The implementation of career management practices in the Public Service: the case of the Department of Trade and Industry

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DECLARATION OF OWN WORK

I Nontokozo Alicia Nokhwali-Mboyi (Student number 26966808) hereby declare that the dissertation entitled

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AKNOWLEGDEMENTS

It has been a daunting journey that when I look back I cannot believe that I have made it this far. To get to this stage, I was not alone, I was supported by many people, through words of encouragement, advice, and tolerance, for which I would like to express my heartfelt gratitude.

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ABSTRACT

The need to have competent, skilled, developed and committed employees in the Public Service cannot be underestimated. It is for this reason that the requirement to develop and capacitate public employees is enshrined in the supreme law of this country, stipulating that the human resource management (HRM) and career development practices should be promoted to enhance and develop the potential of public officials (RSA, 1996:99). This is the case because the Public Service is dependent on its employees to execute its service delivery mandate and provide quality services to the public. Therefore, there is a need to attract, develop and retain skilled, committed and capable public employees to deliver the required quality of services.

In an assessment conducted by the Public Service Commission (PSC) in 2010, it was revealed that HRM and human resource development (HRD) practices are poorly implemented and the implementation of career management practices in the Public Service is limited (RSA, 2010a:5-23). Therefore, the study focussed on the ineffective implementation of career management practices in the Public Service, particularly in the Department of Trade and Industry (DTI), which has led to unmotivated employees, a lack of job satisfaction, low morale, reduced employee performance, and a loss of skilled and experienced employees by the Public Service, which in turn, has a negative impact on the Public Service’s overall performance.

The study adopted a qualitative research methodology. A self-administered semi-structured questionnaire and a personal semi-structured interview was used as data collection instruments. The questionnaire was completed by middle managers at various divisions of the DTI and the interview was conducted with a senior HRM manager at the DTI. The questionnaire aimed at obtaining views, experiences, beliefs and perceptions on the implementation of career management practices within the DTI, based on the participants' first-hand experiences. The interview with the senior HRM manager aimed at gaining insight on the implementation of career management practices in the DTI, from a strategic perspective.

The results obtained from the empirical research revealed that the DTI is implementing a
number of HRM and HRD practices in support of career management. However, the results also revealed that some of these practices were not implemented in a manner that enhances employee motivation, growth and development. Further to this, the DTI has no career management policy in place to guide the implementation of career management practices, resulting in many role players being unaware of their roles and responsibilities in this regard. In some instances, it was found that line managers are neglecting their roles and responsibilities pertaining to career management, which to some extent has led to the frustration of employees, a lack of motivation and a low morale. The results obtained from the empirical investigation also revealed fragmentation in the implementation of career management within the DTI. The study therefore, recommends the development of a career management policy that will guide and regulate career management practices within the DTI, and articulate the roles and responsibilities of each role player in the career management process. The study also recommends a few HRM and HRD practices that can be implemented to contribute to career management.

**KEYWORDS:** Career; career management; career development; career pathing; career planning; personal development plan; Public Service; Department of Trade and Industry.
LIST OF ABBREVIATIONS

CCRD  Consumer and Corporate Regulations Division
DoL  Department of Labour
DPSA  Department of Public Service and Administration
DTI  Department of Trade and Industry
EDP  Executive Development Programme
EEA  Employment Equity Act 55 of 1998
GSSSD  Group Systems Support Services Division
HRD  Human Resource Development
HRM  Human Resource Management
IDAD  Incentives Development and Administration Division
ITED  International Trade and Economic Development Division
MPSA  Minister for Public Service and Administration
NPC  National Planning Commission
ODG  Office of the Director-General
PALAMA  Public Administration Leadership and Management Academy
PSC  Public Service Commission
PSR  Public Service Regulations
PSTF  Public Service Trainers Forum
RSA  Republic of South Africa
SDGs  Sustainable Development Goals
SEZ & ET  Special Economic Zone and Economic Transformation
UK  United Kingdom
UN  United Nations
WPTPS  White Paper on Transformation of the Public Service, 1995
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CHAPTER 1: INTRODUCTION TO THE STUDY

1.1. ORIENTATION

South Africa is bombarded with violent public protests. This is the case due to unethical behaviour, human resource related matters and instances of alleged poor service delivery to the public (RSA, 2010a:28). Globally, any government’s primary purpose is to provide for the welfare of its citizens through the provision of quality services. The importance of service delivery is highlighted in the supreme law of the country, the Constitution of the Republic of South Africa, 1996 (hereafter referred to as the Constitution, 1996). Section 195 (1) (e) of the Constitution, 1996, indicates that citizens’ needs must be attended to, and that it is public employees who are tasked with attending to those needs (RSA, 1996:99). The Public Service is thus entrusted with the responsibility of rendering services to the public through its employees, thereby emphasising the need for public employees to be adequately capacitated to perform their duties and to be committed to serving citizens (Sing, 2012:380-381). It is also necessary for public employees to have high standards of professional ethics to meet the high standards of service delivery (RSA, 1996:99; RSA, 2011a:48-49). Since the Public Service is dependent on its employees in delivering its service delivery mandate, it is of the utmost importance that public employees are competent, skilled, well-developed and committed to performing their duties (Vermeulen, 2015a:485).

In addition to the Constitution, 1996, another significant document providing guidelines in terms of what is expected of public employees, is the National Development Plan (NDP): Vision for 2030 (RSA, 2011b). The NDP presently is the government’s leading policy in terms of planning and action for the democratic developmental state. It emphasises that South Africa can realise its goals by putting increased efforts into people development, the growth of an inclusive economy, building capabilities, and enhancing the capacity of the state (RSA, 2011b:14). The NDP argues that the skills profile of the Public Service is a replica of the national skills profile, and therefore reiterates the importance of public employees possessing the necessary skills to carry out the government's mandate (RSA, 2011b:45). The NDP advises that, to solve the issue of a shortage of skills in the country, the government should develop the skills it needs through inter alia career management
and mentoring (RSA, 2011b:45). The NDP urges that positions within the Public Service must be filled with skilled, committed and competent employees (RSA, 2011b:61). The NDP further requires that employees in the Public Service need to be committed to improve performance and service delivery efficiencies and that this can be achieved through continuous learning, commitment to high performance, an uncompromising focus on ethics, and a willingness to learn from experience (RSA, 2011b:48-49).

Considering that South Africa is a democratic developmental state, it is necessary to understand its premises and objectives, as these will influence the responsibilities of public employees in their daily duties. As a democratic state, South Africa is guided by the Constitution, 1996 and in particular the Bill of Rights, providing democratic rights to all citizens (RSA, 1996:5-20). Further to this, the Constitution, 1996, in Section 195 (1) (h), in stipulating the requirements of public administration in the democratic state, states that human resource management (HRM) and career development practices should be promoted to augment and expand the potential of public officials (RSA, 1996:99). The importance of good HRM practices, and career development as HRM practice, are therefore highlighted in the highest law of the country, thereby emphasising the high premium placed on public employees in the democratic state.

However, in addition to a democracy, South Africa is also a developmental state. A developmental state is described as a state that is constructed to provide a wide and effective social and economic infrastructure and services for broad-based participation in economic processes (Creamer, 2010:205). The purpose of a developmental state correlates with the Sustainable Development Goals (SDGs), which are aimed at addressing sustainable development on aspects of social development, economic development and environmental development (UN, 2015). Creamer (2010:205) argues that for a country to achieve its socio-economic objectives and to be able to compete increasingly, it must invest in human resources and new technologies. This notion is supported by Maphunye (2009:9-12) who advises that, for the Public Service to thrive in a developmental state, its employees must go beyond the call of duty; be selfless in rendering services to the public; must be highly skilled, professional, experienced, and motivated; and must be goal-oriented, with the capacity to not only fulfil the mandate of the government, but to also contribute to the development of the strategic vision to transform
society (Baloyi, 2009; cf De Wet, 2014:42). To cultivate and encourage these qualities among public employees, it necessitates their continuous growth and development to capacitate them for the attainment of the objectives of the democratic developmental state (Vermeulen, 2015a:483). Considering the abovementioned legislative foundations (the Constitution, 1996 and the NDP, 2011), the study argues that the effective implementation of HRM practices, in particular career management as developmental and motivational tool, can assist in the growth and development of public employees. It is argued that in ensuring public employees possess the necessary skills, competencies and attributes to contribute to the attainment of the objectives of the democratic developmental state, career management practices should be prioritised and implemented in the Public Service.

The White Paper on Human Resource Management in the Public Service, 1997, defines career management as the process by which the career aspirations of individual employees are considered and reconciled with the operational objectives of the institution (RSA, 1997a:29). Greenhaus et al. (2010:12) define career management as the process by which individuals develop, implement and monitor career goals and strategies. According to the White Paper on Human Resource Management in the Public Service, 1997, effective career management enables employees to maximise their career potential by availing job opportunities, as well as training and development, and enables employers to develop the institution’s human resource capacity, and to support employees’ career ambitions (RSA, 1997a:29). Since the Public Service is tasked with the provision of services to the citizens to meet their needs, it is imperative that employees who are willing to devote themselves and take careers in the service of the public are valued (RSA, 1997a:22). This therefore necessitates that opportunities to develop the individual skills and abilities of public employees are made available, as long as they are in line with the Public Service’s operational requirements (RSA, 1997a:29).

Section 5.10.2. of the White Paper on Human Resource Management, 1997, emphasises that the primary responsibility for career management rests with the employee, although the institution also has a responsibility for career management, given the fact that it is of utmost importance to develop the institution’s human resource capacity to meet its operational and institutional objectives (RSA, 1997a:22; Vermeulen, 2015:486; Vermeulen, 2016:163;167). Individual employees are responsible for determining the
direction in which they wish their careers to advance, based on their career aspirations, with support from their line managers in terms of planning and development (RSA, 1997a:29; Nel et al., 2011:392; Vermeulen, 2016:167). Therefore, the employer is responsible for ensuring that an employee is advised on available career paths in the institution, and line managers have the responsibility to facilitate their subordinates' career planning by acting as a communicator, coach, and mentor as well as ensuring that employees are informed of the necessary information required for furthering their careers (RSA, 1997a:22; Nel et al., 2011:392). It is evident that communication and discussion between the line manager and the employee regarding the employee's preferences and career aspirations is a key factor to effective career management. For career management to be successful, employees and line managers need to assume an equal share of responsibility (RSA, 1997a:22; Vermeulen, 2015:486;488; Vermeulen, 2016:163;167).

An employee identifies his or her career aspirations and abilities, as well as training and development needs required for a particular career path, whereas the institution identifies training and development opportunities and provide necessary career information and training to its employees (RSA, 2011a:10). However, Nel et al. (2011:392) argue that line managers often do not understand their responsibility concerning the assistance of employees in developing their careers for primarily two reasons: line managers do not know where and when to start this process; or they perceive their subordinates as a threat to their own positions, and as a result do not provide assistance or may even discourage employees. In such cases, great harm is done to the employee-employer relationship, as it is regarded as a breach of the psychological contract. A psychological contract refers to mutual beliefs, perceptions and informal obligations between an employer and an employee regarding policies and practices within their institution (Armstrong & Taylor, 2014:422). Career expectations and opportunity to develop skills are some of the aspects covered by the psychological contract and when employees feel that the psychological contract has been breached, this may affect their attitudes towards their job and performance, as they will perceive that as a career barrier which might interfere with their career progress (Armstrong & Taylor, 2014:422; Valickas & Valickiene, 2015:262).

Adekola (2011:100) stresses that employees are the most valuable resources of any institution. Therefore, the implementation of career management initiatives, where the
focus is placed on the growth and development of employees, is crucial (RSA, 1997a:22; Vermeulen, 2015:483). Moreover, supporting employees in building long-term stable careers yield maximum benefits for both the institution and the employee (Adekola, 2011:100; Wesarat et al., 2014:101-102). Further to this, Coetzee and Potgieter (2014:67-68) argue that career management enables employees to sustain employability\textsuperscript{1} through continuous learning and career planning. This represents autonomy to some extent and provides a clear sense of what employees want to achieve in their careers, whereas the institutions in which they are employed must support career management capacities through sound performance and career management practices (Greenhaus et al., 2010:13-16).

Despite the importance of career management in the growth and development of employees, career management practices in the Public Service are as a rule not practiced, and in those cases where it is implemented, it is not managed in a manner which contributes to the increased performance, motivation, retention or career aspirations of the employees (Vermeulen, 2015a:482). Balkaran (2013:13) concurs in stating that the Public Service has not been successful in implementing career management programmes. The Public Service Commission (PSC), in its Report on the Assessment of the State of HRM in the Public Service, confirmed the widespread lack of career management practices in the Public Service (RSA, 2010a:23). The lack of career management practices in the Public Service is detrimental to employee morale, motivation, performance, and the ability to retain employees (Vermeulen, 2015a:502).

Another aspect to consider, is that career management cannot succeed on its own, but needs to be integrated with other HRM practices, including: recruitment and selection; training and development; transfers; placements; affirmative action; job rotation; and performance appraisal (RSA, 2011a:23). In addition to these, Vermeulen (2016:175-177) adds the following HRM practices that should be integrated with career management: talent management; succession planning; and mentoring and coaching. These HRM practices support career management in various respects, such as: by ensuring that an

\textsuperscript{1} Employability is a set of skills and personal attributes that make job seekers more likely to gain employment and be successful in their chosen careers, which is beneficial for their own wellbeing, the wellbeing of their employers, the community and the economy (Yorke, 2004).
institutions proactively and innovatively attracts and retains the right people; the compilation of personal development plans; and the assessment of individual performance and the subsequent identification of developmental needs (RSA, 2011a:23-28).

The combination of various HRM practices in support of each other is referred to as the strategic integrated HRM approach. Van der Westhuizen et al. (2011:91) describe the strategic integrated HRM approach as the synchronisation of the institution’s needs and plans with those aspects relating to the management of employees (HRM practices). The integration of HRM practices allows for cooperation from different role players and strategically enables the institution to enhance performance and service delivery with which the public employees are entrusted (Van der Westhuizen et al., 2011:87). From the above, it can then be argued that the efficiency of an institution depends on the degree to which HRM practices are synchronised with each other and managed in a logical manner that will result in increased performance by the employees and ultimately, improved service delivery.

The study therefore argues that, by complying with national legislation, policies and frameworks, and in following a strategic integrated HRM approach, government departments can implement career management practices to further the growth and development of public employees. Career management practices not only serve as motivating and developing factor for employees, but also assist the Public Service in attaining the goals of the democratic development state through competent, well-developed and committed employees (RSA, 1997a:22; Vermeulen, 2015a:486;488; Vermeulen, 2016:163;167). Regrettably, career management practices are scarcely implemented in the Public Service. The focus of the study is therefore placed on the lack of the implementation of career management practices in the Public Service, specifically in the Department of Trade and Industry (DTI) as case study for this research.

1.2. PROBLEM STATEMENT

As mentioned in the previous section, in its 2010 Report on the Assessment of the State of HRM in the Public Service, the PSC highlighted various concerns and challenges pertaining to the implementation of career management practices in the Public Service,
including limited implementation of career management programmes, a high employee turnover, the non-existence of career pathing and career management systems, and inadequate information to employees on available career opportunities (RSA, 2010a:5-21). Other challenges indicated in the PSC’s Report pertaining to HRM practices included: recruitment and selection wherein it was discovered that correct recruitment processes were not followed; performance management, as public officials were not submitting performance agreements or concluded them long after the due date; a lack of succession planning; and a number of departments that did not have mentoring and coaching interventions in place (RSA, 2010a:13-23).

These HRM practices, highlighted in the PSC’s 2010 Report as challenges and shortcomings regarding HRM in the Public Service, play an integrated supporting role in career management. Especially considering the importance of following a strategic integrated HRM approach, the effective implementation of these HRM practices is pivotal to the success of career management. (In Chapter 2 of the study, the strategic integrated HRM approach, its importance and benefits to the effective implementation of career management practices in the Public Service are elaborated on).

The abovementioned HRM challenges and shortcomings pertaining to career management, are also a reality in the DTI. At the DTI, certain programmes aimed at assisting and supporting employees with their career ambitions are available, but the implementation of these programmes is limited and its impact does not lead to the desirable results of supporting officials in their career aspirations or to enhanced performance and motivation (RSA, 2017c:1-3). The DTI currently has a number of career management programmes, such as training and development; personal development plans; employees acting in vacant higher positions; bursaries; secondment; job rotation; and performance management (RSA, 2017c:1-3). However, these are not effectively implemented due to the DTI’s lack of a policy to drive a career management process and to provide guidance in this regard (Senior HRM manager, Personal interview, 14 September 2017). The DTI also experiences challenges with the implementation of other HRM practices influencing career management, for instance: recruitment and selection; job evaluation; performance management; succession planning; mentoring and coaching; retention; and talent management, since these are not effectively implemented to support
employee career management (Senior HRM manager, Personal interview, 14 September 2017). The problem that this study researches therefore is: since the DTI does not have a career management policy in place, career management practices are not effectively implemented, and thus, the DTI is not efficiently and constructively contributing to the growth, development and motivation of its employees; therefore, not reaping the optimal benefits of career management.

1.3. RESEARCH OBJECTIVES

To address the problem statement, the objectives of this study are:

- To establish a theoretical framework for career management in the Public Service, inclusive of a strategic integrated HRM approach;
- to determine the statutory and regulatory guidelines for career management in the Public Service;
- to determine the current career management practices, challenges and shortcomings in the DTI; and
- to provide recommendations for the enhanced implementation of career management practices in the DTI.

1.4. RESEARCH QUESTIONS

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

- What is the theoretical framework for career management in the Public Service, and should it be inclusive of a strategic integrated HRM approach?
- Which statutory and regulatory guidelines are relevant for career management in the Public Service?
- What are the current career management practices, challenges and shortcomings in the DTI?
- Which recommendations can be made to enhance the implementation of career management practices in the DTI?
1.5. CENTRAL THEORETICAL STATEMENTS

The following theoretical statements support the rationale, purpose and focus of the study:

**Career management** can be defined as the process that integrates employees’ career plans, progression, potential and preferences with the institution’s needs and objectives (RSA, 2010a:22). Career management is also defined as the intentional management of an employee’s work, learning, development and growth through a reflective, evaluative and decision-making process (Bridgstock, 2009:36). When there is integration between the objectives of an individual and the institution, the benefit is twofold: firstly, the employee will be developed and motivated; and secondly, the institution will experience increased creativity and productivity that will ultimately make a significant contribution to the institution’s overall performance (Nel et al., 2011:393). In support of this view, Valickas and Valickiene (2015:103-104) state that career development results in individual career success, personal fulfilment, job satisfaction, innovation and institutional benefits in terms of performance or productivity.

Vermeulen (2015a:483) argues that a lack of career management in an institution negatively affects employee morale, motivation, job satisfaction and performance, and ultimately the performance of the Public Service. As employees spend most of their daily hours at work, it is of the utmost importance that they are motivated to perform their duties as this will result in increased performance (Ledwaba & Mofokeng, 2014:86-87). Further to this, in consideration of the fact that South Africa is a democratic developmental state, demands are placed on the Public Service in terms of the growth and development of public employees to effectively achieve the objectives of the democratic developmental state (Creamer, 2010:205).

Career management is more effective if integrated with other HRM practices, which, amongst others include: recruitment and selection; training and development; affirmative action; performance management; talent management; succession planning; and mentoring and coaching (RSA, 2000:16;48; RSA, 2011a:10;33; Vermeulen, 2016:175-177). The strategic integrated HRM approach entails that the institution’s needs and plans need to be synchronised with those aspects relating to the management of employees (HRM
practices), since the integration of the HRM practices allows for cooperation from different role players and strategically enables the institution to enhance performance and service delivery with which the public employees are entrusted (Van der Westhuizen et al., 2011:87).

The study also relies on two career development theories: (1) Super’s Career Development Theory; and (2) Holland’s Personality Types. From the variety of career development theories that emerged during 1951 to 1963, these two theories are highlighted as those that stood the test of time (Salomone, 1996:167). **Super’s Career Development Theory** describes career choice as a sequence of related decisions made during a developmental process (Super, 1980:283-296). Super includes three perspectives to the traditional “individual-difference approach” to occupational guidance: (1) developmental perspective; (2) phenomenological perspective; and (3) contextual perspective (Career Research, 2017). The developmental perspective of Super’s Theory focusses on the evolution of a person’s career behaviour over a lifetime and emphasises continuity in career development (Vermeulen, 2016:167-168). Super’s Career Development Theory covers five life stages which are associated with the following career stages (Super, 1980:283-296; Salomone, 1996:167; Savickas, 2001:50-55; Vermeulen, 2016:167-168): growth (0-13 years); exploration (14-24 years); establishment (25-44 years); maintenance (45-65 years) and decline (65+ years).

Super’s phenomenological perspective highlights the role of self-concept in the development of a person’s career (Career Research, 2017). According to Super (1963a:3), self-concept (the way in which someone views themselves) is essential for understanding a person’s behaviour and performance. Super (1963a:1) explains that people found their career decisions on beliefs about their own abilities and the traits they believe they possess. According to Super (1963b:791), career choice is the process of employing self-concepts and career development is a process of establishing the fit between one’s self-concept and career environment.

Super’s contextual perspective emphasises the significance of several social roles and their interaction across the life span of a person (Career Research, 2017). A person’s work role is only a single role among various life roles and therefore, a person’s career cannot
be fully grasped detached of their social and personal context (Career Research, 2017). The various roles that a person concurrently fulfil implies that these roles interact and influence each other (Niles et al., 2001:15). "The interaction among the roles can be supportive, supplementary, compensatory, or neutral. It can also be conflicting if some of the roles absorb too much of the available time and energy" (Career Research, 2017). Super’s Career Development Theory is discussed in more detail in Chapter 2, Section 2.3.1.

**Holland’s Personality Types** relate to career choices and state that individuals prefer situations and environments that correlate with their orientation (Schreuder & Coetzee, 2011:103; Van der Westhuizen & Wessels, 2013:298-299). According to Holland (1973), as cited in Schreuder and Coetzee (2011:103), career choice is an expression of a personality and people search for environments which will allow them to optimally utilise their skills and abilities and enable them to express their attitude and values. By integrating individual needs and the environment and being aware of these, it can assist in predicting individual’s career choice, career stability, career performance, personal capabilities and social behaviour (Van der Westhuizen & Wessels, 2013:299). Holland’s theory identifies six personality types of which each person resembles one or more: realistic, investigative, artistic, social, enterprising and conventional (Schreuder & Coetzee, 2011:103; Van der Westhuizen & Wessels, 2013:299-300). Holland’s Personality Types are discussed in more detail in Chapter 2, Section 2.3.2.

### 1.6. RESEARCH METHODOLOGY

According to Wisker (2009:89), research methodology refers to the overall approach to the research process, from theoretical frameworks and concepts to the collection and analysis of data. Research methodology is also defined as the general approach taken by the researcher in executing the research project (Leedy & Ormrod, 2013:7). Schurink (2010:428) indicates that, in considering the research methodology, there are aspects that play a crucial role in deciding which research methodology to follow, including: the location of data; the method of gathering data; the research procedure; and the method of data analysis. Research methodology therefore explains the rationale and justification behind using particular methods for research (Wisker, 2009:88). As part of the research
methodology for this study, the following sections provide insight about the methodology for this study, including: the research approach; the research design; the data collection instruments; the population and sampling for the study; and the processes followed for data analysis.

1.6.1. Research approach

To conduct this study, a qualitative research approach was employed. Qualitative research is defined as an approach in which data cannot be converted into numerical form, but are expressed in words describing people’s attitudes, feelings, beliefs, opinions and customs (Babbie, 2011:24-25). Punch (2016:4-5) describes qualitative research as an approach that is intended to understand, describe and explain social phenomena by analysing individuals' or groups' experiences, interactions, communications and documents. Maxwell (2013:30-31) argues that a qualitative research approach derives its strength from Process Theory which tends to see the world in terms of people, situations, events and processes, and therefore focusses on specific situations or people by emphasising descriptions rather than numbers.

With qualitative research, the events, norms and values from the perspective of the people being studied are observed (Walter, 2013:56). Qualitative research provides the researcher with an understanding of what is going on through the detailed descriptions of the social settings which they investigate, as well as an understanding of events and behaviour in the context in which they occur (Walter, 2013:56; Plooy-Cilliers et al., 2014:174-175). This notion is supported by Leedy and Ormrod (2013:139), who state that qualitative research focusses on phenomena that occur in the real world and captures and studies the complexity of those occurrences. Qualitative research therefore provided a holistic perspective of the participant’s perceptions, experiences, beliefs and opinions regarding career management and the implementation thereof within the DTI.

According to Flick (2011:14), the advantage of qualitative research is that participants are free to determine what is relevant to them and to present that in context. The disadvantage of qualitative research is that these analyses are usually timeous and a broad generalisation of results is limited (Flick, 2011:14). However, this study is not focussed on
the generalisation of results, but rather on establishing the particular circumstances, challenges and shortcomings in the implementation of career management practices in the DTI with a view to make recommendations to the improvement thereof. It was therefore believed that a qualitative research approach was the most suitable approach in providing an understanding and description of what is transpiring regarding the implementation of career management practices or programmes within the DTI. Although the focus of the study is not to generalise, it may be the case that other government departments experience the same challenges and shortcomings pertaining to the implementation of career management practices and may therefore find value in the results of this study. The sampling technique for this study was also chosen in consideration of the qualitative approach (see Section 1.6.3.3. below).

Based on the above, a qualitative research approach was chosen for this study as it was believed that it would enable the study to accomplish the following, based on guidelines provided by Leedy and Ormrod (2013:140):

- reveal the multifaceted nature of the situations, settings and processes regarding the implementation of career management in the DTI;
- discover the problems that exist regarding the implementation of career management in the DTI;
- verify certain assumptions, claims and theories, regarding the implementation of career management in the DTI; and
- evaluate the effectiveness of DTI’s career management policies and practices.

The above guidelines advocated by Leedy and Ormrod assisted in addressing the study’s research objectives and answering the research questions, as outlined in section 1.3 and 1.4 above, respectively. Through these guidelines, the researcher was able to obtain information relating to the theoretical framework, purpose and importance of career management in the Public Service as well as the significance of strategic integrated HRM approach. The critical legislative and policy framework relating to HRM, particularly career management in the Public Service was also explained. Further to this, the understanding, experiences, perceptions and opinions of the DTI employees with regard to the implementation of career management practices and the effectiveness of policies and practices implemented, were assessed.
1.6.2. Research design

A research design is a conceptualised plan to address a particular research question or hypothesis (Walter, 2013:26; Punch, 2016:81; Plooy-Cilliers et al., 2014:93). In conducting this study, a case study research design was used. Gravetter and Forzano (2012:349) and Babbie (2011:301) define a case study as an empirical inquiry that investigates a specific occurrence through a holistic or systematic focus on a single case. According to Greetham (2009:220-222), case studies are means of gathering material, focussing on a particular community or group of people, a set of documents, an institution, a person, or an event. For this research, the DTI was used as case study.

The strategic value of a case study lies in its ability to draw focus and attention to what can be learned from a single case (Schram, as cited in De Vos et al., 2011:320). As alluded to in Section 1.6.1, other government departments may experience similar challenges and shortcomings pertaining to the implementation of career management practices and may therefore find value in the results of this study.

1.6.3. Instrumentation

A data collection instrument is a tool used during the data collection process with the aim of obtaining data pertaining to views, opinions and beliefs about a specific phenomenon (Plooy-Cilliers et al., 2014:15). According to Maxwell (2013:102), multiple data collection methods may be used in a single study. The use of a range of data collection methods or types of information to cross check is known as triangulation (Williams, 2015:119). For the purposes of this study, the triangulation of data enabled the researcher to obtain information about different aspects of career management in the DTI. Therefore, data was triangulated through data gathering from a literature review, personal interviews and a questionnaire. The sections below depict the data collection instruments used to collect data, and how they were used.
1.6.3.1. Literature review

According to Plooy-Cilliers et al. (2014:101), a literature review involves a systematic and structured approach of identifying relevant literature to be used in a research proposal and ultimately, a dissertation or thesis. A literature review presents a logically argued case from credible evidence, based on previous research conducted on a specific phenomenon (Machi & McEvoy, 2012:3-4). Further to this, a literature review enables scholars to engage into a dialogue about writings and arguments in a particular field and also helps to set a pattern for critical thinking and the development of a theoretical framework for the planned research (Schurink, 2010:422). According to Wisker (2009:88), a literature review is a vigorous engagement with other scholars’ ideas and arguments in relation to a study’s problem statement, research objectives and research questions. Leedy and Ormrod (2013:51) argue that a literature review may yield some of the following benefits:

- ascertains whether other researchers have already addressed and answered the proposed research problem;
- offers new ideas, perspectives and approaches that may not have occurred to a researcher;
- informs the researcher about other individuals who have conducted work and from whom advice or feedback may be sought;
- may reveal sources that the researcher may not have known existed; and
- reveals how other researchers have handled methodology and design issues of similar studies.

The literature review for this study focussed on career management (career planning, career development and career pathing), the purpose, principles and process of career management, the role players in career management and their responsibilities, the value of a strategic integrated HRM approach to career management and the relevant statutory and regulatory framework for career management in the Public Service.

As part of literature review for this study, relevant books, academic journals, scholarly articles, departmental policies, the statutory and regulatory framework, other research documents, and government reports were consulted with the purpose of gaining an understanding of the framework, theory, previous studies and ongoing debates regarding
career management in order to answer the research questions.

1.6.3.2. Personal interviews

Another data collection instrument that was used for this study was personal interviews that were conducted with individual research participants. Interviews entail asking questions relating to facts, people’s beliefs and perspectives about the facts, feelings, motives, present and past behaviours, what people think should be done in certain situations, and conscious reasons for actions or feelings (Leedy & Ormrod, 2013:153). According to O’Reilly and Kiyimba (2015:80), there are three types of interviews: structured interviews, semi-structured interviews and unstructured interviews. This study made use of semi-structured interviews.

Wisker (2009:132-133) describes a semi-structured interview as an interview that comprises a series of questions and allows a space for divergence. The interviewer compiles a set of questions relating to the research topic but may deviate from them and may ask follow-up questions (Wisker, 2009:132-133). Semi-structured questions shape respondents’ frame of reference, whilst at the same time giving them freedom to answer a question in whichever way they prefer to respond (Wisker, 2009:130-131). Semi-structured interviews contain both open-ended and closed questions (Walter, 2013:236). Open-ended questions give respondents freedom in their responses as opposed to the predetermined category responses, whereas closed questions is a type of questions that requires the respondents to select their responses from fixed options (Walter, 2013:236-239). By using the combination of both open-ended and closed questions, the respondents were able to elaborate on their experiences, perceptions and views pertaining to career management to provide a qualitative richness in data (through open-ended questions), while at the same time, data relating to specific matters of career management could be rated and quantified, to make certain deductions and draw conclusions (through closed questions).

Semi-structured interviews were chosen as the most appropriate type of interview for this study as it enables flexibility in data gathering, since the interviewer can deviate from the sequence of questions, unlike a structured interview or a self-administered questionnaire (Flick, 2011:112). Semi-structured interviews also give freedom to the interviewee to put
interviewees at ease so that they do not feel pushed or required to provide fixed, limited or controlled answers (Wisker, 2009:132). Further to this, semi-structured interviews were also chosen as data gathering instrument for this study as it allows interviewees the opportunity to elaborate on their perceptions, experiences and opinions. Interviewees were probed on questions pertaining to their understanding of career management and their perceptions with regard to its implementation within the DTI with the purpose of answering the research questions.

The aim was to obtain a sample of three (3) senior managers, specialising in HRM, but only one senior manager was available for an interview, with the remaining two senior managers citing their unavailability due to tight work schedules. The senior HRM manager with whom the interview was conducted has extensive experience in HRM as senior manager (15 years) and the DTI (25 years).

1.6.3.3. Questionnaire

Walter (2013:122) describes a questionnaire as a set of questions, administered to a group of survey respondents. A self-administered questionnaire is completed by individual research participants and can be used if the participants are suitably literate (Babbie, 2008:286). A self-administered questionnaire was identified as appropriate for this study due to the literacy levels of the participants, which are middle managers in the DTI (Assistant Directors and Deputy Directors at salary levels 9, 10, 11 & 12).

As with a semi-structured interview, a semi-structured questionnaire contains both open-ended and closed questions (Kanjee, 2009:486). As alluded to in the previous section, open-ended questions offered the participants the opportunity to communicate their experiences, beliefs, perceptions and needs about a specific matter in their own words, without constraint (Kanjee, 2009:486).

The questionnaire was distributed to participants sampled to participate in this study, with the aim of achieving a sample of 50 participants. The participants were middle managers in the DTI. The middle managers were chosen as participants, based on the assumption that by virtue of being middle managers, they are subordinates to their respective line
managers, and therefore they must have experienced some kind of assistance from their line managers in managing their careers. Further, middle managers have subordinates of their own and therefore should assist them in discussing career aspirations and provide support to their subordinates in realising their career goals. Therefore, in having participants who are supporting others in managing their careers and who also receive support for the management of their own careers, the sample reflected variations and heterogeneity.

1.6.4. Population and Sampling

Zikmund et al. (2013:385) define a population as a group of entities, objects, or persons that share a common set of characteristics and from which samples are taken for measurement. Sampling is the process of selecting the sample from a defined population (Leedy & Ormrod, 2010:146). A sample therefore is a subset of a larger population (Zikmund et al., 2013:385; Bryman et al., 2011:170).

In conducting this study, non-probability purposive sampling was used for the interviews. Non-probability sampling is commonly associated with qualitative research and its primary aim is to gain an in-depth description and understanding, as opposed to a quantity (Walter, 2013:100). According to Walter (2013:111), purposive sampling allows the researcher to apply his or her own judgment in selecting the sample. Purposive sampling involves selecting objects or individuals that will assist in providing the most crucial information about the topic under investigation (Leedy & Ormrod, 2013:152). Also, purposive sampling allows the researcher to identify important sources of variations in the population and select a sample that reflects this variation (Walter, 2013:111). Walter (2013:111) however warns that the major weakness of purposive sampling is that, to make an informed selection of cases, this requires a considerable knowledge of the population before a sample can be drawn, and researchers may use different ways to select the sample which makes it difficult to evaluate the extent to which the samples are representative of the population. For this study, purposive sampling was suitable for the interviews as it allowed for the sampling of participants (a senior manager in the HRM Unit) that are experts in the topic under investigation. Interviewees were therefore sampled because of their
experience, expertise and extensive knowledge of HRM practices, including career management.

For the questionnaire that was completed by middle managers, non-probability convenience sampling was used. Plooy-Cilliers et al. (2014:137) assert that non-probability sampling is often not used to generalise results to the larger population, but it is crucial that enough participants are included in the sample as opposed to ensuring that the sample size is big enough to be representative of the entire population. Convenience sampling refers to sampling participants who are easy to locate (Walter, 2013:110). The questionnaire was distributed to middle managers in various divisions of the DTI, as they are easy to locate in the researcher’s work environment and close by to follow up on the completion of the questionnaire. Thus, the middle managers of the DTI were therefore a convenient sample to use.

The population for the interview was four (4) senior managers in the DTI, specialising in HRM. As mentioned in Section 1.6.3.2 above, the aim was to obtain a sample of three (3) senior managers, specialising in HRM, but only one senior manager was available for an interview, with the remaining two senior managers citing their unavailability is due to tight work schedules. The population for the questionnaire is 578 middle managers employed at the Head Office of the DTI. A sample of 50 middle managers was chosen to participate in the study of which 28 returned the completed the questionnaire. As sampling for a qualitative study does not necessarily focus on representativity, the sample size and the received responses were considered to be adequate to continue with the study, due to the fact that convenience sampling was used and the saturation point was also reached.

1.6.5. Data analysis

According to Leedy and Ormrod (2010:153), data analysis involves the organising, perusal, and identification of categories, as well as the integration and the summarising of data. Zikmund et al. (2013:459) regard data analysis as transformation of raw data into intelligence.

The data collected through the questionnaire was collated and analysed individually and
collectively. The data analysis approach used is the one advocated by Leedy and Ormrod (2010:153), wherein raw data from both the questionnaire and interview responses was organised, perused, categorised, integrated and summarised to reach a conclusion. In analysing this data, facts about a particular case were arranged in a logical order, data was categorised into meaningful groups, related documents and other data were examined for specific meanings that they might have in relation to the study, patterns were identified and conclusions were made. This thematic analysis of data assisted in identifying, analysing and recording patterns in responses received from the questionnaire and the interview responses. Data obtained from both the interview and questionnaire was then triangulated in order to confirm or dismiss the participants’ viewpoints, as explained in Section 1.6.3 above.

1.7. ETHICAL CONSIDERATIONS

According to Flick (2011:215), ethical issues are one of the challenges faced by researchers, in general. Williams (2015:80-81) asserts that research ethics refers to rules of conduct which are very crucial since unethical research practices often influence the researcher’s objectivity and this may lead to biased data collection and analysis, which in turn will have harmful consequences on the reputation of the universities and organisations.

The following ethical considerations were adhered to in the study:

- Compliance with the Faculty Research Ethics Committee of the Faculty of Arts, North-West University, Potchefstroom Campus.
- Approval from the Accounting Officer of the DTI before the study was conducted.
- Written consent from participants.
- Permission from interviewees to be recorded during the interview process.
- Treating research participants with respect.
- Ensuring confidentiality through anonymity.
1.8. LIMITATIONS AND DELIMITATIONS

This research study assumed that the research participants were sharing their own knowledge and experiences regarding the implementation of career management practices in the DTI. It was however anticipated that there might be impediments that might hinder the research. The anticipated obstacles were non-cooperation by the officials from the divisions or officials withholding information, with the fear that they may be victimised by their seniors. This anticipated obstacle was counteracted by guaranteeing and maintaining anonymity of the research participants by ensuring that the information provided was not used to divulge their identity. It appeared that the anticipated obstacle was unfounded as participants freely shared information.

The non-availability and schedules of the senior managers for the interviews were also identified as possible obstacle which might delay the research process. In this respect, the anticipated obstacle materialised as only one senior manager in the HRM Unit was available for an interview.

The study was conducted at the DTI and was therefore applicable to the circumstances, challenges and shortcomings of career management in the DTI specifically. The study results may not necessarily be applicable to other government departments, unless they experience similar challenges and shortcomings to career management.

1.9. SIGNIFICANCE OF THE STUDY

Career management is important as it involves the most valuable assets (employees) of any institution. Therefore, the DTI needs to fully understand the effective implementation thereof. It is believed that the study can assist the DTI to understand the necessity and significance of employee career management and act accordingly. The study may also be of assistance to other government departments that experience similar challenges to the implementation of career management practices.

Furthermore, the study contributes to the body of knowledge in the academic discipline of Public Administration, since the dissertation can in future be used as a point of reference.
for other researchers, studying matters relating to career management in the Public Service. The study also contributes specifically to the scholarly knowledge of Public HRM, a sub-field in the discipline of Public Administration, from which career management emanates.

1.10. PROVISIONAL CHAPTER LAYOUT

The following depicts the provisional chapter layout which addressed the problem statement and the research objectives outlined above:

Chapter 1: Introduction to the study
This chapter provided an introduction to the study. It described the problem statement and discussed the background, shortcomings and challenges to career management in the Public Service, specifically the DTI. Specific questions relating to the objectives of the study were set out, as well as the factors, motivating the need of the study, including the significance of the study.

Chapter 2: Theoretical framework for career management
This chapter provides the theoretical framework for career management in the Public Service. In addition, the chapter discusses the relationship between career management and other HRM practices by following a strategic integrated HRM approach. The chapter also provides an overview of Super's Career Development Theory and Holland’s Personality Types in relation to career management.

Chapter 3: Statutory and regulatory guidelines for career management in the Public Service
This chapter gives an overview of the legislation, policies and guidelines relevant to career management in the South African Public Service. The statutory and regulatory guidelines are discussed in the context of the democratic developmental state.

Chapter 4: Career management: the case of the Department of Trade and Industry
This chapter, through an empirical investigation, establishes the current state of career management practices at the DTI, including the challenges and the shortcomings
experienced. The results obtained through the empirical study are revealed and interpreted. The results obtained from the questionnaire and interviews are also assessed against the theoretical framework (Chapter 2) and the statutory and regulatory guidelines (Chapter 3) for career management to present the primary findings of the study.

Chapter 5: Conclusion and recommendations
This chapter provides the conclusions regarding the study and makes recommendations to be considered by the DTI to enhance the implementation of career management practices.

1.11. CONCLUSION

This chapter provided an introduction, orientation to the study and the rational thereof. The research problem was formulated, the research questions aligned with the research objectives were delineated. The chapter also provided the central theoretical statements and research methodology used to respond to the research objectives.

Chapter 2 focusses on the theoretical framework for career management. Career management is also conceptualised and its significance of career management are discussed. The chapter also provides an overview of the elements of career management and the role players in career management. The need and importance of implementing career management practices by means of following a strategic integrated HRM approach is emphasised in the chapter. Career choice and development theories are also discussed.
CHAPTER 2: THEORETICAL FRAMEWORK FOR CAREER MANAGEMENT

2.1. INTRODUCTION

As highlighted in Chapter 1, Section 1.1, South Africa as a democratic development state is dependent on its employees in executing its service delivery mandate and the attainment of its developmental goals. It is therefore crucial that public employees possess high levels of competency, skills and commitment in performing their duties and are developed to be competent employees (Bowman et al., 2010:26; Vermeulen, 2015a:483). The Public Service needs to provide a conducive environment, tools, resources, skills development and continual improvement to employees to enable them to perform their duties with excellence (Nel et al., 2011:390). To ensure that the Public Service has skilled and competent employees, all spheres of government need to effectively implement HRM practices that will assist in the growth and development of employees (Bowman et al., 2010:26; Vermeulen, 2015a:483; Van der Westhuizen, 2016:167).

As part of the growth and development of public employees, career management should be prioritised and implemented as it will result in employees possessing the required skills and competencies which enable the institution to accomplish its objectives (cf RSA, 1997a:29). The implementation of career management practices will also contribute to the enhanced motivation of employees, which in turn, may contribute to job satisfaction and employee retention (Vermeulen, 2015a:483). As indicated in Chapter 1, Section 1.1, it is argued in this study that the effective implementation of HRM practices, in particular career management as developmental and motivational tool, can assist in the growth and development of public employees.

In this chapter, the focus is placed on career management as HRM practice and specifically on a theoretical framework for career management. A conceptualisation for career management is provided, where after the significance and purpose of career management are discussed. In addition, an overview of the primary components of career management and the role-players in career management are given. Further to this, the need for an importance of following a strategic integrated HRM approach are also receiving
attention. In this respect, a number of HRM practices, relevant to career management are discussed and focus is placed on their relevance and interrelatedness to career management. Also, an overview of Super’s Career Development Theory and Holland’s Personality Styles, in relation to career management, is provided.

2.2. CONCEPTUALISING CAREER MANAGEMENT

Before defining career management, it is important that the term career is understood. A career refers to a sequence and range of jobs or work-related experiences and occupations which follow an order, with different levels of difficulty, responsibilities and status which one undertakes throughout his/her work life (Nel et al., 2011:391; RSA, 2011a:7). Based on this definition, it can be argued that a career does not only relate to upward movements but also to a process that involves continuous learning and the acquiring of skills.

Career management can be defined as the process that integrates employees’ career plans, progression, potential and preferences, while simultaneously considering the institution’s needs and objectives (RSA, 2010a:22). Career management is also described as the intentional management of an employee’s work, learning, development and growth, through a reflective, evaluative and decision-making process (Bridgstock, 2009:36). The Guide on the Practice of Career Management in the Public Service, published by Department of Public Service and Administration (DPSA), refers to career management as the process which involves the design and implementation of goals, plans and strategies that enable the employer to satisfy employee needs and allow individuals to achieve their career objectives (RSA, 2011a:7).

From the career management definitions by various authors, two observations can be made. Firstly, for career management to be beneficial to both the employer and the employee, the individual’s career ambitions need to be integrated with the institution’s objectives. In this respect Nel et al. (2011:393) argue that, when this integration is done, the employee experiences satisfaction and personal development, while the employer experiences increased productivity and creativity within the institution. Secondly, career management entails a growth and development process for employees. According to the
White Paper on Human Resource Management, 1997, effective career management enables employees to maximise their career potential by availing training and development opportunities, enables employers to develop the institution’s human resource capacity, and to support employees’ career ambitions (RSA, 1997a:29). This notion is supported by Coetzee and Potgieter (2014:67-68), indicating that career management enables employees to sustain employability through continuous learning and career planning.

It is therefore evident that career management, if implemented correctly, will not only benefit the employees and the employer (Public Service), but will also motivate employees through continuous growth and development opportunities, advancing the chances of retaining employees (RSA, 2011a:23-28). In addition to the importance of career management as binding factor of the employee’s and institution’s goals and objectives respectively, and the growth and development process it entails, in the next section, the significance and purpose of career management is elaborated upon. The focus is specifically placed on career management in the Public Service.

2.3. THE SIGNIFICANCE AND PURPOSE OF CAREER MANAGEMENT

The Public Service needs to carefully implement the recruitment, selection, development and retention of public employees to ensure that competent and capable employees are appointed and retained, to ensure the effective and efficient delivery of services in response to the needs of the public (Van Dijk, 2014:315). It can thus be argued that the Public Service needs to ensure that employee development is made a priority in order to ensure that high performance levels are achieved and sustained. Therefore, it is argued that the Public Service must provide employees with the necessary support to pursue their career aspirations and improve their performance levels through career management. Coetzee and Potgieter (2014:67-68) indicate that career management enables employees to sustain employability through continuous learning and career planning. Career management therefore is one of the HRM practices aimed at assisting both the institution and employees in achieving particular objectives, as outlined in the section below.
2.3.1. Assisting institutions to enhance employee performance and to achieve its objectives

As mentioned, career management initiatives are intended to ensure that employees’ career needs and aspirations are considered in conjunction with the needs of the institution (RSA, 2011a:23-28). In this respect, Nel et al. (2011:392) assert that the primary significance of career management is to ensure that employee’s needs, abilities and goals are matched with the current and future needs of the institution with an intention to ensure that the right employees are placed in the right positions and that personal fulfilment is experienced by employees in the process. In addition, Adekola (2011:100) argues that employees are the most valuable resources in any institution and therefore, it is important that they are provided with long-term stable careers.

In the process of aligning employees’ goals with those of the institution, employees’ strengths and weaknesses are also identified, followed by a plan to close the identified performance gap, which once filled, will translate into improved performance by the employee (Katsuro et al., 2015:222). This, in turn, will result in increased institutional performance. In the Public Service, this takes place during the performance management process, wherein discussions and feedback pertaining to the performance of an employee take place between the line manager and his/her subordinate. The feedback provided in the performance management process enables employees to improve their performance, which also contributes to the overall performance of an institution (Vermeulen, 2015a:502).

Since career management programmes assist employees to set their own career goals and identify their strengths and weaknesses, it also enables them to identify training and development opportunities (RSA, 1997a:27). In the Public Service, the training and development needs of employees are identified annually and incorporated in the form of personal development plans (PDPs) (RSA, 2010a:5). However, PDPs are not always aligned to an employee’s career goals and instead focus on the institution’s operational goals and requirements of a particular position (RSA, 2010b:129). Mafunisa (2014:1103-1104) concurs that Public Service training interventions are not tactically planned which cause a misalignment between scarce and critical skills and what employees are being trained for, resulting in a low return on investment.
It can therefore be argued that the Public Service does not necessarily develop employees to enhance their career prospects, but rather to ensure that they perform in the positions that they currently occupy. The views of the authors, outlined above, are confirmed in the White Paper on Human Resource Management, 1997, stating that, career management necessitates that opportunities to develop an employee’s skills and abilities are made available, as long as they are in line with the Public Service’s operational requirements (RSA, 1997a:29). This may serve as a demoralising factor to employees within the DTI, especially those that are talented or possess scarce skills as they typically want to grow and develop on a continuous basis (Kelloway et al., 2017:113-119). In Section 2.6. below, HRM practices such as talent management, succession planning, and coaching and mentoring, all practices that contribute to the career management of an employee (Vermeulen, 2016:175), are discussed.

2.3.2. Reducing employee turnover in an institution and clarifying available career options

Through career management, employees are made aware of the available career opportunities within an institution for which they prepare themselves by acquiring skills that match the current and future needs of the institution (Adekola, 2011:108; Vermeulen, 2015a:502; Jackson & Wilton, 2016:268). This puts employees in a position to plan and perform better to be placed in the positions that match their ambitions (Jackson & Wilton, 2016:268). It can be argued that this will ultimately provide employees with job satisfaction since it will create an awareness of their possibilities to advance within an institution. When employees see a potential for growth within an institution, they are unlikely to leave the current employer in search for those opportunities (Vermeulen, 2015a:502; Jackson & Wilton, 2016:268). In support of this premise, Crawshaw and Game (2015:1182) assert that effective career management is crucial for the prosperity of an institution and also plays an important role in retaining skilled employees. This notion is supported by Vermeulen (2015a:483) who states that, for the Public Service to maintain its effectiveness and achieve delivery of services to the public, it must develop, motivate and retain employees, and this can be achieved through the implementation of career management practices.
It is thus evident that the DTI must take cognisance of the important role of career management in the job satisfaction and motivation of its employees and their subsequent retention. It can be argued that the DTI should consider this role of career management especially important with regard to talented employees and those with scarce skills.

2.3.3. Assisting institutions to encourage employees to learn and acquire new skills

Due to rapid changes in technology, scarce resources and the pressure faced by institutions to produce more results with less resources, career management programmes seek to ensure that institutions encourage its current employees to remain relevant in the work environment by developing and acquiring new skills that are of value to themselves and the institution (Adekola, 2011:108; Jackson & Wilton, 2016:268). Career management also assists employees to prepare for upward mobility within an institution, once they have adequately acquired the necessary skills (Adekola, 2011:108; Jackson & Wilton, 2016:268).

It is thus evident that, by implementing career management practices, the DTI can contribute to an employee’s career path within an institution, in the process motivating the employee to remain with the institution as they are aware that career opportunities are available and upward mobility is possible. Unfortunately, the reverse will also be true – when employees are aware that such opportunities are not available (in the absence of career management), it will be more challenging for the DTI to retain them.

From the discussion above it is apparent that one of the most significant aspects of career management is the alignment of employees’ career goals to the goals of the institution. Further to this, it is crucial that an institution provides the necessary support to employees to pursue their career ambitions through the provision of career opportunities, providing the possibility of upward mobility in the institution. Also, an institution should encourage its employees to set their own career goals and identify their strengths and weaknesses. This can typically be done through a performance management process and subsequent growth and development opportunities. This may play a significant role in the job satisfaction and subsequent retention of employees, especially those that are talented or possess scarce skills.
Given the discussion on the purpose and significance of career management above, it is evident that the implementation of career management practices can offer multiple benefits to employees individually and the institution at large. It can therefore be argued that effective cooperation between the employee and the institution can enhance the success of career management. Thus, it is therefore necessary to take note of the various roles of the employee, the line manager and the institution, regarding career management. Subsequently, the roles and responsibilities of these role players are elaborated upon in the next section.

### 2.4. ROLE PLAYERS IN CAREER MANAGEMENT

An institution should ideally develop a career management policy that assists in defining the roles and responsibilities of different role players in career management (Duggan, as cited in Katsuro et al., 2015:222). Although various scholars indicate that the primary responsibility for career management rests with the employee, they also identify an employee’s line manager and the institution (employer) as role players in career management (RSA, 1997a:28; RSA, 2000:6-7; Adekola, 2011:102; Nel et al., 2011:392; Coetzee & Potgieter, 2014:67-68; Vermeulen, 2015a:502; Crawshaw & Game, 2015:1182-1184), as alluded to in Section 2.3 above. The identified three role players in career management are the employee, the line manager and the institution which have different but significant roles to play in ensuring effective career management. An overview of the roles and responsibilities of each of these role players is given in the following sections.

#### 2.4.1. Employee

The first role player in career management is the employee. As mentioned in Section 2.3 and the preceding paragraph, the primary responsibility for career management rests with an employee, but with support from the line manager and the institution (RSA, 1997a:28). Employees have the best understanding of themselves and therefore know their personal likes and dislikes, strengths and weaknesses, values, interests and skills (Wesarat et al., 2014:104-105). Employees must set their career goals in line with these personal values, interests, strengths and weaknesses (Coetzee & Potgieter, 2014:66). As part of
employees’ responsibilities, it is important that they engage in realistic introspection, which will give them an understanding of themselves as well as their personality characteristics (Katsuro et al., 2015:224). It can be argued that this self-examination will enable employees to follow careers which will enable them to develop personally and experience job satisfaction.

It is also the responsibility of employees to plan their own careers, seek information and development opportunities and attend the development interventions in line with their career aspirations (Adekola, 2011:102). Furthermore, employees are responsible to appreciate feedback provided by a line manager during the performance appraisal process, view it positively, and work on improving themselves on areas which they were found to not be competent yet (RSA, 1997a:13).

Further to this, Van der Westhuizen and Wessels (2013:303) assert that it is important that employees also gain knowledge about their perceived talents, motives, abilities and values, referred to as their career anchors, as this is important to determine whether they like the work they are in or they fit into the institutional values. Career anchors are indicative of the direction employees’ careers are taking (Vermeulen, 2015a:491). Van der Westhuizen and Wessels (2013:303) state that if employees are not aware of their career anchors, they could end up in a work situation in which they lack job satisfaction. Edgar Schein developed eight career anchors that assist individuals to make job selections that are consistent with their self-image and serve as a basis for career choices (Schein 1990, as cited in Van der Westhuizen and Wessels, 2013:303). The eight career anchors are outlined below (Vermeulen, 2015a:491-492):

- **Technical/functional competence**
  Employees for whom *technical/functional competence* is a career anchor are mostly proficient in their fields of specialisation and are always keen to find ways to use their skills to improve their proficiency. However, such employees usually avoid general management since they regard it as administrative and normally involves leaving their fields of specialisation.
• **Managerial competence**
  Employees that have *managerial competence* as career anchor get fulfilment in organizing the work of others. These employees enjoy work that enables them to identify and solve problems in uncertain situations, thereby making a meaningful contribution to the attainment of the institutional objectives.

• **Autonomy/Independence**
  Employees for whom *autonomy/independence* competence is a career anchor enjoy work that brings about flexibility and enables them to make free and independent decisions in executing their responsibilities. They do not like jobs that are strictly regulated and those that entail managing others, but prefer those that enable them to conduct their duties in their own way.

• **Security/Stability**
  Employees who put more consideration on financial and job security have *security and stability* as career anchor. They accept jobs and use their skills even if they are misplaced, as long as they have an income and benefits.

• **Entrepreneurial creativity**
  Employees for whom *entrepreneurial creativity* is a career anchor take risks and introduce new initiatives. They put more effort in starting an initiative which they will own. They take ownership and responsibility for their work.

• **Lifestyle**
  Employees for whom *lifestyle* is a career anchor compromise their career needs over personal or family needs. To them, success does not only entail career success, but a balanced work-life, that is, they take into account personal, family and career needs.

• **Sense of service/dedication to a cause**
  Employees for whom *service/dedication* is a career anchor get an inspiration from improving life in general. They prefer work environments which are in line with their values and beliefs, rather than with their skills.
• **Challenge**

Employees who enjoy undertaking difficult tasks and solving complex problems have *challenge* as career anchor. They get bored easily when a job does not present challenges for them.

Individuals should be aware of their career anchors since they relate to career orientations (Vermeulen, 2016:170). This is crucial because if employees are not aware of their career anchors; they could end up in a work situation in which they lack job satisfaction (Van der Westhuizen & Wessels, 2013:303). Valickas and Valickiene (2015:103-104) assert that there is a direct relationship between job satisfaction, improved individual performance, institutional performance and growth of employees, thus it is argued that employees who are not aware of their career anchors are likely to be frustrated in jobs that are not in line with their self-perceived talents, abilities, motives and values, and this may affect their career growth since no institution wants to be associated with poor performers. It can also be argued that line managers should take cognisance of employees’ career anchors to enable them to provide effective career support to employees. For instance, an employee who has *challenge* or *entrepreneurial creativity* as career anchors should ideally not be exposed to continuous routine work, but should be more complex tasks to satisfy them and to develop their abilities. Likewise, employees with *autonomy/independence* and *lifestyle* as career anchors will likely perform better when they have flexibility in working hours and work space. Therefore, as far as possible, line managers should accommodate employees’ career anchors to optimally motivate them towards performance.

### 2.4.2. Line Manager

An employee’s line manager is one of the key role players in career management (Crawshaw & Game, 2015:1182-1183). Line managers also play a pivotal role during the performance appraisal process by giving constructive feedback regarding an employee’s strengths and weaknesses and assist in devising the means to improve performance in the future (Albrecht *et al.*, 2015:22).

Line managers need to familiarise themselves with employees’ career aspirations, assist them with career planning and act as a coach in probing problems, values, interests and
the needs of employees (RSA, 1997a:28; Albrecht et al., 2015:20-21). Adekola (2011:102) also indicates that a line manager acts as the communicator, coach and mentor to employees and is responsible for the facilitation of employee’s career planning.

A line manager should also play a significant role in ensuring that employees receive the necessary information for furthering their careers (Nel et al., 2011:392). It is the line manager’s responsibility to advise and assist an employee in goal-setting and devising a plan to realise those goals (Katsuro et al., 2015:224). A line manager also has the responsibility of informing employees of the training and development interventions that may assist their career aspirations, but at the same time also the operational needs of an institution (Van der Westhuizen & Wessels, 2013:296).

Further to this, line managers often do not regard assisting employees with career management as their duties, based either on their ignorance of how to go about it or due to viewing their subordinates as a threat to their positions (Nel et al., 2011:392). Vermeulen (2015a:486) argues that to provide the required support pertaining to career management, line managers should not only be aware of employees’ job requirements in relation to organisational needs, but should also be aware of their career ambitions and work preferences. Further to this, Vermeulen (2015a:486) states that it is crucial that employees’ career anchors are understood as they assist in understanding how they perceive their own talents and abilities, as alluded to in the previous section.

Crawshaw and Game (2015:1152) state that facilitating employee career management strengthens relations between the line manager and the employee and that also increases levels of trust and commitment, which both may view as the fulfilment of the psychological contract. A psychological contract refers to mutual beliefs, perceptions and informal obligations between an employer and an employee regarding policies and practices within their institution (Armstrong & Taylor, 2014:422). Vermeulen (2016:166) argues that support and guidance, provided by the employer, will amount to fulfilment of psychological contract. In addition, Wellin (2016:3) states that the psychological contract is a relationship that goes beyond the employer and employee, also relating to the relationships amongst employees within an institution. There is a connection between the career management behaviours and psychological contract fulfilment which plays a crucial role in employee commitment,
job performance and employee career enhancement (Sturges 2005, as cited in Vermeulen, 2016:166). When employees feel that the psychological contract has been breached, this may affect their attitudes towards their job and performance, as they will perceive that as a career barrier which might interfere with his/her career progress (Armstrong & Taylor, 2014:422; Valickas & Valickiene, 2015:262).

### 2.4.3. Institution

An institution plays a significant role in its employees’ career management in that it avails opportunities for career development and advises employees about various career paths available in an institution to enable employees to achieve their career goals (RSA, 2010a:6). An institution, through its HRM Unit, organises and conducts career development discussions and workshops and assists employees and their line managers in setting realistic career goals (Katsuro et al., 2015:224). Further to this, the institution is also responsible for developing career management policies which clarifies what is expected of each role player in the career management process (Katsuro et al., 2015:222).

The institution, through its HRM Unit, is responsible for relaying information to employees pertaining to the creation of new positions and the phasing out of old ones (Nel et al., 2011:392; Katsuro et al., 2015:224). An institution also has a responsibility of providing a conducive working environment, tools and resources necessary for employees (Adekola, 2011:102). Vermeulen (2015a:488) argues that career management support provided by the institution to an employee creates a sense of belonging and ownership and has a positive effect on the fulfilment of the psychological contract. Thus, it is argued that the more an institution provides career development support to employees, the more employees are likely to improve their performance and commitment to an institution as they will feel valued and appreciated and will perceive the psychological contract as being fulfilled.

Based on the respective roles and responsibilities of the role players in career management, it can be argued that career management is a partnership to which each of the role players need to make a significant contribution to its success. Therefore, career management requires initiative from an employee, and support and encouragement from
the line manager and the institution to provide maximum benefits for both the employee and the institution. Having illustrated the roles of each role player in the career management process, the next section explores the components in career management.

2.5. COMPONENTS OF CAREER MANAGEMENT

There are a number of activities, systems and processes that are necessary for effective career management of which the most essential are career planning, career pathing and career development (RSA, 2011a:29-36; RSA, 2010a:22; RSA, 2010b:130). Rothwell et al. (2015:33-34) argue that, although these practices are different and pertain to different activities, they complement one another and equally play a pivotal role in career management. Subsequently, an overview of each of these practices are given below.

2.5.1. Career planning

Career planning is a process that involves that the employer and employee jointly evaluate the employee’s strengths and weaknesses, set career goals, explore career opportunities and prepare for those, and utilise developmental activities to further the employee’s career (Marquis & Huston, 2009:239). Seema and Sujatha (2013:122) refer to career planning as a process in which an individual learns about his or her purpose, skills, personality and interests and how to pursue a desired career. Career planning is also described as the process whereby employees obtain information pertaining to their values, personality, preferences, interests and abilities, as well as information about the work environment and make an effort to attain a proper match (Schreuder & Theron, as cited in Vermeulen, 2016:165).

Career planning is the primary responsibility of the employee, but the institution needs to ensure that employment policies and practices provide for developmental opportunities and career planning (Shen et al., 2009:239; Nel et al., 2011:390). This notion is supported by Adekola (2011:102) and Bridgstock (2009:31) who state that, to ensure the effectiveness of career planning and development initiatives, institutions must be able to encourage employees to change their mind-set and move away from a pattern of expectations to taking responsibility for their career growth and development; however, institutions need to
provide employees with the necessary tools and support in this regard. Adekola (2011:101) argues that with proper career planning, employees can expect to reap result of career development. Thus, it is important that individuals adopt a proactive approach towards their careers by taking ownership of their career development, based on their personal experiences of career success and continued employability (Coetzee & Schreuder, 2011:77).

2.5.2. Career pathing

Croteau and Wolk (2010:61) describe career pathing as the process of developing milestones of opportunities within the same institution for employees to accomplish. Career paths do not necessarily pertain to upward mobility, but can also involve building cross-functionality and increased responsibility (Croteau & Wolk, 2010:61). From the Public Service’s perspective, the Guide on the Practice of Career Management in the Public Service, 2011, states that career pathing aims to ensure that the Public Service retains, develops, measures and motivate current employees, as well as attract new competent and committed individuals (Croteau & Wolk, 2010:60; RSA, 2011a:31; Vermeulen, 2015a:485). The Guide on the Practice of Career Management in the Public Service, 2011, further states that employees must be kept informed of career opportunities and Public Service institutions need to put development and mentorship programmes in place to provide guidance to employees on correct career pathing (RSA, 2011a:31).

Vermeulen (2015a:486) argues that, in order to create a career path and in support of an employee’s career growth, the employer must play a role in the career planning process, specific interventions should be applied, and these should be included in the career plan to enhance employees’ progress and growth on the career path.

As part of career pathing, institutions implement succession planning, which is described as the process of identifying and developing one or more suitable successors for specific key positions within an institution (Bozer et al., 2015:493-494). Nel et al. (2011:390-391) state that it is important for institutions to retain qualified and experienced employees and to achieve this, succession planning is one of the tools used by institutions as it enables the employer to fill the vacant positions with the required skills when the need arises.
Succession planning plays an important role in employees’ career development as it enables employees to acquire skills and competencies necessary to achieve their career aspirations and institutional objectives (Jackson & Wilton, 2016:268; Adekola, 2011:100). Career development plays a crucial role and enables the institutions to make informed decisions around compensation, succession planning for the attraction, retention and motivation of employees resulting in committed and productive employees (Adekola, 2011:101). Career development is discussed in paragraph 2.5.3 below while succession planning is discussed in more detail in Section 2.6.

Thus, it can be argued that career pathing involves the identification of growth and development opportunities and working towards attaining particular career goals. Career pathing is currently implemented in the Public Service as well as within the DTI, through mentoring and coaching, acting in higher positions, secondments and lateral transfers (Senior Legal Administration Officer, personal communication, 4 September 2017; Director: Advocacy and Policy Development, personal communication, 4 September 2017). The DTI employees with which interviews were conducted, as reflected above indicated that these interventions are successful since they assist in giving more exposure, responsibilities, managerial experience and increase chances for career growth.

2.5.3. Career development

Career development is described as the process of acquiring skills and competencies necessary to achieve one’s career aspirations (Jackson & Wilton, 2016:268). Adekola (2011:100) describes career development as a multifaceted process which entails the development of employees that is beneficial to both an individual and an institution.

As indicated in Chapter 1, Section 1.1, the Constitution, 1996, in Section 195 (1) (h), states that career development practices should be promoted to augment and expand the potential of public employees (RSA, 1996:99). In addition, the Report on the Assessment of the State of HRM in the Public Service, 2010, emphasises the importance of maximising human capacity and the implementation of career development practices to enhance service delivery (RSA, 2010a:22). Figueiredo et al. (2016:498) state that successful institutions are the ones that are able to develop and improve their knowledge, which is
done through its employees who are viewed as the creators and holders of this knowledge, potential and competencies that need to be directed and organised. Adekola (2011:101) attests that a well-designed career development system enables an institution to take advantage of the in-house talent for staffing and promotion through matching the skills, experience and aspirations of individuals to the needs of an institution, as opposed to searching for talent externally.

Further to this, Valickas and Valickiene (2015:103-104) state that career development results in individual career success, personal fulfilment, job satisfaction, innovation and institutional benefits in terms of performance or productivity. In addition, the implementation of career management results in an improved employee morale, motivation, job satisfaction and performance, and ultimately the performance of the Public Service (Adekola, 2011:103; Vermeulen, 2015a:483).

Florea (2016:272) argues that in order for employees to be able to effectively perform and keep up with the changing work environment, they need to continuously build their skills and competencies. Thus, it can be argued that for the Public Service to effectively execute its mandate, it requires skilled, experienced and competent employees. Therefore, career development interventions can be effective to equip public officials with the necessary skills and competencies for personal and institutional benefit.

From the literature review conducted, the most common career development interventions include the following (Van der Westhuizen & Wessels, 2013:315-317; Crawshaw & Game, 2015:1184; Katsuro et al., 2015:223-224): training and development; workshops; career counselling; mentoring and coaching; job rotation; secondment; and performance management. These career development interventions are discussed as part of the strategic integrated HRM approach in Section 2.6 below.

2.6. STRATEGIC INTEGRATED HUMAN RESOURCE MANAGEMENT APPROACH

Institutions, both private and public are faced with a changing and competitive work environment which requires from them to be innovative to remain up to date with contemporary trends in human resource management and knowledge management
(Figueiredo et al., 2016:498-499). Amongst other things, these changes include changes in technology, scarcity of resources, and the need for institutions to achieve more results with less resources (Van der Westhuizen & Wessels, 2013:295; Gordhan, 2017:14). To effectively deal with all these challenges, institutions are compelled to put more effort in recruiting and retaining employees with essential skills that will enable institutions to achieve their mandates (RSA, 2010a:15). Thus, it is argued that continuous learning and development as well as multi-skilling of employees within the Public Service must be prioritised (Vermeulen, 2016:190). Therefore, HRM practices must be coordinated in a manner which is likely to enhance the performance of employees and ultimately, service delivery to citizens (Vermeulen, 2016:190). Bhattacharyya (2009:53) asserts that the strategic integration of HRM ensures that the HRM policies and plans of an institution are coherent and consistent with its strategic and operational plans and policies.

Van der Westhuizen et al. (2011:91) describe the strategic integrated HRM approach as the integration of the institution’s needs and plans with those aspects relating to the management of employees (HRM practices). Greenhaus et al. (2010:382) argue that institutions whose HRM practices like recruitment and selection, performance management, career management, diversity programmes and training and development are consistent with their strategic plans, stand greater chances of delivering quality services to the public, thus achieving their objectives. Career management cannot be effective if implemented in isolation, therefore it needs to be integrated with other HRM practices, such as HR planning, recruitment and selection, training and development, performance management, employee retention, mentoring and coaching, talent management, succession planning and diversity management (RSA, 2011a:22). A discussion on the HRM and HRD practices which have a direct relation to career management is given below.

2.6.1. Human resource planning

Human resource planning is defined as the process which involves the identification of current and future human resource (HR) requirements needed for the effective performance of an institution, as well as impending challenges in order for an institution to achieve its objectives (RSA, 2008:21). This notion is supported by Bhattacharyya (2009:52),
stating that HR planning is a proactive process which involves the systematic attraction, identification, development, mentoring and retaining of employees to support the current and future goals of an institution.

An institution’s HR plan should be aligned to its strategic plan in order to enable the institution to plan its human resources in terms of the quality and quantity to accomplish its strategic targets in the medium or long-term (RSA, 2008:13). This premise is supported by Van der Westhuizen and Wessels (2013:120) who state that, for HR planning to be effective, it must flow from an institution’s mission statement and strategy, since the structure drives the strategy. Thus, the alignment of the HR plan and the institutional strategy brings about proper planning for required human, financial and technological resources which are also required to accomplish the goals of an institution (Van der Westhuizen & Wessels, 2013:122). The downfall for not aligning the HR plan with the strategy of an institution is that the institution could be over/understaffed and this may lead to staff redundancy/non-performance of other functions which may affect both the employees and the institution in achieving its service delivery mandate (Van der Westhuizen & Wessels, 2013:122).

Through HR planning, an institution ensures that it has sufficient employees with the right skills for executing its mandate and achieving its objectives (RSA, 2008:13). It can thus be argued that HR planning plays a pivotal role in career management as it ensures that employees are provided with opportunities for personal and career development in order for employers to manage HR supply and demand issues within their institutions. Further to this, proper HR planning ensures that adequate number of resources which are required to implement the strategy are acquired, and that their development needs which will enable them to optimally perform their duties and develop personally are also taken into consideration. The Public Service still experiences a number of challenges with regard to HR planning, some of which include; seeing the HR planning process as a mere compliance issue; HR planning is not integrated with the institutional strategy; and the implementation of the HR plan is not done throughout the institution (RSA, 2016b:12).
2.6.2. Recruitment and selection

Recruitment and selection involves a process of ensuring that the right persons are attracted, selected and ultimately appointed to occupy vacant positions (Grobler *et al.*, 2009:9; Vermeulen, 2016:124-137). The HR planning process determines the quantitative and qualitative, present and future needs of an institution, in line with its strategy, while recruitment and selection is a crucial activity that ensures that the right candidates, as outlined in the HR plan, are recruited (Vermeulen, 2016:67;124). Thus, once the HR planning process has been completed, recruitment planning has to be undertaken, where after the selection process takes place (Van der Westhuizen & Wessels, 2013:205).

As mentioned, an institution needs to have a recruitment policy in place that stipulates broad guidelines which must be adhered to during the recruitment process (Van der Westhuizen & Wessels, 2013:206). Public Service institutions have the discretion of advertising positions below Senior Management Services (SMS) internally; that is, positions at salary levels 1 to 12 can be advertised internally, or in the Public Service only, or outside the Public Service, with a mandatory requirement to advertise SMS positions (salary levels 13 to 16) nationwide (RSA, 2001:29; RSA, 2011a:24). Public Service positions must be filled through an open competition and selection must be based on candidates’ competency in order to enhance the quality of appointment decisions (RSA, 2001:52). Thus, it is argued that the leeway to have positions below the SMS level advertised internally is viewed as the best opportunity to support career management, since it provides an opportunity for Public Service employees to progress to higher positions. It is further argued that an institution should commence with career management immediately after recruitment and selection to ensure that employees’ and the institutional goals are aligned, their performance is managed and they are developed for current and future positions. One of the PSC recommendations in its 2016 report was to grant the heads of departments the descretion to advertise and fill selected positions with internal candidates in order to give internal employees opportunities for growth (RSA, 2016:39).
2.6.3. Training and development

Once an institution has recruited employees, it needs to train and develop them in order to enhance their knowledge and skills which will result in improved individual performance and ultimately the overall performance of the institution (Ngirande & Musara, 2016:164). Vermeulen (2015a:485) states that for the Public Service to deliver on its mandate, it needs competent, skilled, well-developed and committed public employees; hence, the development of employees needs to be continuous as it is likely to result in enhanced performance. Institutions must develop employees’ skills in line with the institutional strategy requirements (Mwangi & Kiambati, 2015:28).

Employees, in conjunction with their line managers, need to identify the employee’s training and development needs in the form of a PDP (as alluded to Section 2.4 above), and these needs must be aligned to the employee’s current competencies, career goals, performance outcomes as well as the operational requirements of the institution (Van der Westhuizen & Wessels, 2013:316-317). Vermeulen (2016:186) argues that training and development interventions assist employees in acquiring knowledge, skills and experience, while at the same time, growing and developing them into professionals. Thus, it is argued that training and development is one of the HRD practices that must be coordinated in a manner that not only enables employees to perform their current duties, but must also take into consideration their development in line with their career ambitions. The Public Service still experiences challenges in implementing training and development since some departments do not have adequate financial and human resources to conduct training and development interventions, and there is also a misalignment between training and development initiatives and institutional needs and priorities (RSA, 2016b:13).

The DTI gives employees an opportunity to identify their training needs which will enable them to be upskilled to perform their jobs efficiently and effectively while at the same time growing and developing in their careers. (RSA, 2017a:3). Although this is the case, DTI emphasises to employees that their identified training and development needs must be aligned to their functions and operational objectives (RSA, 2017b:7). The types of training and development interventions provided at the DTI vary from one year to the other, depending on what employees have indicated in their PDPs. In 2017-2018, the DTI
approved training interventions that include, mentoring and coaching, business writing, presentation, the Accelerated Development Programme (ADP), finance for non-financial managers, project management, legal drafting, and export processes (RSA, 2017a:10; RSA, 2017b:8-9).

The DTI is considered to be one of the institutions which puts an effort into the training and development of its employees. As a result, a number of employees have been promoted internally and some received opportunities outside the DTI (Assistant Director: HR Support, personal communications, 4 September 2017; Advanced Team Assistant, personal communications, 4 September 2017). Thus, the training and development interventions provided by the DTI reap the intended results, as it enhances opportunities for employees’ career growth.

2.6.4. Workshops

Career workshops are aimed at assisting employees with the planning and development of their career. Workshops assist in guiding employees in analysing their strengths and weaknesses, offering opportunities for discussion and feedback (Katsuro et al., 2015:223). Currently, this career development intervention is not implemented at the DTI (Assistant Director: HR Support, personal communications, 4 September 2017; Advanced Team Assistant, personal communications, 4 September 2017). However, whatever career an employee has chosen, the DTI provides support in the form of training and development, bursaries to further their studies, and performance management (Assistant Director: HR Support, personal communications, 4 September 2017). The DTI holds workshops pertaining to the above-mentioned career support in order to provide employees with sufficient information regarding the available opportunities (Assistant Director: HR Support, personal communications, 4 September 2017).

2.6.5. Performance management

Performance management is described as a process of managing an employee’s performance through continuous improvement and development with the purpose of enhancing the performance of an institution (Bussin, 2013:20-21; Hendricks & Matsiliza,
Public institutions utilise the performance management system to manage employees’ performance and development with a view to achieve the objectives of an institution (Crawley et al., 2013:170). Munzhedzi and Phago (2014:1085) describe performance management as the process that enables employees to perform to the best of their abilities for the achievement of shared goals.

A performance appraisal, as part of the performance management process, is described as an aspect of performance management through which an employee performance is assessed and scored or rated (Bussin, 2013:20; Vermeulen, 2016:142). Performance appraisals can also be described as the process which entails assessing employee performance against the set targets, as well giving feedback on assessments and the introduction of interventions to address poor performance (Neo et al., 2015:420).

In order to determine whether an employee performs as required of him or her, as well as to identify development gaps, performance has to be assessed on a regular basis during performance appraisals and feedback should be given (Albrecht et al., 2015:22). Thus, it is argued that performance management has both an evaluative and developmental part, wherein the evaluative part takes place when an employee’s performance is assessed against the set targets, and feedback is given to that effect (Crawley et al., 2013:170; Albrecht et al., 2015:22). Further to this, the argument is made that, the feedback provided during the performance appraisal leads to discussions about the interventions needed to improve performance. It is compulsory for all Public Service employees to identify their training and development needs in the form of a PDP for a particular performance cycle, which is a period starting from 1 April to 31 March of the following year, and these constitute the developmental part of performance management (RSA, 2016c:47). A PDP is a crucial tool to performance management, as it addresses the current developmental needs of employees but also incorporate the long-term training and development needs of employees, which contributes to career management through indication and implementation of personal areas of development which will be used in the current job and in the future jobs (RSA, 2016c:viii). Kahn and Louw (2010:185) emphasise that it is of importance that development interventions are integrated with employees’ career paths to ensure that employees’ individual plans reflect their own, as well as their institution’s future development needs.
Performance management in the Public Service is flawed because measurable performance standards are not set and this neither benefits the institution nor the employees (RSA, 2016c:viii). The DTI conducts performance appraisals, quarterly, bi-annually and annually (RSA, 2016a:2). The implementation of performance appraisals within the DTI does not lead to the desirable results of supporting officials in their career aspirations or to enhanced performance and motivation, instead, during the performance appraisals time, a number of employees get disgruntled and lodge grievances (RSA, 2016a:2).

2.6.6. Employee retention

Employee retention is one of the most important HRM practices and is necessary to ensure that skilled and competent employees do not leave an institution in search of opportunities for growth elsewhere (Katsuro et al., 2015:221). Therefore, an institution needs to develop a retention strategy to ensure that it does not lose its employees to other institutions (João & Coetzee, 2011:54-55). Further to this, João and Coetzee (2011:54-55) state that institutions need to be proactive in retaining employees by providing them with necessary support to their career needs, and providing them with opportunities for growth and development. Career management and development are fundamental to employee retention, since if these are implemented within an institution, it creates a sense of loyalty and employees become committed to the institution that is willing to invest in them (RSA, 2010a:15).

Since growth does not necessarily refer to upward mobility, as part of retention, employees may be given more responsibilities as this will enable them to apply their skills and knowledge (Croteau & Wolk, 2010:61). Thus, it is argued that if employees are given responsibilities that match their strengths and ambitions, they are likely to experience job satisfaction and fulfilment and therefore remain with that particular institution. They may in all likelihood also perceive it as the fulfillment of the psychological contract, which was discussed in more details in Section 2.6.1 to 2.6.3 above.
It is further argued that, employees should be continuously developed in order to diversify within an institution, even if they perform well in the current position, as this will give motivation for growth within an institution. Nel et al. (2011:289) argue that, when employees are motivated, they put an extra effort in performing their duties and apply their skills to achieve goals and are thus easier to retain than unmotivated employees. Thus, it is argued that there is a relationship between employee job satisfaction, employee performance, motivation and retention, and that all of these play a crucial role in employee career management.

2.6.7. Mentoring and coaching

Mentoring and coaching is described as a process in which an experienced individual guide and imparts knowledge and experience to a less experienced person (Neo et al., 2015:430). Sing (2012:382) states that, in order for the senior managers in the Public Service to provide the necessary strategic guidance which is required to deliver quality services to the public, they must be highly competent and multi-skilled, which could, inter alia, be achieved through mentoring and coaching. However, the PSC discovered that the implementation of mentoring and coaching practices in the Public Service is inadequate, and where interventions were in place, these were implemented on an ad hoc basis (RSA, 2010a:13; RSA, 2016c:68-72).

Soldan and Nankervis (2014:555) indicate that mentoring and coaching assist previously marginalised individuals to gain career advice and support, thus increasing their career prospects within an institution. Thus, it is argued that mentoring and coaching do not only empower employees through the experience and skills transferred by mentors and coaches for them to be effective in their jobs, but they also develop them, personally, thereby enhancing their employability within or outside their current employment.

Mentoring and coaching is implemented by the DTI, but mostly only during the internship programme which allows inexperienced graduates to work and gain on-the-job training (Intern: Investigation and Enforcement, personal communications, 4 September 2017). According to Meyer (2012:276), mentoring and coaching has a number of benefits for any institution, which amongst others include the following: assisting with career development
and talent management; promoting skills transfer and succession planning; promoting teamwork and sound working relationships among employees; and contributing to job satisfaction. When the experienced employees leave the institution, and mentoring and coaching was absent, work efficiency will suffer since there would have been no skills transfer to the less experienced employees. Institutional performance will also be negatively affected, and to replace employees, an institution will be compelled to appoint external people which will be depriving internal employees the opportunities for growth.

2.6.8. Career counselling

Career counselling is a career development intervention which involves assisting employees with career-related problems and decisions. Career counselling plays a crucial role in assisting employees to make decision regarding their career choices and the lack of career counselling might lead to employees choosing careers which are not in line with their career anchors and personality types (Schreuder & Coetzee, 2011:99-103). The DTI does not presently implement career counselling (Assistant Director: HR Support, personal communications, 4 September 2017; Advanced Team Assistant, personal communications, 4 September 2017).

2.6.9. Talent management

Talent management is described as the process which involves the identification, development, motivation and retention of employees with talent and potential, and their appointment in appropriate positions (Kahn & Louw, 2010:178). Ngirande and Musara (2016:164) argue that training and development is crucial for effective talent management and enables employees to be competent enough to perform their duties.

Further to this, Kahn and Louw (2010:179) state that the Public Service should put processes in place to create a culture that allows for the identification of employees with talent and potential to be developed and subsequently be appointed in appropriate positions, as this is a key element to effective talent management. Thus, it is argued that talent management plays a crucial role in career management, in that it enables the development of employees, their learning, personal development and their improved
performance individually and for the benefit of the institution. Talent management is still a significant challenge for the Public Service since the trained employees are mostly not able to progress to higher levels due to stringent requirements to qualify for those positions (RSA, 2016c:33).

### 2.6.10. Succession planning

Succession planning is described as the process of identifying and developing one or more suitable successors for specific key positions within an institution (Bozer et al., 2015:493-494). Patidar et al. (2016:216) argue that succession planning allows an institution to identify employees who have demonstrated capabilities of being successors to key positions, and to develop and groom them to build and retain the intellectual capital of an institution. Katsuro et al. (2015:221) indicate that, due to employees’ unrealistic expectations for employment which may emanate from succession planning, institutions no longer identify individuals for specific positions, but instead develop talent pools as potential successors.

In an investigation by the PSC it was discovered that succession planning is inadequate in the Public Service (RSA, 2010a:13). This resulted in high levels of staff turnover and associated vacant positions which negatively impacted on the Public Service to deliver quality services to the public (RSA, 2010a:18). Thus, it is argued that the Public Service should take cognisance of the importance of having a succession planning system in place to ensure the smooth replacement of employees who occupy key positions. Further to this, it is argued that succession planning does not only contribute to the career management of employees which enables them to acquire certain skills and experience, but also ensures that there is continuity within an institution, and that developed and skilled individuals are available when they are needed. Therefore, it is essential that the Public Service implements succession planning, without creating any promotion expectations to employees in order to ensure that it continuously delivers on its service delivery mandate since it ensures availability and continuity of highly skilled and experienced employees to meet future institutional needs (RSA, 2016c:12).
2.6.11. Diversity management

Diversity refers to a situation wherein there are individual human differences among employees within an institution, and these may be in gender, age, ethnic group, language, sexual orientation, physical ability and socioeconomic class (RSA, 2010b:76-77; Groschl, 2011:7). To achieve effectiveness and deliver quality services to the public, managers within the Public Service must embrace and manage diversity (RSA, 2010b:77; Groschl, 2011:3). Diversity management values and harnesses employee differences, such as individual characteristics, backgrounds, orientations and religious beliefs, so that individual talents are fully utilised to meet institutional goals (Shena et al., 2009:238). Therefore, institutions need to pay attention to diversity management matters so that each individual feels they are respected and that their contribution to the institution valued (Crawley et al., 2013:170).

Any career management practice implemented by the Public Service needs to be closely linked to the overall transformation agenda of the government and should also be focused at advancing previously disadvantaged persons (Kahn & Louw, 2010:178). Shena et al. (2009:243) state that an institution needs to ensure that it provides equal opportunities for promotional and personal development to all employees.

2.6.12. Job rotation

Job rotation can be described as a career development intervention that enables diversity within an institution in that an employee will be able to move from one unit to another and in the process, gains understand and experience of multiple functions of that particular institution (Meyer, 2012:383). According to Dowling et al. (2013:187), job rotation is a management tool which seeks to provide employees with opportunities to enhance their abilities by exposing them to a range of jobs, tasks and challenges.

Although job rotation is related to skills acquisition and provides greater opportunities for employee growth, employee satisfaction and motivation may be adversely affected since employees may not be in one position for long enough to grasp the job requirements and that will lead to employees being unable to effectively perform the assigned duties,
ultimately resulting in a need for more training and therefore affecting service delivery (Neo et al., 2015:427). Job rotation, however, has a positive influence on employee commitment, as it enables employees to perform a variety of job assignments and to multi-task (Angelis et al., 2011:577). Job rotation also increases opportunities for growth in various areas of an institution (Angelis et al., 2011:577).

Despite, having a job rotation policy, which allows for job rotation for certain positions, the DTI does not implement this career development intervention (Assistant Director: HR Support, personal communications, 4 September 2017; Advanced Team Assistant, personal communications, 4 September 2017). Thus, the non-implementation of the rotation policy by the DTI has negative consequence that employees do not get to acquire skills and experience on other areas of the institution, which makes it difficult to grow when opportunities arise in those areas, and is also detrimental to their career growth.

2.6.13. Secondment

Secondment is process wherein employees are assigned to another unit or institution for a particular period of time due to the skill or knowledge they possess (Khandaker et al., 2009:331). However, in the process they also gain knowledge and experience on a specific subject, which promotes career development since it exposes them to a different working environments and various areas that enables them to acquire new skills and competencies (Khandaker et al., 2009:331). The DTI implements secondment across its divisions or units and across other institutions.

From the discussion on the various HRM practices that from part of a strategic integrated HRM approach, it is evident that career management cannot function in isolation. Without the support from other HRM practices, as discussed above, the chances of having success with employees’ career management are limited. From the above discussion on the HRM and HRD practices which have a direct relation to career management, it is clear that for career management to be effectively implemented, it needs to be combined with other HRM and HRD practices. The study therefore intends to prove whether or not the DTI follows a strategic integrated HRM approach in implementing its HRM and HRD practices,
in a coordinated manner which is likely to enhance employees’ career growth prospects, employees’ performance and ultimately, service delivery to citizens.

In various discussions in this chapter, mention has been made of employees’ personal career goals and career aspirations. These are usually based on employees’ career preferences that lead them to make certain career choices (Vermeulen, 2016:167). The next section elaborates on the influences on employees’ career choices by means of two theories: (1) Super’s Career Development Theory; and (2) Holland’s Personality Types.

2.7. CAREER CHOICE AND CAREER DEVELOPMENT THEORIES

Career choice and development theories were generally designed for people who enjoy a degree of choice in their lives (Blustein, 2011, as cited in Nota et al., 2014:248). The best career choice is described as one that results in a sequence of positions which give the individual opportunities for great performance, high levels of work satisfaction and the desire to make a commitment in a particular field (De Cenzo & Robbins, 2007, as cited in Meyer, 2012:409). In order to make the best career choice, Meyer (2012:409) advises that a person should gather as much information as possible about his/her interests, aptitudes, values and skills. Meyer (2012:410) further states that an institution has a crucial role in supporting an employee to make the correct career decision. This notion is supported by Vermeulen (2015a:486) who states that, to provide the required support pertaining to career management, line managers should not only be aware of employees’ job requirements in relation to organisational needs, but should also be aware of their career ambitions and work preferences. According to Vermeulen (2016:167), various career choices have been formulated to give clarity on how individuals choose careers. Two theories relevant to career management are those formulated by Donald Super and John Holland, which are elaborated upon in Sections 2.3.1 and 2.3.2 below.

2.7.1 Super’s Career Development Theory

When Super developed his theoretical notions during the 1950s, the prevailing supposition of the era was that individuals’ divergent skills and interests were central in determining career choice and achievement (Career Research, 2017). In his efforts to develop a
A comprehensive career theory between the 1950s to the mid-1990s, Super added three new perspectives to the traditional “individual-difference approach” to occupational guidance: (1) developmental perspective; (2) phenomenological perspective; and (3) contextual perspective (Career Research, 2017). An overview of each of these perspectives is provided in the following sections.

### 2.7.1.1 Super’s developmental perspective

Super’s Career Development Theory (also known as Process Theory and Vocational Theory), describes career choice from the developmental perspective as a sequence of related decisions made during a developmental process (Super, 1980:282). The developmental perspective of Super’s Theory focusses on the evolution of a person’s career behaviour over a lifetime and emphasises continuity in career development. The developmental perspective of Super’s Career Development Theory covers five life stages which are associated with the following career stages (Super, 1980:283-296; Salomone, 1996:167; Savickas, 2001:50-55; Vermeulen, 2016:167-168):

- **Phase 1: Growth**
  
  This career stage covers period from birth to puberty and stretches from the age of 4 to 13 years of age. Super argues that during this stage, careers are not yet grasped, however this age group collects information about prospective careers from their surroundings as well as from people they admire and consider as idols. Therefore, people may be exposed to aspects during their childhood environment that influence their career choices and preferences later in life.

- **Phase 2: Exploration**
  
  This career stage relates to an adolescent stage, which commences from 14 to 24 years of age. During this stage, Super argues that over and above the information about careers provided at schools, individuals in this stage are also stimulated by their parents and peer groups. It is argued that during this stage, a person develops certain career preferences, based on the environment they are exposed to and the information they receive from various sources.
• **Phase 3: Establishment**
  This career stage covers early adulthood and starts from 25 to 44 years of age. In this stage, Super states that some individuals find stability in their careers while others continue to change careers. It can be argued that although some individuals find their niche from their first work position, often people change the course of their careers during this phase. This is mostly due to new experiences and information that stimulates a person’s interest and may lead to a different career route than the initial preference.

• **Phase 4: Maintenance**
  This refers to middle-age, which relates to the age of 45 to 65 years. In this career stage, Super argues that the individuals who stabilised during the establishment stage work on maintaining their positions in the workplace as they face competition from the younger people whom they might see as a threat to their advancement. Further to this, Super states that, the individuals who failed to advance in their careers become stagnant and dissatisfied. Thus, it is argued that if employees are dissatisfied with their jobs, their performance and morale will decline and they are bound to resort to leaving the institution in search for work satisfaction.

• **Phase 5: Decline**
  This career stage relates to old age, referring to the age of 65 years and above. Super argues that when individuals reach this stage they decline powers, slow down and disengage themselves from other activities in their lives. Thus, at this stage, employees are ready for retirement.

It can be deduced that the life phase in which people find themselves has an influence on their career knowledge and preferences due to various stimuli and information they are exposed to. These preferences are developed over a period of time and may change during the various phases. It can be argued that employers will typically be involved in providing assistance to employees with regard to their career management when they are in the establishment and maintenance phases. It is advisable for the line manager to attentively listen to and understand an employee’s career preferences during the establishment phase since employees may find during this phase that they are not
stimulated by their current career choices and may want to change their course of career. It can however, also be argued that if employees are already convinced of their career choice, the assistance of the line manager will be essential in this phase, ensuring that the employee is exposed to the correct growth and development experiences for career advancement.

During the maintenance phase, it is advisable that the line manager ensure that the employee receives career development opportunities on a continuous basis to keep the employee interested and motivated. It can be argued that employees in this phase may be hesitant to change career course, even if they experience stagnation or a lack of work satisfaction, as they would not want to jeopardise their career security. Also, it can be argued that employees in this phase have gained valuable experience through the years which is also to the benefit of the employer. Therefore, by providing career development interventions, not only does it keep the employee interested and motivated, it is also advantageous to the institution as it will in all likelihood enhance the employee’s commitment and performance. The empirical data collection (section 4.3, Figure 4.3) revealed that the majority of employees (57%) has been with the institution for a period of 6-10 years which is a sign of commitment and may be attributed to the career development interventions and career growth prospects available within the DTI.

2.7.1.2 Phenomenological perspective

Super’s phenomenological perspective highlights the role of self-concept in the development of a person’s career (Career Research, 2017). According to Super (1963a:3), self-concept (the way in which someone views themselves) is essential for understanding a person’s behaviour and performance. Super (1963a:1) explains that people found their career decisions on beliefs about their own abilities and the traits they believe they possess.

According to Super (1963b:791), career choice is the process of employing self-concepts and career development is a process of establishing the fit between one’s self-concept and career environment. Therefore, career choice and career development are essentially the development and application of a self-concept. Super (1963b:790) contends that the
degree of fulfilment people reach from their career, is relative to the degree to which they have been effective in their effort to apply their self-concepts. These attempts to apply self-concepts, however, necessitates endless personal adjustments since self-concepts mature and vary throughout people’s lives, making the career choice and adjustment a continuous process (Super, 1963a:2).

It is evident that Super’s phenomenological perspective, like his developmental perspective, suggests that career choice and career preference is an ongoing process. In the case of Super’s phenomenological perspective, this is a continuous process, due to the development and changes in a person’s self-concept (Super, 1963a:2). It can be argued that this perspective will be most relevant in the growth, exploration and establishment phases of a person’s life span. Since an employer will not be involved in an employee’s growth phase (0-13 years), and perhaps to a limited extent in the exploration phase (14-24 years), depending whether the employee starts his/her career in his/her early 20s at the particular institution, employers will mostly experience the phenomenological perspective during the establishment phase (25-45) of an employee’s career. It can be argued that a line manager should be attentive to an employee’s self-concept. An employee may lack enough self-knowledge to correctly assess their own abilities and aspects such as self-esteem may also play a role in this regard. It can be argued that the line manager can therefore play a motivational role in this regard, should the employee’s career ambitions correspond with their abilities. If the instance that an employee’s career aspirations do not correspond with their abilities, a line manager can gently guide an employee in the right direction. Since career development is a process of establishing the fit between one’s self-concept and career environment (Super, 1963b:791), a line manager can aim to structure an employee’s career development to develop his/her self-concept.

2.7.1.3 Contextual perspective

Super’s contextual perspective emphasises the significance of several social roles and their interaction across the life span of a person (Career Research, 2017). A person’s work role is only a single role among various life roles and therefore, a person’s career cannot be fully grasped detached of their social and personal context (Career Research, 2017). People play different roles in their lives, varying from essential to minor roles, including that
of child, student, employee, spouse, parent, citizen and pensioner and at times, some of these roles are fulfilled simultaneously (Niles et al., 2001:15).

However, typically some of the social roles are prominent or comparatively more important than others (Super, 1963b:788). The prominent life roles pertain to the fundamental parts of a person and relates to someone’s individuality (Super, 1963b:788). The various roles that a person concurrently fulfil implies that these roles interact and influence each other (Niles et al., 2001:15). “The interaction among the roles can be supportive, supplementary, compensatory, or neutral. It can also be conflicting if some of the roles absorb too much of the available time and energy” (Career Research, 2017).

In terms of the role of line managers with respect to Super’s contextual perspective, Vermeulen (2015b:5) states that managers should understand employees in their “entirety and accept the profile of an individual as a combination of various dimensions, in addition to the occupational dimension. To appreciate the complexity of an employee, their personal, social, emotional, financial and spiritual dimensions must also be understood”. It can therefore be argued that it is necessary for a line manager to also appreciate the social aspects of an employee, external to the workplace. When this is the case, the manager will likely better comprehend an employee’s career aspirations and career choices and thus be able to support the employee in the particular life stage where he/she finds himself or herself. However, Vermeulen (2015b:5) cautions that this presupposes that the manager has a high level of emotional intelligence. According to the results obtained from the empirical investigation (sections 4.3.2.7 and 4.4.2.4), managers do not guide employees on the proper compilation of performance agreements and the performance appraisal process. Performance management is one of the HRM practices that support career management and the absence of this guidance is therefore detrimental to the employees’ motivation, growth and development.

2.7.2 Holland’s Personality Types

In 1959, John L Holland developed a theory on career choices which stated that individuals prefer situations and environments that correlate with their orientation (Schreuder & Coetzee, 2011:103; Van der Westhuizen & Wessels, 2013:298-299). Career choice is an
expression of a personality and people search for environments which will allow them to optimally utilise their skills and abilities and enable them to express their attitude and values (Holland 1973, as cited in Schreuder & Coetzee, 2011:103). Further to this, Van der Westhuizen and Wessels (2013:299) state that, by integrating individual needs and the environment and being aware of these, it can assist in predicting individual’s career choice, career stability, career performance, personal capabilities and social behaviour. Holland’s theory identifies six personality types of which each person resembles one or more: realistic, investigative, artistic, social, enterprising and conventional (Schreuder & Coetzee, 2011:103; Van der Westhuizen & Wessels, 2013:299-300). A brief description of the six personality types is given below.

- **Realistic**
  Schreuder and Coetzee (2011:103) describe this personality type as shy, conformist, genuine, uninvolved, practical and persistent. A person with a realistic personality type prefers a work environment with clear and orderly manipulation of tools and machinery, and typically values things you can see, touch, and use like plants and animals, tools, equipment, or machines (Van der Westhuizen & Wessels, 2013:298-299).

- **Investigative**
  This personality type prefers careers relating to observation and creative investigation of occurrences with the aim of understanding and controlling these occurrences (Vermeulen, 2016:169, Sharma; 2016:217). A person with this personality type values science and views themselves as scientific, methodical and intellectual (North Dakota Government, 2017).

- **Artistic**
  Sharma (2016:217) describes this personality type as one which prefers free, unstructured and creative activities. A person with this personality type will use verbal or physical material to create an end product (Schreuder & Coetzee, 2011:104). A person with this personality type values the creative arts; they are expressive, innovative, imaginative and independent (North Dakota Government, 2017).
• **Social**
Vermeulen (2016:169) describes this personality type as one which prefers socially-oriented careers. People with this personality type value service to others and finding solutions to social problems (North Dakota Government, 2017). They are persuasive, cooperative and responsible (Schreuder & Coetzee, 2011:105).

• **Enterprising**
A person with this personality type prefers a career that involves managing others to attain personal or institutional goals (Sharma, 2016:217; Vermeulen, 2016:299) and values accomplishment and success (Vermeulen, 2016:299). A person with this personality type are energetic, determined, and outgoing (North Dakota Government, 2017).

• **Conventional**
A person with this personality type prefers a career in orderly, systematic conditions, directed by others in authority (Schreuder & Coetzee, 2011:105; Sharma, 2016:217). They value success in their careers (North Dakota Government, 2017).

Considering the role that employees’ personality types play in their career preferences, a line manager should ideally take this in consideration when assistance is provided to employees with their career planning. It can be argued that this does not necessarily mean that a person with, for instance, an artistic personality type, should be drawing pictures or paint canvasses, but provision should be made in the workplace for such an employee to express their creativity and imagination. Likewise, it can be argued that an employee with an investigative personality type can be exposed to more opportunities that require in-depth research and problem-solving.

It can be argued that the most suitable personality type for the Public Service context is the social personality type that is service-oriented. However, a service orientation is not exclusive to this personality type and can be part of the profile of an employee with other personality types as well. It can be argued that the importance of Holland’s theory lies in that, once a line manager is aware of the personality type of an employee, it should lead to support in career management that is considerate of the employee’s personality type.
According to RSA (1997a:22), it is imperative that employees who embark on careers in the Public Service are willing to devote themselves and serve with commitment. Thus, the personality types of people joining the Public Service must demonstrate willingness to serve selflessly since public employees are entrusted to serve citizens, in an equitable manner (RSA, 1996:99).

2.8. CONCLUSION

The chapter provided a theoretical framework of career management in the Public Service. The focus was placed on what career management entails and its components, its importance, the role players in the career management process as well as HRM practices which, if synchronised may result into effective career management.

The Public Service is dependent on its employees to deliver its service delivery mandate. Therefore, public employees need to possess skills and be competent to effectively and efficiently perform their duties. Thus, Public Service needs to implement HR practices that will ensure that attraction, development and retention of employees with the skills and competencies which will enable accomplishment of institutional objectives. One of the identified HRM practices is career management, which is beneficial to both the employees and an institution in that, if implemented correctly, it leads to employee development and satisfaction and also benefits the employer in the form of increased performance and creativity. One of the crucial aspects in implementing career management is to ensure that it is not implemented in isolation, but in conjunction with other HRM practices. Attention was therefore given to the relationship between career management and other HRM practices by means of a strategic integrated HRM approach. A strategic integrated HRM approach will enable the Public Service to be in a better position to plan for the required human resources and skills, attract and place the right people in positions, and train and develop employees to improve their own performance which translates to the overall performance of the institution.

It was emphasised that employees have the primary responsibility for their careers, but line manager and the institution must provide the necessary support in assisting an employee in their career aspirations and also ensure alignment of employee goals and the objectives
of an institution. As the employer, the Public Service needs to ensure that career management practices are implemented and that employees are assisted in ensuring that their career ambitions are integrated with the institutions’ objectives in a manner that benefits both the employer and employee. Public Service institutions also need to ensure the establishment of tools to assist managers to implement their subordinates’ career planning, career pathing and career development. Further to this, it was determined that Public Service institutions should have career management policies in place that outline the roles and responsibilities of all role players in career management.

Attention was also given to Super’s Career Development Theory and Holland’s Personality types and the role of these two theories in the career management of employees. It has been argued that line managers should be attentive of employees’ career preferences, their personality types and their career anchors to provide effective career management support to employees.

In addition to theoretical guidelines for career management, the Public Service should also follow certain statutory and regulatory guidelines in this regard. The legislation, policies, structures and programmes, relevant to career management in the Public Service are subsequently discussed in the next chapter.
CHAPTER 3: STATUTORY AND REGULATORY GUIDELINES FOR CAREER MANAGEMENT IN THE PUBLIC SERVICE

3.1. INTRODUCTION

In the introductory chapter of this research (Chapter 1, Section 1.1), it was indicated that the Public Service’s mandate is to give effect to the government’s policies and programmes through service delivery (Sing, 2012:380-381). Since the Public Service is dependent on its employees in delivering its service delivery mandate, it is of the utmost importance that public officials are competent, skilled, well-developed and committed in performing their duties (Vermeulen, 2015a:485). It is therefore the responsibility of the Public Service to develop the skills of its employees through a number of HRD practices, including career management (RSA, 2011b:45), where the focus is placed on the growth and development of employees (RSA, 1997a:22).

The preceding chapter provided a theoretical framework for career management. Attention was given to the significance of career management, the components of career management, the role players and their responsibilities in career management, the HRM practices that support the effective implementation of career management, the importance of a strategic integrated HRM approach in implementing career management, as well as certain career development theories.

In this chapter, the focus is placed on the statutory and regulatory requirements for the implementation of career management in the Public Service. Due to the context in which the Public Service functions, an overview of the democratic developmental state is provided, including an overview of the primary leading statutory and regulatory documents in this regard: The Constitution, 1996; the NDP, 2011; and the Medium Term Strategic Framework (MTSF), 2014-2019. Thereafter, a number of statutory and regulatory documents, relevant to this study, are focussed upon.

3.2. STATUTORY AND REGULATORY GUIDELINES FOR CAREER MANAGEMENT

Career management falls under the ambit of HRM. In order to ensure that departments
within the Public Service understand and implement HRM practices in a uniform and coordinated manner, a statutory and regulatory framework for HRM (including career management) is available to serve as a guide to all departments. The identified statutory and regulatory framework, relevant to career management and specifically to this study, and discussed in this chapter, are:

- Public Service Act 103 of 1994
- White Paper on Transformation of the Public Service, 1995
- Employment Equity Act 55 of 1998
- Public Service Regulations, 2001
- Public Administration Management Act 11 of 2014
- Medium Term Strategic Framework (MTSF), 2014-2019
- Building a capable, career-oriented and professional Public Service to underpin a capable and developmental state in South Africa, 2016: Discussion document
- Public Service Regulations, 2016

3.2.1. The democratic developmental state context

As alluded to in Chapter 1, Section 1.1, that South Africa is a democratic developmental state. A developmental state is described as a state that is constructed to provide a wide and effective social and economic infrastructure and services for broad-based participation in economic processes (Creamer, 2010:205). The democratic developmental state is characterised by its ability to create programmes and projects, and the acquisition and
retention of skilled and competent public employees to implement such projects (RSA, 2016c:14).

In ensuring skilled and competent public employees to meet the demands of the democratic developmental state, the Public Service needs to prioritise and implement HRM practices, including career management to develop and motivate employees and ensure that the objectives of the democratic developmental state are achieved. It is argued that in ensuring public officials possess the necessary skills, competencies and attributes to contribute to the attainment of the objectives of the democratic developmental state, career management practices should be prioritised (Vermeulen, 2015a:483). Both the Constitution, 1996 and the NDP, 2011, contain specific stipulations pertaining to HRM and, specifically career management in the Public Service within the context of the democratic developmental state. An overview of these pivotal documents is provided in the following sections.


The Constitution, 1996, is the supreme law of South Africa and is the source from which all legislation and policy are developed and should align with (RSA, 1996:3). The Constitution, 1996, sets out South Africa’s values, the rights of citizens, the foundation in which government is run and how best the country can improve the lives and potential of all citizens (RSA, 1996:1). To protect the rights of people, the Constitution, 1996 provides for the Bill of Rights which is outlined in Chapter 2 of the Constitution, which among other things, states that the rights of all citizens must be respected, promoted and fulfilled to affirm the democratic values of human dignity, equality and freedom (RSA, 1996:5). As alluded to in Chapter 1, Section 1.1, Further to this, The Constitution, 1996, specifically states in Section 195 (1) (h) that HRM and career development practices should be promoted to augment and expand the potential of public employees (RSA, 1996:99). Thus, the Public Service is obligated to implement HRM and HRD practices in an effort to capacitate public employees to deliver on its service delivery mandate, and therefore comply with this constitutional requirement.
From the above constitutional requirement, it is evident that the Public Service should prioritise the development of its employees in order for them to be skilled and competent to execute its service delivery mandate. Therefore, it is not only the attraction and development of employees that is crucial, their overall management and retention is also important as it ensures that the skilled and experienced individuals remain within the institution for its improved performance and the achievement of its goals.


The NDP provides a long-term vision for South Africa, which aims to eliminate poverty and reduce inequality among citizens by 2030 (RSA, 2011b:14). The NDP further states that one of the major challenges that the Public Services faces is the recurrent poor quality of public services (RSA, 2013b:15). In this, the NDP emphasises that South Africa needs to put increased efforts into, *inter alia*, people development (RSA, 2011b:14). Further to this, the NDP indicates particular actions to be taken in the Public Service, including the following (RSA, 2013b:43-44):

- professionalisation;
- the recruitment, selection, placement and promotion of employees, based on skills and ability; and
- enhanced excellence through attentiveness to the identification and development of competent employees.

Moreover, the NDP states that, to build the country’s capabilities and achieve an inclusive economy, continuous training and the provision of career paths for employees should be given more attention (RSA, 2011b:31). In this respect, it calls for the capability and effectiveness of public institutions and stipulates the following interventions to take place (RSA, 2013b:40):

- the analysis and upgrading of training, development, compensation, incentives, and performance appraisals;
- talent management strategies should be developed;
- professionalism and the conditions that enhance professional conduct should be addressed at the hand of theoretical principles; and
• performance management activities in all public-sector institutions should be advanced.

All the required interventions called for by the NDP, indicated above, pertains to career management. It can therefore be argued that the leading document on socio-economic development in the country acknowledges the importance of employee development through various HRM practices, including career management, and those that relate to career management.

3.2.1.3. Medium Term Strategic Framework (MTSF), 2014-2019

In 2013, after the adoption of the NDP, the Cabinet developed the Medium Term Strategic Framework (MTSF) which formed the first five-year implementation plan for the NDP (RSA, 2013:5). The MTSF serves as a Government Strategic Plan which aims to document actions to be taken and targets to be achieved by all spheres of Government (national, provincial and local) in support of competitive economy, creation of decent job opportunities and encouraging investment (RSA, 2013:4).

In support of South Africa as a developmental state, the MTSF provides the framework for priority government programmes and development initiatives which must be undertaken from 2014-2019 (RSA, 2013:5). From the MTSF, it is apparent that the government comprehends the need to improve the quality of services delivered to the public; hence, a need to enhance the capacity of the Public Service was placed as a priority (RSA, 2013:11).

Since the Public Service is dependent of public employees to achieve its service delivery mandate, the MTSF requires that the Public Service takes a proactive approach in the training and development of public employees in order for them to fully perform their duties (RSA, 2013:32). Amongst other developmental measures outlined in the MTSF, aimed at capacitating the Public Service, are: improvement on the quality and relevant of training and development of public employees; on-the-job training; and mentoring and coaching (RSA, 2013:32). It is believed that these measures will assist the Public Service to attract and retain the required skills (RSA, 2013:32). It is also assumed that these interventions
will play a pivotal role in building a disciplined, capable, people-oriented and professional Public Service (RSA, 2013:11).

In addition to the Constitution, 1996, the NDP, 2011 and the MTSF, 2014-2019, a number of other legislation and policies play a role in HRM, and career management specifically, in the Public Service. The following sections provide an overview of the legislation and policies relevant to this study.

3.2.2. Statutory and regulatory framework for career management in the Public Service

As mentioned in Section 3.2 above, career management falls under the ambit of HRM. Therefore, this section provides an overview of the HRM legislation, policies and reports, relevant to this study, with a specific focus on career management as HRM practice. The statutory and regulatory framework to career management is discussed in the chronological order in which the Acts and policies were promulgated and the order in which the relevant reports were published.

3.2.2.1. Public Service Act 103 of 1994

Since the establishment of a democracy in 1994, South Africa developed a new statutory and regulatory framework for HRM in the Public Service. This framework is aimed at transforming the Public Service to ensure good governance and enhanced service delivery to improve the lives of all citizens (RSA, 1997a:3). During the transition into the new dispensation, the Public Service Act 103 of 1994 (hereafter referred to the Public Service Act, 1994), was promulgated, with the purpose to provide, among others, for the organisation and administration of the Public Service, the regulation of the conditions of employment, terms of office, retirement and the discharge of members of the Public Service (RSA, 1994:1).

Further to this, the Public Service Act, 1994, calls for the Public Service to be representative of the South African people in terms of race, gender and disability in order to redress the imbalances of the past, and to consider and uphold equality and
democratic values and principles as enshrined in the Constitution, 1996, when filling positions (RSA, 1994:19). Irrespective of these regulatory requirements, an assessment on the state of HRM in the Public Service, conducted by the PSC in 2010, discovered that the deployment and development of employees were not given the necessary attention as some departments did not have HRD plans in place and departments’ PDP’s were poorly crafted and merely completed to comply with the requirements of the Public Service Act, 1994 (RSA, 2010a: viii).

To ensure that quality services are delivered to the public, the Public Service Act, 1994, prioritises training and development as one of the employment practices within the Public Service. Chapter 3, Section 7 (b) of the Public Service Act, 1994, places the responsibility for the efficient 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, as one such HRD practice, should receive attention in the Public Service, in terms of the stipulations of the Public Service Act, 1994.

3.2.2.2. White Paper on Transformation of the Public Service, 1995

Due to the social, economic and racial divisions that existed in the past, the government published the White Paper on Transformation of the Public Service, 1995, as part of its plan to transform the Public Service into a more effective, representative, competent and democratic institution, which will be able to efficiently and fairly provide high quality services to the public (RSA, 1995:3). The White Paper on Transformation of the Public Service, 1995, aims to establish a policy framework to guide the introduction and implementation of new policies and legislation pertaining to the transformation of the Public Service (RSA, 1995:4).

One of the identified challenges that was inherited by the new government is a lack of human resource skills and capacity that was created by the lack of in-service education and training opportunities for disadvantaged groups (RSA, 1995:11). To nurture the human resource capacity that is required to deliver services to the public, HRD is outlined as one of the priorities in the White Paper on Transformation of the Public Service, 1995 (RSA,
To ensure that this priority is implemented by all departments, Accounting Officers (HODs) are entrusted with the responsibility of designing and implementing effective HRD strategies, including the career development of employees, to bolster the skills and competencies of employees to execute the service delivery mandate of the Public Service (RSA, 1995:22-26).

Consequently, the government developed a Strategic Framework for HRD, 2009, with the purpose to consider the development needs of employees and those of the institution at large, with a view to employee job satisfaction and performance, as well as institutional performance (RSA, 1995:52). Further to this, the White Paper on Transformation of the Public Service, 1995, states that training and development interventions provided to public employees need to be directly related to HRM policies and practices such as recruitment, promotion, career progression and remuneration, and focus on the development of career paths in the Public Service (RSA, 1995:53-54). It is thus important that the DTI take cognisance of the need to build human resource capacity through training and development, including career development opportunities and the creation of career paths, which will simultaneously be of great value to the achievement of its objectives.

3.2.2.3. White Paper on Public Service Training and Education, 1997

To build a new Public Service for a democratic South Africa, the government approved the White Paper on Public Service Training and Education, 1997, as a policy framework to guide the introduction and implementation of policies, procedures and legislation aimed at transforming training and education in the Public Service (RSA, 1997b:4). Amongst the anticipated outcomes of transformed training and education in the Public Service is the capability of the Public Service to facilitate the development of effective career paths for all the public officials (RSA, 1997b:4-5).

The Public Service must implement employees’ PDPs that outlines their personal, performance-related and career-related needs (RSA, 1997b:8). Further to this, the White Paper on Public Service Training and Education, 1997 states that employees’ personal development planning must be directly related to their performance appraisals, promotion and career progression (RSA, 1997b:8). Moreover, the White Paper on Public Service
Training and Education, 1997 calls on the Public Service to enhance employees’ job satisfaction and the fulfilment of their personal goals by assisting them to make decisions about career choices and through the facilitation of their career development (RSA, 1997b:32). It is evident that the White Paper on Public Service Training and Education, 1997, places a high priority on employee development and specifically mentions the importance of career management in the Public Service.

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

As part of transforming the Public Service, and particularly the Public Service’s workforce, the government published the White Paper on HRM in the Public Service, 1997, aimed at providing a policy framework to guide the implementation of HRM practices that support an effective and efficient Public Service (RSA, 1997a:7). Human resource development is included in the scope of the White Paper (RSA, 1997a:9). As such, the White Paper on HRM in the Public Service, 1997 stipulates that the Public Service should be designed to be a career service that offers development and advancement opportunities through improved employee performance and career management practices (RSA, 1997a:4).

Further to this, the White Paper on HRM in the Public Service, 1997, states that employees are primary responsible for seeking opportunities for development and promotion in line with their career ambition (RSA, 1997a:6). However, the responsibility to provide support and encouragement to employees in terms of their careers lies with their line managers (RSA, 1997a:6). Since managers know the skills required to deliver the required results, they are also responsible to manage employees’ performance management and career development (RSA, 1997a:13). Since the Public Service’s efficiency and effectiveness is dependent of ability of public employees to deliver quality services, it is imperative that their performance is managed in a constructive manner (RSA, 1997a:27). Further to this, as part of managing the performance of employees, their strengths, weaknesses, interventions, training and developmental needs should be identified (RSA, 1997a:27).

In order to ensure that the Public Service attracts, appoints and retain employees of good quality, it is important that opportunities to develop their skills and abilities are structured in
line with their career aspirations (RSA, 1997a:28). This can be achieved through career management that reconciles employees’ career aspirations with the operational objectives of the Public Service with the ultimate aim to maximise employees’ career potential by availing themselves for opportunities training and development as well as developing the human resource capacity of the Public Service, while simultaneously supporting employees’ career aspirations (RSA, 1997a:28).

3.2.2.5. Employment Equity Act 55 of 1998

To give effect to Section 195 (1) (i) of the Constitution, 1996, which requires that the implementation of employment and HRM practices should be based on fairness and objectivity and should aim to redress the imbalances of the past to achieve broad representation of the South African people, the Employment Equity Act, 1998, was promulgated (RSA, 1996:107). The Employment Equity Act, 1998, recognises that South Africa experienced and inherited disparities in employment, occupation and income within the national labour market as result of the apartheid regime and its discriminatory laws and practices (RSA, 1998a:1).

Thus, the Employment Equity Act, 1998, promotes equity in terms of the attraction, appointment and development of employees in the Public Service, to eradicate the disparities created by past HRM legislation and policies. Career management as HRM practice, is included in the aim to eliminate past discrimination in the Public Service, through the provision of equal opportunities (RSA, 1998a:12). In this respect, employees from previously disadvantaged groups (especially females and people with disabilities) at middle management level are given the opportunity to enrol for the Executive Development Programme (EDP) of the National School of Government (NSG), that is aimed at leadership development for senior managers in the Public Service (RSA, 2016d:). Thus, through this provision, employees from previously disadvantaged groups (females and people with disabilities) at middle management level are given an opportunity to participate in a leadership development programme that is actually aimed at a level higher (senior management) than their current level, to enhance their chances of career progression.
3.2.2.6. **White Paper on Affirmative Action in the Public Service, 1998**

The government published the White Paper on Affirmative Action in the Public Service, 1998, to transform the Public Service into an effective and efficient apparatus to deliver equitable service to all citizens and to drive the country’s economic and social development (RSA, 1998b:3). The White Paper on Affirmative Action in the Public Service, 1998, aims to specify the obligatory requirements and provide guidance to national and provincial departments on the development and implementation of their affirmative action programmes, as well as reporting responsibilities and accountability within those affirmative action programmes (RSA, 1998b:9). The main focus of the White Paper on Affirmative Action in the Public Service, 1998, is to provide opportunities to citizens who suffered most from unfair discrimination: black people, women and people with disabilities (RSA, 1998b:14). Through affirmative action, the government intended to expedite the representation of previously marginalised people and to enhance their capabilities through the development and implementation of measures that support their advancement within the Public Service (RSA, 1998b:16).

For meaningful affirmative action programmes, the White Paper on Affirmative Action in the Public Service, 1998, advocates for the principle of the alignment of affirmative action with other transformation goals and integration with improved employee development practices (RSA, 1998b:16). Further to this, the White Paper states that the integration of affirmative action with HRM enables the Public Service to derive maximum benefit from diverse skills and talents that are necessary to improve service delivery (RSA, 1998b:16). According to the White Paper on Affirmative Action in the Public Service, 1998, the Public Service must conduct a management practice review at least every three years to determine whether existing practices and processes are capable of supporting the organisation's affirmative action objectives (RSA, 1998b:24). This review should cover all HRM practices, including career management and career development initiatives (RSA, 1998b:24). It is thus clear that the White Paper on Affirmative Action in the Public Service, 1998, promotes an integration of career management practices that advance affirmative action goals.
3.2.2.7. Public Service Regulations, 2001

In 2001, the Public Service Regulations (PSR), applying to all persons employed and institutions governed in terms of the Public Service Act, 1994, was promulgated (RSA, 2001:9). The PSR, 2001, emphasise the need for public employees to have an ongoing and equitable access to training to support work performance and employee career development in order to achieve efficient, non-biased and representative Public Service (RSA, 2001:36). As part of the public employees’ duties, the PSR, 2001, places the responsibility of ongoing training and self-development throughout a career, on employees (RSA, 2001:44).

As part of career management, the PSR, 2001, calls for the Executive Authority of a department to establish job descriptions with an emphasis on service delivery for all positions (RSA, 2001:17). However, these job descriptions must also stipulate the requirements for promotion or progression in line with a relevant career path (RSA, 2001:17). Further to this, the PSR, 2001, states that the Executive Authority is responsible for the effective utilisation, development and management of the careers of senior managers to ensure that operational requirements are met and their potential is maximised (RSA, 2001:56).


In 2010, the PSC conducted an assessment aimed at looking at all dimensions of HRM, particularly the challenges that persisted in implementing HRM policies, procedures and processes in the Public Service RSA, 2010a: 2-3). The PSC deemed the study important, since it focussed on the HRM practices which are critical for proper and sound management, development and utilisation of human resources in the Public Service, to ensure service delivery (RSA, 2010a:2).

The PSC discovered that there was a widespread on non-compliance with the HRM practices in the Public Service (RSA, 2010a: vii). The assessment also revealed that there was poor implementation of HRM and HRD practices and limited implementation of career
management practices in the Public Service (RSA, 2010a:5-23). The non-compliance with HRM and HRD practices resulted in the inability of the Public Service to attract and retain skilled employees, as a result, service delivery was affected due to high vacancy and turnover rates in the departments (RSA, 2010a:18). Further to this, it was found that there was limited implementation of career management and development practices (RSA, 2010a:23). Other challenges indicated in the PSC Report pertaining to HRM practices included: recruitment and selection wherein it was discovered that correct recruitment processes were not followed; performance management, as public officials were not submitting performance agreements or concluded them long after the due date; a lack of succession planning; and a number of departments that did not have mentoring and coaching interventions in place (RSA, 2010a:13-23).

The investigation by the PSC also revealed that succession planning is inadequate in the Public Service (RSA, 2010a:13). To improve job satisfaction, morale, skills and performance of public officials, it is important that the Public Service recruits, manages, and develop its employees since this will lead to dual benefit (for employees and the institution), as alluded to in Chapter 1, Section 1.5. Therefore, career management and development are fundamental to employee retention, since if these are implemented within an institution employees and would want to be with the institution for longer (RSA, 2010a:15).

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

In 2011, the DPSA published the Guide on the Practice of Career Management in the Public Service, 2011, with the aim to provide practical guidance to departments on the implementation of career management policies and practices and to sensitise employees and managers to their roles and responsibilities regarding career management (RSA, 2011a:6). The primary responsibility for career advancement rests with an employee, but an institution has the responsibility to provide support to employees in their career management since it assists in developing employees to meet the institution’s objectives (RSA, 2011a:10).

The Guide on the Practice of Career Management in the Public Service, 2011, indicates
that HRM practitioners and line managers share the responsibility for effective career management and must cooperate to ensure the coordination of employees' and line managers' efforts pertaining to career management (RSA, 2011a:13). Further to this, the Guide on the Practice of Career Management in the Public Service, 2011, stresses that for career management to be effective, employee career goals must be integrated with institutional needs (RSA, 2011a:15). Career management cannot be effective if implemented in isolation; therefore, it needs to be integrated with other HRM and HRD practices (RSA, 2011a:22). Human resource planning, recruitment planning, training and development, performance management, retention management and diversity management, have been identified as the HRM practices that have a direct link to career management, (RSA, 2011a:22-28). These HRM practices, as part of an integrated HRM approach, as well as their role and function pertaining to career management, were elaborated upon in Chapter 2, Section 2.6.


In 2011, the PSC conducted a study with the aim to assess the level on compliance or non-compliance with HRD strategies and policies and whether there were mechanisms in place to determine the impact of training and development on employee performance (RSA, 2011c:3). Thirty (30) departments within the Public Service participated in the study due to the roles they play in improve service delivery (RSA, 2011c:vii). The undertaking of this study can be argued to be an indication that the Public Service takes into account the importance of trained and developed employees, since its success in delivering on its mandate is dependent on these employees.

The findings of the study revealed that the training and development of employees within the Public Service was taking place and most departments were complying with the HRD policies as they had a HR plan, HRD strategies and policies in place (RSA, 2011c:26). However, although, these were in place, their implementation remained a challenge since, in some instances, there was no implementation of these policies, plans and strategies whereas, in other instances, these were implemented for compliance purposes only (RSA, 2011c:26).
Another challenge identified as facing the Public Service was the inability to conduct assessments on the relevance and impact of the training and development initiatives undertaken by public employees, due to lack of know-how and the unavailability of the assessment tool to be utilised (RSA, 2011c:20). Thus, the overall findings of this study revealed that the Public Service is cognisant of the importance of the training and development of public employees, but the HRD initiatives might be irrelevant and not provide returns on investment to either the institutions or the employees; therefore, not contributing to the objectives of career management which HRD initiatives ought to achieve.

3.2.2.11. Public Administration Management Act 11 of 2014

In 2014, the government promulgated the Public Administration Management Act, 2014, with the aim to promote the basic values and principles governing the public administration, as enshrined in Section 195 (1) of the Constitution, 1996 (RSA, 2014:2). One of these values and principles outlined in Section 195 (1) (h), states that career development practices should be promoted to augment and expand the potential of public employees (RSA, 1996:99), as alluded to above. Thus, this compels the Public Service to ensure that public employees are trained and developed to be able to provide quality service which they are entrusted with.

Section 10 of the Public Administration Management Act, 2014, requires that the Public Service develops its human resource capacity to ensure the provision of efficient and quality services which are delivered in a collaborative and accountable manner (RSA, 2014:14). Therefore, the need to have skilled, developed and capable employees in the Public Service cannot be overemphasised since the Public Service is dependent on them to execute its mandate as their performance translates to the overall performance of the Public Service.
3.2.2.12. Building a capable, career-oriented and professional Public Service to underpin a capable and developmental state in South Africa, 2016: Discussion document

In 2016, the PSC conducted a study with the aim to analytically review Public Service institutions and its practices with a view to provide advice about the direction which the Public Service should take to become a capable and developmental state (RSA, 2016c:3). Chapter 6 of the discussion document provides a comparative perspective of developmental states (China, India, Malaysia, Mauritius, Singapore, Japan and South Africa), in respect of the promotion and career pathing of public employees, wherein, unlike in South Africa, most of these countries use a closed systems of appointment, which entails promoting public employees based on the number of years in a particular rank, as opposed to advertising positions externally (RSA, 2016c:36-39).

It has also been discovered that some of the developmental states rotate public employees between public institutions in order to gain knowledge and experience of how their governments work (RSA, 2016c:36-37). Through the rotation of public employees between various public institutions, it is deduced that public employees are exposed to better opportunities for growth in the Public Service. As opposed to other developmental states, South Africa uses an open system, which advertises Public Service positions externally (RSA, 2016c:37). This system is advantageous to the Public Service since it allows for the attraction of skills from both the private and public sectors; however, it is to the detriment of current public employees, since, should the successful candidate be appointed from outside a department, internal employees may become demoralised or even leave the institution in search for growth opportunities.

In order to improve career management in the Public Service, the PSC recommended that, over and above the internal advertisement of positions below the SMS level (as alluded to in Chapter 2, Section 2.6), consideration should be taken to have the SMS positions advertised within the Public Service only (RSA, 2016c:39). The PSC further recommended that a minimum number of years of service be set for promotion from one rank to the next in the Public Service (RSA, 2016c:39). Therefore, with the implementation of these recommendations, it is believed the Public Service will have greater ability to retain skilled,
experienced and competent employees as there will be prospects for career growth within the Public Service.

3.2.2.13. Public Service Regulations, 2016

The Public Service Regulations were amended, and these amendments came into effect on 1 August 2016 (RSA, 2016e:10). To improve service delivery, the PSR, 2016 state that government departments must develop a Strategic Plan which promotes the efficient, economic and effective use of resources (RSA, 2016e:35). Further to this, the Public Service must assess its human resource needs necessary to perform its functions, identify skills gaps, and prioritise interventions to address the identified gaps (RSA, 2016e:35). The PSR, 2016, reiterate the need for public employees to have PDP’s, which will identify their competencies and developmental needs, as well as the interventions to be undertaken to address areas of improvement (RSA, 2016e:80).

These regulations put an emphasis on the importance of ensuring that HODs ensure that they allocate sufficient financial resources for training and development of employees (RSA, 2016e:84). Further to this, the PSR, 2016 state that the Public Service should provide the necessary support and assistance to public employees who undertake any studies, training or research (RSA, 2016e:85). Therefore, the PSR, 2016 is cognisant of the fact that the training and development of public employees are crucial as it benefits both the employees and the institution and it is likely to result in improved individual performance, which will translate into institutional performance.

From the above discussion on the statutory and regulatory framework pertaining to HRM in the Public Service, it is clear that cognisance is taken that, for public employees to deliver quality services to the citizens, they need to be properly equipped and capacitated. Thus, the need to have skilled and competent public employees cannot be overemphasised. Therefore, it is important that the HRM and HRD statutory and regulatory framework issued by the DPSA is complied with in the Public Service. The empirical results (Section 4.3.2.12, Figure 4.15), referred that 82% of the participants indicated that the DTI complies with the DPSA’s statutory and regulatory framework pertaining to HRM and HRD.
3.3. CONCLUSION

The chapter provided an overview of the statutory and regulatory framework for HRM in the Public Service, with a specific focus on career management. As indicated in Section 3.1, the Public Service is dependent on skilled and competent public employees to deliver on its mandate. It is therefore the responsibility of the Public Service to develop the skills of its employees through a number of HRD practices, including career management (RSA, 2011b:45), where the focus is placed on the growth and development of employees that enhances their motivation and development and ultimately, the performance of the Public Service (RSA, 1997a:22; Vermeulen, 2015a:483).

Based on the review of the statutory and regulatory documents, conducted in this chapter, it became evident that the government provided various guidelines for the effective planning and implementation of career management and other related HRM practices. The majority of the Acts, policies and reports, included in this chapter, highlights the connection between career management and employee performance. It is therefore clear that the implementation of career management policies and practices will not only benefit the employee, but also the institution that is dependent on individual employee performance for institutional performance. Enhanced employee performance, culminating in institutional performance, can especially be accomplished when employees’ career goals are aligned to the goals of the institution.

In consideration of the review of the statutory and regulatory framework on career management in this chapter, and the establishment of a theoretical framework for career management in the previous chapter, an empirical investigation was conducted. The next chapter provides the results obtained from the empirical research, leading to the primary findings of the study.
CHAPTER 4: CAREER MANAGEMENT: THE CASE OF THE DEPARTMENT OF TRADE AND INDUSTRY

4.1. INTRODUCTION

Based on the theoretical framework for career management, established in Chapter 2, and the statutory and regulatory framework for career management, reviewed in Chapter 3, an empirical investigation was conducted. The purpose of the empirical research was to determine whether the guidelines on career management, provided in the theoretical framework and the statutory and regulatory framework, are implemented by the DTI (the case study for this research).

The primary objective of this chapter is to reveal and interpret the results obtained through the empirical research in terms of the current state of the implementation of career management policies and practices at the DTI. The results obtained through a personal, semi-structured interview and a self-administered, semi-structured questionnaire are therefore provided, analysed and illustrated by means of figures and tables, where necessary. Thereafter, the primary findings of the study are indicated. Although the research methodology for the study was discussed in detail in Chapter 1, Section 1.6, a brief overview is provided in the next section. Following the research methodology are the results obtained through the empirical research and the findings of the study.

4.2. RESEARCH METHODOLOGY

As outlined in Chapter 1, Section 1.6, the empirical research followed a case study research design and was conducted by means of two data collection instruments: (1) a semi-structured personal interview with a senior manager in the HRM Unit of the DTI (Annexure A); and (2) a self-administered, semi-structured questionnaire, distributed among middle managers at the DTI (Annexure B).

The research followed a qualitative approach as this approach makes provision for the expression of people's attitudes, feelings, beliefs, experiences and opinions (Babbie,
For this study, the researcher aimed to determine the views, perceptions and experiences of the middle managers at the DTI in terms of the implementation of career management policies and practices through a questionnaire. The interview with the HRM manager was also focused on establishing her views and perceptions pertaining to career management, based on her experience as an HRM expert.

Non-probability purposive sampling was used as sampling technique for the interview. Non-probability sampling is associated with qualitative research and has as its primary aim to gain an in-depth description and understanding of a phenomenon (Walter 2013:100), in this case, the implementation of career management policies and practices. Purposive sampling involves selecting objects or individuals that will assist in providing the most crucial information about the topic under investigation (Leedy & Ormrod, 2013:152), which was possible through the inclusion of a senior manager that was able to provide valuable information on the implementation of career management policies and practices, due to her experience as HRM director. The population for the interview was four (4) senior managers in the DTI, specialising in HRM. The aim was to obtain a sample of three (3) senior managers, specialising in HRM, but only one senior manager was available for an interview, with the remaining two senior managers citing their unavailability is due to tight work schedules.

For the questionnaire, non-probability convenience sampling was used. Non-probability sampling is often not used to generalise results to the larger population, but it is crucial that enough participants are included in the sample as opposed to ensuring that the sample size is big enough to be representative of the entire population (Plooy-Cilliers et al., 2014:137). Convenience sampling refers to sampling participants who are easy to locate (Walter, 2013:110). The middle managers were sampled as they are easy to locate in the researcher’s work environment and close by to follow up on the completion of the questionnaire. Thus, the middle managers of the DTI were a convenient sample to use. The population for the middle managers at the DTI’s Head Office is 578 middle managers. A sample of 50 middle managers was selected to participate in the study of which 28 returned the completed questionnaire. Due to reaching the saturation point, the sample size and the received responses were considered to be adequate to continue with the study.
In addition, the middle managers were chosen as participants, based on the assumption that by virtue of being middle managers, they are subordinates to their respective line managers, and therefore they must have experienced some kind of assistance from their line managers in managing their careers. Also, the middle managers have subordinates of their own and therefore should assist them in discussing career aspirations and provide support to their subordinates in realising their career goals. Thus, in having participants who are supporting others in managing their careers and who also receive support for the management of their own careers, the sample reflected variations and heterogeneity of middle managers since they were from various divisions within the DTI. The results obtained from the middle managers through the questionnaire are discussed in the next section, where after the results obtained from the interview with a HRM senior manager are discussed.

4.3. RESULTS FROM QUESTIONNAIRE

As alluded to in the previous section, the questionnaire (Annexure B) was distributed among 105 middle managers at the DTI that was spread among six divisions of the DTI: Consumer and Corporate Regulations Division (CCRD); Groups Systems Support Services Division (GSSSD); Incentives Development and Administration Division (IDAD); International Trade and Economic Development Division (ITED); Office of the Director-General (ODG) and Special Economic Zone and Economic Transformation (SEZ & ET).

The questionnaire consisted of three sections:

- **Section A** (Consent form)
- **Section B** (Biographical information)
- **Section C** (Career management)

**Section A**, the consent form, was completed by all participants. **Section B**, comprised of questions pertaining to participants’ biographical information. The purpose of the biographical information was to establish whether participants who completed the questionnaire is a balanced representation of the middle managers employed at the DTI in
terms of age, gender, work experience and salary level. The results obtained from Section B (biographical information) are provided and discussed in Section 4.3.1.

**Section C** contained the questions pertaining to career management in the DTI. As mentioned in the previous section, the middle managers at the DTI were chosen to complete the questionnaire as they are in the unique position to view career management from two sides: firstly, as managers of subordinates to which they are responsible in terms of providing support to manage their careers; and secondly, as subordinates of senior managers, also receiving support for the management of their own careers. The purpose of the questionnaire was to determine the middle managers’ views, perceptions and experiences pertaining to the implementation of career management policies and practices at the DTI, as indicated in the previous section. The results obtained from Section C are discussed in Section 4.3.2.

### 4.3.1. Results on Section B of the questionnaire: Biographical information

The required biographical information included the division in which the participants are employed, their salary levels, the period they are in employment at the DTI, and their gender and age. The results obtained from the section pertaining to the biographical information of the participants are graphically presented in Figure 4.1 to 4.5 below:

**Figure 4.1: Division within the DTI**

![Division within the DTI](image)

Figure 4.1 indicates that most participants who completed the questionnaire were from the following divisions: Consumer and Corporate Regulations Division (CCRD), 32%; Office of the Director-General (ODG), 25%; Groups Systems Support Services Division (GSSSD),
14%; Special Economic Zone and Economic Transformation (SEZ and ET), 14%; ITED, 7% and Incentives Development and Administration Division (IDAD), 7%. Obtaining responses from the various divisions within the DTI was important in order to measure the implementation of career management practices across the divisions of the department; since in any institution, there will be divisions that fully comply with policies and others that are not fully compliant. Thus, although the majority of participants are employed in the CCRD and ODG divisions, the sample included participants from all the divisions at the DTI.

**Figure 4.2: Salary level**

[Bar chart showing salary levels]

Figure 4.2 illustrates that none of the participants are employed on salary level 9, eight (28%) participants are employed on salary level 10 (11%) on salary level eleven and the majority of the participants (61%) are employed on salary level 12. Although none of the participants are on the lowest level of the middle management scale (level 9), the majority of the participants (61%) are on the highest salary level of the middle management scale (level 12). This spread of participants in terms of salary levels is an indication that the majority of participants (61%), is hoping to enter the senior management level in the future. Therefore, through effective career management implementation, their career aspirations could be realised. This spread also shows representativity among different salary levels, with the exception of salary level 9, which did not have any participants. The lack of participants on this salary level may be attributed to reaching the saturation point of the sample.
Figure 4.3: Number of years employed at the DTI

Figure 4.3 reveals that the majority of participants (57%) have been with the DTI for a period of 6-10 years. Therefore, these employees have sufficient experience in the execution of the DTI’s mandate. It can also be argued that these employees would have had enough experience with the manner in which the DTI implements career management policies and practices to provide valuable input to the study through their views. Twenty-one percent (21%) of the participants are employed for a period of 2-5 years at the DTI. This is an adequate period of employment to allow participants to constructively comment on the implementation of career management policies and practices at the DTI as these employees should have come across career management policies and practices in this period, if implemented by the DTI.
Figure 4.4: Gender

Figure 4.4 reveals that the majority (61%) of the participants are males, and 39% of the participants are females. Although the majority of the participants are males, this result is not a reflection of gender representation of middle managers in the DTI. As indicated in Chapter 1, Section 1.6.3.4, that the DTI has a total of 578 middle managers, 282 (49%) are males and 296 (51%) are females. Therefore, the participants' gender distribution is due to the availability of middle managers who were available to participate in the study. The middle managers’ gender representation at the DTI reflects an almost 50/50 representation which is advocated by the Commission for Employment Equity and globally, for all occupational levels (RSA, 2016f: vii).

Figure 4.5: Age

Figure 4.5 reveals that the majority of participants of the questionnaire (64%) were between the ages of 30 and 40 years, 28% were between the ages of 41-50, and 4% were between the ages of 51-60. Since the majority of employees (between the ages of 30-50)
are at the establishment and/or maintenance career stage (Vermeulen, 2016:168), as alluded to in Chapter 2, Section 2.7.1.1, it can be argued that they are ready to find stability in their careers while those under 30 years of age may continue to change careers. These employees were ideal to include as participants in the study as they will probably be interested in the implementation of career management policies and as they are likely to have particular career aspirations for the foreseeable future since they have 25 to 35 economically active years left before retirement. Also, those participants between the ages of 41-50 may be interested in career advancements as they are at an age where they have gained substantial experience.

From the biographic data, it can be concluded that the DTI has experienced middle managers across the divisions. With the possible exception of the gender distribution (39% females, compared to 61% males), the participants represent a reasonable range of ages, salary levels and employment experience within the DTI. Therefore the majority of them are either at an establishment or maintenance career stage and will thus aspire to career growth. It is therefore argued that these participants are a representative sample of the middle managers at the DTI and are qualified to answer questions pertaining to the implementation of career management policies and practices. The results obtained from Section C of the questionnaire, completed by these participants, are discussed in the following sections.

4.3.2. Results on Section C of the questionnaire: Career management

Section C of the questionnaire consisted of seventeen questions – 15 closed questions and two open-ended questions. In 14 of the 15 closed questions, participants were requested to indicate the most suitable answer to a statement, choosing from the following options: Strongly disagree; Disagree; Agree; and Strongly agree. At the 15th question, participants were requested to indicate Yes/No to a question and had to complete a follow-up open-ended question, should their answer be Yes to the first part of the question.

The purpose of the two open-ended questions was to obtain more information about the challenges pertaining to the implementation of career management policies and practices in the DTI and to give participants the opportunity to make suggestions in this regard.
Considering that the study followed a qualitative approach, it was important to include open-ended questions, where participants had the opportunity to raise their views, perceptions, feelings and experiences in their own words (cf Babbie, 2011:24-25).

The purpose of all the questions in the questionnaire was to gather information on middle managers’ experiences, perceptions and challenges relating to the implementation of career management policies and practices at the DTI. The results obtained from the questionnaire are presented and interpreted in the subsequent sections.

4.3.2.1. Integration of individual career goals with organisational goals

In Question 1 of Section C, the participants were asked to demonstrate their understanding on the integration of employees’ career goals with the organisation’s goals, in implementing career management. In responding to this question, an overwhelming majority of participants (82%) agreed that employees’ career goals should be integrated with the organisational goals with the implementation of career management policies and practices, while 18% disagreed with the statement, as depicted in Figure 4.6 below.

Figure 4.6: Integration of individual career goals with organisational goals

The results illustrated in Figure 4.6 reveal that the vast majority of participants understand that for career management to be effectively implemented, their own career goals should be integrated with the organisation’s goals. It can be argued that these middle managers realise that they need to align their career goals with those of the institution in order to reap the personal benefits, while simultaneously achieving the institutional goals.
The notion of an alignment between individual goals and institutional goals is confirmed by Katsuro et al. (2015:222), indicating that in the process of aligning employees’ goals with those of the institution, employees’ strengths and weaknesses are identified, followed by a plan to close the identified performance gap, which once filled, will translate into improved performance by the employees, and ultimately translates to improved performance by the institution (see Chapter 2, Section 2.4).

4.3.2.2. Benefits of career management to employee and employer

The second question in Section C of the questionnaire aimed to assess the participants’ perceptions on the benefits of career management to the employee and the employer. All participants (100%) indicated that career management is beneficial to both the employee and the employer. The participants’ view on the benefits of career management to both the employer and employee is supported in theory. Various sources, including the White Paper on HRM in the Public Service, 1997 (RSA, 1997a:29), Nel et al. (2011:393) and Potgieter (2014:67-68) indicate that effective career management must be beneficial to both the employer and the employee. It can be concluded that the participants understand the significance of career management in assisting them with their career aspirations while at the same time achieving the institutional objectives.

4.3.2.3. Responsibility for career management

In Question 3, participants were requested to indicate whether they are themselves primarily responsible for their career management, with the support from their line managers. All participants (100%) indicated that they were aware that the primary responsibility for career management vests with an employee, with the support of their line managers.

It is positive that the middle managers are aware of their responsibility for their careers. As indicated in Chapter 2, Section 2.6, there are three role players in career management: the employee, the line manager and the institution (Katsuro et al., 2015:224). Of these role players, the employee is singled out as the person responsible for his/her own career
management (Shen et al., 2009:239; Nel et al., 2011:390). In this regard, employees are expected to set their career goals in line with their personal values, interests, strengths and weaknesses (Coetzee & Potgieter, 2014:66; Wesarat, Sharif & Majid, 2014:104-105), as discussed in Chapter 2, Section 2.6.1. However, the middle managers’ awareness of their responsibility concerning their own career management does not necessarily translate into action taken by them in this regard. Also, their awareness of their responsibility does not automatically imply that they receive the required support from their line managers as line managers may be unaware of their responsibilities in this regard. This assertion was indicated by (Nel et al., 2011:392) who indicated that, line managers usually do not understand their roles and responsibilities pertaining to career management, mainly because they do not know where and when to start this process; or they perceive their subordinates as a threat to their own positions, and as a result do not provide assistance or may even discourage employees (see Chapter 2, Section 2.6.2).

In line with Question 3, in Question 4 participants were asked to indicate whether the line manager is responsible for initiating and leading career management of employees. Figure 4.7 below depicts that 21% of participants were of the view that the line manager is responsible for initiating and leading employee career management, while 79% disagreed with this statement.

**Figure 4.7: Responsibility for career management**

The result reflecting that 21% participants were of the view that the line manager is responsible for initiating and leading the career management of an employee is contrary to the results obtained in question 3, wherein 100% of the participants indicated that
employees are responsible for initiating and leading their own career management. It can be argued that, although the middle managers understand that the primary responsibility for career management vests with themselves, some employees still expect line managers to take the lead in the career management process.

Moreover, the results obtained with question 4 are consistent with the results obtained from the interview, held with a senior manager in the HRM Unit, which were of the opinion that the employees at the DTI demonstrate an entitlement and do not want to take responsibility for their careers (see Section 4.4.2.1). Thus, it is advised that the DTI develops a career management policy which will clearly outline the roles and responsibilities of each role player in the career management process and ensure that employees are aware of the policy, as well as their roles and responsibilities pertaining to career management. Research conducted by Duggan, as cited in Katsuro et al. (2015:222), supports the notion that an institution should develop a career management policy which assists in defining the roles and responsibilities of different role-players in career management.

4.3.2.4. Support for career choices and career path opportunities

In Question 5, participants were asked about their perceptions on the support provided by the DTI to employees in making the right career choices and in providing guidance regarding their career path opportunities. Figure 4.8 below illustrates that 36% of the participants indicated that the DTI neither supports them to make the right career choices, nor provides guidance in respect of career path opportunities. Sixty percent (60%) of the participants indicated that the DTI does support and guide them with respect to career choices and career path opportunities, and 4% did not answer the question.
The results revealed in Figure 4.8 above illustrate that the DTI understands that an institution has a crucial role to play in supporting employees in making the correct career decisions (cf. Meyer, 2012:410), judged by the majority of participants (60%) indicating that they do receive support from the DTI in terms of career choices and career path opportunities. As alluded to in Chapter 2, Section 2.3, Meyer (2012:410) states that an institution has a crucial role in supporting an employee to make the correct career decisions. Vermeulen (2015a:486) asserts that for an institution to effectively support the career decisions and plans of their employees, it needs to not only be aware of employees’ job requirements in relation to organisational needs, but should also be aware of their personal career ambitions and work preferences (see Chapter 2, Section 2.3).

It can therefore be deduced that, the DTI supports employees in making the right career choices and provides guidance in career path opportunities to a great extent. However, in some instances this support is not provided, illustrated by the 36% of participants that indicated that they do not receive career management support from the DTI. It may be that some line managers do not realise their roles and responsibilities pertaining to career management and therefore do not provide the necessary support to employees. In the interview with the senior manager in HRM unit, it was confirmed that some managers at the DTI do not realise their roles and responsibilities in the career management of employees (see Section 4.4.2.1).
The notion that line managers are not also aware of their roles and responsibilities pertaining to career management is also confirmed by various scholars. In Chapter 2, Section 2.5.2, the significant role of the line manager in career management was discussed. Line managers play a pivotal role in the following respects:

- during the performance appraisal process by giving constructive feedback regarding an employee’s strengths and weaknesses and assist in devising the means to improve performance in the future (Albrecht et al., 2015:22);
- line managers need to familiarise themselves with employees’ career aspirations, assist them with career planning and act as a coach in probing problems, values, interests and the needs of employees (RSA, 1997a:28; Albrecht et al., 2015:20-21);
- line managers should also act as communicators, coaches and mentors to employees and is responsible for the facilitation of employee’s career planning (Adekola, 2011:102); and
- a line manager should also play a significant role in ensuring that employees receive the necessary information for furthering their careers (Nel et al., 2011:392).

It is therefore evident that the DTI should ensure that its line managers are aware of their roles and responsibilities pertaining to the career management support they should provide to employees. A failure to provide this support to employees, is in all likelihood the reason why 36% of the participants indicated that they do not receive career management support from the DTI.

4.3.2.5. Prioritisation of employee development

With Question 6 of Section C of the questionnaire, the aim was to establish whether the DTI prioritises the development of employees in order to maximise their potential. Seventy-five percent (75%) of the participants indicated that the DTI prioritises the development of employees, 21% disagreed, while 4% did not provide an answer.
In Chapter 2, Section 2.4, it was mentioned that the development of public employees must be prioritised to ensure the effective and efficient delivery of services in response to the needs of the public (Van Dijk, 2014:315). It was also indicated that employee development is likely to improve the performance and employability of employees (Coetzee & Potgieter, 2014:67-68). As illustrated in Figure 4.9 above, it is clear that the vast majority of the participants (75%) is of the view that the DTI does provide opportunities for employee development, although 21% of the participants indicated that this was not the case.

It may be that employees in certain divisions are not exposed to an equal number of development opportunities, compared to those in other divisions. This may be due to line managers neglecting their responsibility regarding employee development (as alluded to in the previous section). It may also be that the 21% of participants that indicated that the DTI does not prioritise employee development, do not regard the development opportunities they receive as valuable to their own career aspirations and therefore feel that the DTI does not prioritise the development of employees in the fields they are most interested in. Van der Westhuizen and Wessels (2013:296) emphasise the importance of employee development, stating that a line manager has the responsibility to inform employees of the training and development interventions that may assist their career aspirations, but at the same time also the operational needs of an institution.

4.3.2.6. Use of skills and abilities in work environment and current position
In Question 7, participants were probed to indicate whether the DTI’s work environment and their current positions within the DTI enable them to optimally utilise their skills and abilities. Sixty-eight percent (68%) of the participants indicated that the DTI’s work environment and their current positions are conducive for them to optimally utilise their skills and abilities, 28% of the participants disagreed, while 4% did not answer this question.

**Figure 4.10: Use of skills and abilities in work environment and current position**

The results shown in Figure 4.10 above suggest that the DTI to a great extent provides employees with a work environment which enables them to utilise their skills and abilities optimally and that employees also receive opportunities to use their skills and abilities in their current positions, implying that employees have been correctly placed in the department. Van der Westhuizen and Wessels (2013:299) advocate for the integration and awareness of individual needs and environment, as this could assist in predicting individual’s career choice, career stability, career performance, personal capabilities and social behaviour. As alluded to in Chapter 2, Section 2.1. this notion is supported by Nel et al. (2011:390), explaining that an institution needs to provide a conducive environment, tools, resources, skills development and continual improvement to employees to enable them to do their duties with excellence.

Further to this, in an overview of Holland’s (1973) personality types, discussed in Chapter 2, Section 2.3.2, a description of career choice as an expression of a personality was provided and it was indicated that people search for work environments that will allow them to optimally utilise their skills and abilities, as well as enable them to express their attitudes
and values (Holland 1973, as cited in Schreuder & Coetzee, 2011:103). Therefore, it can be argued that the DTI, to a great extent, fulfils its responsibility in providing a conducive working environment and opportunities for career development to employees, as illustrated by 68% of the participants confirming this.

Similar to the results and deductions in Section 4.3.2.5, the 28% of participants who indicated that they do not find the DTIs work environment and their current positions as conducive to use their skills and abilities, may be due to line managers neglecting their responsibility with regard to providing career opportunities to their subordinates. It is therefore evident, as also indicated in Section 4.3.2.5, that although the DTI to a great extent attempts to support employees in various ways through career development opportunities, a number of employees do not experience this support and opportunities. The lack of career development opportunities can be due to two potential reasons: firstly, a number of line managers neglect their responsibilities with regard to employees’ career development (as confirmed by the interview held with a senior HRM manager – see Section 4.4.2.1), since they are not aware of their responsibilities, do not get time to give attention to it, or do not regard it as priority; and secondly, these employees do not take ownership of their own responsibility to initiate the management of their careers.

4.3.2.7. Role of performance appraisals in employee motivation, growth and development

Question 8 attempted to establish whether performance appraisals are conducted in a manner that enhances employees’ motivation, growth and development. Figure 4.11 below depicts that 71% of the participants were of the opinion that the performance appraisals within the DTI did not enhance their motivation, growth and development, while 29% indicated that the manner in which performance appraisals are conducted at the DTI, does enhance their motivation, growth and development.
The results illustrated in Figure 4.11 above are congruent to what was mentioned in Chapter 2, Section 2.6, where it was indicated that performance appraisals within the DTI do not lead to the desirable results of supporting employees in their career aspirations or to enhanced performance and motivation (RSA, 2016a:2). Instead, during the performance appraisals, a number of employees get disgruntled and lodge grievances (RSA, 2016a:2). The same sentiment was shared during the interview with the senior HRM manager, where it was indicated that the performance management process at the DTI is not correctly implemented (see Section 4.4.2.4). The DTI employees’ dissatisfaction with the performance appraisals could be attributed to employees’ misconception that the performance management process is for reward purposes. Thus, these results suggest that the performance appraisals at the DTI do not result in the enhanced motivation, growth and development of employees as they are not effectively conducted. This dissatisfaction regarding the manner in which the DTI conducts performance appraisals may affect employees’ job satisfaction, morale and some employees may even consider leaving the institution in search for appreciation, motivation and job satisfaction.

In consideration of these results (71% of the participants indicating that the performance appraisals at the DTI do not enhance their motivation, growth and development), with the results obtained in Section 4.3.2.5 (75% of the participants indicating that the DTI prioritises the development of employees), it is evident that the employee development opportunities that the participants referred to, are not derived from their performance
appraisals. In Chapter 2, Section 2.6, it was emphasised that it is of utmost importance that employee development efforts and employee career paths are integrated with performance appraisals to ensure that employees’ individual PDPs reflect their institution’s future development needs as this will result in benefits to both the employee and the institution (Kahn & Louw, 2010:185). It can therefore be argued that the DTI should ensure the correct implementation of its performance management system during performance appraisals to ensure that it makes provision for employee development and career development as results of an integrated process and an employee’s career development.

4.3.2.8. Relevance of development interventions in personal development plans

Question 9 attempted to establish whether the development interventions reflected in employees’ PDPs are aimed at enabling them to perform in their current positions while at the same time providing for their career ambitions. Ninety-three (93%) of the participants agreed that PDPs within the DTI take into consideration the development interventions that assist them to perform their current duties, as well those relating to their career their aspirations, while 17% of the participants disagreed, indicating that the development interventions reflected in their PDPs are not aimed at enabling them to perform in their current positions and are not supporting their career ambitions.

Figure 4.12: Relevance of development interventions in personal development plans

With an overwhelming 93% of participants indicating the development interventions deriving from their PDPs assist them to perform their current duties and relate to their career aspirations, the results indicated in Figure 4.12 above, revealed that the DTI complies with the PSC’s requirements, stating that the training and development needs of
employees must be identified annually and incorporated in the form of PDPs (RSA, 2010a:5). Van der Westhuizen and Wessels (2013:316-317) assert that employees’ training and development needs must be aligned to the employee’s current competencies, career goals, performance outcomes as well as the operational requirements of the institution. Therefore, it can be concluded that the DTI is mostly compliant in this regard, judging by a confirmation of 93% of the participants.

This result is, however, to some extent contradictory to the results obtained with the previous question, in which 71% of the participants indicated that the performance appraisals at the DTI do not enhance their motivation, growth and development. Also, in Section 4.3.2.5, it was revealed that 75% of the participants are of the view that the DTI prioritises the development of its employees. These results are depicted in Table 4.1 below.

### Table 4.1: Employee development – comparison of results

<table>
<thead>
<tr>
<th>Section</th>
<th>Factor that was assessed</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.3.2.5</td>
<td>The DTI prioritises employee development</td>
<td>75%</td>
</tr>
<tr>
<td>4.3.2.7</td>
<td>Performance appraisals do not enhance motivation, growth and development</td>
<td>71%</td>
</tr>
<tr>
<td>4.3.2.8</td>
<td>Development interventions derived from PDPs assist to perform in current duties and relate to career aspirations</td>
<td>93%</td>
</tr>
</tbody>
</table>

In Section 4.3.2.7, the following deduction was made: it is evident that the prioritisation of employee development opportunities (indicated by 75% - see Section 4.3.2.5), are not derived from employees’ performance appraisals. However, in this section (4.3.2.8), it was indicated that 93% of the participants believe that the development interventions derived from their PDPs assist them to perform in their current duties and relate to their career aspirations. The discrepancy lies in the fact that employees’ PDPs are usually drafted after employees’ performance appraisals and the development interventions indicated in their PDPs, are therefore related to their performance appraisals (RSA, 2010a:6). However, 71% of the employees stated that their performance appraisals do not enhance their motivation, growth and development, in contrast to 93% of the participants indicating that the development interventions derived from their PDPs assist them to perform in their
current duties and relate to their career aspirations.

The discrepancy in these results (reflecting satisfaction and dissatisfaction with the performance appraisals/PDPs) can in all likelihood be attributed to the fact that employees harbor such negative feelings towards the performance appraisals at large (RSA, 2016:17), that they did not realise the discrepancy of their answers. This institution-wide dissatisfaction about performance management system in the Public Service was also reported by PSC in 2016, with the report that the highest number (2 406) of national grievances in 2015/2016 financial year related to performance management (RSA, 2016:17). It can therefore be deduced that, although the majority of employees are satisfied with the development interventions, deriving from their PDPs, there is widespread dissatisfaction with the implementation of the performance management system.

It was alluded to in Chapter 2, Section 2.4, that the PDPs are not always aligned to an employee’s career goals and instead focus on the institution’s operational goals and requirements of a particular position (RSA, 2010b:129). However, 93% of the participants indicated that their PDPs do enhance their career aspirations. Thus, this implies the DTI considers employee career aspirations when developing the PDPs, which is an indication that there has been a great improvement and a level of compliance within the Public Service in terms of what kind of development interventions should be contained in the PDP’s.

4.3.2.9. Integration of career management with other human resource management practices

In Question 10, participants were probed on whether the participants are of the opinion that the implementation of career management practices within the DTI should be integrated with other HRM practices. All participants (100%) indicated that a strategic integrated HRM approach should be followed when implementing career management practices.

The results revealed that the participants are well-informed in terms of following a strategic integrated HRM approach to implement career management policies and practices. In the interview with the senior HRM manager, it was confirmed that the DTI is compliant with the
DPSA prescript which requires that, for career management to be effective, it must be integrated with other HRM practices (RSA, 2011a:22-23). The DTI is therefore cognisant of the importance of integrating career management with other HRM practices, such as recruitment and selection, secondment, job rotation, performance management, talent management, coaching and mentoring and succession planning as described in the Guide on the Practice of Career Management in the Public Service (RSA, 2011a:23; Vermeulen, 2016:175-177).

4.3.2.10. Consideration of personality style and career preferences by line manager

Question 11 aimed to establish whether line managers consider employees’ personality types and career preferences when assisting and guiding them on career planning and career goals. Fifty-four percent (54%) of the participants agreed that their line managers consider their personality type and career preferences when they provide assistance to them with regard to their career planning and career goals, while 46% of participants indicated that this is not the case.

Figure 4.13: Consideration of personality types and career preferences by line manager

The almost 50/50 result obtained with this question (reflected in Figure 4.13 above) are concerning since consideration of employees’ personality types and career preferences is crucial in ensuring that employees are set on a career path that they experience as fulfilling (Van der Westhuizen & Wessels, 2013:299). As mentioned in Chapter 2, Section 2.3,
Vermeulen (2015a:486) indicates that for line managers to provide the effective support in their career planning and career management, they should be aware of employees’ career ambitions and work preferences.

The results obtained from this question correspond with the results obtained through the interview with a senior manager in the HRM Unit. The interviewee stated that some line managers in the DTI assist and guide their subordinates on career-related matters, while others do not make an effort to assist and guide their subordinates (Section 4.4.2.5. These results also confirm the notion of Nel et al. (2011:392), mentioned in Chapter 1, Section 1.1, that line managers often do not understand their responsibility concerning the assistance they should provide to employees in developing their careers.

4.3.2.11. Career management policy

In Question 12, participants were probed to indicate whether a career management policy exists in the DTI to guide the implementation of career management practices. Sixty-eight percent (68%) of the participants agreed that the DTI has a career management policy which guides its implementation, 28% of the participants disagreed, while 4% did not answer the question (see Figure 4.14 below).

Figure 4.14: Career management policy

The results shown in Figure 4.14 above indicate that the majority of the participants (68%) is under the impression that the DTI has a career management policy in place. However,
the interview results revealed that the DTI does not have a specific policy relating to career management; however, career management is mentioned in various HRM and HRD policies of the DTI (see Section 4.4.2.7). The DTI implements a number of career management practices, such as job rotation; mentoring and coaching; succession planning; bursaries; lateral transfers; acting in vacant higher positions; performance management; talent management; secondment, as well as training and development (RSA, 2016h:10-11;14). However, the need for a specific policy pertaining to career management was emphasised in Chapter 2, Section 2.5, where it was also indicated that such a policy should outline the roles and responsibilities of the role players in career management and provide guidance on the implementation thereof (Duggan, as cited in Katsuro et al., 2015:222).

4.3.2.12. Compliance with national human resource management and human resource development policies

In Question 13, participants were asked to indicate whether the DTI complies with the HRM and HRD statutory and regulatory framework, as issued by DPSA. As illustrated in Figure 4.15 below, the results obtained from this question revealed that an overwhelming majority of 82% of participants stated that the DTI complies with the HRM and HRD statutory and regulatory framework as issued by the DPSA, 14% of the participants disagreed, while 4% did not comment.

![Figure 4.15: Compliance with national HRM and HRD policies](image)

Although 82% of the participants were of the view that the DTI complies with the DPSA’s statutory and regulatory framework pertaining to HRM and HRD, this notion is to some
extent invalid as the DTI does not have a career management policy in place, which is one of the DPSA’s policy requirements (RSA, 2011a:18). As alluded to in Chapter 3, Section 3.2.1.1, the need for a career management policy is implied in Section 195 (1) (h) of the Constitution, 1996, indicating that good human resource management and career development practices should be cultivated to maximise human potential (RSA, 1996:99). As alluded to in Chapter 3, Section 3.2.1.2, the NDP also emphasises that South Africa needs to put increased efforts into people development, the growth of an inclusive economy, building capabilities, and enhancing the capacity of the state, in order to realise its goals (RSA, 2011b:14). Since South Africa is democratic developmental state, it must ensure creation of programmes and projects, acquisition and retention of skilled and competent public employees to implement such projects (RSA, 2016c:14). Therefore, the Public Service needs to prioritise and implement HRM practices, particularly career management, which will develop and motivate public employees and ensure that the objectives of the democratic developmental state are achieved (Vermeulen, 2015a:483).

therefore, the DTI should ensure that a career management policy is in place and implemented.

4.3.2.13. Career management practices and career development opportunities to enhance job satisfaction

Question 14 aimed to establish whether the participants believe that the implementation of career management practices and career development opportunities will enhance their job satisfaction. Ninety-two percent (92%) of participants indicated that, through the implementation of career management practices and career development opportunities, their job satisfaction will be enhanced, 4% of the participants disagreed, while another 4% did not answer the question (see Figure 4.16 below).

Figure 4.16: Career management practices and career development opportunities to enhance job satisfaction

As illustrated in Figure 4.16 above, the results obtained from this question revealed that the overwhelming majority of participants are aware that the implementation of career management practices and career development opportunities enhance job satisfaction. These results are in line with the assertion made by Vermeulen (2015a:483), mentioned in Chapter 2, Section 2.5.3, stating that the implementation of career management results in an improved employee morale, motivation, job satisfaction and performance, and ultimately the performance of the Public Service. In addition, Crawshaw and Game (2015:1182)
assert that effective career management is crucial for the prosperity of an institution and also plays an important role in retaining skilled employees. It is thus evident that, by implementing career management practices, the DTI can contribute to an employee’s career path within an institution, in the process motivating the employees to remain with the institution as they are aware that career opportunities are available and upward mobility is possible, as alluded to in Chapter 2, Section 2.4.

development practices as career development interventions

In Question 15, participants were asked to indicate with a Yes/No answer whether the DTI was implementing the following HRM and HRD practices as career development interventions in a manner that enhances their career growth: performance management; talent management; mentoring and coaching; succession planning; job rotation; secondments; and lateral transfers. Figure 4.17 below illustrates that out of the seven (7) HRM and HRD practices, the majority of the participants (more than 60%) indicated that six (6) were implemented with the exception of succession planning which was indicated as not being implemented by the majority of participants (61%).

Figure 4.17: Implementation of HRM and HRD practices as career development interventions

The results shown if Figure 4.17 above provide comfort that most of the indicated HRM and HRD practices that support career development are implemented by the DTI. The interview

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results with a senior HRM manager also revealed that all the above mentioned HRM and HRD interventions were implemented within the DTI (see Section 4.4.2.2).

The contradiction of results pertaining to the implementation of succession planning, where the results obtained from the questionnaire revealed that only 39% of the participants believed that succession planning is implemented, as opposed to the results obtained from the interview with the senior manager in the HRM Unit, indicating that succession planning is implemented at the DTI, could be due to lack of knowledge on the implementation of succession planning on the part of the participants who completed the questionnaire. As indicated in Section 4.4.2.2 below, the interviewee indicated that succession planning is not done for all the positions within the DTI, but only for executive positions and positions that were identified as critical. Therefore, it can be concluded that the DTI is compliant on the implementation of HRM and HRD practices in an attempt to enhance employee career growth and development.

In addition to the Yes/No answer required of participants in terms of the implementation of certain HRM and HRD practices to enhance the career development of employees, they were also requested to indicate whether those HRM and HRD practices that are implemented are enhancing their career growth and development. In this respect, the majority of participants (above 70%) indicated that HRM and HRD practices (except performance management) are implemented in a manner that enhances their career growth and development as they provide them with exposure, the attainment of new skills and an ability to take on new challenges, which are crucial to career growth and development. With respect of performance management, the majority of participants (80%) indicated that performance management is not implemented in a manner that enhances career growth and development. Instead, the participants were of the opinion that the primary aim of performance management is to achieve targets of the institution.

From these results, it is evident that the DTI employees are not satisfied with the manner in which performance management is implemented, as was also confirmed in Section 4.3.2.7 above. It can therefore be deduced that performance management system of the DTI is not correctly implemented in a manner that leads to career growth and development, and this may affect employees’ performance, as well as the performance of the institution.
4.3.2.15. Challenges to the successful implementation of career management

Question 16 was an open-ended question, probing participants to indicate what they experience as the biggest challenges to the successful implementation of career management at the DTI. Table 4.2 below outlines the results obtained from this question.

Table 4.2: Employees' responses - challenges to the successful implementation of career management

<table>
<thead>
<tr>
<th>Respondent</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respondent 1</td>
<td>Line managers do not attend training sessions on policies which leads to inability to implement them.</td>
</tr>
<tr>
<td>Respondent 2</td>
<td>Line managers do not attend training sessions on policies which leads to inability to implement them.</td>
</tr>
<tr>
<td>Respondent 3</td>
<td>Career management benefits are not clearly outlined to employees.</td>
</tr>
<tr>
<td>Respondent 4</td>
<td>Emphasis for positions is more on qualifications than experience and skills.</td>
</tr>
<tr>
<td>Respondent 5</td>
<td>Refusal to release employees to attend courses indicated in their PDPs.</td>
</tr>
<tr>
<td>Respondent 6</td>
<td>Clash between operational needs and dates in which courses are rolled out.</td>
</tr>
<tr>
<td>Respondent 7</td>
<td>Budgetary constraints and unwillingness by employees to attend training, some just taking training as time off from the office.</td>
</tr>
<tr>
<td>Respondent 8</td>
<td>Skills audit not conducted.</td>
</tr>
<tr>
<td>Respondent 9</td>
<td>Line managers not supporting employee career goals.</td>
</tr>
<tr>
<td>Respondent 10</td>
<td>PDPs completed for compliance purposes.</td>
</tr>
<tr>
<td>Respondent 11</td>
<td>Career management implemented to enhance organisational performance, not taking employee career needs into account.</td>
</tr>
<tr>
<td>Respondent 12</td>
<td>DPSA restrictions.</td>
</tr>
<tr>
<td>Respondent 13</td>
<td>Reluctance by managers to allow employees to empower themselves, citing workload.</td>
</tr>
<tr>
<td>Respondent 14</td>
<td>Late delivery of courses by HRD unit, and some of them are irrelevant.</td>
</tr>
<tr>
<td>Respondent 15</td>
<td>Stagnant career growth due to budgetary constraints. No skills transfer.</td>
</tr>
<tr>
<td>Respondent 16</td>
<td>No promotional opportunities internally due to abolition of posts and that demotivates employees to enhance their skills.</td>
</tr>
<tr>
<td>Respondent 17</td>
<td>No formal discussions between line managers and employees regarding career development.</td>
</tr>
<tr>
<td>Respondent 18</td>
<td>Too much workload, few resources and this makes it difficult to attend career management interventions.</td>
</tr>
<tr>
<td>Respondent 19</td>
<td>Qualifications and current job do not match.</td>
</tr>
<tr>
<td>Respondent 20</td>
<td>Inconsistent application of policies, favouritism and undue influence by trade unions.</td>
</tr>
</tbody>
</table>
Respondent 21 | Budgetary constraints.
---|---
Respondent 22 | Moratorium on posts and unfair recruitment processes.
Respondent 23 | PDPs completed for compliance purposes.
Respondent 24 | Lack of individual responsibility.
Respondent 25 | Misalignment of employee studies and institutional and career needs.
Respondent 26 | Budgetary constraints.
Respondent 27 | Misconnection between career aspirations and institutional future.
Respondent 28 | Prescribing careers for Divisions and not allowing employees to choose their own careers.

The results reflected in Table 4.2 above revealed that there are a significant number of challenges faced by the DTI in implementing career management. One of the challenges mentioned by a number of participants (21%) was budgetary constraints, which have led to a moratorium being placed on the filling of all positions within the DTI. It is clear that DTI employees are concerned about this as they do not see themselves progressing to the next level of positions due to the moratorium. This anxiety and uncertainty around employees’ growth and career advancement are detrimental to the DTI since employees will end up seeking growth opportunities at other institutions. This could be a tremendous loss to the DTI as time and resource have been invested over the years in developing its employees.

Thirty-six (36%) of the participants indicated that they did not get sufficient support from line managers regarding career management, because line managers lacked knowledge to properly implement policies that support employee career growth and development. From these results, it is once again evident that there are line managers within the DTI who are not aware of their roles and responsibilities pertaining to supporting employees in career management.

### 4.3.2.16. Suggestions to improve the implementation of career management

In the last question of the questionnaire, Question 17, participants were asked to provide suggestions that can lead to the improvement of the implementation of career management policies and practices at the DTI. Table 4.3 below illustrates these results.
<table>
<thead>
<tr>
<th>Respondent</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respondent 1</td>
<td>Line managers and employees need orientation of policies, so that they understand their roles and responsibilities</td>
</tr>
<tr>
<td>Respondent 2</td>
<td>Line managers and employees need orientation of policies, so that they understand their roles and responsibilities</td>
</tr>
<tr>
<td>Respondent 3</td>
<td>Career management policy development.</td>
</tr>
<tr>
<td>Respondent 4</td>
<td>Consider skills and experience on advertised positions</td>
</tr>
<tr>
<td>Respondent 5</td>
<td>Managers need to provide support and encourage employees to attend courses for their career benefit and service delivery improvement.</td>
</tr>
<tr>
<td>Respondent 6</td>
<td>Development of training and development interventions list so that employees can choose from it as opposed to indicating their own since some of these end up not being rolled out.</td>
</tr>
<tr>
<td>Respondent 7</td>
<td>Advocacy on performance management to be seen as a development tool, not a rewarding tool, as the case is currently.</td>
</tr>
<tr>
<td>Respondent 8</td>
<td>Proper matching of skills.</td>
</tr>
<tr>
<td>Respondent 9</td>
<td>Provision of career support to employees.</td>
</tr>
<tr>
<td>Respondent 10</td>
<td>PDPs to include interventions that are in line with employee career goals.</td>
</tr>
<tr>
<td>Respondent 11</td>
<td>Job rotation to be implemented on all positions as opposed to a selected few posts.</td>
</tr>
<tr>
<td>Respondent 12</td>
<td>Individualisation of career management.</td>
</tr>
<tr>
<td>Respondent 13</td>
<td>Allowing employees to choose courses in line with their career path.</td>
</tr>
<tr>
<td>Respondent 14</td>
<td>Prompt delivery of courses.</td>
</tr>
<tr>
<td>Respondent 15</td>
<td>Skills transfer and mentoring and coaching to be prioritised.</td>
</tr>
<tr>
<td>Respondent 16</td>
<td>Promotion of deserving employees.</td>
</tr>
<tr>
<td>Respondent 17</td>
<td>Encourage the culture of learning.</td>
</tr>
<tr>
<td>Respondent 18</td>
<td>Employment of equally skilled individuals to enable job rotation.</td>
</tr>
<tr>
<td>Respondent 19</td>
<td>Employee exposure, mentoring and coaching.</td>
</tr>
<tr>
<td>Respondent 20</td>
<td>Full adherence to policies by management.</td>
</tr>
<tr>
<td>Respondent 21</td>
<td>Invest more time and resources on development of employees.</td>
</tr>
<tr>
<td>Respondent 22</td>
<td>Consistent approach on recruitment; communication on moratorium.</td>
</tr>
<tr>
<td>Respondent 23</td>
<td>Performance of skills audit.</td>
</tr>
<tr>
<td>Respondent 24</td>
<td>Advocacy on more employee responsibility.</td>
</tr>
<tr>
<td>Respondent 25</td>
<td>Alignment of employee skills to career and institutional needs.</td>
</tr>
<tr>
<td>Respondent 26</td>
<td>More direction on how career management should take place.</td>
</tr>
<tr>
<td>Respondent 27</td>
<td>Educate employees about career management.</td>
</tr>
<tr>
<td>Respondent 28</td>
<td>Reduction of red tape on bursary application and encouraging the culture of learning.</td>
</tr>
</tbody>
</table>
Table 4.3 above revealed that 32% of the participants suggested the attendance of career management workshops by both line managers and employees to gain insight on their roles and responsibilities with regard to career management. The development of a career management policy was also suggested by 19% of the participants, as such a policy will outline what is expected of all the role players in career management. Thus, the DTI needs to develop a career management policy which will direct its implementation and also outline what the roles and responsibilities of role players are.

Eight percent (8%) of the applicants recommended that job rotation should be implemented on all positions, as opposed to be limited to specific occupational levels. According to Dowling et al. (2013:187), job rotation is a management tool which seeks to provide employees with opportunities to enhance their abilities by exposing them to a range of jobs, tasks and challenges. It is evident that job rotation is not applied on all positions within the DTI and this deprives employees an opportunity to learn about the work of other divisions which could enhance their abilities and expose them to new tasks and challenges.

Another 8% of participants suggested that the DTI should strengthen its mentoring and coaching programme. The importance of mentoring and coaching is also affirmed in the NDP, as it is viewed as one of the interventions which is aimed at developing skills for improved performance within an institution (RSA, 2011b:45). Meyer (2012:276) argues that mentoring and coaching has a number of benefits for any institution, which amongst other include: assisting with career development and talent management; promoting skills transfer and succession planning; promoting teamwork and sound working relationships among employees; and contributing to job satisfaction. Thus, it is crucial that the DTI enforces mentoring and coaching since a failure to implement these practices result in a lack of skills transfers between experienced employees and less experienced employees. When experience employees then leave the institution, institutional performance may be negatively affected and to replace the experienced employees, an institution will be compelled to appoint external people which will be depriving internal employees the opportunities for growth.

The overall results from the questionnaire revealed that the DTI is implementing a number of career management practices, such as: job rotation, mentoring and coaching, bursaries,
lateral transfers, performance management, talent management, secondment, PDPs as well as training and development. However, a need for the improvement on some areas pertaining to career management was also identified, which amongst others include: the development of a career management policy; conducting career management workshops for both employees and line managers; sensitising employees on the purpose of the performance management system; and transparency on the implementation of succession planning.

Thus, the DTI will be required to make certain adjustments, should they wish to effectively implement career management policies and practices to enhance the performance, growth, development and motivation of employees. Some recommendations in this regard are made in Chapter 5, Section 5.3.

As indicated in this chapter (Section 4.1; Section 4.2; Section 4.4), and Chapter 1 (Section 1.6.3.2; Section 1.6.3.4), in addition to the questionnaire that was completed by middle managers in the DTI, a senior manager in the HRM Unit of DTI was interviewed. Subsequently, the results obtained from the interview are revealed in the next section.

4.4. RESULTS FROM INTERVIEW

This section outlines the results obtained from the interview with a senior manager at the DTI, employed in the HRM Unit. As indicated in Section 4.2, only one senior manager, involved in HRM was available for an interview. However, due to this senior manager’s long service record at the DTI and her extensive experience with HRM in the DTI specifically, valuable information was gathered from the interview. The primary purpose of the interview was to gain insight into the implementation of career management policies and practices within the DTI from a strategic perspective and to validate middle managers’ perceptions and experiences on career management against the view of the interviewee as a senior manager. The interview schedule comprised three sections:

- Section A (Consent form)
- Section B (Biographical information)
- Section C (Career management)
The interviewee signed the consent for in Section A of the interview schedule. The questions pertaining to the biographical information in Section B of the interview schedule was requested and captured by the researcher. Section 4.4.1 below provides the results obtained from Section B (biographical information). Section C of the interview schedule consisted of the questions pertaining to the implementation of career management policies and practices in the DTI. Section 4.4.2 below reveals the results obtained from Section C of the interview schedule.

4.4.1. Results on Section B of the interview: Biographical information

The interviewee’s biographical information was gathered to determine her suitability as interviewee. The required information included the interviewee’s designation, the Division and Unit in which she is employed, her period of employment in her current position, her period of employment at the DTI, as well as her gender and age. The results of these biographical information are presented in Table 4.4 below:

<table>
<thead>
<tr>
<th>Biographical aspect</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Designation</td>
<td>Level 13 – Director</td>
</tr>
<tr>
<td>Division and Unit</td>
<td>DSSSD, HR and Learning Centre</td>
</tr>
<tr>
<td>Period of employment in current position</td>
<td>More than 15 years</td>
</tr>
<tr>
<td>Period of employment at the DTI</td>
<td>25 years</td>
</tr>
<tr>
<td>Gender</td>
<td>Female</td>
</tr>
<tr>
<td>Age</td>
<td>Older than 45</td>
</tr>
</tbody>
</table>

The respondent has been employed with the DTI for 25 years, and has been an HRM senior manager for more than 15 years. These results reveal that the interviewee possesses extensive knowledge and experience, not only of the DTI’s environment, processes and procedures, but also of HRM practices, processes and policies at the DTI. As alluded to in the previous section, the interviewee’s knowledge and experienced allowed for valuable data collection during the interview.
4.4.2. Results on Section C of the interview: Career management

An interview schedule containing twelve questions on different aspects of the implementation of career management at the DTI was drafted (Annexure A). The interviewee was asked a set of pre-determined questions relating to the implementation of career management policies and practices, as mentioned in Section 4.4 above. The results from the interview are presented and interpreted in the following sections.

4.4.2.1. Roles and responsibilities in career management

The first question of the interview was aimed at establishing the role players in career management, as well as their roles and responsibilities. The interviewee indicated that the primary role players in career management are the employees, their line managers and the DTI as employer. Employees are responsible for initiating the process of career planning, and line managers and the institution are responsible to assist and guide the employees in the process.

The interviewee was also requested to indicate whether the employees and line managers are aware of their roles and responsibilities pertaining to career management. In this respect, the interviewee indicated that only some employees and line managers are aware of their roles and responsibilities pertaining to career management. She also mentioned that a number of employees expect someone to take responsibility to manage their careers and that line managers in some instances neglect their responsibilities toward employees’ career management.

The interviewee’s response to this question revealed that the she is, as expected from a HRM Director, aware who the three role players in career management are, as well as the roles and responsibilities they should fulfil. However, there is a concern that some line managers and employees neglect their responsibilities pertaining to career management. Thus, the DTI may experience challenges such as a lack of motivation, a low morale, a lack of job satisfaction and poor performance from employees whose careers are not managed properly by their line managers. This highlights the need for the training of line
managers with regard to their roles and responsibilities pertaining to career management. Further to this, the fact that not all employees and line managers are aware of their roles and responsibilities pertaining to career management, highlights the need for effective communication in this regard from the HRM Unit. Moreover, the availability of a career management policy is necessary as it will outline the role players’ roles and responsibilities in career management. This may assist both the employees and line managers to understand their roles and responsibilities concerning career management, provided that they consult the policy. This conclusion corresponds with a conclusion made after the results obtained from the questionnaire was revealed (see Section 4.3.2.3), indicating that the primary responsibility for career management vest with individual employees. Although majority of the participants are aware of this responsibility, some (21%) of the participants are still of the view that line manager is responsible for initiating and leading career management of an employee (see Figure 4.7). The inconsistency amongst the questionnaire participants’ results regarding the roles and responsibilities pertaining to career management are an indication that not all employees at the DTI are well-informed regarding their career management roles and responsibilities; therefore, there is a need for the development of career management policy which will outline such roles and responsibilities and guide the implementation of career management practices within the DTI.

4.4.2.2. Implementation of career management policies and practices

The purpose of the second question of the interview was to determine whether career management policies are currently implemented at the DTI. The interviewee was also requested to indicate which career management policies and practices are implemented and to provide reasons for a lack of implementation, should no career management policies and practices be implemented at the DTI. Further to this, the interviewee was also requested to indicate the positive results that will be brought about with the implementation of career management.

The interviewee responded that certain career management policies and practices are indeed implemented at the DTI, including the following: job rotation; mentoring and coaching; succession planning; career pathing; the provision of bursaries; and lateral
transfers. The interview results also revealed that succession planning is not implemented with all the positions within the DTI, but only for executive positions and positions that were identified as critical. From this response, it is evident that the DTI is to a great extent compliant with the national career management legislation and policies with the implementation of the abovementioned practices. This result also corresponds with the results obtained from the questionnaire (see Section 4.3.2.12), indicating that the DTI complies with national HRM and HRD policies as issued by DPSA. The results obtained regarding this question on both the questionnaire and interview are questionable since the DTI does not have a career management policy, which is a DPSA’s policy requirement (RSA, 2011a:18), therefore, it can be concluded that the DTI does not fully comply with DPSA’s HRM and HRD policies.

Also, the middle managers were under the impression that successor planning is not implemented at the DTI, unaware of the fact that it is only implemented with certain positions, which again highlights two concerns with regard to the implementation of career management practices at the DTI, already mentioned: ineffective communication from the HRM Unit in terms of career management practices (specifically succession planning); and in the absence of a career management policy, some career management practices and the implementation thereof are not clarified.

4.4.2.3. Integration of employees’ career goals with institutional objectives

This question was aimed at establishing if the DTI integrates employees’ career goals with the organisational objectives. The interviewee indicated that the DTI should ensure the integration of employees’ career goals with those of the institution, if career management is implemented correctly. The interviewee was also requested to indicate how the integration of employees’ career goals and the institutional objectives takes place.

In response to this question, the interviewee indicated that when employees compile their performance agreements, which also contain their PDPs, they take into account the targets the institution wants to achieve in its strategy, its annual performance plan and operational plan, and align their performance agreements to these plans. Further to this, employees also look at their future career plans and institutional goals, and indicate their training
interventions through the PDPs.

The interviewee’s response revealed she understands that there has be a synergy between employee’s career goals and the objectives of the institution, since the institution employs employees to deliver on its mandate, however the institution, as an employer, should make an investment in employees through availing training and development opportunities which will develop their capabilities, broader than what is expected in their current positions to will enable them to sustain employability, as asserted by Coetzee and Potgieter (2014:67-68).

The interview results regarding the integration of employees’ career goals and the objectives of the institution correspond with the results obtained from the questionnaire (see Section 4.3.2.1), indicating that for the effective implementation of career management, employees’ career goals should be integrated with institutional objectives. From both the interview and the questionnaire results, it is evident that the DTI is cognisant that effective career management requires the integration of employees’ career goals and institutional objects as this leads to mutual benefits for the employee and the employer.

4.4.2.4. Performance management system

This question was aimed at establishing if the DTI implements the performance management system (PMS) in a manner that is both evaluative and developmental. The interviewee indicated that the PMS of the DTI is a thorny matter and the developmental part thereof is often neglected. As a result, line managers often align employees’ performance appraisal scores to be at a satisfactory level in order to avoid implementing the employee development initiatives that would address the identified performance gaps.

Further to this, the interviewee indicated that the evaluation process of employees is usually not a true reflection of employees’ performance. According to the interviewee, line managers enormously contribute to the ineffective PMS as they do not ensure the correct drafting of employees’ performance agreements and treat the performance appraisal process as a once-off exercise, as opposed to a continuous process. Further to this, the interviewee indicated that there are no regular engagements between employees and line
managers, and that these inefficiencies with the contribute to the ineffective implementation of the performance management process.

The interview results revealed that the interviewee is knowledgeable about the performance management process. However, there is a concern that line managers do not guide employees on the proper compilation of performance agreements, which, according to the results indicated in Section 4.4.2.3, play a crucial role in ensuring the integration of employees' career goals and the institutional objectives. This non-provision of support to employees by line managers may lead to the non-alignment of their performance targets to those of the institution and may also have a negative impact in the attainment of performance targets and goals of the institution, which will ultimately translate to poor performance by the institution. Further to this, the lack of guidance to employees may defeat the purpose of the PMS which, amongst others, entails managing employees' performance and development with the view to achieve objectives of the institution, as discussed in Chapter 2, Section 2.6.

The interview results are also congruent to those obtained from the questionnaire (see Section 4.3.2.7), indicating that performance appraisals at the DTI do not enhance their motivation, growth and development. From both the results of the questionnaire and the interview, it is deduced that the PMS of the DTI does not only exasperate low level employees, but also middle and senior managers. In Section 4.3.2.16, it was indicated that Respondent 7 stated that the DTI employees view the PMS as a rewarding tool; therefore, it is possible that the dissatisfaction regarding the performance appraisal process is about a perceived financial reward. Thus, the DTI needs to conduct more education and awareness sessions with both line managers and employees to emphasise the primary purpose of performance appraisals, being an evaluative and developmental tool, which may lead to rewards, only if the performance of employees was above the required standards.

4.4.2.5. Involvement of line managers in personal development plans and development interventions

In this question, the aim was to establish if line managers are involved in the development
of employees’ PDPs and development interventions. The interviewee indicated that there is a sporadic involvement of line managers in the development of employees' PDPs. Some managers provide input and have discussions with their subordinates regarding the PDPs, while some fail to do so. Further to this, the interviewee indicated that in most instances, PDPs are compiled for compliance purposes. This should, however, not be the case since PDPs are the tool used by employees to indicate their development needs, which are a combination of interventions that would help them in their current roles but also for future career ambitions.

The interviewee further indicated that in most cases, the combination of employees’ needs pertaining career when since the planned interventions do not materialise, and in cases where training and development as indicated in employees’ PDPs is taking place, employees do not attend. The interviewee furthermore indicated that line managers within the DTI neglect their responsibilities to provide support to employees for the development of meaningful PDPs; instead, these are compiled for compliance purposes.

The interviewee seemed to fully understand the purpose of the PDP, which is to addresses current developmental needs of employees but also incorporate long-term training and development needs in line with their career ambitions (RSA, 1997b:8). However, it is again of concern that employees are not supported to develop their PDPs, since the interview results in Section 4.4.2.3 revealed that the integration of employees’ career goals and institutional objectives takes place with the alignment of performance agreements which also contain PDPs.

In respect of the PDPs, incorporating both development interventions pertaining to performance in the current employees’ roles and their career ambitions, the interview results correspond with the results obtained from the questionnaire (see Section 4.3.2.8), indicating that the development interventions deriving from their PDPs aim at assisting employees to perform in the current roles, but also relate to their career aspirations. With the interview results regarding the involvement of line managers in the development of subordinates in the drafting of PDPs and with development interventions, it can be deduced that the DTI’s line managers are not fulfilling their roles and responsibilities in providing the necessary support for employees’ career management, which calls for the
need to develop the career management policy that will outline the line managers’ roles and responsibilities towards employee career management. Further to this, attempts to integrate and align employee career goals and institutional objectives, which the DTI aims to achieve through the development of PDPs, might be a futile exercise; therefore, the growth and development of employees may be thwarted, which will ultimately lead to low morale, dissatisfaction and poor performance, which is detrimental to the institution as its performance will also be affected. Thus, the DTI needs to conduct regular workshops aimed at assisting both employees and line managers with the compilation of PDPs and encouraging the line managers to have discussions on subordinates’ PDPs, in order to ensure that the planned development interventions will assist the employee to perform in their current roles, as well as make provision for their career aspirations.

4.4.2.6. Integration of career management with other human resource management practices

This question was aimed at establishing if career management can be implemented without the integration of other HRM practices such as performance management, talent management, mentoring and coaching, succession planning, job rotation, secondments and lateral transfers. The interviewee indicated that career management is not a stand-alone HRM practice and therefore, it cannot be implemented in isolation from other HRM practices. Further to this, the interviewee indicated that all HRM practices are crucial to career management, from the acquisition, management, development and retention of employees, therefore, they support one other in their implementation.

Based on the interview results and the questionnaire results, (see Section 4.3.3.9), it is evident that the DTI is cognisant of and compliant with the DPSA prescript (RSA, 2011a:22-23) which emphasise the importance of following a strategic integrated HRM approach for the effectiveness of career management. This integration is crucial as it allows for coordination of HRM practices and this is likely to enhance the performance of employees and ultimately, service delivery to citizens. This strategic integration of HRM practices ensures that the HRM policies and plans of the DTI are coherent and consistent with its strategic and operational plans and policies. (Bhattacharyya, 2009:53).
4.4.2.7. Career management policy

In this question, the aim was to establish if the DTI has a career management policy, how often is it reviewed, and what informs its review. The question also attempted to establish if the DTI adheres to its career management policy during the implementation process, and if not, what guides the implementation of career management. The interviewee indicated that the DTI does not have a specific career management policy, but it has an integrated talent management policy, which in part deals with the different elements of career management. Career management is mentioned in various HRM and HRD policies of the DTI.

The interview results are in contradiction with the results obtained from the questionnaire, (Section 4.3.3.11), indicating that the DTI has a career management policy. Thus, although the DTI implements a number of career management practices, as indicated in Chapter 1, Section 1.2 and Section 4.3.2.11, the interview results revealed that the DTI does not have a career management policy to guide its implementation. The contradiction between the results obtained from the interview and the results obtained through the questionnaire, could be because career management is mentioned in different HRM and HRD policies, since most, if not all HRM practices, contribute towards career management.

Since the DTI does not have a specific policy pertaining to career management, the other parts of the question regarding the frequency of its review, adherence to the policy during the implementation process and if the policy is not adhered to what guides the implementation could not be answered as it was already indicated that the DTI does not have a career management policy. The fact that both line managers and employees neglect their responsibilities pertaining to career management, could be attributed to the absence of a career management policy. The absence of such a policy also leads to the fragmented implementation of career management within the institution since role players may not be aware of their roles and responsibilities and they cannot be held accountable for non-implementation. Thus, the DTI needs to develop a career management policy to stipulate role players’ roles and responsibilities and guide the implementation thereof and ensure the consistent implementation thereof by all employees within the department, as indicated in Section 4.3.2.11.
4.4.2.8. Internal advertisement of all positions below senior management

This question was aimed at establishing whether the DTI applies its prerogative to advertise positions below SMS internally, to enhance career pathing opportunities for internal employees. The interviewee was also requested to indicate the reasons for the non-implementation of internal advertisements below the positions at the SMS level, if this was the case. The interviewee indicated that the DTI does not fully exercise its discretion on the internal advertisement of all positions below the SMS level and further indicated that all middle management positions are advertised externally. The reasons cited by the interviewee for the external advertisement of middle management positions, were the challenges encountered in the past regarding to the unavailability of a sufficient pool of candidates internally which in most instances, resulted in the appointment of people who were not ideally suitable for the position but were the best from the interviewed candidaes during the selection process, simply to avoid another process of re-advertising the position externally. Therefore, a decision was taken by the DTI to advertise all middle management positions nationally to attract a larger pool of candidates.

From the interview response, it can be deduced that the DTI does not utilise the leeway provided by the DPSA to advertise all positions below SMS, internally, which to some extent deprive internal employees of growth opportunities and does not support the objectives of career management, indicated in Chapter 2, Section 2.4. In light of this revelation, it is recommended that the DTI advertise the middle management positions internally; however, should no suitable candidate be found internally, positions be advertised externally. This recommendation is based on the belief that should the external advertisement of middle management position lead to the appointment of an external person, this may have a negative effect on staff morale, job satisfaction and commitment since internal employees may feel that the DTI overlooks them when it comes to promotion, and may seek growth opportunities in other institutions which may lead to DTI losing competent and skilled employees. Also, if an effort is made by the DTI in terms of the implementation of career development practices such as succession planning, it will contribute to having the necessary pool of talented employees available when vacant positions on the middle and senior management levels arise.
4.4.2.9. Implementation of job rotation policy

The purpose of this question was to establish if the Divisions within the DTI have implemented the job rotation policy in the past three years. The interviewee was also requested to indicate if job rotation has yielded any growth and development opportunities for employees. The interviewee indicated that the DTI’s Divisions do implement the job rotation policy; however, with the moratorium on the filling of vacant positions, Divisions are reluctant to release employees to other divisions for job rotation due to the efficiency gap they experience during the rotation process.

The results obtained from the interview correspond with the questionnaire results (see Section 4.3.2.14) where 64% of participants indicated that the DTI implements job rotation. Responding to the question regarding growth and development opportunities derived by employees from the rotation process, the interviewee indicated that, through job rotation, employees have gained insight of the functions of other Divisions and were also able to compete for positions in those Divisions, of which some moved to other Divisions through promotional appointments.

To enforce the implementation of the job rotation policy within the DTI, the Divisions need to be mindful that job rotation is not permanent, but it is for a specific period and therefore, Divisions have to make compromises and temporarily re-allocate the functions of the rotated employee to other employees since non-implementation of rotation of employees deprives them opportunities to enhance their abilities by exposing them to a range of jobs, tasks and challenges, which is essential to their career development (cf Dowling, et al., 2013:187).

4.4.2.10. Career workshops and career counselling

The purpose of this question was to establish if the DTI conducts career workshops and career counselling as well as the frequency of such interventions, should it be implemented. The interviewee indicated that the DTI through its Talent and Performance Management Unit within the HRM Unit conducts career workshops and career counselling, on request by divisions. The interviewee further indicated that the Talent and Performance
Management Unit also do presentations at executive meetings attended by the senior managers from various Divisions.

The results obtained from the interview are inconsistent with the telephonic interview results obtained from two DTI employees (Assistant Director: HR Support, personal communications, 4 September 2017; Advanced Team Assistant, personal communications, 4 September 2017), which revealed that the DTI neither conducts career workshops nor career counselling (see Chapter 2, Section 2.6). On the other hand, the questionnaire results pertaining to the provision of support on career choices and career opportunities, participants indicated that they were receiving the necessary support from the DTI in terms of career choices and career opportunities (see Section 4.3.2.4). Thus, it evident that the DTI should be more visible in conducting the career workshops and career counselling to employees, since these are crucial in making decisions pertaining to career choices in line with employees’ career anchors (Schreuder & Coetzee, 2011:99-103).

4.4.2.11. Misplacement of employees

This question was aimed at establishing in an instance where an employee is misplaced, in terms of qualifications and skills, what does the DTI do to assist the officials to correct the misplacement. The interviewee indicated that instances of misplacement are normally avoided through a thorough recruitment process that ensures the appointment of employees with qualifications and skills that match the advertised positions. Further to this, the interviewee indicated that, where subsequent misplacements occur, employees are usually assisted through the facilitation of lateral transfers to the Division or Unit to enable them to optimally utilise their skills.

The interview results on this question are consistent with the questionnaire results (see Section 4.3.2.14) where 75% of the participants indicated that the DTI implements lateral transfers. From these results, it is evident that the DTI appreciates matching employees’ qualifications and skills with positions and in addition, there are measures in place to assist misplaced employees.
4.4.2.12. Challenges in the implementation of career management

The purpose of this question was to probe the interviewee on the perceived challenges to the implementation of career management as well as providing suggestions on how those challenges should be addressed. The interviewee indicated that the biggest challenge is the lack of participation in career-related matters by both line managers and employees. Further to this, the interview indicated that the DTI employees have a culture of entitlement, with some expecting to be appointed in positions without following proper processes and procedures.

The interview results are consistent with the questionnaire results as indicated in Section 4.3.2.3 in which some participants were of the view that line managers are responsible for initiating and leading employees' career management. As elaborated in Chapter 2, Section 2.5.1, the primary responsibility for career management vests with the employee with the line manager and the institution providing guidance and support (RSA, 1997a:28; RSA, 2000:6-7; Adekola, 2011:102; Crawshaw & Game, 2015:1182-1184). From these results, it is evident that some of the DTI employees are not aware of their roles and responsibilities regarding their own career management. Therefore, it is of utmost importance that the DTI develops a career management policy which will outline roles and responsibilities of the various role players in career management.

To improve the implementation of career management within the DTI, the interviewee suggested that more education and awareness workshops should be conducted to educate employees and line managers on career management. Further to this, the interviewee suggested that the DTI should roll out Leadership Development programmes to equip managers to meaningfully guide employees on career management.

4.5. PRIMARY FINDINGS OF EMPIRICAL RESEARCH

This section provides the summary of the most significant findings on the results obtained from the questionnaire, completed by the middle managers at the DTI, and the interview with a senior manager in the HRM Unit of the DTI. The following findings emanated from
The empirical research:

- The line managers in the DTI integrate the career goals of employees with the institution’s goals.
- The participants understand that career management is beneficial to both the employee and the employer.
- Most of the participants (79%) are aware that they are primarily responsible to initiate and lead their career management, with the support from their line managers.
- Some of the participants believe that line managers have the responsibility to initiate and lead their career management. This emphasises the need for the career management policy which will clearly outline roles and responsibilities of all role players in career management.
- The DTI, to a great extent, provides support and guidance to employees regarding career choices and career path opportunities. In those cases where it was indicated that the line managers do not provide the necessary support and guidance with regard to the career management of their employees, it may be that some line managers do not realise their roles and responsibilities pertaining to career management and therefore do not provide the necessary support to employees, which again emphasises the need for career management policy within the DTI.
- The development of employees is prioritised within the DTI. The majority of employees (75%) indicated that the DTI provides them with opportunities for development, while 21% did not share this sentiment. The discrepancies in this regard could be that employees in certain divisions are not exposed to an equal number of development opportunities, compared to those in other divisions. This may also be due to line managers neglecting their responsibility with regard to employee development. It may also be that the 21% of participants that indicated that the DTI does not prioritise employee development, do not regard the development opportunities they receive as valuable to their own career aspirations and therefore feel that the DTI does not prioritise the development of employees in the fields they are most interested in.
- Employees at the DTI are provided with an environment which enables them to optimally use their skills and abilities. The majority (68%) of participants indicated that the DTI’s working environment was conducive for them to utilise their skills and abilities. The 28% of participants who indicated that they do not find the DTIs work
environment and their current positions as conducive to use their skills and abilities, may again be due to line managers neglecting their responsibility with regard to providing career opportunities to their subordinates.

- Performance appraisals within the DTI are not conducted in a manner that enhances employees’ motivation, growth and development. This was indicated by 71% of the participants who stated that the manner in which performance appraisals in the DTI are conducted do not enhance their motivation, growth and development. In contrast, 93% of the participants indicated that the development interventions derived from their PDPs assist them to perform in their current duties and relate to their career aspirations. The discrepancy in these results (reflecting satisfaction and dissatisfaction with the performance appraisals/PDPs) can be attributed to the fact that employees harbour overwhelming negative feelings towards the PMS and the way in which performance appraisals are conducted. The DTI considers both development interventions relating to the performance of employees’ current duties and those relating to their career ambitions, in employees’ PDPs. This view was confirmed by 93% of participants indicating that the development interventions deriving from their PDPs assist them to perform their current duties and relate to their career aspirations. As alluded to in Section 4.3.2.8, there was a contradiction in the results pertaining to performance appraisals and PDPs (dissatisfaction/satisfaction). The discrepancy lies in the fact that employees’ PDPs are you usually drafted after employees’ performance appraisals and the development interventions indicated in their PDPs, are therefore related to their performance appraisals (RSA, 2010a:6). However, 71% of the employees stated that their performance appraisals do not enhance their motivation, growth and development, in contrast to 93% of the participants indicating that the development interventions derived from their PDPs assist them to perform in their current duties and relate to their career aspirations. The discrepancy in these results (reflecting satisfaction and dissatisfaction with the performance appraisals/PDPs) can in all likelihood be attributed to the fact that employees harbor such negative feelings towards the performance appraisals at large (RSA, 2016:17), that they did not realise the discrepancy of their answers.

- In the implementation of career management practices, the DTI integrates it with other HRM practices such as recruitment and selection, training and development, lateral transfers, job rotation, performance appraisals, talent management, succession
planning, mentoring and coaching and retention.

- In guiding employees on career planning and career goals, line managers in the DTI consider employees' personality style and career preferences in some instances. The participants results revealed that not all employees within the DTI receive support and guidance on career-related matter, and this was confirmed by 46% of the participants. The non-provision of support and guidance by line managers could be attributed to lack of knowledge about their responsibilities pertaining to career management by line managers.

- The DTI does not have a career management policy to guide its implementation. This was confirmed by 28% of the participants and by the interviewee and in various other results from the questionnaire (as alluded to in the findings above). The unavailability of the career management policy is the resultant of many adverse findings in this study.

- The DTI does not exercise its discretion to advertise all positions below the SMS level internally, as provided by the DPSA's HRM and HRD statutory and regulatory framework, which may lead to the deprivation of growth and promotional opportunities to internal employees.

- The implementation of career management practices and career development opportunities enhances DTI employees' job satisfaction, as was indicated by an overwhelming 92% of participants.

- The DTI implements the HRM and HRD practices as career development interventions such as, performance management, talent management, mentoring and coaching, job rotation, secondments and lateral transfers, in a manner that enhances career growth and development, with the exception of performance management. This was indicated by more than 60% of the participants, for each of the above HRM and HRD practices.

- One of the major challenges in implementing career management within the DTI are budgetary constraints which have led to a moratorium on positions, as indicated by 21% of the participants. Another challenge is a lack of commitment by employees and line managers in effectively implementing career management, which could be attributed to the unavailability of a career management policy that alerts role players to their roles and responsibilities in the career management process.
Based on the above findings, it is evident that the DTI is effective in a number of aspects with regard to the implementation of career management practices, but there is a need for improvement on some aspects. From these findings, it can be concluded that the DTI, to a great extent, prioritises career management as required; therefore, it is likely to enhance employees’ skills and competencies which enable the institution to accomplish its objectives. Furthermore, the DTI employees are likely to be motivated, experience job satisfaction, and are also likely to remain with the institution for considerable period of time.

The most significant aspects pertaining to career management to be addressed, emerging from the results obtained through the empirical research include: the development of a career management policy to assist in outlining role players’ roles and responsibilities; conducting of career management workshops for both employees and line managers; the internal advertisement of all positions below the SMS level to support career management; the implementation of the PMS and performance appraisals in an evaluative and developmental manner; transparency in the implementation of succession planning and sensitising the DTI employees that career management or career development does not necessarily refer to upward mobility, but also includes giving employees more responsibilities to enable them to apply their skills and knowledge. Therefore, the implementation of career management is possible irrespective of budgetary constraints, which 21% of participants cited as an impediment to the successful implementation of career management in the DTI (see Section 4.3.2.15).

4.6. CONCLUSION

This chapter focussed on the empirical research that was conducted, based on the previous theoretical chapters pertaining to the implementation of career management policies and practices at the DTI. The results obtained through the questionnaire, completed by 28 middle managers at the DTI and the interview held with a senior manager from HRM Unit of the DTI, were presented and interpreted in this chapter.

From the study, it was established that the DTI implements a number of career management practices, HRM and HRD practices. However, although a number of career management practices are implemented by the DTI there is no career management policy
to guide the implementation, which one could argue contributes to the misconception by some employees that line managers were primarily responsible for employees' career management. Furthermore, the ineffectual implementation of the performance management process may be caused by employees’ misunderstanding that the performance management process is for reward purposes, and not viewing it as a developmental and evaluation tool, which during the performance appraisal causes the DTI to have an upsurge of performance-related grievances.

Through the study, it became apparent that the DTI does not implement career management in isolation, but uses a strategic integrated HRM approach. The findings also revealed that employees are anxious about their growth due to a lack of funding which has led to a moratorium being placed on all positions within the DTI. This may lead them to seek for growth and development opportunities at other institutions which will be detrimental to the DTI, since the institution will lose experienced and skilled individuals.

In the next chapter, a number of recommendations pertaining to the implementation of career management practices at the DTI are made. Chapter 5 also provides a summary of the research study and the primary findings of the study.
CHAPTER 5: CONCLUSION AND RECOMMENDATIONS

5.1. INTRODUCTION

The study focussed on the implementation of career management practices at the DTI with a view to determine the most significant challenges and shortcomings in this regard, as well as to make recommendations for the improved implementation thereof. To reach this aim, a theoretical framework for career management was established (Chapter 2), followed by an overview of the statutory and regulatory framework for career management in the Public Service (Chapter 3). The theoretical and legislative frameworks for career management were assessed by means of an empirical investigation, of which the results were presented and interpreted in Chapter 4.

In this chapter, the study reaches a conclusion. A brief summary of each chapter is provided, where after the primary findings of the study are discussed. Subsequently, recommendations are made for the improvement of career management practices at the DTI. Also, an indication for possible future research on the topic is provided, followed by a final conclusion.

5.2. SUMMARY OF CHAPTERS

Chapter 1 provided an introduction, background and orientation to the implementation of career management practices in the Public Service. Emphasis was placed on the responsibility of the Public Service to ensure that public employees have the necessary skills and competencies required to deliver high quality services to the public. Since the Public Service is dependent on its employees in delivering its service delivery mandate, it was argued that public officials need to possess the necessary skills, competencies and attributes to contribute to the attainment of the objectives of the democratic developmental state, thereby emphasising the importance of the effective implementation of career management practices.

The purpose of the study was to determine whether the Public Service, particularly the DTI (as case study for this research), implements career management practices as required by
the national statutory and regulatory framework. Further to this, the study was approached in consideration of the context of the democratic developmental state in which the Public Services operates, as the executive arm of the state. The study argued that the effective implementation of HRM practices, in particular, career management as developmental and motivational tool, can assist in the growth and development of public employees. Also, in ensuring that public employees possess the necessary skills, competencies and attributes to contribute to the attainment of the objectives of the democratic developmental state, career management practices should be prioritised and implemented in the Public Service.

This chapter also outlined the research methodology that was followed in the study. The research followed a qualitative approach with a case study research design. The empirical research was conducted by means of two data collection instruments: (1) a semi-structured personal interview with a senior manager in the HRM Unit of the DTI; and (2) a self-administered, semi-structured questionnaire, distributed among middle managers at the DTI. Non-probability purposive sampling was used as sampling technique for the interview. For the questionnaire, non-probability convenience sampling was used.

The middle managers were chosen as participants, based on the assumption that by virtue of being middle managers, they are subordinates to their respective line managers, and therefore they must have experienced some kind of assistance from their line managers in managing their careers. Also, the middle managers have subordinates of their own and therefore should assist them in their career aspirations and provide support to their subordinates in realising their career goals. Thus, in having participants who are supporting others in managing their careers and who also receive support for the management of their own careers, the sample reflected variations and heterogeneity. The senior HRM manager was interviewed due to her extensive experience in HRM and the DTI, as well as her expertise on the study topic.

**Chapter 2** provided the theoretical framework for career management. Career management was conceptualised and the purpose and significance of career management were discussed. Further to this, an overview of the elements of career management and the role players in career management were given. The need and importance of implementing career management practices by means of following a strategic integrated
HRM approach was emphasised in the chapter. Subsequently, various HRM and HRD practices related to career management were included in the discussion.

The chapter also included a discussion on career choice and development theories. The best career choice is described as one that results in a sequence of positions which give an individual opportunity for great performance, high levels of work satisfaction and the desire to make a commitment in a particular field (De Cenzo & Robbins 2007, as cited in Meyer, 2012:409). In order to make the best career choice, Meyer (2012:409) advises that a person should gather as much information as possible about his/her interests, aptitudes, values and skills. Vermeulen (2015a:486) argues that, in order to provide the required support pertaining to career management, line managers should not only be aware of employees’ job requirements in relation to organisational needs, but should also be aware of their career ambitions and work preferences.

The study also relied on two career development theories: (1) Super’s Career Development Theory; and (2) Holland’s Personality Types. From the variety of career development theories that emerged during the 1951 to the 1963, these two theories are highlighted as those that stood the test of time (Salomone, 1996:167). Super’s Career Development Theory describes career choice as a sequence of related decisions made during a developmental process (Super, 1980:283-296). Super includes three perspectives to the traditional “individual-difference approach” to occupational guidance: (1) developmental perspective; (2) phenomenological perspective; and (3) contextual perspective (Career Research, 2017). The developmental perspective of Super’s Theory focusses on the evolution of a person’s career behaviour over a lifetime and emphasises continuity in career development (Vermeulen, 2016:167-168). Super’s Career Development Theory covers five life stages which are associated with the following career stages (Super, 1980:283-296; Salomone, 1996:167; Savickas, 2001:50-55; Vermeulen, 2016:167-168): growth (0-13 years); exploration (14-24 years); establishment (25-44 years); maintenance (45-65 years) and decline (65+ years). Super’s phenomenological perspective highlights the role of self-concept in the development of a person’s career (Career Research, 2017) and Super’s contextual perspective emphasises the significance of several social roles and their interaction across the life span of a person (Career Research, 2017).
Holland’s Personality Types relate to career choices and state that individuals prefer situations and environments that correlate with their orientation (Schreuder & Coetzee, 2011:103; Van der Westhuizen & Wessels, 2013:298-299). According to Holland 1973, as cited in Schreuder and Coetzee (2011:103), career choice is an expression of a personality and people search for environments which will allow them to optimally utilise their skills and abilities and enable them to express their attitude and values. By integrating individual needs and the environment and being aware of these, it can assist in predicting individual’s career choice, career stability, career performance, personal capabilities and social behaviour (Van der Westhuizen & Wessels, 2013:299). Holland’s theory identifies six personality types of which each person resembles one or more: realistic, investigative, artistic, social, enterprising and conventional (Schreuder & Coetzee, 2011:103; Van der Westhuizen & Wessels, 2013:299-300) – see Chapter 2, Section 2.3.2.

In Chapter 3, the HRM legislation, policies and guidelines related to and directing the implementation of career management in the Public Service were delineated. As stated in Chapter 1, Section 1.1 and Chapter 3, Section 3.2.1, South Africa is a democratic developmental state. The Public Service is dependent on its employees to execute its service delivery mandate and to achieve the objectives of the democratic developmental state. Therefore, the Public Service needs to prioritise and implement HRM and HRD practices to ensure that public officials possess the necessary skills, competencies and attributes to effectively delivery quality services to the public and contribute to the attainment of the objectives of the democratic developmental state. The need to capacitate and develop public officials is stated in the supreme law of this country, the Constitution, 1996. Further, to this, the NDP states that South Africa can realise its goals by putting increased efforts into, *inter alia*, people development (RSA, 2011b:14).

As alluded to in Chapter 4, Section 4.3.2.12, the need for implementation of career management is asserted in various pieces of legislation and policy documents, which guide HRM and HRD practices in the Public Service. Amongst the relevant statutory and regulatory documents discussed in this chapter, are: the Public Service Act, 1994; the White Paper on Transformation of the Public Service, 1995; the Constitution; the White Paper on Public Service Training and Education, 1997; the White Paper on Human Resource Management in the Public Service, 1997; the Employment Equity Act, 1998; the
In Chapter 4, the results obtained from the empirical research were presented and interpreted. The results were gathered through a questionnaire, administered to middle managers of various Divisions of the DTI and a personal interview conducted with a senior manager from the HRM Unit. The most significant results obtained through the empirical research include the following:

- The DTI integrates the career goals of employees with the institution’s goals.
- The DTI employees understand that career management is beneficial to both the employee and the employer.
- The majority of the DTI employees are aware that they are primarily responsible to initiate and lead their career management, with the support from their line managers.
- The DTI, to a great extent, provides support and guidance to employees regarding career choices and career path opportunities.
- The DTI prioritises the development of employees.
- Employees at the DTI functions in an environment that enables them to optimally use their skills and abilities.
- Performance appraisals within the DTI are not conducted in a manner that enhances employees’ motivation, growth and development.
- The DTI considers both development interventions relating to the performance of employees’ current duties and their career ambitions, in the drafting of their PDPs.
- In the implementation of career management practices, the DTI follows a strategic integrated HRM approach which requires that career management should be integrated with other HRM practices such as recruitment and selection, training and development, transfers, placements, affirmative action, job rotation, performance
appraisals, talent management, succession planning, mentoring and coaching, diversity management and retention.

- In guiding employees on career planning and career goals, some DTI line managers consider employees’ personality style and career preferences, while others do not.
- The DTI does not have a career management policy to guide its implementation, leading to several problems, including the absence of a document, outlining the roles and responsibilities of line managers and employees in career management.
- The DTI does not exercise its discretion to advertise all positions below the SMS level internally as provided for by the DPSA policy guidelines.
- The implementation of career management practices and career development opportunities enhances the job satisfaction of employees in the DTI.
- The DTI implements HRM and HRD practices as career development interventions such as, performance management, talent management, mentoring and coaching, succession planning, job rotation, secondments and lateral transfers, in a manner that enhances career growth and development, with the exception of performance management.
- One of the major challenges in implementing career management within the DTI are budgetary constraints which have led to freezing of positions.

Conclusions and recommendations on the findings pertaining to the research study are made in Chapter 5 (this chapter). The next section discusses the primary findings of the study by means of the study’s research objectives.

5.3. PRIMARY FINDINGS OF THE STUDY

To address the research problem, specific research objectives were set and were subsequently addressed in the chapters of this study. By means of a thorough literature review and empirical investigation, these objectives were achieved. The paragraphs below elucidate the attainment of each research objective:
To establish a theoretical framework for career management in the public service, inclusive of a strategic integrated HRM approach

In response to the first objective, a theoretical framework for career management was established. The study discussed the components of career management. What clearly emerged from the theory in this chapter is that career management is primarily the responsibility of the employee. The results obtained through the empirical research revealed that 100% of the participants indicated that they are aware of this. This was illustrated in Chapter 4, Section 4.3.2.3 and Section 4.4.2.1.

Furthermore, the study revealed the role players of career management, as well as their roles and responsibilities. The results obtained through the empirical research revealed that all managers are not necessarily aware of their roles and responsibilities with regard to the career management of their subordinates and that some neglect this responsibility. This was shown in the results where 100% of participants indicated that employees are primarily responsible for career management (see Chapter 4, Section 4.3.2.3). However, in another in response to another related question, a discrepancy was identified as 21% of the participants were of the view that the line manager is responsible for initiating and leading the career management of an employee (see Chapter 4, Figure 4.7). This discrepancy could be attributed to the fact that although the middle managers understand that the primary responsibility for career management vests with themselves, some employees still expect line managers to take the lead in the career management process. This notion was also shared in the interview results indicated in Chapter 4, Section 4.4.2.1). Thus, this necessitates the development of career management policy in order for the DTI employees to be aware of their roles and responsibilities regarding career management.

The study also underlined the significance of a strategic integrated HRM approach in the implementation of career management. It was determined that a strategic integrated HRM approach, which entails the synchronisation of HRM practices to support each other was essential for effective implementation of career management as it allows for the coordination of HRM practices in a manner that enables institutions to attract, manage, develop and retain competent and skilled employees that is likely to enhance the
performance of employees and ultimately service delivery to citizens. As part of this process, it was determined that the following HRM practices are interdependent and interrelated to career management: HR planning, recruitment and selection, training and development, performance management, employee retention, mentoring and coaching, talent management, succession planning; job rotation; secondment; career counselling; and diversity management (RSA, 2011a:22).

In terms of the strategic integrated HRM approach, the results obtained with the empirical research revealed that 100% of the participants indicated that career management within the DTI was integrated with other HRM practices, such as: as recruitment and selection, secondment, job rotation, talent management, coaching and mentoring and succession planning (see Chapter 4, Section 4.3.2.9). Although the results revealed that the DTI followed a strategic integrated HRM approach, 71% of the participants indicated that performance management and appraisals are not implemented in a manner that enhances employees’ motivation, growth and development (see Chapter 4, Figure 4.11). The same sentiment was shared in the interview with the senior HRM manager, as illustrated in Section 4.4.2.4.

Career choice and development theories were also discussed in Chapter 2. In reviewing these theories, it was discovered that career choice is linked to an individual’s career preferences, career orientation and personality type (Schreuder & Theron, 2001, as cited in Vermeulen, 2016:167). To explain how individuals, choose careers, various theories of career choice were formulated. One of the most significant career choice theories is Super’s Career Development Theory, which describes career choice as a sequence of related decisions which are made during an individual’s development process and cover life stages from childhood to old age (Super, 1980:283-296). The said life stages were elaborated upon in Chapter 2, Section 2.3.1.

In relation to this study, the biographical results of the participants (indicated in Chapter 4, Figure 4.5) revealed that majority of the participants (64%) are between the ages of 30 and 40 years, 28% are between the ages of 41-50 years, and 4% are between the ages of 51-60 years Since the majority of employees (between the ages of 30-50) are at the establishment and/or maintenance career stage (Vermeulen, 2016:168), as alluded to in
Chapter 2, Section 2.3.1, it can be argued that they are ready to find stability in their careers while those under 30 years of age may continue to change careers. These employees were ideal to include as participants in the study as they will probably be interested in the implementation of career management policies and as they are likely to have particular career aspirations for the foreseeable future since they have 25 to 35 economically active years left before retirement. Also, those participants between the ages of 41-50 may be interested in career advancements as they are at an age where they have gained substantial experience.

Further to this, the results obtained from the questionnaire also revealed that the majority of participants (60%) receive support from their line managers in terms of career choice and career path opportunities (see Chapter 4, Figure 4.8). Meyer (2012:410) states that an institution has a crucial role in supporting an employee to make the correct career decisions. Thus, it is deduced that the DTI was providing the support pertaining to career choice to ensure that employees choose careers which are in line with their career anchors (see Chapter 2, Section 2.6.1) and their personalities, which could lead to employees experiencing job satisfaction.

On the other hand, John Holland also formulated a career choice theory in which he asserts that personality is an essential determinant of career choice, therefore, individuals choose career environments which correlate with their personalities (Vermeulen, 2016:168). Career choice is an expression of a personality and people search for environments which would allow them to optimally utilise their skills and abilities and enable them to also express their attitude and values (Holland 1973, as cited in Schreuder & Coetzee, 2011:103). In this regard, Holland categorised people according to their personality types and associated these with environmental models (Vermeulen, 2016:168). Holland’s personality types were discussed in detail in Chapter 2, Section 2.3.2. The results of the study indicated that 54% of participants indicated that their personality style and career preferences are considered by line managers to assist in, and guide, employees’ career planning and career goals, while 46% was not in agreement with this notion (see Chapter 4, Figure 4.13). This non-consideration of employees’ personality and preferences in career-related decisions may be attributed to lack of knowledge by line managers. Further to this, 68% of participants indicated that the DTI working environment
enables them to use their skills and abilities (see Chapter 4, Figure 4.10).

- **To determine the statutory and regulatory guidelines for career management in the Public Service**

In Chapter 3 of the study, an overview of the legislative and policy framework relating to HRM in the Public Service, under which career management resorts, was provided. The legislative review revealed that the development of public employees is a requirement enshrined in the Constitution, 1996 (RSA, 1996:99). Further to this, there is sufficient legislation and policies relating to the implementation of career management practices in the Public Service.

Moreover, in reviewing the statutory and regulatory framework for career management, it became evident that employee development needs to be prioritised by in the Public Service since public institutions depend on public employees to deliver quality services. It therefore requires that the Public Service attracts, appoints, develops and retains competent, skilled, well-developed and committed public employees. To give effect to capable, competent and committed public employees, a number of policy guidelines pertaining to HRD practices, including career management were developed for implementation by the Public Service in order to ensure that public employees are capacitated to deliver quality services to the public.

Act, 2014; the report on building a capable, career-oriented and professional Public Service to underpin a capable and developmental state in South Africa, 2016 and the Public Service Regulations, 2016, which were elaborated upon in Chapter 3, Section 3.2. From these policy documents, it is therefore evident that the government places a high priority on the career management of public employees.

The study revealed that although the DTI implements career management practices, it does not have a career management policy in place. This revelation was made by a minority (28%) of the participants in the study through the completion of the questionnaire by the middle managers at the DTI (see Chapter 4, Section 4.3.2.1). It was also confirmed in the interview with the senior HRM manager (see Chapter 4, Section 4.4.2.7). The understanding of the majority of the participants (68%) that a career management policy exists, may be attributed to the inclusion of career management elements in other HRM policies at the DTI.

In terms of the DTI's compliance with the HRM and HRD statutory and regulatory framework, as issued by the DPSA, the study revealed that 82% of the respondents agreed that the DTI complies with the DPSA’s statutory and regulatory framework (see Chapter 4, Section 4.3.2.12). This notion is to some extent invalid as the DTI does not have a career management policy in place, which is one of the DPSA’s policy requirements (RSA, 2011a:18). On the other hand, the interview results revealed that the DTI does not advertise all positions below the SMS level internally, despite the legislative leeway given by the PSR (2001 and 2016) and the Guide on the Practice of Career Management in the Public Service, 2011, in an endeavour to support career management and provide employees with an opportunity to progress to higher positions.

- **To determine the current career management practices, challenges and shortcomings in the DTI**

The findings on the current state of the implementation of career management practices at the DTI revealed that the DTI implements a number of HRM and HRD practices which support career management. Although career management practices were implemented, the DTI does not have a career management policy to guide the implementation, which
may result in ignorance of responsibilities pertaining to career management by various role players. The absence of a career management policy may also lead to implementation of career management practices in a haphazard manner that does not contribute to the effective career management of employees.

The findings from the questionnaire and the interview revealed that the performance management process of the DTI did not enhance employee motivation, growth and development. This was overwhelmingly indicated by 71% of the participants who completed the questionnaire and confirmed during the interview with the senior HRM manager, (see Chapter 4, Sections 4.3.2.7 and 4.4.2.4 respectively).

The empirical findings also revealed that the HRD interventions indicated on employees’ PDPs are integrated related to their performance in their current positions and their career ambitions. This was indicated by 93% of the participants who completed the questionnaire and confirmed during the interview with the senior manager in the HRM Unit. However, 17% of the participants were of the view that the PDPs consist of HRD interventions relating to the performance of their current duties and not necessarily their own career aspirations. The interview results attributed the lack of integration of position-related development interventions with employees’ career ambitions to the neglect of responsibilities pertaining to career management by both the employees and their line managers, as alluded to in Chapter 4, Section 4.4.2.5.

Based on the empirical research, it was revealed that the DTI prioritises employee development despite the indicated challenge of financial constraints. This was confirmed by 75% of the respondents, as indicated in Chapter 4, Section 4.3.2.5 while 21% did not share this sentiment. The discrepancies in this regard could be that employees in certain divisions are not exposed to an equal number of development opportunities, compared to those in other divisions. This may be due to line managers neglecting their responsibility with regard to employee development. It may also be that the 21% of participants that indicated that the DTI does not prioritise employee development, do not regard the development opportunities they receive as valuable to their own career aspirations and therefore feel that the DTI does not prioritise the development of employees in the fields they are most interested in.
Another identified discrepancy was relating to the results wherein 93% of participants indicated the development interventions deriving from their PDPs assist them to perform their current duties and relate to their career aspirations (see Chapter 4, Figure 4.12). In comparing both the result regarding the prioritisation of employee development as confirmed by 75% of the participants, the results on the relevance of PDP interventions (confirmed by 93%) and the results that performance appraisals do not support employees in their career aspirations or enhance performance and motivation (see Chapter 4, Section 4.3.2.7), indicated by 71% of the participants, The discrepancy in these results (reflecting satisfaction and dissatisfaction with the performance appraisals/PDPs) could be attributed to employees general negative feeling towards performance appraisal. Judging by the number of grievances nationally, as reported by PSC in 2016, it is evident that employees in many departments are dissatisfied with performance management system in the Public Service (RSA, 2016:17).

- **To provide recommendations for the enhanced implementation of career management practices in the DTI**

Based on the literature review that was conducted (Chapter 2), the requirements and guidelines, as set out in the statutory and regulatory framework (Chapter 3), and the empirical research that was conducted, the following recommendations can be made for the improvement of the implementation of career management practices in the DTI:

**Recommendation 1:** The DTI should develop a career management policy

In Chapter 2, Section 2.6, it was indicated that, amongst other things, a career management policy will unequivocally clarify the roles and responsibilities of the various role players in career management. Therefore, the presence and implementation of such a policy will curb the misapprehension that either the institution or the line managers are primarily responsible to initiate and lead employees’ career management. Since it emerged from the results of the empirical research that a number of line managers are not aware of their roles and responsibilities pertaining to the career management of their employees, and/or are neglecting their responsibilities, a career management policy, clearly outlining
these roles and responsibilities will be of great value for the DTI. It can also be added that the formulation of a career management policy in itself will not be useful, if not implemented and clearly communicated to all employees in the DTI.

Furthermore, it has been established that a career management policy will provide guidance and regulate matters relating to career management within the institution. Also, such a policy will recommend some HRM and HRD practices that can be implemented to contribute to career management. Considering that the DTI is dependent on its employees to deliver on its service delivery mandate, it is significant that career management should be implemented in a manner that will enhance employee growth and development, which in turn will lead to enhanced motivation, job satisfaction, improved performance and commitment to the institution. Thus, for career management practices to be effective, they must be guided by a policy which will be reviewed and amended on a regular basis.

Recommendation 2: The DTI should advertise all positions below SMS level internally

In Chapter 2, Section 2.6, it was indicated that the PSR (2001 & 2016) permit departments to advertise positions below the SMS level internally. However, during the interview with the senior manager in the HRM Unit, it was revealed that this is not the case for all the said positions within the DTI. In light of the empirical results, revealed in Chapter 4, Section 4.3.2.5, wherein 75% of the participants who completed the questionnaire indicated that the DTI prioritises the development of employees in order to maximise their potential, it is evident that the DTI invests in its employees. Thus, it would not only be beneficial to internal employees to get promotions when these positions are advertised internally, but the DTI will also gain from their experience, skills and competency acquired in the previous position/s. The internal advertisement of positions will also encourage the DTI employees to improve their skills and knowledge through HRD practices offered by the institution as these will enhance their skills and therefore their chances of being appointed in higher positions.

It is, therefore recommended that the DTI advertise all positions below the SMS level internally in order to contribute to the retention of its employees in which an investment was
already made through growth and development opportunities. It is argued that the DTI employees will value the opportunities provided in this regard by the DTI, and this will also improve their employee morale and contribute to employees feeling valued and appreciated by the institution.

**Recommendation 3: The DTI should ensure that its performance management process is both evaluative and developmental**

It was indicated in Chapter 2, Section 2.6 that the performance management process of an institution must be evaluative and developmental. The empirical research revealed that 71% of the middle managers indicated that the performance management process of the DTI does not enhance their motivation, growth and development (see Chapter 4, Section 4.3.2.7). This notion was also confirmed during the interview with the senior HRM manager (see Chapter 4, Section 4.4.2.4).

In light of the abovementioned results, it is recommended that the HRM Unit must conduct compulsory sessions with each Division, educating all DTI employees and line managers about the purpose of performance appraisals, since it is currently miscomprehended as DTI employees view it as a rewarding process, which if not receiving rewards, are followed by employee grievances.

The DTI employees and their respective line managers must engage on the performance agreements and PDP’s, and desist from completing these just for compliance purposes. It is further recommended that regular feedback between the line manager and employees be done on employees’ performance against the set standards and that it should be recorded in the form of a report. Lastly, it is recommended that positions of similar nature have a standardised performance agreement template which will ensure that employee performance standards are the same to minimise the risk of ambiguity.
Recommendation 4: The DTI should be transparent about the succession planning process

The results obtained from the questionnaire revealed that 61% of the participants were of the opinion that succession planning was not implemented, as indicated in Chapter 4, Section 4.3.2.14. During the interview with the senior HRM manager it was indicated that succession planning is implemented at the DTI, but only for certain strategic and critically identified positions (see Chapter 4, Section 4.4.2.2). Therefore, the contradiction between the results obtained through the questionnaire and the interview may be attributed to a lack of transparency on the implementation of succession planning since only Heads of the Divisions and the respective HRM representatives are involved in the process of identifying positions and individuals, eligible for the succession planning programme.

With transparency in the succession planning process, it is believed the employees within the DTI may put in more effort in improving their competencies and performance in order to qualify to be part of the pool identified for the succession planning programme. In the long term, this will not only benefit the employees, but the institution will also benefit through the attainment of its objectives (Adekola, 2011:100; Jackson & Wilton, 2016:268).

5.4. CONTRIBUTION OF THE STUDY

As a concept which was previously neglected in the Public Service, it is believed that this study revealed that there is great improvement in the implementation of career management practices at the DTI. However, despite the DTI’s efforts in implementing certain career management practices, there is a need to improve the manner in which some aspects are implemented in order to ensure that the implementation is effectual and contributes to the objectives of career management. Also, it is necessary for the DTI to adopt a formal career management policy that is implemented and communicated to all employees in the department. Given these results, the study may be of benefit to the DTI in its planning to improve the implementation of career management practices. The study may also be used as a baseline for the reflection of a paradigm shift from the era where it was reported by PSC in its 2010 Report on the Assessment of the State of HRM in the Public Service, that there was limited implementation of career management programmes.
in the Public Service (RSA, 2010a:23).

The study also contributes to the scholarly knowledge of public HRM, a sub-discipline of the academic field of Public Administration. Undergraduate students in Public Administration can use the study as reference to understand the practical context of the theory on career management. The study can also assist postgraduate students, embarking on research in career management and other related HRM practices, as a point of departure on which future research can build.

5.5. SUGGESTIONS FOR FUTURE RESEARCH

The study primarily focussed on the understanding, experiences, perceptions and opinions of middle managers with regard to the implementation of career management practices in the DTI and the effectiveness thereof. The scope can be increased to include public employees on all salary levels at the DTI, as well as public employees, employed at other government departments. The results obtained through this study are specific to the DTI and may differ when a similar study is conducted in another department. A difference in the results obtained from studies pertaining to career management in the Public Service, can highlight certain discrepancies and areas of improvement. Subsequently, the PSC can include these differing results from various departments in a report that can be used as point of reference for departments to understand what has been put in place by those departments who did have success with the implementation of career management practices.

Further to this, a follow-up study can be conducted at the DTI, following the development and implementation of a career management policy, to ascertain whether or not the policy has added any value to the current status quo. Further research can also be conducted to assess the practicality of incorporating the implementation of career management practices in the performance agreements/contracts of all employees.

5.6. CONCLUSION

The Public Service is dependent on its employees to achieve its objectives relating to its
service delivery mandate. Therefore, it is of the utmost importance that public employees possess the necessary skills and knowledge to perform their duties. This study argued that career management as an HRM practices that enhances the development, motivation and retention of employees, can be valuable in this regard.

The theoretical framework on career management that was established in Chapter 2 of the study revealed that career management is beneficial to both employees and the institution. Therefore, to reap the said benefits of career management, it is important that the role players in career management understand and execute their roles and responsibilities. Emphasis should also be placed on a strategic integrated HRM approach since it became evident that career management can never be effective if implemented in isolation of other HRM and HRD practices. Further to this, the study revealed that a career management policy should be in place to ensure the correct and continuous growth and development of employees.

In the empirical research conducted on the implementation of career management at the DTI, it was discovered that the DTI was compliant with the implementation of career management practices in many aspects, but there is a need to improve is some areas. Based on this study's findings and recommendations, it is believed that this study will assist the DTI to improve its implementation of career management practices.


Vermeulen, L. 2015b. Dysfunctional leadership in the Public Service. Paper presented at the annual conferences of the Association of Schools and Departments of Public Administration and Management (ASSADPAM), 21-22 November 2015, University of Johannesburg, Johannesburg.


SECTION A: CONSENT TO PARTICIPATE IN THE STUDY

I, _________________________________________(name and surname), agree to be interviewed as part of the research for a master’s degree in Public Administration, titled: The implementation of career management practices in the Public Service: the case of the Department of Trade and Industry.

I give my consent to participate in the study with the following understanding:

- The purpose of the interview has been explained to me.
- My participation is voluntary.
- I may withdraw from the study at any given time.
- My anonymity is ensured. The results obtained from the interviews will be reported as a collective; therefore, I will not be identified by name or position in the study.
- The information I provide will be used for the purpose of this research study only and will not be made available to any third party.
- I will answer the questions honestly, based on my personal expertise, experience and views.

Interviewee:

Name: _______________________________

Signature: ____________________________ Date: ________________

Researcher:

Name: _______________________________

Signature: ____________________________ Date: ________________
SECTION B: BIOGRAPHICAL INFORMATION
(completed by researcher upon requesting the information from the interviewees)

Designation: ___________________________________
Division and Unit: ______________________________
Period of employment in current post: ________________
Period of employment at the DTI: ____________________
Gender: _________________________________________
Age: ____________________________________________

SECTION C: CAREER MANAGEMENT

1. Who are the role players in career management and what are their roles and responsibilities?
   • Are the employees within the DTI aware of their roles and responsibilities pertaining to career management?
   • Are line managers within the DTI aware of their roles and responsibilities pertaining to career management?

2. Are career management practices currently implemented at the DTI?
   • If yes, which career management practices are implemented and to which extent?
   • If no, what are the reasons therefore?
   • If no, which positive results will the implementation of career management produce?

3. Are employees’ career goals integrated with institutional objectives?
   • If yes, please explain how this is done.
   • If no, please provide reasons therefore.

4. The Performance Management System (PMS) has been a very controversial subject within the DTI; do you think the PMS is implemented in the manner that is both evaluative and developmental? Please elaborate on this.

5. Are line managers at the DTI involved in the development of their subordinates’ PDPs and do they ensure planned development interventions?
   • If yes, are these development interventions targeted only at their job responsibilities or do it also make provision for employees’ personal career goals?
   • If no, please provide reasons for the non-involvement of line managers.

6. Can career management be implemented without the integration of other HRM practices such as performance management, talent management, mentoring and coaching, succession planning, job rotation, secondments, lateral transfers, etc.? Please explain your answer.

7. Does the DTI have a career management policy?
   • If yes, how often is the policy reviewed and what informs its review?
• Does the DTI adhere to the career management policy when implementing career management practices?
• If no, what guides the implementation of career management?

8. Departments have a prerogative to advertise all positions below the SMS level internally, before advertising externally, which is regarded as an opportunity for the career pathing of internal employees - does the DTI implement this provision? If not, what are the reasons?

9. The DTI has a job rotation policy; how many divisions have implemented this policy in the past three years and has this yielded any opportunities of growth and development for employees?

10. Does the HRM unit conduct career workshops and career counselling?
   • If yes, how often are these conducted?
   • If no, why are these not conducted?

11. In an instance where an employee is misplaced, in terms of qualifications and skills, what does the DTI do to assist the officials to correct the misplacement?

12. What are the biggest challenges to the implementation of career management practices in the DTI and how should these be addressed?
Dear Participant

This questionnaire is part of the empirical research for a master’s degree in Public Administration, titled *The implementation of career management practices in the Public Service: the case of the Department of Trade and Industry*. The purpose of the study is to conduct research on the implementation of career management practices within the Department of Trade and Industry (DTI) with a view to make recommendations on the improvement thereof. Based on your position and experience in the DTI, you are kindly requested to participate in the study through the completion of the questionnaire. Your participation will be of great value to the study.

The questionnaire comprises of three sections:
Section A – Consent
Section B - Biographical information
Section C – Career management

The completion of the questionnaire should not take more than 15 – 20 minutes.

**Please answer all Sections of the questionnaire.**

Should you have any queries or comments pertaining to this questionnaire, please contact me at Nontokozo912@gmail.com.

Thanking you in advance
Nontokozo Nokhwali-Mboyi (Researcher)
SECTION A: CONSENT TO PARTICIPATE IN THE STUDY

I, _________________________(name and surname), agree to participate in the research for a master’s degree in Public Administration, titled *The implementation of career management practices in the Public Service: the case of the Department of Trade and Industry*, through the completion of a questionnaire.

I give my consent to participate in the study with the following understanding:

- The purpose of the questionnaire was explained to me.
- My participation is voluntary.
- My anonymity is ensured. Feedback on the responses obtained through the questionnaire will be reported as a collective; therefore, I will not be identified by name in the study.
- I may withdraw from the study at any given time.
- The information I provide will be used for the purpose of this research study only and will not be made available to any third party.
- I will answer questions honestly, based on my personal expertise, experience and views.

Participant:
Name: ____________________________________
Signature: ________________________________ Date: ____________________

Researcher:
Name: ____________________________________
Signature: ________________________________ Date: ____________________
SECTION B: BIOGRAPHICAL INFORMATION

Please indicate the relevant answer with a X in the appropriate box:

1. Division in which you are employed at the DTI

   Consumer and Corporate Regulations Division (CCRD)
   Office of the Director-General (ODG)
   Groups Systems Support Services Division (GSSSD)
   International Trade and Economic Development Division (ITED)
   Special Economic Zone and Economic Transformation (SEZ & ET)
   Incentives Development and Administration Division (IDAD)

2. Salary level

   Salary level 9
   Salary level 10

3. Period of employment at the DTI

   < 2 years 2 – 5 years 6 – 10 years 11 – 15 years 16 – 20 years 20 > years

4. Gender

   Male | Female

5. Age

   Under 30 | 30 – 40 | 41 – 50 | 51 – 60 | 61 – 65

SECTION C: CAREER MANAGEMENT

Indicate the most suitable answer, based on your personal experience, with a X in the appropriate box.

<table>
<thead>
<tr>
<th></th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Career management involves the integration of employees’ career goals with organisational goals and objectives.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Career management is beneficial to both the employee and the employer.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The responsibility to initiate and lead my career management lies with myself as employee, with the support from my line manager.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The responsibility to initiate and lead my career management lies with my line manager.</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

169
5. The DTI supports me to make the right career choices and provide valuable guidance in career path opportunities.

6. The DTI prioritises the development of employees in order to maximise their potential?

7. My work environment and current position enable me to optimally use my skills and abilities.

8. Performance appraisals are conducted in a manner that enhances employees’ motivation, growth and development.

9. The development interventions included in employees’ PDPs relate to their ability to perform their current duties and make provision for their career ambitions.

10. Career management should be integrated with other HRM practices such as recruitment and selection, secondment, job rotation, performance management, talent management, coaching and mentoring, succession planning, etc.

11. My personality style and career preferences are considered by my line manager to assist in, and guide, my career planning and career goals.

12. The DTI has a career management policy to guide the implementation thereof.

13. The DTI complies with the HRM and HRD statutory and regulatory framework as issued by the Department of Public Service and Administration (DPSA).

14. The implementation of career management practices and career development opportunities will enhance my job satisfaction.

15. The DTI implements the following HRM and HRD practices as career development interventions – please indicate yes or no at each practice:

<table>
<thead>
<tr>
<th>HRM and HRD practices</th>
<th>Yes / No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance management</td>
<td></td>
</tr>
<tr>
<td>Talent management</td>
<td></td>
</tr>
<tr>
<td>Mentoring and coaching</td>
<td></td>
</tr>
<tr>
<td>Succession planning</td>
<td></td>
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<tr>
<td>Job rotation</td>
<td></td>
</tr>
</tbody>
</table>
Please indicate whether the HRM and HRD practices, where you indicated yes at the previous question, are implemented in such a manner that it enhances your career growth and development. Kindly explain your answer.

_________________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

16. In your opinion, what are the biggest challenges to the successful implementation of career management at the DTI?

_________________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

17. Which suggestions can you make to improve the implementation of career management practices at the DTI?

_________________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Thank you for your participation, it is much appreciated.
Department of Trade and Industry
77 Meintjies Street
Sunnyside, Pretoria
0002

RE: PERMISSION TO CONDUCT RESEARCH WITHIN THE DTI

Dear Mr October

I, Nontokozo Alicia Nokhwali-Mboyi employed by the DTI, under the Division: Consumer and Corporate Regulations), but presently seconded to the B-BBEE Commission, kindly seek your approval to conduct research within the DTI, as part of the compulsory mini-dissertation for the fulfilment of degree of Master in Public Administration (MPA) which I am currently studying part-time with the North-West University.

The research is titled, The implementation of career management practices in the Public Service: the case of the Department of Trade and Industry. The overarching objective of this study is to evaluate the implementation of career management practices, challenges and shortcomings in the DTI. The inspiration to conduct this research came as a result of the assessments made and reports produced by the Public Service Commission (PSC) in 2000 and 2010, which revealed sluggish implementation of career management practices in the Public Service, despite this being a constitutional requirement and advocated by various legislation. This study will thus reveal to which extent the DTI has implemented career management practices and whether or not these are effective in benefitting both the employees and the DTI.
The participants for the study will be officials on salary level 9 to 12 (Middle Managers) in various Divisions as well as Senior Managers in the Human Resource Management (HRM) Unit, who are custodians of various HRM practices, essential to support career management. In conducting this study, the following research ethics will be considered:

- The participation in the study will be voluntary;
- the confidentiality and anonymity of participants will be maintained;
- permission to record interviewees will be sought before the interview process will commence; and
- research participants will be treated with respect.

I hope that my request to conduct the abovementioned research will receive your favourable consideration.

Yours sincerely

________________________
Nontokozo Nokhwali-Mboyi
Persal No. 22298720
_______/_______/2017

Approved/Not Approved

________________________
Mr L. October
Director-General: the dti
_______/_______/2017