Challenge as a career anchor – aligned to the investigative and enterprising personality types; and

- A dedication to service as a career anchor – aligned to the social personality type.

It is argued that a person with managerial competence as a career anchor will already possess the qualities of a person with an investigating or enterprising personality type (problem-solving, critical and analytical thinking, good organisational skills, a methodical manner of operating and good interpersonal skills). The study argues that, in combination with a social personality type, it is the most ideal career anchor for leadership positions in the Public Service (SMS members).

The literature review further revealed the four human behaviour factors of Bandura's Social Cognitive Theory, namely self-reflecting; self-regulating; proactive; and/or self-organising. It was established that self-regulating is the most significant human behaviour factor for an SMS member to possess, as it exhibits all the leadership characteristics, with the exception of creativity/innovation. The literature review also revealed that managerial competence and dedication to service are the most suitable career anchors in combination with self-regulating as human behaviour factor for an SMS member.

This chapter also reviewed the statutory and regulatory framework for career management (specifically career anchors). An overview of the democratic developmental state as the context for career management in the Public Service, was provided as well as an overview of the primary legislation and policies pertaining to career management/career anchors. These include the following: The Constitution (1996); the NDP, 2011; the Public Service Act 103 of 1994 and the White Paper on HRM, 1997. All the legislation, policies and reports discussed in this chapter, outlined the importance of career management in the Public Service, as well as the predominant lack of the implementation of career management practices in the Public Service. What is significant is that none of the legislation or policies refers to the use of career anchors. This implies that the Public Service is not aware of the benefit of the alignment of career anchors to HRM practices and the consideration of candidates for leadership positions. It was also established that the three career anchors identified as most suitable to leadership positions in the Public Service – managerial

competence, challenge and a dedication to service – are all relevant to the implementation of and compliance with the statutory and regulatory framework for the Public Service, with managerial competence receiving preference as the most suitable of the three career anchors.

- **To develop a theoretical construct that reflects the ideal career anchors and leadership style for an SMS member in the Public Service**

In **Chapter Four**, the comprehensive literature reviews conducted in Chapter Two and Chapter Three of this study were triangulated to establish the archetypical career anchors for the SMS positions, resulting in the development of a theoretical construct. It was determined that **managerial competence** (as encompassing most of the characteristics of an effective leader), is the most suitable career anchor of the identified three career anchors and therefore, managerial competence is regarded as the archetypical career anchor for SMS members. **Challenge** and a **dedication to service** as career anchors were also found to be suitable career anchors in the profile of an employee for a leadership position. The theoretical construct also included the most suitable leadership styles (**transactional**, **transformational** and **servant** leadership), as well as the most suitable personality types (**social**, **investigative** and **enterprising**), that should ideally be included in the profile of an employee pursuing an SMS position, in combination with the career anchors. In addition, **self-regulating** as human behaviour factor, specified in Bandura's Social Cognitive Theory, was included in all the profiles as it was established in Chapter Two to be the most suitable human behaviour factor (including all the leadership characteristics) for a leadership position.

The theoretical construct includes the following combinations, ideal for the profile of an employee for an SMS position:

- **Managerial competence** as a career anchor – **social** personality type – **transactional**, **transformational** and **servant** leadership – **self-regulating** as human behaviour factor. Since managerial competence already includes the elements of the *investigative* and *enterprising* personality types, the **social**

personality type and the elements of all three leadership styles (**transactional**, **transformational** and **servant** leadership) is considered the most suitable combination with managerial competence in the profile of an SMS member. **Self-regulating** as human behaviour factor remains the primary factor to also be included in the profile of an SMS member since it exhibits characteristics of all three leadership styles and career anchors.

- **Challenge** as a career anchor – **investigative or enterprising** personality type – **transactional, transformational** and **servant** leadership – **self-regulating** as human behaviour factor. This career anchor should ideally be combined with either the **investigative** or **enterprising** personality type due to the similarity in characteristics and the elements of all three leadership styles (**transactional, transformational** and **servant** leadership) in the profile of an SMS member. **Self-regulating** as human behaviour factor again remains the primary factor to also be included in the profile of an SMS member.
- Dedication to service as a career anchor – social personality type – **transactional, transformational** and **servant** leadership – **self-regulating** as human behaviour factor. A dedication to service as a career anchor will most likely correspond with the **social** personality type due to shared characteristics. It should also be combined with the elements of all three leadership styles (**transactional, transformational** and **servant** leadership) in the profile of an SMS member. **Self-regulating** as human behaviour factor again remains the primary factor to also be included in the profile of an SMS member.

Thus, the theoretical construct in this chapter revealed the most suitable combinations of career anchor, leadership styles, personality type and human behaviour factor in the profile of an SMS member. The theoretical construct could be used as a guideline in the selection and development of the SMS members in the NSG.

- **To assess the profiles of the SMS members in the NSG against the theoretical construct through an empirical investigation**

In **Chapter Five**, the results obtained through the self-administered structured questionnaire completed by 20 SMS members in the NSG, as well as a semi-

structured interview held with the DG and one HRM manager within the NSG, were presented, analysed and interpreted in this chapter. The most significant results obtained through empirical research include the following:

- The overall results from the questionnaire revealed that the SMS members in the NSG exhibit different types of career anchors. Although some of the participants do exhibit managerial competence, challenge and a dedication to service as a career anchor, these participants also portray characteristics from various other career anchors.
- The results further revealed that the vast majority of participants has managerial competence (as archetypical career anchor) as a career anchor, although it is not one of the highest-rated career anchors among the participants. It is, therefore, necessary that measures be put in place to ensure the development of managerial competence among the SMS members in the NSG.
- The highest-rated career anchor among the participants is a dedication to service, one of the three career anchors found most suitable to a leadership position such as an SMS position. This career anchor is valuable in consideration of the context of the Public Service, primarily focusing on service delivery, as well as the achievement of the human rights enshrined in the Constitution (1996) and the socio-economic objectives highlighted in the NDP (RSA, 2011a:3).
- The results of the questionnaire also revealed that the vast majority of participants have **challenge** as a career anchor. Challenge as a career anchor will ensure suitability to a leadership position. It is also one of the three career anchors prioritised as most suitable to an SMS member.
- From the results of the questionnaire, it can be deduced that although some of the SMS members do have managerial competence, challenge and dedication to service as career anchors, the NSG will need to make certain adjustments through development opportunities to ensure a higher level of managerial competence as a career anchor among the SMS members.
- The results of the interviews reflected that career management is not effectively implemented in the NSG and the Public Service. Where it is implemented or applied through promotional and development training opportunities, it is not

managed in a way that will contribute to increased performance, employee morale, motivation and retention of employees.

- In some instances, the interview results reflected that the managers in the NSG are aware of job requirements in relation to organisational needs but they need to be more cognisant of the career desires of their employees. In this regard, career anchors can assist as elements that direct career choices and reveal personal work preferences.
- Career anchors are not implemented, considered or assessed in the recruitment and selection of SMS members in the NSG.
- The NSG uses the LMCF to determine a candidate's suitability for an SMS position, especially in relation to a candidate's competencies and associated proficiency levels to succeed as a leader. However, this is concerning, since the elements of servant leadership are not present in the SMS proficiency levels. This reveals that servant leadership is not considered when recruiting and selecting SMS members.
- The NSG considers leadership styles of candidates in the recruitment and selection process as well as in the competency assessment test, however, both interviewees revealed that this method is not always effective.
- The interviewees did not reference or acknowledge the use of the LDMSF pillars that are used to develop and manage the SMS members as administrative leaders. The LMCF and LDMSF should be structured and considered more effectively with the elements of servant leadership when recruiting and selecting SMS members in the NSG.
- Both interviewees acknowledged that a personality test should rather be implemented in the NSG to determine an SMS member's leadership style.
- Both interviewees regard servant leadership, in conjunction with situational leadership, as the ideal leadership style for an SMS member in the NSG. As determined in Chapter 2, Section 2.2.2.1, and Chapter 4, Section 4.2, an SMS member that has elements of all three leadership styles can guide the construction of the ideal profile for public leaders and situational leadership is sometimes necessitated due to institutional circumstances where a particular situation calls for it.

- The recruitment and selection process of SMS members in the NSG is not as effective as it should be, since several could be identified, including the lack of considering the candidates' career anchors and the subjective results on the assessment of the candidates' leadership styles.
- **To make recommendations for the implementation of the theoretical construct in the NSG**

Based on the theoretical framework, the guidelines and directives provided in the statutory and regulatory frameworks, the principles that emerged through the literature reviews in Chapter Two (leadership style), Chapter Three (career anchors and career theories), Chapter Four's theoretical construct for career anchors and leadership styles and the empirical investigation that was conducted (Chapter Five), the following **recommendations** can be made to improve and implement the theoretical construct. These would reflect the ideal career anchors and leadership style for an SMS member in the Public Service and the NSG, specifically.

Recommendation 1: Career anchors should be considered in the selection and development of the SMS members, in association with the leadership styles

It is necessary to reiterate the importance of considering candidates' career anchors in the selection of the SMS members. As career anchors are representative of a person's natural inherent and career abilities, as well as work-related preferences (Vermeulen, 2015:490; Schein, 1990:2), they are ideal indicators to establish whether a person is suitable for a leadership position. Moreover, an employee's knowledge of their career anchor allows them to gain knowledge about their perceived talents, abilities, motives and values (Schein, 1980:4). Career anchors contain important information about an employee's long-term or even permanent career preferences regarding their work and working environment (Da Silva *et al.*, 2016:150). Knowledge about the career anchors of employees (or external candidates) that apply for an SMS position can therefore assist the top management of the NSG in establishing whether the employee has a suitable profile for the position. The same notion applies to

knowledge on a person's leadership style, personality type and human behaviour factor.

Although all of Schein's eight career anchors encompass elements relevant to leadership, the study has established that managerial competence, challenge and a dedication to service are the ideal career anchors for the SMS positions. Of these career anchors, it is argued that preference should be given to managerial competence. Managerial competence as a career anchor already includes the leadership characteristics of transactional leadership (organising and coordinating skills, problem-solving skills, analytical thinking skills, a focus on the achievement of organisational goals and objectives and a focus on structures, processes and procedures), as well as the leadership characteristics of transformational leadership (organising and coordinating skills, problem-solving skills, analytical thinking skills, interpersonal skills, inspirational, personal attention to employees and their development and the intrinsic motivation of employees).

However, managerial competence does not explicitly include the traits of servant leadership (in the profile of an employee). As argued in Chapter 3, Section 3.2.3 and Chapter 4, Section 4.2.1, this does not necessarily imply that a person with managerial competence does not have a passion for service. The person may or may not have a service-orientation. It can, however, not be assumed that a person with managerial competence as a career anchor will have a passion for service. It is therefore argued that servant leadership should be part of the profile of an SMS member. This is considered imperative in light of the directives, values and principles enshrined in the Constitution (1996) (relating to service delivery), as well as the goals and objectives of the NDP (2011) (relating to the development of a capable and developmental state, with particular attention given to the improvement of citizens' socio-economic circumstances). Thus, a person with managerial competence as a career anchor should also possess servant leadership qualities to ensure that a service-orientation (service to others as the primary priority), as well as extensive interpersonal skills (leads employees to self-discovery, self-actualisation and personal transformation, empower employees and a focus on the wellbeing of employees) are included in the profile of the employee. Furthermore, other qualities of servant leadership such as

stewardship and being a model of credibility and diligence, will also be included in a leader's profile, with the inclusion of the characteristics of servant leadership in addition to managerial competence as a career anchor.

As illustrated in the results obtained from the questionnaire, completed by SMS managers in the NSG, an employee can exhibit a strong managerial competence career anchor but rate higher in other career anchors that are also suitable to a leadership position. The participants in the study, for example, rated significantly high in a *dedication to service* (95%), *technical competence* (91%) and *challenge* (88%). All three of these career anchors include numerous positive traits for a leadership position. Two of these three career anchors (dedication to service and challenge) were also in Chapter 3, Section 3.2.3. They were established as archetypical career anchors for SMS members. A *dedication to service* is especially valuable for the Public Service due to the context and nature of the Public Service and its primary focus being service delivery. *Challenge* as a career anchor is also constructive for the profile of a leader due to the ability to solve problems creatively whilst persevering in the face of challenges.

Technical competence, although not highlighted as an archetypical career anchor, is beneficial in combination with archetypical career anchors. Technical competence as a career anchor reflects an employee's excellence and leadership in a particular field in which they specialise. This knowledge and expertise demand respect in the workplace. In Chapter 3, Section 3.2.3, it was indicated that employees with technical competence as a career anchor will not necessarily make ideal leaders, due to their preference of excelling in their field of specialisation, as opposed to leading others in various fields of specialisation. However, should a person with technical competence as a career anchor also possess good interpersonal and organisational skills, he/she may be an effective leader. The results above reflect the inclusion of good interpersonal skills through a *dedication to service*. Good organisational skills are not necessarily directly reflected in the three top-rated career anchors of the participants (although challenge as a career anchor holds elements thereof), but in combination with particular personality types or leadership styles, those qualities can be included in the profile of an employee (as indicated in Table 5.3).

It is therefore imperative to consider a candidate's career anchor in relation to their **leadership styles, personality types** and **human behaviour** factors to establish whether the candidate's profile is suitable for a leadership position. All these factors can be assessed through psychometric testing. It is therefore strongly advised that the NSG and the broader Public Service consider the inclusion of such tests in the selection and development of persons for SMS positions. The theoretical construct presented in Chapter Four was developed for this particular purpose.

Recommendation 2: The theoretical construct can be used as a guideline in the selection of SMS members

As mentioned above, the theoretical construct as presented in Table 4.13, provides guidelines for establishing the work behavioural profile of an employee/candidate and their suitability for an SMS position. It is therefore ideal to use in the selection and development processes of the SMS members. The theoretical construct is categorised into organisational skills, interpersonal skills and a service-orientation, regarded as the three primary categories of skills that a leader should possess based on the literature reviews conducted in Chapter Two and Chapter Three.

- **Organisational skills**

To achieve the goals and objectives of the democratic developmental state, the primary focus of the government (to provide for the needs and welfare of its citizens, as well as the need for organisational performance to accomplish its service delivery mandate), must be on SMS members who possesses the required skills and abilities to effectively manage employees, structures, processes and procedures towards institutional goal achievement. The theoretical construct demonstrates that the characteristics required in this respect (problem-solving skills, analytical thinking skills, organising skills and coordinating skills) are encompassed in the profile of a transactional and transformational leader. These skills are not explicitly indicated in the profile of a servant leader; this does however, not imply that a servant leader does not possess these skills. Thus, a servant leader may or may not possess these

required organisational skills but it is argued that the combination of servant leadership with managerial competence as a career anchor will ensure that these organisational skills are part of the profile of a leader - since managerial competence as a career anchor does include the aforementioned skills.

In the same light, service-orientation is not explicitly mentioned in the profile of a person with managerial competence as a career anchor. Therefore, a person with managerial competence as a career anchor may or may not have a strong focus on service to others but the combination of managerial competence with servant leadership ensures that service-orientation is included in the profile of a leader. The aforementioned emphasises the need for a combination of **managerial competence** as a career anchor with **servant leadership**.

It is argued that a person that is a servant leader already possesses the positive characteristics of a transformational leader. A combination of servant leadership with managerial competence as a career anchor will ensure that the transactional leadership qualities are also included in the profile of the leader. Likewise, the combination of managerial competence as a career anchor with servant leadership will also ensure that a person with managerial competence as a career anchor also possess the necessary service-orientation required of an SMS member (as mentioned above). Although transactional leadership and transformational leadership encompass important aspects essential to the profile of an effective leader, it does not necessarily include a service-orientation. It is therefore argued that the ideal profile for an SMS member includes managerial competence as a career anchor and servant leadership as a leadership style.

- **Interpersonal skills**

The goals and objectives of the Public Service are achieved through the individual and combined performance of public employees; therefore, the continuous and increased performance of public employees is essential in achieving the Public Service's service delivery mandate. Research has proven the correlation between employee motivation and employee performance (Vermeulen, 2017:37). One of the characteristics of an

effective leader is the ability to motivate employees towards continuous and increased performance (Bass, 1999:11; Mester *et al.*, 2003:73; Odumeru & Ogbonna, 2013:356; Okcu, 2014:2164; Vermeulen, 2017:37). In this respect, the literature review conducted in this study revealed that a transformational leader possesses the interpersonal skills required to motivate employees in terms of a sense of belonging and to take ownership of their responsibilities (intrinsically motivating employees, inspirational, providing guidance and personal and individual attention to employees). In addition, a servant leader possesses these skills on an advanced level. It is argued that the comprehensive interpersonal skills of a servant leader (service to others as the first priority, leading employees to self-discovery, self-actualisation and personal transformation, being a model of credibility and diligence, stewardship and focusing on the wellbeing of employees), in addition to also portraying the interpersonal skills of a transformational leader, create a sense of belonging and motivates employees.

It is therefore, evident that the interpersonal skills required for effective leadership are found in transformational and servant leadership, with servant leadership portraying additional interpersonal skills, compared to transformational leadership. In addition, managerial competence as a career anchor also represents the interpersonal skills of a transformational leader but not necessarily the additional interpersonal skills, combined with a selfless service-orientation, as depicted by servant leadership. This again leads to the deduction that a combination of managerial competence as a career anchor and servant leadership as a leadership style is ideal for the profile of an SMS member.

- **Service-orientation**

As alluded to under Recommendation 1, the presence of service-orientation in the profile of an effective leader is pivotal regarding the directives, values and principles enshrined in the Constitution (relating to service delivery), as well as the goals and objectives of the NDP (2011) (relating to the development of a capable and developmental state, to provide a better life for all citizens). As indicated in the paragraphs above, such a service-orientation is well-presented in the characteristics of a servant leader, but not necessarily in the profile of a transactional or

transformational leader. Thus, it emphasises the importance of servant leadership as part of the profile of an SMS member.

The characteristics of managerial competence as a career anchor, as mentioned, already reflect the leadership qualities of a transactional and transformational leader, but not necessarily those of a servant leader. Thus, a combination of managerial competence as a career anchor with a servant leadership style is again revealed as an ideal combination within the profile of an effective leader.

In consideration of the aforementioned interpretation of the theoretical construct, the following **deductions** can be made:

- Managerial competence as a career anchor encompasses the leadership characteristics of transactional and transformational leadership but not necessarily those of a servant leader.
- The presence of managerial competence as a career anchor and servant leadership as a leadership style in the profile of an employee will ensure the inclusion of service-orientation, as well as the interpersonal skills, additional to those that are part of transformational leadership in the profile of an employee. This will thus, reflect all the necessary qualities of an effective leader. Therefore, the combination of **managerial competence** as a career anchor and **servant leadership** as a leadership style in the profile of an employee are ideal for the profile of an SMS member.

Recommendation 3: Career anchors should be included in the relevant legislation, policies, frameworks and reports relating to HRM

As alluded to in Chapter 3, Section 3.3, it was established that the government has drafted and published many policies, frameworks, legislation and reports that reflect the importance of career management for public servants. However, in addition to the fact that career management is not effectively implemented in the Public Service (see Chapter 3, Section 3.2.2), none of these legislation, policies, reports and frameworks refer to career anchors as part of an employee's career management. This implies

that the Public Service is not aware of the benefits of career anchors and does not consider career anchors in the recruitment and selection of SMS members. The value of career anchors is therefore also not considered in HRM-related investigations conducted by the PSC. It is recommended that the use and value of career anchors should be included in the relevant legislation, policies, frameworks and reports and that the Public Service should consider the career anchors of employees in the appointment of SMS members, given the leadership characteristics that are portrayed in the various career anchors. In this respect, the theoretical construct illustrated in Chapter 4, Table 4.13 can be used as a guideline.

It is believed that through the use of the theoretical construct in the selection and development of SMS member, the NSG and the broader Public Service can ensure the inclusion of the primary categories of skills necessary for a leader in the Public Service. These members would thus function within the context of the democratic developmental state.

6.3. SIGNIFICANCE OF THE STUDY

As indicated in Chapter 1, Section 1.8, the study has both theoretical and practical significance. Regarding the practical significance of the study, the findings and recommendations of the study will be of value to the NSG and even the Public Service at large in terms of the consideration of career anchors, leadership style, personality type and human behaviour factors in the selection and development of the SMS members. In this respect, the NSG can make use of the theoretical construct developed and presented in Chapter Four for guidelines in establishing the ideal profile of an SMS member.

Both the primary variables of the study – leadership and career anchors – fall under the ambit of Public HRM as a sub-discipline of Public Administration as an academic discipline. Therefore, the study contributes to the scholarly knowledge of the discipline of Public Administration. The case study can be used as a source for both undergraduate and postgraduate students, as well as scholars in Public Administration.

6.4. FUTURE RESEARCH

This study emphasised the importance of considering the career anchor/s of a person in the selection or development of an SMS member. It was also highlighted that a person's career anchors should be considered in combination with their leadership style, personality type and human behaviour factor(s). Due to the limited scope of a Master's dissertation, this study could only assess the career anchors of the SMS members and subsequently made inferences on the combination of these career anchors with the leadership style, personality type and human behaviour factors of an SMS member to establish profiles ideal for a leadership position. A future longitudinal study can include the assessment of the leadership styles, personality types and human behaviour factors of the SMS members.

6.5. CONCLUSION

The study highlighted the role of the SMS members as the administrative leaders in the Public Service, in leading employees to the achievement of the goals and objectives of the democratic developmental state. In this context, the study identified career management and more specifically, career anchors, as important indicators to establish whether candidates represent the necessary profile and leadership characteristics to be appointed in the SMS positions. In this respect, a comprehensive literature review was conducted to establish the archetypical career anchors for the SMS positions, resulting in the development of a theoretical construct. The study revealed that managerial competence, challenge and a dedication to service are the most appropriate career anchors for an SMS member. It was further determined that managerial competence (as encompassing most of the characteristics of an effective leader), is the most suitable career anchor of the identified three career anchors and therefore, managerial competence is regarded as the archetypical career anchor for an SMS member.

In consideration of the SMS members as the administrative *leaders* in the Public Service, it was also necessary to establish the ideal leadership style/s and traits for

the SMS members. Thus, the characteristics of transactional, transformational and servant leadership were considered in the context of the Public Service and specifically, with relation to the SMS positions. In this respect, the study revealed that all three leadership styles (transactional, transformation and servant leadership) encompass qualities that are required for the profile of an SMS member. Additionally, regarding the need for situational leadership, it was determined that an SMS member should possess characteristics from all three of these leadership styles to a greater or lesser extent.

A review of the statutory and regulatory framework relevant to the SMS positions also revealed that the SMS proficiency levels in the Competency Framework (Chapter 5 of the SMS Handbook, 2003), as well as the LMDSF's (2003) pillars, reflect elements from transactional and transformational leadership, but not from servant leadership. This was identified as a severe shortcoming, especially considering the primary purpose of the government (to provide for the needs and welfare of the community through service delivery). This deficiency was rectified by including the elements of servant leadership in the theoretical construct that was developed in this study.

A further shortcoming identified through the review of the statutory and regulatory framework for career management in the Public Service was that neither the role nor the benefits of the use of career anchors are included in legislation, policies, frameworks or reports. This shortcoming revealed that the Public Service is not aware of the significance of career anchors in depicting an employee's innate talents and abilities or career preferences. The non-inclusion of career anchors in any official documentation also implied that the Public Service does not consider career anchors in the selection of the SMS members, despite the indicators it reveals in terms of leadership characteristics. It is, therefore, recommended that the HRM-related legislation, policies, frameworks and reports be revised to make provision for the inclusion of career anchors and that the investigations conducted by the PSC also include a review of career anchors as a pivotal indicator in the appointment of the SMS members.

Finally, the literature review, resulting in the theoretical construct for the archetypical career anchors for the SMS members, revealed the following:

- Managerial competence as a career anchor encompasses the leadership characteristics of transactional and transformational leadership, but not necessarily those of a servant leader.
- The presence of managerial competence as a career anchor and servant leadership as a leadership style in the profile of an employee will ensure the inclusion of a service-orientation, as well as the interpersonal skills, additional to those that are part of transformational leadership in the profile of an employee and will thus reflect all the necessary qualities of an effective leader.

Thus, the combination of **managerial competence** as a career anchor and **servant leadership** as a leadership style in the profile of an employee are ideal for the profile of an SMS member. The theoretical construct developed through this study can be used as a guideline in the appointment of the SMS members.

In the empirical research conducted at the NSG, it was discovered that the NSG does make use of certain career management practices and assesses leadership styles of SMS members in limited aspects. However, there is a need to improve, especially when considering career anchors and servant leadership. Based on the findings, deductions and recommendations, it is believed that this study (especially the theoretical construct) can assist the NSG to assess and determine SMS members' ideal profile of career anchor and leadership style(s).

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INTERVIEW SCHEDULE

National School of Government (NSG):
Director General, Deputy Directors General and
Human Resource Management (HRM) Directors

SECTION A: CONSENT FORM TO PARTICIPATE IN THE STUDY

I, _____ (name and surname), agree to be interviewed as part of an empirical research study for a master's degree in Public Management and Governance at the North-West University (NWU), titled *Career anchors and leadership style for Senior Management Service: the case of the National School of Government*.

I give my consent to participate in the study with the following understanding:

- The purpose of the interview has been explained to me.
- I agree that my participation in the study is voluntary.
- I have the right to withdraw from the study at any given time.
- My anonymity is ensured and the feedback of my responses obtained through the interview will be reported as collective; therefore, I will not be identified by my name in the completion of the study
- The information that I will provide to the researcher will be used for the purpose of this research study only.
- Based on my qualification(s), personal expertise, experience and views I will answer all of the questions honestly.

INTERVIEWEE	
Signature:	
Date:	
RESEARCHER	
Signature:	
Date:	

SECTION B: BIOGRAPHICAL INFORMATION

(Completed by the researcher upon requesting the information from the interviewees)

Job position	
Period of employment at the NSG	
Period of employment in current position	

SECTION C: CAREER ANCHORS AND LEADERSHIP STYLE

1. Is **career management** as HRM practice implemented in the NSG?
 - If yes, please indicate to which extent/how it is implemented.
 - If no, please provide reasons.
2. Does the NSG consider the **career anchors** of candidates to establish their suitability for Senior Management Service (SMS) positions?
 - If yes, please indicate to which extent/how it is implemented.
 - If no, please provide reasons.
3. Does the NSG consider the leadership style (transactional, transformational and servant leadership) of candidates to establish their suitability for SMS positions?
4. Based on your personal experience, what do you regard as the ideal leadership style for an SMS member – transactional, transformational or servant leadership? Please provide reasons for your answer.
5. Does the NSG consider the suitable elements of transactional, transformational and/or servant leadership during the recruitment and selection of SMS members? Please provide reasons for your answer.
6. Do you think a candidate's (1) career anchors and/or (2) leadership style (transactional, transformational and/or servant leadership) should be considered during the recruitment and selection of SMS members?
 - If yes, please provide reasons for why you consider this to be important.
 - If no, please provide reasons.

QUESTIONNAIRE
National School of Government (NSG)
Senior Management Service (SMS)

Dear Participant

This questionnaire is part of an empirical research study for a master's degree in Public Management and Governance at the North-West University (NWU), titled *Career anchors and leadership style for Senior Management Service: the case of the National School of Government*. The purpose of the questionnaire is to assess the career anchors and leadership style of SMS members in the NSG to validate the theory discussed in the study.

Based on your qualification(s), position and experience in the NSG, you are selected to participate in the study through the completion of the questionnaire. Your participation through the completion of the questionnaire will be of great value to the results of the study.

Please note that the questionnaire comprises of three sections:

Section A – Consent form to participate in the study

Section B – Biographical information

Section C – Questionnaire on career anchors

The completion of the questionnaire should not take more than 10 – 15 minutes of your time.

Please make sure that you have completed all three sections.

Should you have any questions, comments or queries pertaining to this questionnaire, you are more than welcome to contact me at: zanelle.biewenga26@gmail.com

Thank you in advance for your participation in this study, it is much appreciated!

Warm regards

Zanelle Biewenga (Researcher)

SECTION A: CONSENT FORM TO PARTICIPATE IN THE STUDY

I, _____ (name and surname), agree to participate in the empirical research for a master's degree in Public Management and Governance, titled *Career anchors and leadership style for Senior Management Service: the case of the National School of Government*, through the completion of a questionnaire.

I give my consent to participate in the study with the following understanding:

- The purpose of the questionnaire is clear to me.
- I understand that my participation in the questionnaire is voluntary.
- My anonymity is ensured and the feedback of my responses obtained through the questionnaire will be reported as a collective; therefore, I will not be identified by my name in the study.
- I have the right to withdraw from the study at any given time.
- The information that I will provide will only be used for the purpose of the research study only.
- Based on my qualification(s), personal expertise, experience and views, I will answer each question honestly.

INTERVIEWEE	
Signature:	
Date:	

RESEARCHER	
Signature:	
Date:	27/09/2019

SECTION B: BIOGRAPHICAL INFORMATION

Please complete the following information:

1. Highest qualification

2. Years of employment in the NSG (*please mark with an X*)

1 – 2 years	3 – 5 years	6 – 10 years	10 – 15 years	16 – 20 years	Over 20 years

3. Years of employment as SMS member

1 – 2 years	3 – 5 years	6 – 10 years	10 – 15 years	16 – 20 years	Over 20 years

4. Gender (Mark with an X)

Male	Female

5. Age (Mark with an X)

18 – 25	26 – 35	36 – 45	46 – 55	56 and over

SECTION C: CAREER ANCHORS QUESTIONNAIRE

Please indicate the most suitable answer, based on your personal preference, on a scale from 1 – 4, with an X in the appropriate box:

1	2	3	4
Low	Medium	High	Very high

	1	2	3	4
1. I get fulfilment from my own work when I am able to coordinate, organise, integrate, and manage the efforts of the institution and others to achieve a common goal.				
2. I consider myself an expert in my functional field.				
3. I will use any opportunity I can to create and establish new initiatives.				
4. Having a job that is secure and stable is more important to me than having the freedom to choose how I work.				
5. When I work, I like to do things my own way in a flexible manner, making autonomous decisions.				
6. My ideal job is one that enables me to balance my personal and family needs with my career.				
7. I enjoy undertaking difficult tasks and solving complex problems.				
8. I favour a work environment that is in line with my morals, values and beliefs, rather than my skills.				
9. I appreciate work that allows me to recognise and resolve problems in indefinite situations.				
10. I feel most satisfied and fulfilled when I am able to use my skills and expertise to expand my abilities.				
11. I am always trying to generate new ideas that would enable me to start new projects.				
12. I would feel very uncomfortable working in an institution that takes a lot of risks.				
13. I do not like a job that is firmly structured.				
14. I want to make every aspect in my life a success, even if I have to sacrifice certain aspects of my career.				
15. Solving complex problems is more important to me than achieving a managerial position.				

16. I am always prepared to do something, especially if it inspires me to improve the lives of others.				
17. In the future I would like to progress to a more senior management position.				
18. I consider myself a competent leader in my own field of specialisation.				
19. I would much rather create and build my own business than be a manager in the Public Service.				
20. Job security and the benefits offered by the institution were primary considerations in accepting my current position.				
21. I will feel most successful in my career when I have the freedom to define my own work.				
22. Keeping a balance between my work, family and personal commitments is more important to me than promotion to a more senior position.				
23. I tend to become bored easily when a job or task does not present enough of a challenge to me.				
24. I am willing to change employers in order to carry out my passion in life.				
25. Reaching a more senior position is more important to me than being a manager in my field of knowledge and expertise.				
26. Reaching a position of manager in my area of knowledge and expertise is more important to me than obtaining a more senior position in the institution.				
27. My job satisfaction and passion are embedded in the freedom to be innovative and creative in my job.				
28. I prefer to work in a career and environment that offers security and stability.				
29. I strongly feel that I would rather leave my institution than stay in a job that will reduce or take away my autonomy, freedom and independence.				
30. I choose my career on the basis that it would minimise interference with home or family concerns.				
31. I thrive on challenges and more than anything else, I find job satisfaction in resolving complex problems.				

32. I will not accept promotion unless the new position meets the needs and requirements of my value system.				
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Adapted from Edgar Schein's Career Anchor Questionnaire (2006).

Ms P Makwanazi
Acting Principal
National School of Government



Tel: 018 299 1625
E-mail: Luni.Vermeulen@nwu.ac.za
Date: 17 September 2019

RE: REQUEST TO CONDUCT RESEARCH AT THE NATIONAL SCHOOL OF GOVERNMENT (NSG)

This letter serves to request permission to conduct research at the National School of Government (NSG) for a master's study which I supervise. Ms Zanelle Biewenga (student number, 25986635), is enrolled for the MA degree in Public Management and Governance at the North-West University (NWU). Her dissertation is titled, *Career anchors and leadership style for Senior Management Service: the case of the National School of Government*.

As part of Ms Biewenga's study an empirical research component should be conducted. To collect adequate research data for the study, she wishes to interview yourself as Acting Principal, two Deputy Directors General and two or three senior managers in the Human Resource Management (HRM) Unit of the NSG. It is believed that the information obtained from the interviews will provide valuable insight in the consideration of career anchors at the NSG, based on the interviewees' experience and expertise.

Ms Biewenga would also like to distribute a questionnaire to 40 Senior Management Service (SMS) members in the NSG. The participation of the SMS members will be invaluable in establishing their careers anchors in relation to their leadership styles and is an essential consideration to validate the theory discussed in the study.

The research pertains to career management (particularly career anchors), leadership style and personality style of SMS members. Ms Biewenga will comply with the ethical guidelines as determined by both the NWU and the NSG. The interview and questionnaire responses will be treated anonymously and no person will be identified in the research. The data gathered through the empirical research will be used for the purpose of Ms Biewenga's master's study only. Should it be requested, a copy of the dissertation can be provided to the NSG upon the completion of the study.

It will be greatly appreciated if permission can be granted to Ms Biewenga to conduct her empirical research at the NSG. Please do not hesitate to contact me, should you need any additional clarification.

Kind regards

Prof Luni Vermeulen



school of government

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Ms Zanelle Biewenga
North-West University
25986635@nwu.ac.za

Dear Ms Biewenga

**REQUEST TO UTILISE THE NATIONAL SCHOOL OF GOVERNMENT AS A
PARTICIPANT IN A RESEARCH STUDY**

Your email dated 02 October 2019 refers.

Kindly be informed that the National School of Government (NSG) has granted you a permission to use NSG as a participant in your research: "Career anchors and leadership style for Senior Management Service: the case of the National School of Government".

On receipt of this letter, please communicate with Ms Matsoai Hlahane, Deputy Director: HRD & PMDS who will assist you with the required information. Ms Hlahane can be contacted at the following e-mail address: Matsoai.Hlahane@thensg.gov.za or Tel No.: 012 441 6735.

The NSG will like to wish you all the best in your research.

Ms PP Mkwanazi
Acting Principal
Date: 29/10/2019