



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA



GORDON INSTITUTE
OF BUSINESS SCIENCE
University of Pretoria

**Career Capital for High - Value Knowledge Workers in a South African
Bank**

Student Name: Ethel Nyembe

Student Number: 2852930

A research project submitted to the Gordon Institute of Business Science,
University of Pretoria in partial fulfilment of the requirements for the degree of
Master of Business Administration.

Date: 11 November 2009



ABSTRACT

There has been a world-wide shift from an expectation of long-term, organisation-led employment to one where knowledge workers are comfortable with driving their own careers and accruing career capital independent of the organisation. Little empirical research exists in the field of career capital. This research aims to determine the relevant components of career capital and the methods used by high - value ~~individuals~~ knowledge workers to acquire their career capital. Differences in these areas, between sub-groupings, are examined, as are the reasons for future career changes.

Formatted: Justified

The research was conducted in a large financial institution using two phases. The first qualitative phase set out to determine valid constructs for phase two. The quantitative second phase used a structured questionnaire administered through both focus groups and electronically, with 113 high - value knowledge workers providing the data.

The research findings show that high - value knowledge workers are self - monitors. They rely heavily on their emotional intelligence, social networking and a yearning for knowledge. A new model, the "symbiosis model", has been created to facilitate a successful and symbiotic relationship between organisations and high - value knowledge workers. A set of recommendations has been provided for both.



DECLARATION

I declare that this research project is my own work. It is submitted in partial fulfilment of the requirements for the degree of Master of Business Administration at the Gordon Institute of Business Science, University of Pretoria. It has not been submitted before for any degree or examination in any other University. I further declare that I have obtained the necessary authorisation and consent to carry out this research.

Ethel Nyembe

Date: 11 November 2009

ACKNOWLEDGEMENTS

This research has stretched my perspectives and introduced me to concepts that will have a great impact on my own career and career capital building in the future. Along the way, I have had help, support and encouragement that have enabled me to successfully complete a research proposal that I have come to understand well.

Thank you to my husband, Sibusiso, for your support, love and encouragement and for being lovingly here two years later!

Thank you to my sons, Paemo and Qhawelihle, for counting me down and adding flavour to group homework.

To the driving force behind my work: Margie Sutherland, thank you very much! You have selflessly given me guidance, candid feedback and stretched my learning. Your drive and energy for milestones and success are characteristics I wish to adopt in other aspects of my life. Thank you very much.

To my friends and colleagues who have encouraged and supported me during these two years, your friendship and sacrifice has not gone unnoticed.

To my mom, who was always happy and eager to fulfil the “Gogo” role over the weekends and holidays, you walked the journey with me – Enkosi Ma!

To my dad and sister - thank you very much for your love and support.



TABLE OF CONTENTS

<u>1</u>	<u>CHAPTER 1</u>	<u>1</u>
<u>1.1</u>	<u>Introduction and background to the research problem</u>	<u>1</u>
<u>1.1.1</u>	<u>Problem formulation</u>	<u>1</u>
<u>1.1.2</u>	<u>The relevance of the study to the South African environment</u>	<u>2</u>
<u>1.2</u>	<u>The scope of the research</u>	<u>4</u>
<u>1.3</u>	<u>The purpose and aim of the study</u>	<u>5</u>
<u>2</u>	<u>CHAPTER 2</u>	<u>8</u>
<u>2.1</u>	<u>Literature review</u>	<u>8</u>
<u>2.1.1</u>	<u>Introduction</u>	<u>8</u>
<u>2.1.2</u>	<u>The knowledge-based economy</u>	<u>9</u>
<u>2.1.3</u>	<u>The knowledge worker</u>	<u>10</u>
<u>2.1.4</u>	<u>The high - value knowledge worker</u>	<u>11</u>
<u>2.1.5</u>	<u>Career capital</u>	<u>12</u>
<u>2.2</u>	<u>The components of career capital</u>	<u>14</u>
<u>2.2.1</u>	<u>Experience</u>	<u>15</u>
<u>2.2.2</u>	<u>Formal education</u>	<u>15</u>
<u>2.2.3</u>	<u>Social interaction</u>	<u>16</u>
<u>2.2.4</u>	<u>Emotional intelligence</u>	<u>17</u>
<u>2.2.5</u>	<u>Career management</u>	<u>17</u>
<u>2.2.6</u>	<u>The concept of employability</u>	<u>18</u>
<u>2.2.7</u>	<u>Labour turnover</u>	<u>19</u>
<u>2.2.8</u>	<u>Building career capital</u>	<u>20</u>



2.3	The evolving psychological contract.....	23
2.4	Social networking.....	25
2.5	Conclusion of the literature review	26
3	CHAPTER 3.....	27
3.1	Research questions	27
3.1.1	Purpose of the research	27
4	CHAPTER 4.....	29
4.1	Research method and design.....	29
4.2	Phase one	29
4.2.1	Methodology	29
4.2.2	Population	29
4.2.3	Unit of analysis.....	30
4.2.4	Sampling Method and size	30
4.2.5	Research questionnaire design.....	30
4.2.6	Data gathering process	31
4.2.7	Data analysis approach.....	32
4.3	Phase two.....	32
4.3.1	Methodology	32
4.3.2	Population	33
4.3.3	Unit of analysis.....	33
4.3.4	Sampling method and size	33
4.3.5	Data gathering process	34
4.3.6	Research questionnaire design.....	34



4.3.7	Data analysis approach.....	37
4.3.8	Limitations of the research.....	37
5	CHAPTER 5.....	38
5.1	Results of the research conducted.....	38
5.2	Phase one of the research.....	38
5.3	Phase two of the research.....	38
5.4	Demographic data.....	39
5.5	Components of career capital.....	42
5.5.1	The open – ended questions in the questionnaire.....	44
5.6	The methods used to build career capital.....	44
5.7	The reason high value employees are prompted to change jobs or industries.....	47
5.8	Differences between demographic groups.....	49
5.9	The methods used to build career capital.....	50
6	CHAPTER 6.....	52
6.1	Interpretation of the results.....	52
6.2	Research Question 1 - What are the perceived key components of career capital for high-value knowledge workers?.....	52
6.2.1	Team work and Relationships.....	53
6.2.2	A broad understanding of the industry.....	55
6.2.3	Items that high – value individuals scored low as components of career capital.....	58



6.3	Research Question 2 - What are the perceived methods or processes of building career capital for high - VALUE knowledge workers?	60
6.3.1	Self – dependency and emotional intelligence	61
6.3.2	Quest for knowledge.....	62
6.3.3	Social Networking.....	64
6.3.4	Items that high – value individuals scored low as methods of building career capital.....	66
6.4	Research Question 3 - Are there differences between the components of career capital and the accrual of career capital between managers and non-managers as well as individuals who are younger or older than 40?	67
6.5.1	Career growth	69
6.5.2	Reward.....	69
6.5.3	Being retrenched or dismissed.....	69
6.5.4	A lack of an enabling environment.....	70
6.5.4.1	Internal office politics	70
6.5.5	Individual pursuit.....	71
7	CHAPTER 7.....	73
7.1	A new model is created to give answers to career management for high – value knowledge workers	73
7.1.1	The symbiosis model.....	73
7.2	Recommendations to the organisation.....	80
7.3	Recommendations for the high – value knowledge workers	81
7.4	Recommended topics for further research.....	82



7.5	Conclusion.....	83
8	LIST OF REFERENCES	84
9	APPENDICES.....	92
9.1	Appendix 1: Interview guideline for phase 1	92
9.2	Appendix 2: Results of phase one.....	94
9.3	Appendix 3: Questionnaire used for phase two	97
9.4	Appendix 4: Full data for components of career capital	103
9.5	Appendix 5: Full data for methods used to build career capital	107
1	CHAPTER 1.....	1
1.1	Introduction and background to the research problem	1
1.1.1	Problem formulation.....	1
1.1.2	The relevance of the study to the South African environment	2
1.2	The scope of the research	4
1.3	The purpose and aim of the study.....	5
2	CHAPTER 2.....	8
2.1	Literature review.....	8
2.1.1	Introduction	8
2.1.2	The knowledge-based economy	9
2.1.3	The knowledge worker	10
2.1.4	The high - value employee	11
2.1.5	Career capital.....	12
2.2	The components of career capital	14
2.2.1	Experience	15



<u>2.2.2</u>	<u>Formal education</u>	<u>15</u>
<u>2.2.3</u>	<u>Social interaction</u>	<u>16</u>
<u>2.2.4</u>	<u>Emotional intelligence</u>	<u>16</u>
<u>2.2.5</u>	<u>Career management</u>	<u>17</u>
<u>2.2.6</u>	<u>The concept of employability</u>	<u>17</u>
<u>2.2.7</u>	<u>Labour turnover</u>	<u>19</u>
<u>2.2.8</u>	<u>Building career capital</u>	<u>20</u>
<u>2.3</u>	<u>The evolving psychological contract</u>	<u>22</u>
<u>2.4</u>	<u>Social networking</u>	<u>25</u>
<u>2.5</u>	<u>Conclusion of the literature review</u>	<u>26</u>
<u>3</u>	<u>CHAPTER 3</u>	<u>28</u>
<u>3.1</u>	<u>Research questions</u>	<u>28</u>
<u>3.1.1</u>	<u>Purpose of the research</u>	<u>28</u>
<u>4</u>	<u>CHAPTER 4</u>	<u>30</u>
<u>4.1</u>	<u>Research method and design</u>	<u>30</u>
<u>4.2</u>	<u>Phase one</u>	<u>30</u>
<u>4.2.1</u>	<u>Methodology</u>	<u>30</u>
<u>4.2.2</u>	<u>Population</u>	<u>30</u>
<u>4.2.3</u>	<u>Unit of analysis</u>	<u>31</u>
<u>4.2.4</u>	<u>Sampling Method and size</u>	<u>31</u>
<u>4.2.5</u>	<u>Research questionnaire design</u>	<u>31</u>
<u>4.2.6</u>	<u>The phase two questionnaire</u>	<u>32</u>
<u>4.2.7</u>	<u>Data gathering process</u>	<u>33</u>



4.2.8	Data analysis approach	34
4.3	Phase two	35
4.3.1	Methodology	35
4.3.2	Population	35
4.3.3	Unit of analysis	35
4.3.4	Sampling method and size	36
4.3.5	Data gathering process	36
4.3.6	Data analysis approach	38
4.3.7	Limitations of the research	38
5	CHAPTER 5	39
5.1	Results of the research conducted	39
5.2	Phase one of the research	39
5.3	Phase two of the research	39
5.4	Demographic data	40
5.5	Components of career capital	43
5.5.1	The open – ended questions in the questionnaire	46
5.6	The methods used to build career capital	46
5.7	The reason high value employees are prompted to change jobs or industries	49
5.8	Differences between demographic groups	50
5.9	The methods used to build career capital	52
6	CHAPTER 6	53
6.1	Interpretation of the results	53



<u>6.2</u>	<u>Research Question 1 – What are the perceived key components of career capital for high-value employees?</u>	<u>53</u>
<u>6.2.1</u>	<u>Team work and Relationships</u>	<u>54</u>
<u>6.2.2</u>	<u>A broad understanding of the industry</u>	<u>55</u>
<u>6.2.3</u>	<u>Items that high-value individuals scored low as components of career capital</u>	<u>57</u>
<u>6.3</u>	<u>Research Question 2 – What are the perceived methods or processes of building career capital for high-value knowledge workers?</u>	<u>60</u>
<u>6.3.1</u>	<u>Self-dependency and emotional intelligence</u>	<u>60</u>
<u>6.3.2</u>	<u>Quest for knowledge</u>	<u>62</u>
<u>6.3.3</u>	<u>Social Networking</u>	<u>63</u>
<u>6.3.4</u>	<u>Items that high-value individuals scored low as methods of building career capital</u>	<u>65</u>
<u>6.4</u>	<u>Research Question 3 – Are there differences between the components of career capital and the accrual of career capital between managers and non-managers as well as individuals who are younger or older than 40?</u>	<u>66</u>
<u>6.5.1</u>	<u>Career growth</u>	<u>68</u>
<u>6.5.2</u>	<u>Reward</u>	<u>68</u>
<u>6.5.3</u>	<u>Being retrenched or dismissed</u>	<u>69</u>
<u>6.5.4</u>	<u>A lack of an enabling environment</u>	<u>69</u>
<u>6.5.4.1</u>	<u>Internal office politics</u>	<u>69</u>
<u>6.5.5</u>	<u>Individual pursuit</u>	<u>70</u>
<u>7</u>	<u>CHAPTER 7</u>	<u>72</u>



<u>7.1</u>	<u>A new model is created to give answers to the new economy</u>	<u>72</u>
<u>7.1.1</u>	<u>The symbiosis model</u>	<u>72</u>
<u>7.2</u>	<u>Recommendations to the organisation</u>	<u>74</u>
<u>7.3</u>	<u>Recommendations for the high – value knowledge workers</u>	<u>76</u>
<u>7.4</u>	<u>Recommended topics for further research</u>	<u>77</u>
<u>7.5</u>	<u>Conclusion</u>	<u>78</u>
<u>8</u>	<u>LIST OF REFERENCES</u>	<u>79</u>
<u>9</u>	<u>APPENDICES</u>	<u>85</u>
<u>9.1</u>	<u>Appendix 1: Interview guideline for phase 1</u>	<u>85</u>
<u>9.2</u>	<u>Appendix 2: Results of phase one</u>	<u>87</u>
<u>9.3</u>	<u>Appendix 3: Questionnaire used for phase two</u>	<u>90</u>
	<u>Appendix 4: Full data for components of career capital</u>	<u>96</u>
<u>9.4</u>	<u>96</u>	
<u>9.5</u>	<u>Appendix 5: Full data for methods used to build career capital</u>	<u>100</u>



LIST OF FIGURES

<u>Figure 1: <i>DE FACTO</i> MODEL (Source: Lamb, 2007).....</u>	<u>14</u>
<u>Figure 2: The Symbiosis Model.....</u>	<u>79</u>
<u>Figure 1 <i>DE FACTO</i> MODEL (Source: Lamb, 2007).....</u>	<u>14</u>
<u>Figure 2: The Symbiosis Model.....</u>	<u>74</u>



LIST OF TABLES

Table 1: Drivers and influencers of knowledge workers	24
Table 2: Data gathering method response rates	39
Table 3: The gender profile	40
Table 4: The age profile	40
Table 5: The role in the organisation	40
Table 6: Tenure in a role in the organisation	41
Table 7: Experience in current role	41
Table 8: Experience in previous role	42
Table 9: The components of career capital	43
Table 10: Other career capital components	44
Table 11: The methods used to build career capital	46
Table 12: Other methods used to build career capital	46
Table 13: Reasons to pursue other organisations or industries	48
Table 14: Summary of top 5 components of career capital for demographic groups	50
Table 15: Summary of top 5 methods used to build career capital	51
Table 16: Ranking of the critically important components of career capital with regards to teamwork and relationships	53
Table 17: Ranking of the critically important components of career capital with regards to a broad understanding of the industry	55
Table 18: Ranking of the critically important components of career capital with regards to knowing self and emotional intelligence	57
Table 19: Ranking of the critically important components of career capital with regards to education, skill and experience	58
Table 20: Ranking of the critically important components of career capital with regards to social networking	59
Table 21: Ranking of the extensively used methods to build career capital with regards to self dependency and emotional intelligence	61
Table 22: Ranking of the extensively used methods to build career capital with regards to quest for knowledge	63



<u>Table 23: Ranking of the extensively used methods to build career capital with regards to social networking</u>	65
<u>Table 24: Results of research question 1</u>	94
<u>Table 25: Results of research question 2</u>	95
<u>Table 26: Results of research question 3</u>	96
<u>Table 27: The components of career capital for respondents younger than 40 years old</u>	103
<u>Table 28: The components of career capital for respondents older than 40 years old</u>	104
<u>Table 29: Components of career capital – non-managerial respondents</u>	105
<u>Table 30: Career capital components – managerial respondents</u>	106
<u>Table 31: Methods used for career capital for respondents younger than 40 years old</u>	107
<u>Table 32: Methods used for career capital for respondents older than 40 years old</u>	108
<u>Table 33 : Methods used to build career capital – non-managerial respondents</u>	109
<u>Table 34: Methods used to build career capital – managerial respondents</u>	110
<u>Table 1: Drivers and influencers of knowledge workers</u>	23
<u>Table 2: Data gathering method response rates</u>	38
<u>Table 3: The gender profile</u>	38
<u>Table 4: The age profile</u>	39
<u>Table 5: The role in the organisation</u>	39
<u>Table 6: Tenure in a role in the organisation</u>	39
<u>Table 7: Experience in current role</u>	40
<u>Table 8: Experience in previous role</u>	40
<u>Table 9: The components of career capital</u>	41
<u>Table 10: Other career capital components</u>	42
<u>Table 11: The methods used to build career capital</u>	43
<u>Table 12: Other methods used to build career capital</u>	44
<u>Table 13: Reasons to pursue other organisations or industries</u>	46



<u>Table 14: Summary of top 5 components of career capital</u>	48
<u>Table 15: Summary of top 5 methods used to build career capital</u>	49
<u>Table 16 – Ranking of the critically important components of career capital with regards to knowing self and emotional intelligence</u>	56
<u>Table 17 – Ranking of the critically important components of career capital with regards to education, skill and experience</u>	58
<u>Table 18 – Ranking of the critically important components of career capital with regards to social networking</u>	58
<u>Table 19 – Ranking of the extensively used methods to build career capital with regards to self dependency and emotional intelligence</u>	61
<u>Table 20 – Ranking of the extensively used methods to build career capital with regards to quest for knowledge</u>	63
<u>Table 21: Results of research question 1</u>	88
<u>Table 22: Results of research question 2</u>	89
<u>Table 23: Results of research question 3</u>	90
<u>Table 24: The components of career capital for respondents younger than 40 years old</u>	97
<u>Table 25: The components of career capital for respondents older than 40 years old</u>	98
<u>Table 26: Components of career capital – non-managerial respondents</u>	99
<u>Table 27: Career capital components – managerial respondents</u>	100
<u>Table 28: Methods used for career capital for respondents younger than 40 years old</u>	104
<u>Table 29: methods used for career capital for respondents older than 40 years old</u>	102
<u>Table 30 – methods used to build career capital – non-managerial respondents</u>	103
<u>Table 31: methods used to build career capital – managerial respondents</u>	104

1 CHAPTER 1

1.1 INTRODUCTION AND BACKGROUND TO THE RESEARCH

PROBLEM

1.1.1 Problem formulation

The impact of globalisation and the heightened competitive factor among nations and enterprises has a direct influence on the workplace and on employees and organisations, influencing individuals' career paths (Lamb, 2007). Lamb (2007) further states that individuals become career capitalists who have to take care of their market value and employability by developing competencies that are transferable across organisational borders.

Drucker (1994) discusses the interplay between the knowledge worker and the enterprise. The competitive environment experienced today means that a job is no longer for life and, accordingly, individuals in the work place have developed a high sense of having to drive their own careers and move their career paths as they see fit (Baruch, 2006).

The literature review reveals the need for the research study in aiming to solve the problem; that organisations understand the need to chart a career path for their high - value knowledge workers. These high - value knowledge workers are busy building their career capital whilst simultaneously contributing to the organisation's

success. They believe career capital can be transferable and traded between organisations and even industries.

The gap between how organisations view their employees and how employees view themselves and their careers poses a threat to the competitiveness of these organisations. This gap is likely to lead to dysfunctional labour turnover, which in turn may cause a loss in organisational momentum and a loss of organisational memory, leading to customer dissatisfaction (Sutherland and Jordaan, 2004). The research proposal will explore the possibility of a lasting, symbiotic relationship being developed between organisations and their high - value knowledge workers.

1.1.2 The relevance of the study to the South African environment

Like all countries, South Africa is not immune to the impact of globalisation and many skills that are in demand in South Africa are also in demand globally. Butcher (in Sieber, 2008) notes that many skills that are in demand in South Africa are in short supply globally. This viewpoint validates the fact that technological innovation, globalisation and the shift to the knowledge economy have brought unprecedented changes to contemporary labour markets (Legatt-Cook, 2007). The financial crisis of 2008 is a further dynamic that is likely to impact the South African employer / employee relationship, through changes in careers, skills and turnover.

South Africa is also not immune to the view that knowledge workers are no longer limited to only one opportunity or employer, but rather have a boundary-less career (Sutaari, 2008). The high - value knowledge worker actively and consciously builds his or her career capital by accumulating the necessary and relevant knowledge and skills that will perpetuate his / her employability (Sieber, 2008).

The challenge for South African organisations is to reflect on the employment opportunities they offer, by implementing a paradigm shift from the old economy to the new economy. In other words, organisations need to move away from employing for job-specific roles with company - specific training and development, and recognise that career development has become the responsibility of the individual and not that of the organisation.

This view is reinforced by Grobler, Warnich, Carrell, Elbert and Hatfield (2006) who state that knowledge workers have different expectations for their careers, while Cappellen and Janssen (2005) believe that organisations are being slow to take up an employability-approach in the new and dynamic environment of work.

South Africa, as a competitive emerging country, will need to take into consideration this changing work environment in order to build its wealth and improve its national well-being, as high - value knowledge workers are undoubtedly a competitive advantage (York, 2002).

1.2 THE SCOPE OF THE RESEARCH

The South African banking sector consists of four major banks with an additional smaller three banks completing the sector. The four major banks, collectively known as “the big four” are Standard Bank, Absa, First National Bank and Nedbank. Market share is the variable used to determine the size of the each bank. Standard Bank and Absa interchange their market share in a number of segments and communities as noted through the South African Business Research Evaluation (SABRE) (2007) research tools. FNB is followed then by Nedbank. In the past three years both Standard Bank and Absa have had international banks invest in them. Barclays re-entered the country by buying a stake in Absa, and the largest state-owned bank in China, the Industrial and Commercial Bank of China (LTD), purchased a 20% stake of Standard Bank,

(www.sagoodnews.co.za/trade_investment/chinese_bank.html).

✦

Other forms of banking that do not form a part of core banking but are creating a discontinuity in the banking sector, are MTN Banking that works closely with Standard Bank, and Go Banking that is available countrywide through retailer Pick n’ Pay, in partnership with Nedbank. Capitec and African Banks are smaller banks that have targeted the bottom pyramid (lower income earners) of the big four’s customer base through the offer of loans and savings and lastly, there is Investec, a private bank.

Banking is a growing industry employing approximately 150 000 employees and generating an approximate total profit of R45 billion. The Capital Adequacy Ratio (CAR) of the industry increased from 12.3% in December 2006 to 12.8% in December 2007 with all banks maintaining CARs above the minimum requirement of 10%, (<http://www.1888pressrelease.comwww.industryresearchsolutions.co.za>).

Field Code Changed

This research is limited to one South African bank and furthermore, to the high - value knowledge workers of the retail segment of that particular bank. This South African bank employs approximately 33 000 employees with 14 000 of those employed in the retail segment. Therefore, the results expressed will reflect the perceptions of a defined group of employees from one bank and not be representative of the South African banking sector as a whole.

1.3 THE PURPOSE AND AIM OF THE STUDY

The purpose of the study is to explore the components of career capital and those used to build career capital. The study takes the form of quantitative research in order to expand on the work done by both Lamb (2007) and Froneman (2008), that had been qualitative in nature.

The literature review refers to career capitalists as being individuals who are knowledge workers who consciously seek ways to build and improve their careers. These individuals may pose a threat to the existence of old economy organisations, whilst simultaneously representing a competitive advantage to such

organisations' competitors. Creating an opportunity for organisations to better understand these individuals and to find new avenues of retaining them purposefully, is both a challenge and an opportunity that faces large organisations.

Coy (2002) proposes that in the knowledge-based economy, organisations' assets are often those that do not qualify for inclusion on the balance sheet. These assets are specifically high – value knowledge workers who play a key role in an organisation's success and competitiveness both locally and globally.

The research proposal aims to create an understanding of the perceived components of career capital and to identify the methods used to build career capital by high - value knowledge workers. An understanding of these issues will help identify the role that career capital plays in labour turnover, as high - value knowledge workers regularly trade their careers and change employment within organisations or between organisations and industries. Organisations need to understand these individuals to better retain their skills sets and use them to their advantage (Coy, 2002).

The research aims to:

- Identify the perceived components of career capital for high - value knowledge workers in a knowledge-based economy
- Identify the methods used by high - value knowledge workers to build career capital
- Discover the role of career capital in labour mobility of high - value knowledge workers as they change employment between industries and organisations

The research study hopes to add to the existing body of knowledge and foster a deeper understanding of the motivation behind the actions of high-value knowledge workers within a working environment, with the view of ultimately contributing to a win-win scenario for both employers and employees

The literature review that follows will focus on the key themes regarding the knowledge economy, the high - value knowledge worker and the evolution of the components of career capital, the building of career capital, the evolving psychological contract and the impact of career capital on labour turnover.

2 CHAPTER 2

2.1 LITERATURE REVIEW

2.1.1 Introduction

The literature review is based on specific themes, with the point of departure being the interconnectedness of the knowledge-based economy and the knowledge worker. This is followed by an exploration of the components of career capital and a review of career management. Lastly, the literature review will cover the shift in the psychological contract and career capital building.

The dynamic nature of the labour market is driven, and dictated, by high - value knowledge workers employees in the knowledge economy and evidence of this appears in the literature review. These individuals and their quest for career capital will impact on the ways in which human resource practitioners and management adapt career management practices and techniques in the future. Thus, the following sections consider the importance of building employability, social capital and social networks, and the evolving psychological contract between employer and employee.

Each section has been researched with a view to providing the researcher with the necessary information to conduct the preliminary in-depth, qualitative interviews, as well as the later quantitative research. The quantitative research is aimed at

assisting organisations in their quest to successfully retain high – value knowledge workers, in turn providing the organisations with a definite competitive advantage over their peers.

The various sections are aimed at illustrating the components of career capital and how high - value knowledge workers are building career capital. The literature offers definitions and explanations, builds on past research of documented components of career capital and tries to establish if job mobility is a consequence of career capital.

2.1.2 The knowledge-based economy

Meisinger (2006) notes that knowledge is a key characteristic in today's working world where skills, experience and creativity in people are the key differentiators for most organisations. Competition and the demand for more specialised skills and knowledge have emerged as the key drivers. The knowledge economy is dynamic and is characterised by the intangible and it is within these intangible assets that the value is embedded for both the organisation and the individual (Edvinsson, 2002). The knowledge economy is characterised by investment in technology and knowledge intensive activities (Burfitt and Ferrari, 2008), thus creating an opportunity for knowledge employees to trade their skill within organisations or when transferring to other organisations or industries.

Drucker (1994) mentions that investments in intellectual capital, such as computer software, often results in a further complementary round of investments in

intangibles such as training and measurement of effects of intervention. The accumulated literature illustrates that the knowledge-based economy is interconnected with knowledge workers, who make a conscious effort to invest in their further development.

2.1.3 The knowledge worker

Drucker ([in Drucker, 1959, 2004](#)) first used the term “knowledge worker” and further expanded on this by stating that the knowledge worker is characterised as an employee with a high level of experience and education (Drucker, 1994). Individuals with university education have the lowest unemployment rate in the population (York, 2002).

Meisinger (2006) states that human capital is a key component of business success. The knowledge, skill and experience of employees are the major basis by which most organisations compete today. The nature of the competition leads to the constant need for the labour pool to strive to raise the skills bar (Meisinger, 2006).

The intangible qualities of the knowledge worker are further demonstrated by D’Art and Turner (2006) who ~~states~~ states that the knowledge worker needs to be comfortable with ambiguity and complex work and, at the same time, thrive on teamwork and relationship building compared to more traditional work contexts. Suutari and Smale (2008) mention that the knowledge worker is of necessity the individual wanting to understand his or her own personal values, confidence,

strengths and weaknesses, job-related motives and interests, and an overall self-awareness about what is necessary in order to be the master of their own careers. It is through mastering the career drive that career capital is attained.

2.1.4 The high - value knowledge workeremployee

Hansen (2007) states that talented or high – value knowledge workers are a core group of employees within an organisation that have the ability to take the business forward in the future. Drucker (1994) states that knowledge workers, through their education, have the ability to continually educate and reinvent themselves, and are able to apply their knowledge in their work. Therefore, it is fair to deduce that high - value knowledge ~~workers—will~~workers will possess the qualities of knowledge workers, who offer a competitive advantage to the organisations, as well as to themselves.

The high - value knowledge workers with a particular skills set is required by organisations who need employees capable of flourishing in the globalised world of knowledge, with an increasing return. The career is now no longer limited to a single opportunity of employer (Inkson and Arthur, 2001). Globalisation and the knowledge-based economy enable the knowledgeable employee to move between organisations and countries (Suutari and Smale, 2008).

Edvinsson (2002) mentions that knowledge has always been in demand in the labour market and implies that the only way to trade knowledge is through an individual's career. The exchange of this knowledge brings increasing returns that

essentially contribute toward building intellectual capital amongst the knowledge workers, increasing their value to both themselves and the organisation (Currie, Tempest and Starkey, 2006).

It is fair to conclude that high - value knowledge workers are those that organisations would most like to attract, manage, keep engaged and measure their value, and they are the most that is needed to achieve the organisation's objectives (Snell, 2008). The main competitive advantage offered by high – value employees is their application of knowledge in a more successful way than that of their peers (York, 2002).

2.1.5 Career capital

The notion of career capital is proposed by DeFillippi and Arthur (1996). They refer to the value created through ongoing improvement in career positions and recognition in the competitive external market (movement between organisations) and the internal market (promotion or change of career within an organisation). Just as organisations invest financially in building their businesses, so too should individuals invest in themselves in anticipation of accumulating further career wealth (Inkson and Arthur, 2001).

“In the new knowledge-based environment, employees are forced to take charge of their own careers” (Froneman, 2008, p. 3). DeFillippi and Arthur (1996) mention the following competency imperatives:

- Know-why competencies – regarding personal career motivation, meaning, awareness of values and identification for the knowledge worker
- Know-how competencies – regarding particular skills or occupation relating to knowledge and expertise the knowledge worker has; be it tacit or explicit.
- Know-whom competencies – regarding relationships and network contacts that are of value to the knowledge worker's career.

Formatted: Indent: Left: 0", Hanging: 0.5"

The above are all encompassing competencies and led to Lamb (2007) responding with the *de facto* model. Other writers have concentrated on each of the various concepts but none comprehensively on all three. Suutari and Smale (2008) mention that individuals need to have an understanding of their confidence levels and personal values, strengths and weaknesses, interests, and an overall self-awareness about what is necessary in order to become the master of their own careers. These writers do not address the "know-how" competency, and instead merely mention that bridging social capital refers to benefits stemming from linkages between otherwise disconnected social groups (Suutari and Smale, 2008). It is noted though that the decrease in organisational guidance means it is becoming increasingly the role of the individual to make sense of the learning requirements over the longer term and to ensure that his or her competencies are at the level the workplace requires (Suutari and Smale, 2008).

Therefore, the adoption of the comprehensive competencies as noted by DeFillippi and Arthur, [1996, \(1996\)](#) informs the research proposal, notwithstanding the fact that various writers acknowledge the competencies, albeit incomprehensively.

2.2 THE COMPONENTS OF CAREER CAPITAL

The earlier work done on the components of career capital through the *de facto* model as formulated by Lamb (2007) suggests that the components will be evolving as the sample size used through qualitative research maybe small.

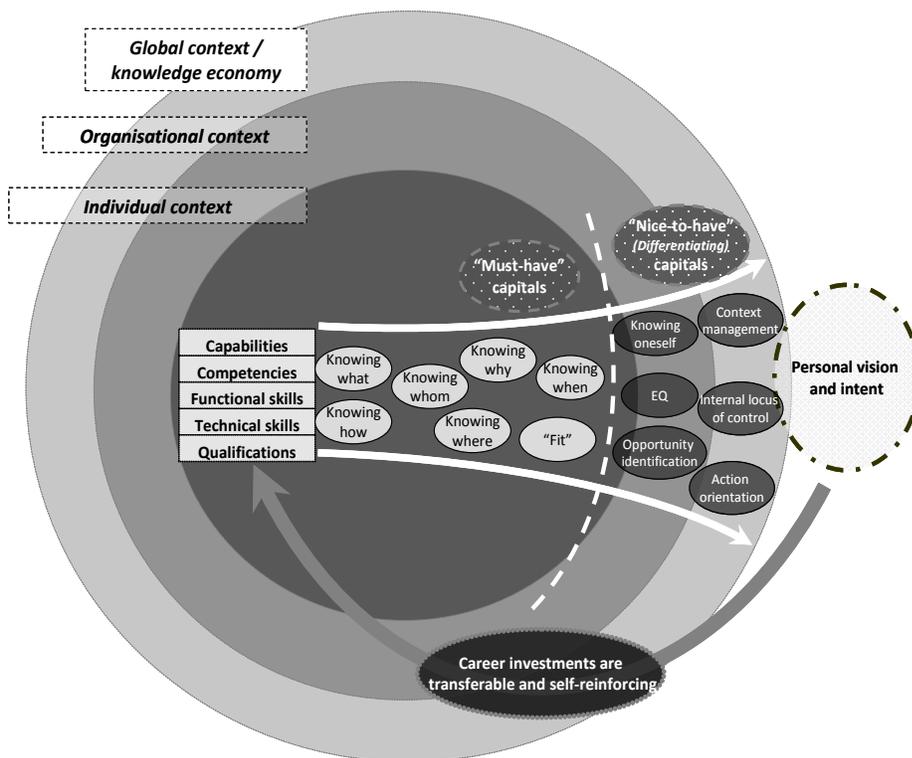


Figure 1: DE FACTO MODEL (Source: Lamb, 2007)

Lamb (2007) tested a number of constructs to establish the various components that are identified as critical components of career capital. The most relevant for this research proposal and further explored are:

- Experience
- Formal education
- Social interaction
- Emotional intelligence

2.2.1 Experience

As knowledge workers find that their skills and knowledge are tradable between industries, organisations and countries, they develop experience that enables them to add value from one job role to another and from one organisation to another. An individual's experiential background and history of performance is the component of career capital that adds variety, with breadth and depth of experience contributing to the enhancement of career capital (Lamb, 2007). Knowledge workers generate experience and as they move and progress, this accumulated experience moves with them, becoming integrated into the texture of the new role and organisation (Inkson and Arthur, 2001).

2.2.2 Formal education

“Up to 30% of the working population is estimated in future to be working directly in the production and diffusion of knowledge” (European Communities, 2004, p.19). This statement reinforces the necessity of remaining portions of the workforce

being similarly skilled and knowledge - based if it is to take full advantage of such trends.

York (2002) claims that individuals with university education fall into the population group with the lowest unemployment rate. Past qualifications and calibre of education – be it both formal and informal training – has led to a level of specialisation of skills applicable to the knowledge economy (Lamb, 2007).

2.2.3 Social interaction

According to findings made by Lamb, (2007), social networking ranked higher on the scale of building career capital than as a component of career capital, where it was only ranked fifth. Piskorski (2009) states that social networks are a platform for individuals to establish personal profiles on-line and engage in exchanges with others on the platform to gain employment without actively seeking. Therefore, social networking or social networks cannot be ignored as a component of career capital or as a tool used to build career capital.

Leenders and Gabbay (1999) indicated that the relationship between human capital and social capital is causal. The knowledge owned is positive when related to the position they occupy in social networks and increases social capital due to influence on other members (Lin and Huang, 2005). Therefore for knowledge workers who have high value status it is possible that human capital and social capital might combine to influence career mobility.

2.2.4 Emotional intelligence

Emotional maturity and intelligence comprises self - awareness, self - confidence, self - management and the display of social skills, amongst other features. Suutari and ~~Smale~~ Smale and Smale (2008) as mentioned previously, state that the ability to understand self - confidence and strengths and weaknesses will help the high - value knowledge worker.

Emotional intelligence, according to ~~(Nelis, Quoidbach, Mikolajczak and Hansenne,~~ (2009), refers to the individual differences in the perception, processing, regulation and use of emotional information. The differences have been shown to have a significant impact on important life outcomes such as mental and physical health, work performance and social relationships.

2.2.5 Career management

A number of organisations are still looking for loyalty and commitment from employees, even when they are unable or unwilling to provide job security in return ~~(Atkinson, 2002)~~. Referring to career capital, ~~(Gardner, 2005, (2005)~~ mentions that the world prior to the knowledge economy was characterised by job security and vertical and hierarchical career progression. Yet the demand of a knowledge economy is made up of the concept of employability in which employees are the architects of their own future.

De Grip, Van Loo and Sanders (2004) demonstrate the interdependence of the relationship between the knowledge worker and the organisation by describing the relationship in economic terms as one that matches the supply factors (individuals) to the demand factors (organisations).

2.2.6 The concept of employability

The idea of employability, according to ~~Forrier and Sels,~~ [\(2003\)](#), refers to the variety of employment an individual can do properly with their current qualifications for functional flexibility in the internal and external labour market. Furthermore, ~~Frontier and Sels,~~ [2003 \(2003\)](#) characterise employability in terms of individual and organisational employability.

The characteristics of the individual employability is referred to as the power of the employee to guide their own careers, the resilience to cater to changing requirements and the transferability and broadness of occupational and self-management skills used to acquire other jobs (Forrier and Sels, 2003).

From the organisational perspective, employability has resulted in organisations needing to equip employees with the skills and competencies they require to be employable and to create their own jobs and enterprises (Kelly, Brannick, Hulpke, Levine and To, 2003, in Sieber, 2008).

It is evident from the literature review that a gap exists between the employee and the organisation as far as expectations and management of employability are

concerned. It is this gap that fuels the notion at organisational level that employment is simply work and that all jobs done by employees are done merely for compensation. In contrast, the high - value - knowledge employee regards employability as a means to match labour supply and demand, and as the trading of career capital in the internal or external market (Thijssen, Van der Heijden and Rocco, 2008).

The literature reviewed thus far supports the view that high - value knowledge workers are individuals who proactively build their own careers. Yet, (Kelly, Brannick, Hulpke, Levine and To (2003), contradict this view by claiming that these individuals have benefited by the organisation equipping them with the skills and competencies they require to be employable, and with the ability to create their own jobs or enterprises and to move from one organisation to another.

2.2.7 Labour turnover

Functional turnover is characterised by a situation where high - value employeesknowledge workers, who will make the organisation successful into the future, remain, while poor performance employees leave (Allen and Griffeth, 1999, in Sutherland and Jordan, 2004). The mobility described can lead to organisational renewal and change and can clean out “deadwood”, allowing for ease in the introduction of new ideas, preventing complacency and creating mobility opportunities for existing employees (Van As, 2001, in Sutherland and Jordaan, 2004).

Formatted: Tab stops: 6", Left

The thinking referred to by Kelly *et al.* (2003), namely that organisations play a vital role in preparing high – value knowledge workers for employability, could possibly influence the continuing labour turnover in organisations, and the ongoing search for talented individuals. Dysfunctional labour turnover influences direct costs as well as signifying a loss of knowledge from high - value knowledge ~~workers~~ workers, the loss of productivity and organisational momentum, loss of organisational memory and leads ultimately to customer dissatisfaction (Sutherland and Jordaan, 2004). The result is an overall loss of shareholder value and decreased competitive advantage to the organisation while the high - value knowledge ~~workers~~ tradeworkers trade their skills at the next organisation that fits their needs.

2.2.8 Building career capital

In building career capital, the high - value knowledge worker needs to pay attention to the six zones of career capital focus. The six zones as formulated by Lamb (2007) are:

- The individual
- The organisation
- The career
- The external labour market
- Industry and global context
- Knowledge economy

The six zones, according to (Lamb, 2007 (2007)), are dependent on the career maturity and the stage of development of the high - value knowledge worker.

These zones are congruent with the work proposed by (DeFillippi and Arthur, 1996) of know-why, know-how and know-whom competencies. The work of (DeFillippi and Arthur, 1996) is the basis for the existence of the career capitalist.

Lamb and Sutherland (2007) liken the nature of career capital building to an investment activity where positive investment creates increased returns resulting in a self-reinforcing cycle of success. Hence, the need to move beyond core components such as flexibility and education that could reflect the law of diminishing returns with more and most high - value knowledge workers trading their career capital on the same platform. Attention is then paid to the *de jure* model (Lamb, 2007) based on the “nice-to-have” zone of career capital, allowing for the high - value knowledge worker to build marginal value in the knowledge based economy. The “nice-to-have” components of career capital that may lead to a personal vision and intent are:

- Know oneself
- Emotional intelligence - EQ
- Opportunity identification
- Internal locus of control
- Context management
- Action orientation

To demonstrate the building of marginal value (Froneman, 2008) used statistical measures in his study, finding that the building of career capital, as defined by his respondents who are knowledge workers included:

- Career movements by respondents were focussed both on accessing the external market place (moving between organisations and / or industries) and career movement within the places of employment (through promotions, geographical relocations or lateral movement).
- Main career activities for interval before and after career movement. These activities differed depending on career developmental stage.
- Significant accumulated career activities at all intervals of the career. These included:

Formatted: Indent: Left: 0", Hanging: 0.5"

- The accrual of formal education
- The accrual of technical knowledge
- Application of knowledge
- The accrual of general business know-how
- The accrual of knowledge of managing people
- Managing various stakeholders
- The accrual of corporate know-how and strategic thinking (Froneman, 2008)

The building of career capital is shown from the literature review to be the push from the high value - knowledge worker in a knowledge-based economy. The studies from ~~(Lamb,2007 (2007)~~ and Froneman,~~2008 (2008)~~ demonstrate differing components built over time from the “must have” components through to the “nice-to-have” and the “all interval” components.

2.3 THE EVOLVING PSYCHOLOGICAL CONTRACT

The psychological contract as a concept emerged almost fifty years ago in the literature of Argyris (in ~~Freese and Schalkn-Hogeschod, Bosch, 2008~~)~~-CHECK REF.~~ The psychological contract refers to implicit ideas about the employee-organisation relationship and puts traditional employment to the test, as it is unilateral, bilateral and multi-dimensional.

The psychological contract operates over and above the formal contract of employment and underpins the work relationship (Smithson and Lewis, 2000). The impact of the new economy means the attributes sought by organisations and the expectations of employees are changing over time, as demonstrated by ~~(McGregor, Tweed and Pech,2004 (2004)~~. McGregor, Tweed and Pech (2004) recognised the evolution of the knowledge worker, shifting from dependability factors to adaptability factors, where self-direction and development are evident through the drivers and influences of the old and new economies.

The following table shows the drivers and influences of the old and new economies as depicted by (McGregor, Tweed and Pech, 2004 (2004)).

Drivers and Influences	“Old” Economy	“New” Economy (Knowledge Workers)
Attachment Factors	<ul style="list-style-type: none"> • Long-term tenure • Dependence 	<ul style="list-style-type: none"> • Short-term involvement • Adaptability
Motivation Factors	<ul style="list-style-type: none"> • Job security • Lifetime employment • Regular salary 	<ul style="list-style-type: none"> • Intellectual commitment • Job stimulation • Monetary rewards
Work Practice Factors	<ul style="list-style-type: none"> • Regular, continuing functions and processes 	<ul style="list-style-type: none"> • Consecutive or sequential projects
Reward Factors	<ul style="list-style-type: none"> • Stable reward structure • Internal, vertical promotion 	<ul style="list-style-type: none"> • Volatile reward structure • Lateral, cross boundary advancement
Development Factors	<ul style="list-style-type: none"> • Training • Career related training to further self in company and improve capacity • Company specific skills 	<ul style="list-style-type: none"> • Education • Self actualisation through professional development within and external to the company • Transferable knowledge
Cultural Factors	<ul style="list-style-type: none"> • More control of individuals • Organisationally driven 	<ul style="list-style-type: none"> • Greater autonomy of individuals • Individual and team driven
Organisational Factors	<ul style="list-style-type: none"> • Single employer certainty 	<ul style="list-style-type: none"> • Multiple employers

Table 1: Drivers and influencers of knowledge workers

Source: McGregor, Tweed and Pech, 2004

The effective management of the psychological contract is expected to result in increased job performance, lower labour turnover and higher job satisfaction (Schalk and Roe, 2007). Therefore, should the psychological contract not be

effectively managed or duly considered when taking decisions, a violation of the contract can occur.

Dysfunctional labour turnover may be a result, harming the competitive advantage of the organisation in the long - term (Sutherland and Jordaan, 2007). The evolved psychological contract suits the high - value knowledge worker as it is low in long - term employment expectations but offers employees the best training and development (building career capital), being built on mutual investment.

2.4 SOCIAL NETWORKING

Social networking is seen to be useful to the knowledge worker, and as such is described as a social capital with social structure that creates value and facilitates the actions of the individuals within that social structure (Gummer, 2002). The notion that social resources embedded in networks will provide benefits to actors is central to approaches to social capital and networks. These include more timely access to information, greater access to financial or even material resources and greater visibility, legitimacy or sponsorship within a social system (Parks-Yancy and DiTomaso, 2006).

Mehra, Kilduff and Brassin Parks-Yancy and DiTomaso, (2006) argue that high self-monitors such as high - value knowledge workers in a knowledge economy maintain flexibility and make little emotional investment in relationships. Companions and friends are chosen based on how closely their skills match

activity domains. Furthermore these high self-monitors are likely to resolve conflict through collaboration and compromise and emerging as group leaders.

Gummer (2002) states that information and resources empower high - value knowledge workers, leading to higher levels of motivation and performance. Therefore, greater access to information and resources will increase an individual's organisational reputation. Parks-Yancy and DiTomaso (2006) argue that studies that claim that being in the right place at the right time is paramount, neglect the possibility that the social network positions occupied by the individuals, and the personalities they possess, may combine to influence important outcomes such as work performance.

2.5 CONCLUSION OF THE LITERATURE REVIEW

It appears from the literature review that high – value knowledge ~~workers~~ workers in the knowledge economy drive their careers and tend to do better than those who have less self - motivation. It is also evident that there needs to be a healthy and symbiotic relationship between the high – value knowledge workers and the organisation.

The career components and the methods used to build career capital by the high - value knowledge workers are self – driven, while the organisation also plays a role. The organisation becomes competitive amongst its peers while high-value

~~employees~~ knowledge worker in a knowledge economy may use their career capital to further develop themselves for success.

3 CHAPTER 3

3.1 RESEARCH QUESTIONS

3.1.1 Purpose of the research

The aim of the research report is to seek answers to what constitutes the components of career capital, and to explore the methods used by high -value knowledge workers to build career capital, and additionally to understand what influences their labour mobility. This chapter reflects on the factors discussed in the literature review as presented in the previous chapter (Chapter 2). The following questions will lead to an understanding of the problem outlined in Chapter 1; the gap to be recognised and rectified by organisations in the knowledge-based economy. Organisations, on the other hand, depend on the best human capital for their survival and competitive advantage. A symbiotic relationship is necessary to avoid and eliminate dysfunctional labour turnover.

Research Question 1.

What are the perceived key components of career capital for high - value knowledge workers?

This question seeks to understand what high - value knowledge workers regard as being key components of career capital.

Research Question 2.

What are the perceived methods or processes of building career capital for high - value knowledge workers?

This question seeks to identify the methods or ways used by high – value knowledge workers to gain career capital.

Research Question 3.

Are there differences between the components of career capital and the accrual of career capital between managers and non-managers, as well as between individuals who are younger or older than 40?

This question seeks to understand if the two groups (managers, non-managers and those younger or older than 40) rank the components of career capital and if they have used various methods to build career capital.

Research Question 4.

What are the key reasons causing high - value knowledge ~~workers~~ workers to leave an industry or organisation?

This question seeks to understand the importance of career capital and whether it has an influence on the labour mobility of high - value knowledge workers.

4 CHAPTER 4

4.1 RESEARCH METHOD AND DESIGN

The research was carried out in two phases; the first phase being qualitative and designed to develop the constructs for the second phase. The second phase was a quantitative survey designed to provide answers to the research questions.

4.2 PHASE ONE

4.2.1 Methodology

This first phase was exploratory and qualitative in nature. Qualitative research helps diagnose the dimensions of problems so that successive research will be on target (Zikmund, 2003). The qualitative method sought refinement and to create depth into the constructs and principles to be used in phase two of the research. This first phase consisted of five in-depth face-to-face interviews with high - value knowledge workers in a South African bank.

4.2.2 Population

For the first phase, the population of relevance consisted of individuals who were identified as high - value knowledge workers at a large bank, based in Gauteng and allowing for ease of access. High - value knowledge workers are defined as those with high performance ratings and who possess a university degree or similar.

The bank currently employs approximately 13 000 employees, both knowledge and non-knowledge employees. The population of relevance was based on those who had achieved a 3.5 performance rating or more and who had a university education. The bank's performance rating ranges from 1 (unacceptable performance) to 5 (excellent performance) (Massyn, P. pmassyn@fnb.co.za , 2009).

4.2.3 Unit of analysis

The unit of analysis was the perceptions of high - value knowledge ~~workers~~ of workers of the bank on the components of career capital and how they attained it.

4.2.4 Sampling Method and size

A non-probability judgement sampling was used (Zikmund, 2003). The unit of analysis researched was based on the availability, the ease of access and the performance rating and university education of the individuals interviewed. The sample size was limited to five people working in Gauteng.

4.2.5 Research questionnaire design

The research questionnaire for the quantitative research to be carried out in phase two was designed using the literature review and the constructs obtained in phase one of the research. The research questionnaire set out to answer the main questions behind the research. These are:

- The components of career capital that are perceived to be most important to the high – value knowledge workers
- The methods the high – value knowledge workers may have used to build their career capital
- The demographic profiles collected helped establish if there were differences or similarities between those :
 - Who were younger or older than 40
 - Who were in a managerial or non – managerial role
- The reasons high – value knowledge workers are prompted to change jobs or industries

4.2.6 Data gathering process

Data was gathered through in-depth face-to-face interviews with the five individuals who met the sampling criteria, using the tool of an open-ended questionnaire. As this form of research is exploratory in nature, it is an important step according to Zikmund (2003) in ensuring that future, more rigorous and more conclusive studies begin with an adequate understanding. It is initial research conducted to clarify and define the nature of the problem (Zikmund, 2003).

The concepts of career capital and knowledge workers were explained to the five individuals to facilitate the discussion. The interviews took place at their respective offices, allowing the researcher insight into the respondents' environment. The interview guideline is shown in Appendix 1.

A conscious effort was made to conduct each interview under exactly the same conditions; and the following was ensured:

- Each interview had exactly the same opening
- Each interview established the relevant concepts for an understanding of career capital for high - value knowledge workers in a knowledge economy
- Each interview covered the same questions and same sequence
- Each interview lasted for about 35 minutes with the respondents doing most of the talking.

4.2.7 Data analysis approach

Frequency analysis was necessary to indicate the number of times a particular construct was mentioned (Zikmund, 2003). All constructs were taken into consideration and ideas were developed for the second phase. See interview guideline in Appendix 1 and results of phase one in Appendix 2.

4.3 PHASE TWO

4.3.1 Methodology

The second phase of the research study was a quantitative survey. This study was conducted to validate previous research on the study of career capital that was qualitative in nature (Lamb, 2007), and also to see how applicable Lamb's theory is to high - value knowledge workers. The data was gathered electronically and through focus groups. See questionnaire in Appendix 3.

4.3.2 Population

The bank currently employs an approximate 13 000 employees, of which some are knowledge ~~workers and~~ workers and others non-knowledge ~~workers-~~ workers. The population of relevance is high - value ~~employees-~~ knowledge workers based on those who have achieved a 3.5 performance rating or more, and with a university education or similar. The bank's performance rating ranges from 1 (unacceptable performance) to 5 (excellent performance) (Massyn, P. pmassyn@fnb.co.za, 2009).

4.3.3 Unit of analysis

The unit of analysis was the perceptions of high - value bank ~~employees~~ knowledge workers on the components of career capital, how it is built, the varying demographic groups (managerial / non-managerial and 40 years old and younger) and the reasons they would be prompted to change jobs or industries.

4.3.4 Sampling method and size

The sampling method was judgmental. Judgmental sampling is a non-probability sampling technique used by the researcher selecting a sample based on certain appropriate characteristics of the sample members (Zikmund, 2003). The sample in the second phase comprised of 113 high – value knowledge ~~workers~~ within workers within the bank's Retail division.

4.3.5 Data gathering process

Zikmund (2003) states that questionnaires as a method of survey provide information gathered from a representative sample of the target population. The key advantages of the questionnaires are that they provide quick, inexpensive, efficient and accurate means of assessing information about the population (Zikmund, 2003). The questionnaire was developed based on the results of the first phase and the literature review and was designed to answer the research questions.

4.3.6 Research questionnaire design

The literature review in Chapter 2 provided an understanding of the knowledge economy, the knowledge worker and the evolution of the employee / organisation relationship. The literature review also gave insight into the high – value knowledge workers’ characteristics, their pursuits, their engagement with employability as well as with the psychological contract. Therefore, given the information derived from the literature review certain constructs and phrases were used to solicit, verify and validate the information gathered. The information gathering process started in phase one of the research through qualitative interviews that gave insight into the high – value knowledge workers’ thoughts. This provided constructs to be used in phase two, to establish answers to the research questions (see Appendix 2). Through brainstorming, the variables and constructs were carefully chosen, avoiding repetition, and divided into two sections, namely:

- The important components of career capital
- The methods used to build career capital

The last section of the questionnaire comprised of open-ended questions giving the option of one or three answers, for the possible reasons that high – value knowledge ~~workers~~ workers are prompted to change jobs or industries.

The questionnaire used a Likert – scale to solicit information from respondents. Zikmund (2003) mentions that respondents indicate their attitude by checking how strongly they agree or disagree with carefully constructed statements that range from very positive to very negative toward an attitudinal object. The respondents chose from five alternatives:

4.3.6.1 Pre-testing

Once the questionnaire had been completed and was ready for distribution it was pre-tested on a group of 8 high - value knowledge workers with varied responsibilities during a meeting. The researcher introduced the study and asked the respondents to critically give feedback on the grammar and the general clarity of the questionnaire. The respondents were encouraged to ask questions for greater understanding while completing the questionnaire. The responses were considered and changes were made. This group of individuals was not used again as part of the research. The final research questionnaire is shown in Appendix 3.

4.3.6.2 Data collection

The research study targeted the respondents in two ways in order to ensure a large sample was obtained:

- Through an electronic questionnaire
- Through focus groups.

4.3.6.3 The electronic questionnaire

The questionnaire was sent out electronically via email (by the bank's Human Capital consultants) to the randomly selected individuals that met the criteria, introducing the study and conveying its confidentiality and voluntary nature as well as its importance. The deadline was within a week of distribution to the respondents. The electronic questionnaire was distributed to 80 respondents.

From the 80, ~~32~~ 32 were returned resulting in a 42% response rate.

4.3.6.4 The focus groups

Groups were targeted during five management meetings, and other meetings such as product launches, during which the researcher was given fifteen minutes to introduce the study and its relevance and to hand out the questionnaire to respondents who met the relevant criteria. Eighty one questionnaires were handed out and returned through using this method, resulting in a 100% response rate. Great care was taken to ensure that the respondents did not know how they were selected.

4.3.7 Data analysis approach

Data was entered into an excel spreadsheet and descriptive statistics were used in order to answer the research questions. Content analysis was carried out on the open - ended questions. Constructs were identified and frequencies were noted. Where necessary two constructs were collapsed into one and placed in a rank order table.

4.3.8 Limitations of the research

The study has limitations that must be acknowledged. These are identified as follows:

- The outcome of the research is largely dependent on the quality of the information provided by the respondents during the in-depth interviews. This may imply that the interpretation of the respondents' answers is based on the researcher's own experience, assumptions and understanding of the social world (Bailey, 1987).
- Maintaining anonymity is difficult in an in-depth interview as well as through using a respondent's e-mail address.
- The outcome from non-probability, judgemental sampling cannot be generalised to the entire population in the South African banking sector.
- The quantitative questionnaire may prompt respondents to tick one box without applying their minds, simply in order to register completion of the questionnaire.

Formatted: Indent: Left: 0", Hanging: 0.5"

5 CHAPTER 5

5.1 RESULTS OF THE RESEARCH CONDUCTED

This chapter discusses the results of the research conducted. The research was conducted in two phases.

5.2 PHASE ONE OF THE RESEARCH

Phase one of the research consisted of five in-depth face-to-face interviews with high - value knowledge workers in a South African bank. The research was qualitative and exploratory in nature. The insights gained provided constructs for phase two of the research. See Appendix 2 for the results of phase one.

5.3 PHASE TWO OF THE RESEARCH

Phase two was quantitative using a questionnaire, with a final sample size of 113 respondents from 150 questionnaires sent out. There were two methods used to gather data:

- Electronic
- Focus groups

As seen in Table 2 below, the response rate for questionnaires received from focus groups was 100%, therefore making this a much more successful method of collection.

<u>Data Gathering Method</u>	<u>Number of Questionnaires</u>	<u>Percentage of Questionnaires Received</u>
Electronic	80	42%
Focus Groups	70	100%

Table 2: Data gathering method response rates

Descriptive analysis was used to make sense of the data gathered and frequency and rank ordering was carried out. The sample description and frequencies will follow, through a variety of table descriptors and are expressed in percentages.

5.4 DEMOGRAPHIC DATA

The respondents were asked a number of questions to establish their basic demographic profile. It is noted that not every respondent completed the demographic portions of the questionnaire and therefore there is missing data.

The gender of the sample size consisted of:

Men	42%
Women	49%

Table 3: The gender profile

The age of the sample size showed the following results:

20 – 29 years old	17%
30 – 39 years old	51%
40 – 50 year old	25%
50 years old and older	6%

Table 4: The age profile

The roles were specified and the sample fulfilled the following roles:

Non- Managerial	8%
Human Resources	7%
Management	78%
Other	5%

Table 5: The role in the organisation

The respondents were asked to indicate the number of years they had spent in the banking sector, and these were the results:

Less than 2 years	7%
2 – 5 years	6%
3 – 7 years	14%
More than 5 years	68%

Table 6: Tenure in a role in the organisation

The respondents were asked to indicate the experience they have in the current role:

Less than 1 year	33%
2 – 5 years	23%
3 – 7 years	19%
More than 5 years	21%

Table 7: Experience in current role

The respondents were asked to indicate their years of experience in their previous role:

Less than 1 year	12%
2 – 5 years	22%
3 – 7 years	38%
More than 5 years	23%

Table 8: Experience in previous role

5.5 COMPONENTS OF CAREER CAPITAL

A five point Likert - scale was used to determine from the respondents the perceived importance of certain components of career capital that they have used.

It is noted that there was missing data as some respondents omitted to tick certain answers. The data was rank ordered on the “critically important” column.

The following shows the ranking of the components of career capital in percentage form:



Ranking	How important have the following components been in building your career capital?	Average	Not important at all 1	2	Somewhat important 3	4	Critically important 5
1	Ability to participate in a team (team player)	4.86	0.00%	0.00%	1.94%	9.71%	88.35%
2	Self motivation and drive	4.72	0.00%	0.00%	6.80%	14.56%	78.64%
3	Business Acumen; understanding of the business bigger picture	4.67	0.00%	0.99%	4.95%	19.80%	74.26%
4	Ability to influence/motivate	4.66	0.97%	0.00%	2.91%	24.27%	71.84%
5	Knowing yourself or emotional Intelligence.	4.67	0.00%	0.00%	4.85%	23.30%	71.84%
6	Multi disciplinary experience i.e. experience in diverse disciplines e.g. different roles in the organisation	4.61	0.00%	0.98%	7.84%	20.59%	70.59%
7	Passion for the industry environment	4.68	0.00%	0.00%	2.94%	26.47%	70.59%
8	Flexibility and adaptability; Ability to adapt to various environments	4.58	0.00%	0.97%	7.77%	23.30%	67.96%
9	Being known for delivery and execution	4.57	0.00%	0.97%	7.77%	24.27%	66.99%
10	Personal reputation	4.58	0.00%	1.96%	4.90%	26.47%	66.67%
11	People skills; having good working relationships	4.62	0.00%	0.99%	1.98%	30.69%	66.34%
12	Understanding your reactions and feelings to different situations	4.58	0.00%	0.98%	3.92%	31.37%	63.73%
13	Ability to lead a team (team leader)	4.50	0.00%	1.94%	9.71%	25.24%	63.11%
14	Determination and perseverance	4.46	0.00%	0.00%	10.68%	33.01%	56.31%
15	Networking external the company	4.27	1.94%	2.91%	11.65%	33.01%	50.49%
16	Educational qualifications	4.20	1.94%	0.97%	21.36%	26.21%	49.51%
17	Understanding challenges of managing in your industry and working environment	4.32	0.00%	0.98%	11.76%	41.18%	46.08%
18	A practical or pragmatic understanding of the technical and working environment	4.19	1.23%	3.70%	16.05%	33.33%	45.68%
19	Networking with stakeholders like customers and suppliers.	4.28	0.00%	2.91%	10.68%	41.75%	44.66%
20	Action orientation	4.20	1.96%	0.98%	16.67%	36.27%	44.12%
21	Networking within the organisations	4.19	0.00%	4.00%	15.00%	39.00%	42.00%
22	Knowledge and understanding of entire product life cycle or a system view	4.01	2.97%	3.96%	21.78%	31.68%	39.60%
23	Ability to identify new opportunities for the organisation	4.03	3.88%	1.94%	20.39%	34.95%	38.83%
24	Experience in industry	4.11	0.98%	1.96%	20.59%	38.24%	38.24%
25	A comprehensive technical understanding	4.00	0.00%	8.91%	13.86%	45.54%	31.68%
26	Technical ability	3.94	0.00%	2.60%	31.17%	36.36%	29.87%
27	Relevant hands on knowledge	3.67	3.92%	4.90%	38.24%	26.47%	26.47%

Table 9: The components of career capital

5.5.1 The open – ended questions in the questionnaire

The respondents were asked to respond to an open - ended question on other career capital components that they deem important. Only three respondents answered the open - ended question. The following table is expressed in absolute numbers of the respondents.

Other Components of Career Capital	Number of respondents
Achieving credibility by delivering	1
Broad knowledge and not just an expert	1
Thinking out of the box	1

Table 10: Other career capital components

5.6 THE METHODS USED TO BUILD CAREER CAPITAL

Using the same questionnaire respondents were asked to choose the various methods they may have used to build their career capital. A five point Likert - scale was used.



The following table has been rank ordered by the “used extensively” column in percentage form:

Ranking	Which of the following methods have you used to build your career capital?	Average	Not used at all 1	2	Some-what used 3	4	Used extensively 5
1	Ensuring that you deliver on your promise	4.71	0.00%	0.00%	2.97%	22.77%	74.26%
2	Willingness to learn	4.71	0.00%	0.00%	2.94%	23.53%	73.53%
3	Having a personal vision and development plan	4.38	2.94%	1.96%	4.90%	34.31%	55.88%
4	Networking and relationship building internal to the company	4.29	0.98%	1.96%	12.75%	35.29%	49.02%
5	Eagerness to adopt new ways of working	4.32	0.00%	0.00%	15.84%	36.63%	47.52%
6	Innovation in the way you work	4.28	0.00%	2.00%	15.00%	36.00%	47.00%
7	Further training and development	4.25	0.00%	5.88%	9.80%	38.24%	46.08%
8	Reading to keep updated with current industry events and issues	4.12	1.96%	3.92%	17.65%	33.33%	43.14%
9	Adding value by challenging the status quo	4.08	0.99%	3.96%	22.77%	30.69%	41.58%
10	Networking and relationship building with stakeholders like suppliers and customers	4.06	0.98%	5.88%	20.59%	31.37%	41.18%
11	Improving education qualifications	4.09	2.00%	4.00%	17.00%	37.00%	40.00%
12	Association with and learning from successful individuals inside the organisation	4.16	0.98%	2.94%	12.75%	46.08%	37.25%
13	Association with and learning from successful individuals outside the organisation	3.90	4.90%	7.84%	15.69%	35.29%	36.27%
14	Networking and relationship building external to the company	3.78	9.90%	4.95%	17.82%	31.68%	35.64%
15	Being mentored or coached	3.79	3.92%	7.84%	28.43%	24.51%	35.29%
16	Ensuring multi-disciplinary exposure	4.02	3.00%	0.00%	23.00%	40.00%	34.00%
17	Changing jobs within current company	3.71	6.86%	7.84%	26.47%	25.49%	33.33%
18	Developing a complete competence in your role before seeking new opportunities	4.28	2.97%	3.96%	26.73%	33.66%	32.67%
19	Identification of opportunities to improve visibility and reputation at higher levels in the organisation	4.02	1.00%	4.00%	18.00%	46.00%	31.00%
20	Keeping to the rules of my organisation	3.90	0.00%	9.18%	22.45%	37.76%	30.61%
21	Changing jobs within current industry	2.96	24.51%	13.73%	24.51%	15.69%	21.57%
22	Luck has played a role in your career your career	2.72	29.70%	21.78%	15.84%	11.88%	20.79%
23	Depending on my original qualification	3.22	14.00%	11.00%	32.00%	25.00%	18.00%
24	Presenting at conferences	2.87	20.22%	12.36%	37.08%	21.35%	8.99%
25	Changing jobs across industries	2.48	33.66%	13.86%	31.68%	12.87%	7.92%
26	Attending conferences	3.54	0.14%	0.28%	0.39%	0.44%	0.54%

Formatted Table

Table 11: The methods used to build career capital

Through an open – ended question respondents were asked to state other methods they have used to build their career capital that were not listed in the questionnaire. The information is presented in absolute numbers and not in percentage form as only 12 respondents responded. Content analysis was used to understand the data.

Other Methods used to build Career Capital	Number of respondents
Reading discipline specific journals websites, Studying, Workshops and Training	5
Exercising emotional maturity, emotional intelligence, logical approach	3
Empowering and motivating people	2
Acquiring competencies across industries, gaining experience	2
Networking, made myself marketable	2
Creating opportunities to challenges	1

Table 12: Other methods used to build career capital

5.7 THE REASON HIGH VALUE EMPLOYEES ARE PROMPTED TO CHANGE JOBS OR INDUSTRIES

In line with the research objectives, the respondents were asked to express their opinions on the reasons they would be prompted, or what has prompted them, to change jobs or industries within their own company or external to their organisation. An open-ended question that allowed for three answers was used.

The following table shows the reasons listed. Once again not all respondents listed their reasons and the data gathered is expressed in absolute numbers. Frequencies were established and rank ordering took place.



Ranking	Constructs	% of Sample	Number of mentions
1	Career growth	26.11%	53
2	Income	18.23%	37
3	Retrenchment or dismissal	12.32%	25
3	Internal office politics	12.32%	20
5	Job Satisfaction	6.90%	14
6	Leadership	6.40%	13
7	Opportunities	5.91%	12
8	Lack of Challenges	4.43%	9
9	Discrimination	2.46%	5
10	Entrepreneurship	2.46%	5
11	Flexible Time	1.97%	4
12	Health	1.48%	3
13	Lifestyle	1.48%	3
14	New Challenge	1.48%	3
15	Recognition	1.48%	3
16	Diversity	0.99%	2
17	Environment	0.99%	2
18	Family	0.99%	2
19	Immigration or transfer within the country	0.99%	2
20	Transparency	0.99%	2
21	Best practices	0.49%	1
22	Culture	0.49%	1
23	Inheritance	0.49%	1
24	Innovation	0.49%	1
25	Relationships	0.49%	1

Table 13: Reasons to pursue other organisations or industries

5.8 DIFFERENCES BETWEEN DEMOGRAPHIC GROUPS

The respondents have been divided into four different types of demographic groups:

- Age:
 - Younger than 40 years old (68% of respondents)
 - Older than 40 years old (31% of respondents)
- Role:
 - Managerial (78% of respondents)
 - Non – Managerial (8% of respondents)

It is noted that 7 percent of the respondents classified themselves as human resources and 5 percent as other. These responses were excluded from the role demographic profile.

(See Appendices 4 and 5 for full data.)

The following tables look at the top five components of career capital, and the methods used to build career capital for these demographic groups, to investigate the similarities and / or differences.



		Average
YOUNGER THAN 40 YEARS OLD		
1	Ability to participate in a team (team player)	4.86
2	Business Acumen; understanding of the business bigger picture	4.70
3	Ability to influence/motivate	4.69
4	Passion for the industry environment	4.69
5	Self motivation and drive	4.68
OLDER THAN 40 YEARS OLD		
1	Ability to participate in a team (team player)	4.88
2	Self motivation and drive	4.81
3	Multi disciplinary experience i.e. experience in diverse disciplines e.g. different roles in the organisation	4.66
4	Passion for the industry environment	4.66
5	Knowing yourself or emotional Intelligence.	4.66
NON MANAGERIAL		
1	Ability to participate in a team (team player)	4.86
2	Passion for the industry environment	4.77
3	Self motivation and drive	4.77
4	People skills; having good working relationships	4.73
5	Understanding your reactions and feelings to different situations	4.73
MANAGERIAL		
1	Ability to participate in a team (team player)	4.86
2	Multi disciplinary experience i.e. experience in diverse disciplines e.g. different roles in the organisation	4.71
3	Self motivation and drive	4.70
4	Ability to influence/motivate	4.70
5	Business Acumen; understanding of the business bigger picture	4.70

Table 14: Summary of top 5 components of career capital for demographic groups

5.9 THE METHODS USED TO BUILD CAREER CAPITAL

The same demographics were used to show the various methods involved in building career capital. The information is expressed in absolute numbers form and ranked by average column.

Average



YOUNGER THAN 40 YEARS OLD		
1	Willingness to learn	4.77
2	Ensuring that you deliver on your promise	4.74
3	Developing a complete competence in your role before seeking new opportunities	4.54
4	Having a personal vision and development plan	4.49
5	Eagerness to adopt new ways of working	4.43
OLDER THAN 40 YEARS OLD		
1	Ensuring that you deliver on your promise	4.66
2	Willingness to learn	4.56
3	Further training and development	4.22
4	Networking and relationship building internal to the company	4.16
5	Innovation in the way you work	4.16
NON-MANAGERIAL ROLES		
1	Willingness to learn	4.77
2	Ensuring that you deliver on your promise	4.77
3	Having a personal vision and development plan	4.50
4	Eagerness to adopt new ways of working	4.41
5	Further training and development	4.23
MANAGERIAL ROLES		
1	Ensuring that you deliver on your promise	4.70
2	Willingness to learn	4.69
3	Developing a complete competence in your role before seeking new opportunities	4.39
4	Having a personal vision and development plan	4.35
5	Networking and relationship building internal to the company	4.31

Table 15: Summary of top 5 methods used to build career capital

The results of the data analysis are presented in the following chapter. Using this data, Chapter Six provides solutions to the research problem.

6 CHAPTER 6

6.1 INTERPRETATION OF THE RESULTS

The following chapter is structured according to the research questions presented in Chapter 3. This chapter aims to show insight into the respondent's thoughts on the research questions posed in Chapter 3. The interpretation will take into consideration the literature reviewed while highlighting the themes that emerge.

6.2 RESEARCH QUESTION 1 - WHAT ARE THE PERCEIVED KEY COMPONENTS OF CAREER CAPITAL FOR HIGH-VALUE KNOWLEDGE WORKERS?

Table 9 helped to answer research question 1. Upon examining the top 13 items ranked by the high – value knowledge workers, five themes emerged - these themes being:

- Team work and relationships
- Knowing self and emotional intelligence
- A broad understanding of the industry

The bottom half of the responses show a further two themes emerging, with these being:

- Education, skill and experience
- Social networking

6.2.1 Team work and Relationships

~~Missing table!~~

Formatted: Font color: Red

High – value knowledge workers rank the ability to participate in a team and be a team player as being of primary importance, as this career capital component was rated by 88% of the respondents (See Table 9). This component is a clear leader with the second component of career capital perceived to be important, trails by 10%.

The following table shows the three items that were clustered under this heading:

<u>Ranking</u>	<u>Component of Career Capital</u>	<u>Percentage as rated as “critically important” column by High-Value Knowledge Workers</u>
<u>1</u>	<u>Ability to participate in a team (team player)</u>	<u>88.35%</u>
<u>11</u>	<u>People skills: having good working relationships</u>	<u>66.34%</u>
<u>13</u>	<u>Ability to lead a team (team leader)</u>	<u>63.11%</u>

Formatted: Font: Bold

Formatted: Font: Bold

Table 16: Ranking of the critically important components of career capital with regards to teamwork and relationships.

In support of being able to participate in a team, an important career capital component ~~that ranked 13th, with 63% of the respondents perceiving it to be important,~~ is the ability to lead a team and to be a team leader. This finding



supports D'Art and Turner (2006) who state that high – value knowledge ~~knowledge workers~~ inworkers in the knowledge economy need comfort with ambiguity and complexity of work, and thrive on teamwork and relationship building compared to more traditional work contexts.

~~Having good relationships Ranked 14th as a is~~ perceived as an important career capital component. ~~is people skills and having good relationships. This career capital component was regarded as important by 66% of the respondents.~~ This finding relates to the theme of having a broad understanding of the industry, because changing from one role to another requires an understanding of diverse people. In turn, the fact that relationships are regarded as being important to high – value knowledge workers , links to the finding that team work and participating in a team are seen to be the most important components of career capital, as perceived by the high – value knowledge workers.

Relationships and network contacts are denoted as being of value to the knowledge worker and subsequently to the high – value individual (DeFillippi and Arthur, 1996). DeFillippi and Arthur (1996) note relationships and network contacts as representing the “know – whom competency”. ~~The results show the relationships as being ranked as an 11th item at 66.34%.~~

The research findings show that the high – value knowledge ~~workers rate~~workers rate and rank knowing themselves and being responsible for themselves as an important component of career capital.

6.2.2 A broad understanding of the industry

~~Missing table!~~

Formatted: Font color: Red

The research findings supported the view that high – value knowledge ~~workers perceive~~workers perceive ambiguity and complexity of work, as mentioned earlier, as an important component of career capital.

The following table shows the four items that were clustered under this heading;

Formatted: Font: 12 pt

<u>Ranking</u>	<u>Component of Career Capital</u>	<u>Percentage as rated as “critically important” column by High-Value Knowledge Workers</u>
<u>3</u>	<u>Business Acumen; understanding of the business bigger picture</u>	<u>74.26%</u>
<u>6</u>	<u>Multi disciplinary experience i.e. experience in diverse disciplines e.g. different roles in the organisation</u>	<u>70.59%</u>
<u>8</u>	<u>Flexibility and adaptability; Ability to adapt to various environments</u>	<u>67.96%</u>
<u>N/A</u>	<u>Broad knowledge and not just an expert</u>	<u>See Table 10</u>

Formatted Table

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Table 17: Ranking of the critically important components of career capital with regards to a broad understanding of the industry.

Formatted: Font: Bold

Formatted: Caption

~~Therefore it is no surprise that 74% of the respondents deem having business acumen and an understanding of the business' bigger picture as the third most important component of career capital. The notion of having a broad understanding of the business in its entirety also emerges, and is ranked in~~

~~seventh position with 71% of the respondents claiming that multi-disciplinary experience (i.e. experience in diverse disciplines such as different roles within the organisation) is an important component of career capital.~~

Having an broad understanding of the ~~business~~business and gaining multi – disciplinary experience is perceived to be important to the high – value knowledge workers, this finding is consistent with (Froneman, 2008) findings that career capital is built through change such as promotions, geographical relocations or lateral movement. Therefore this broad understanding of the business and business acumen becomes an important career capital component. It is clear from the findings in the research that varied and broad understanding of the business is an important career capital component to the high – value knowledge worker. ~~This is further demonstrated by 68% of the respondents ranking flexibility and adaptability to various environments in eighth position.~~ These individuals are wary of being unable to trade their career capital by being confined to a specific role or position while pursuing their career capital. Furthermore, when the respondents were asked for additional career capital components that were not mentioned in the Likert – scale survey, they mentioned the ability for broad knowledge of the business rather than just being regarded as an expert (See Table 10).

Individual employability is described as the power of the high – value knowledge worker to guide their own careers, thus the need to cater to changing requirements and the transferability and broadness and self - management skills used to acquire other jobs (Forrier and Sels, 2003).

6.2.2.1 Knowing self and emotional intelligence

Knowing self and being in possession of emotional intelligence is shown in Table 9 as being ranked highly by the high-value knowledge workers.

The following table shows the seven items that were clustered under this heading:

Ranking	Component of Career Capital	Percentage as rated as “critically important” column by High-Value Knowledge Workers
2	Self Motivation and Drive	78.64%
4	Ability to influence and motivate	71.84%
5	Knowing yourself or emotional intelligence	71.84%
9	Being known for delivery and execution	66.99%
10	Personal reputation	66.67%
12	Understanding your reactions and feelings to different situations	63.73%
N/A	Achieving credibility by delivering	See Table 10

Formatted: Font: Not Bold

Formatted: Left, Line spacing: 1.5 lines

Table 18:— Ranking of the critically important components of career capital with regards to knowing self and emotional intelligence

The research findings validate the notion that high – value knowledge workers are those who drive their own career capital and do not wait for the organisation to lead them. The findings further highlight DeFillippi and Arthur’s (1996) work stating that “know - why competencies” are solely regarding personal career motivation, meaning, awareness of values and identification for the knowledge worker.



6.2.3 Items that high – value individuals scored low as components of career capital

6.2.3.1 Education, skill and experience

The following table shows the four items that were clustered under this heading:

Ranking	Component of Career Capital	Percentage as rated as “critically important” column by High-Value Knowledge Workers
16	Educational qualifications	49.51%
18	A practical or pragmatic understanding of the technical and working environment	45.68%
25	A comprehensive technical understanding	31.68%
26	Technical ability	29.87%
27	Relevant hands on knowledge	26.47%

Table 19 – Ranking of the critically important components of career capital with regards to education, skill and experience.

Through the research findings the high – value knowledge workers demonstrated that formal education, skills and experience were perceived to be among the least important components of career capital. This certainly contradicts the notion that a knowledge employee that is of high – value is characterised as an employee with a high level of experience and education (Drucker, 1994). An education qualification is still important but is rightfully classified as a “must have” by the high – value knowledge workers. Lamb (2007) states that past qualifications and calibre of education, whether formal or informal training, leads to specialisation of skills applicable to the knowledge economy.

Through the research findings it is shown that while education, skills and experience are necessary, they are not rated highly by high – value knowledge workers. ~~The workers.~~ The main competitive advantage offered by high – value employees is ~~the~~ their application of knowledge in a more successful way than that of their peers (York,2002) . The knowledge, skill and experience of the employees are the major basis by which most organisations compete today (Meisinger, 2006).

Formatted: Font color: Auto

6.2.3.2 Social networking

The high – value knowledge workers ranked social networking as being among the least important components of career capital.

The following table shows the three items clustered under this heading:

Ranking	Component of Career Capital	Percentage as rated as “critically important” column by High-Value Knowledge Workers
15	Networking external the company	50.49%
19	Networking with stakeholders like customers and suppliers.	44.66%
21	Networking within the organisations	42.00%

Table 20:– Ranking of the critically important components of career capital with regards to social networking.

The lower ranking is consistent with (Lamb, ~~2007,~~ 2007) where social networking ranked higher on the scale of building career capital than as an actual component of career capital. This will be explored further when addressing the next research question on methods used to build career capital.

6.3 RESEARCH QUESTION 2 - WHAT ARE THE PERCEIVED METHODS OR PROCESSES OF BUILDING CAREER CAPITAL FOR HIGH ~~VALUE~~ VALUE KNOWLEDGE WORKERS?

Tables 11 and 12 helped to answer research question 2. Upon examining the top 13 items ranked by the high – value individuals in Table 11, three themes emerged. These themes were:

- Self- dependency and emotional intelligence
- Quest for knowledge
- Social networking

The bottom half of the responses of items rated low by high – value knowledge workers show a further two themes emerging. These were:

- Conferencing
- Changing employment

6.3.1 Self – dependency and emotional intelligence

The research findings show that the high – value knowledge workers used self - dependent methods to build career capital extensively.

The following table shows the four items clustered under this heading:

Ranking	Methods used to build Career Capital	Percentage as rated as “used extensively” column by High-Value Knowledge Workers
1	Ensuring that you deliver on your promise	74.26%
3	Having a personal vision and development plan	55.88%
9	Adding value by challenging the status quo	41.58%
N/A	Exercising emotional intelligence, matured intelligence and logical approach	See Table 12

Table 21:- Ranking of the extensively used methods to build career capital with regards to self dependency and emotional intelligence

The research findings show that high – value knowledge workers are self - driven and do not always need the organisation to set a pace and a career path for them. This finding corresponds with the literature as the high – value knowledge worker is one that individually wants to understand his or her own personal values, confidence, strengths and weaknesses. These high – value knowledge workers understand their job – related motives, interests and have an overall self-awareness about what is required in order to be the master of their own careers (Suutari and Smale, 2008).

The research findings show that the high – value knowledge workers are in tune with their emotional information and feelings and are ready to drive themselves to a desired career state. Nelis, Quidbach, Mikolajczak and Hansenne (2009) mention that the possession of emotional intelligence can have a significant impact on life changing outcomes and can positively affect work performance.

6.3.2 Quest for knowledge

The research findings show overwhelmingly in Table 11 that the high – value knowledge workers are yearning to learn more and to be more knowledgeable in order to build their career capital. The evidence is shown in eight of the 13 items closely examined in Table 11 and the item ranking first in Table 12. ~~The items that demonstrate this finding are:~~

The following table show the eight items clustered under this heading:

Ranking	Methods used to build Career Capital	Percentage as rated as “used extensively” column by High-Value Knowledge Workers
2	Willingness to learn	73.53%
5	Eagerness to adopt new ways of working	47.52%
6	Innovation in the way you work	47.00%
8	Reading to keep updated with current industry events and issues	43.14%
12	Association with and learning from successful individuals inside the organisation	37.25%
13	Association with and learning from successful individuals outside the organisation	36.27%



N/A	Improving education qualifications	See table 12
N/A	Reading discipline specific journals, websites, studying, training and attending workshops	See table 12

Table 22:- Ranking of the extensively used methods to build career capital with regards to quest for knowledge

The research findings show that the high – value knowledge workers deem it necessary to improve their knowledge beyond the core competency of education qualification in order to be competitive. This quest for knowledge is also translated into a component of career capital as these employees want to have a broad understanding of the business. Forrier and Sels (2003) state that employability in the knowledge economy is depicted by resilience to cater to changing requirements and the transferability and broadness of occupational and self – management skills. Hence the research finding; ~~eagerness~~eagerness to adopt new ways of working and innovation being critically important in building career capital to high – value knowledge workers.

McGregor, Tweed and Pech (2004), in Table 1 of Chapter 2, show that the evolution of the knowledge worker in development factors has moved away from company specific skills to transferable knowledge, and these research findings confirm this.

Learning from others is also seen as an ideal method of building career capital, wherein social capital plays a role. Gummer (2002) states that access to

information and resources will increase an individual's organisational reputation. The research found that learning from others, either within or without the organisation, is a method used to build career capital by high – value knowledge workers. This reaffirms that networking remains important to these high – value knowledge workers. It is worth noting that mentoring and coaching were mentioned as methods of building career capital in Table 11, but were not rated significantly highly.

6.3.3 Social Networking

It was earlier mentioned in research question 1 that social networking ranked lower as a component of career capital, but that as a method of building career capital it was ranked more highly among the high – value knowledge workers. Corroborating evidence exists through five items mentions in Table 11 and attracted two responses from high – value knowledge workers when asked to state other methods of building career capital outside the Likert-scale (see Table 12).

The following table shows the six items clustered under this heading:

Ranking	Methods used to build Career Capital	Percentage as rated as “used extensively” column by High-Value Knowledge Workers
4	Networking and relationship building internal to the organisation	49.02%
10	Networking and relationship building with stakeholders like suppliers and customers	41.18%
12	Association with, and learning from, successful individuals inside the organisation	37.35%



13	Association with, and learning from, successful individuals outside the organisation	36.27%
14	Networking and relationship building external to the company	35.64%
N/A	General networking	See Table 12

Table 234-: Ranking of the extensively used methods to build career capital with regards to social networking

As associating with, and learning from, successful individuals both internally and externally to the organisation, emerged as a research finding, it has been included in both the quest for knowledge and social networking. This particular research finding plays a dual role (in networking and in satisfying the quest for knowledge) for high – value knowledge workers. Mehra, Kilduff and Brass (in Parks-Yancy and DiTomaso, 2006) mention that high – value individuals are high self - monitors who maintain flexibility in a knowledge economy, and are able to form, and choose, companions and friends based on how closely their skills match their domains.

The fact that social networking ranks higher as a method to build career capital than as a perceived important component of career capital is consistent with (Lamb, 2007, 2007) research findings.

6.3.4 Items that high – value individuals scored low as methods of building career capital

6.3.4.1 Conferencing

According to the research findings, high – value knowledge workers rated and ranked lowest the value of attending conferences as a method of building career capital, with 0.54% of respondents responding to it on the Likert - scale. Presenting at conferences is also rated low with only 9% of the respondents stating it was a method they have used to build career capital.

This research finding could mean that even though knowledge is in demand in the labour market and the only opportunity to trade knowledge is through an individual's career (Edvinsson, 2002), conferencing by high – value knowledge workers, however, is not deemed an important method to trade or build career capital.

6.3.4.2 Changing employment

The research findings show that high – value knowledge workers do not see the following as methods with which to build career capital:

- Changing jobs within the current industry (see Table 11)
- Changing jobs across industries (see Table 11)

Respondents rated these two methods 22% and 8%. The research findings are contrary to the popular view that the war on talent has organisations needing employees capable of flourishing in the globalised world of knowledge; and with careers no longer being limited to a single opportunity of employment (Inkson and Arthur, 2001).

6.4 RESEARCH QUESTION 3 - ARE THERE DIFFERENCES BETWEEN THE COMPONENTS OF CAREER CAPITAL AND THE ACCRUAL OF CAREER CAPITAL BETWEEN MANAGERS AND NON-MANAGERS AS WELL AS INDIVIDUALS WHO ARE YOUNGER OR OLDER THAN 40?

The research findings observed in Table 13 helped to answer research question 3. This table shows that there is no significant difference when comparing age or roles, but rather that there are overriding and significant similarities. Therefore it should be noted that the key driving variable is the commonality of being high – value individuals, as opposed to the demographic profile.

Even though the findings are based on the summary of the top five findings, conclusions can be drawn based on Tables 20 – 24 that reveal there are more similarities than there are differences. The research finding therefore points to the notion that the common factor is that they are high – value knowledge workers who are career capitalist whose investment activities creates increased returns resulting in a self – reinforcing cycle of success (Lamb and Sutherland, 2007).

6.5 RESEARCH QUESTION 4 - WHAT ARE THE KEY REASONS HIGH-VALUE KNOWLEDGE WORKERS LEAVE AN INDUSTRY OR ORGANISATION?

Research question 4, unlike the other questions, was not in a Likert – scale questionnaire format. It did form part of the survey but allowed for open – ended answers and were optional to the respondents (see Appendix 3). Not all respondents took time to complete this section.

Table 14 helped to answer research question 4. Upon examining the top six items ranked by more than ten high – value knowledge workers, it appeared that the main reasons high – value individuals will leave an industry or an organisation were as follows:

- Career growth
- Reward
- Being retrenched or dismissed
- An enabling environment
 - Internal office politics
 - Job satisfaction
 - A lack of constructive leadership
- Individual pursuit

6.5.1 Career growth

Overwhelmingly, career growth is seen as the first reason that high – value individuals would be prompted to change jobs or industries. The research findings observed in Table 14 validate the view that high – value knowledge employees are willing to trade their career capital and drive their own career growth. Of the respondents, 53 noted career growth as their number one reason for changing jobs or industries. This is in line with the view that knowledge workers generate experience as they move and progress, and this accumulated, experience moves with them becoming integrated into the texture of the new role and organisation (Inkson and Arthur, 2001)

6.5.2 Reward

The research findings show income to have been mentioned by 37 of the respondents and was ranked second as a reason high – value knowledge ~~workers would~~workers would be prompted to leave their jobs or industries. According to McGregor, Tweed and Pech (2004), the high – value knowledge ~~workers have~~workers have moved away from the need for a regular or stable salary towards a variety of monetary or volatile rewards.

6.5.3 Being retrenched or dismissed

Retrenchment and dismissal ranked in third position with 25 respondents. The global financial crisis of 2008 could be the reason that the reality of retrenchment and dismissal is top of mind to these respondents. Organisations, therefore, need

to be careful of dysfunctional turnover and organisational memory loss as high – value knowledge ~~workers—experience~~workers experience uncertainty and may move organisations or industries (Sutherland and Jordaan, 2004).

6.5.4 A lack of an enabling environment

The following three items were clustered under this heading:

- Internal office politics
- Job satisfaction
- A lack of constructive leadership

6.5.4.1 Internal office politics

Office politics was ranked in fourth position and was mentioned by 20 respondents. This research finding is not surprising as high – value knowledge workers are primarily self - driven and therefore office politics could lead to a less enabling environment and to a lack of functional turnover. Functional turnover is characterised by a situation where high – value knowledge workers, who are likely to contribute to the success of the organisation in the near future, remain while poor performing employees leave (Allen and Griffeth, 1999, in Sutherland and Jordaan, 2004). The eradication of office politics is therefore necessary for the retention of the high – value knowledge workers.

6.5.4.2 Job satisfaction

The research findings showed that 14 of the high – value knowledge workers felt that without job satisfaction they would be prompted to change jobs or industries. Job satisfaction is also linked to an enabling environment.

6.5.4.3 A lack of constructive leadership

The research findings showed in Table 14 that 14 of the high – value knowledge workers felt that without job satisfaction they would be prompted to change jobs or industries. The fact that leadership is rated by high – value knowledge workers, highlights the view that the psychological contract operates over and above the formal contract of employment and underpins the work relationship (Smithson and Lewis, 2001). Good leadership is part of an enabling environment.

6.5.5 Individual pursuit

The following variables stood out as key reasons that high – value knowledge workers would be prompted to change jobs:

- Entrepreneurship
- Flexible time
- Health
- Lifestyle
- Family

This research finding points to the view that high – value knowledge ~~workers~~ are workers are truly self - monitors with emotional intelligence who will steer their

careers to achieve more than what organisations are willing to offer. This individual pursuit means that high – value knowledge workers will be responsible for steering the movement of organisations from the old economy to the new economy (McGregor, Tweed and Pech, 2004)

7 CHAPTER 7

Recommendations for a successful symbiotic relationship between organisations and high – value individuals

The research set out to:

- Identify the perceived components of career capital for high - value knowledge workers in a knowledge-based economy
- Identify the methods used by high - value knowledge workers to build career capital
- To discover the role of career capital in labour mobility of high - value knowledge workers as they change employment between industries and organisations

7.1 A NEW MODEL IS CREATED TO GIVE ANSWERS TO CAREER MANAGEMENT FOR HIGH – VALUE KNOWLEDGE WORKERS

7.1.1 THE SYMBIOSIS MODEL

A new model that consolidates the main findings is presented below as the answer to a successful symbiotic relationship between the high – value knowledge workers and the organisation. The model also highlights the characteristics of the high – value knowledge workers as observed in the research findings.

Coy (2002) believes that organisations need to understand these individuals to better retain their skills sets and to use them to their advantage. The evolution of the organisation in moving away from the traditional employment model to that of the new economy necessitated this research and the new model.

This model is an empirical model based on the research findings and aims to pull the findings together. It reveals the possibility of a successful symbiotic relationship between high – value knowledge workers and the organisations they work for, who strive to be competitive and outperform their peers locally and globally. The model shows the importance of organisations moving to the new economy and gives them insight into the high – value individuals' characteristics that organisations deem the ticket to success.

The symbiosis model also aims to help with career development for high-value knowledge workers. It must be noted that the model does not differentiate between the various age groups, or managerial / non-managerial roles, but adopts one model. This is because high – value knowledge workers generally share the same values despite their differing demographic profiles. The model shows both the overlapping and the separation between the organisation and the high – value knowledge worker, with the one offering an enabling environment (the organisation) and the other being self - driven and self – prescriptive. Together they can both win.

The symbiosis model shows the bigger circle depicting the high – value knowledge worker. The word “self” demonstrates the characteristics of the high – value knowledge worker that is self – driven, is a self – monitor and drives his / her own career. The circle is bigger showing the shift that (McGregor, Tweed and Pech, 2004) refer to as evidence of the new economy with the high – value knowledge workers driving and striving for an enabling environment that is suitable for themselves.

Formatted: Justified

The bigger circle also lists the components of career capital which are deemed important by high – value knowledge workers according to the research findings. These components are a “must have” and are continually enhanced, (Lamb, 2007) refers to some career components such as education as must have therefore not adding competitive value.

The symbiosis model shows the smaller circle depicting the organisation which plays a smaller role in the careers of high – value knowledge workers. The organisation wants to be competitive and through the contribution of high – value knowledge workers translating positively in their balance sheet. Therefore, the organisation creates an enabling environment that high – value knowledge workers will be attracted to, will remain engaged and within which they can build and trade their career capital.

The outer circle overlaps between the high – value knowledge workers and the organisation because it depicts the methods used to build career capital by high –

value knowledge workers according to the research findings. Therefore, the organisation through an enabling environment allows the high – value knowledge workers to strive and build their career capital with the desired associations and provides the desired networking platform.

The symbiosis model shows that both the organisation and the high – value knowledge worker can be successful at a career capital (high – value knowledge worker) and a competitive balance sheet (organisation). This is shown with the “win: win” arrow. They both win because the high – value knowledge workers are accepted with the components of career capital and the organisation then offers an enabling environment that allows for a flexible and ambiguous environment, with visionary and constructive leadership and flexible reward methods that lead to job satisfaction.

This allows the organisation to retain their human capital which offers a competitive advantage and avoid dysfunctional labour turnover, organisational memory loss, revenue loss and customer dissatisfaction (Sutherland and Jordaan, 2004). The organisation that is able to retain, grow and manage these high – value knowledge workers will ultimately do better than its peers while the high – value knowledge worker will continue to build and trade his / her career capital.

The continuous arrows at the bottom of the symbiosis model show the research findings to note that high – value knowledge workers are passionate about the industry and will only leave the industry or organisation if they do not find the



environment conducive to building their career capital (a lack of career growth) or are unable to broaden their knowledge of the industry or gain access to multi – disciplinary experience.

The high – value knowledge workers have an individual pursuit that the organisation has to recognise as important to their continuation with the organisation and in creating an enabling environment. These are:

- Entrepreneurship
- Flexible time
- Health
- Lifestyle
- Family

Formatted: Bullets and Numbering

An organisation that gets this right ensures job satisfaction and more high – value knowledge workers on board.

Formatted: Justified

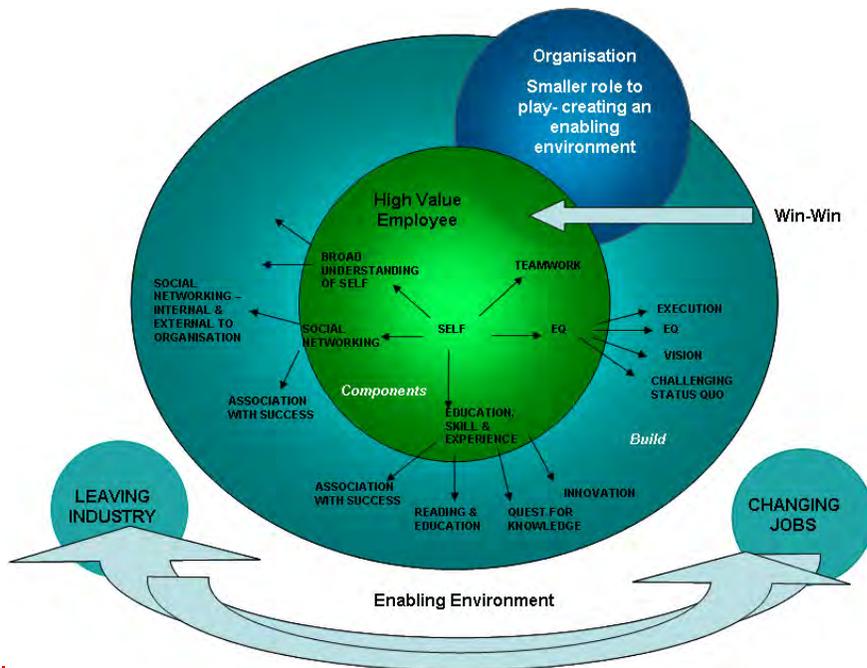
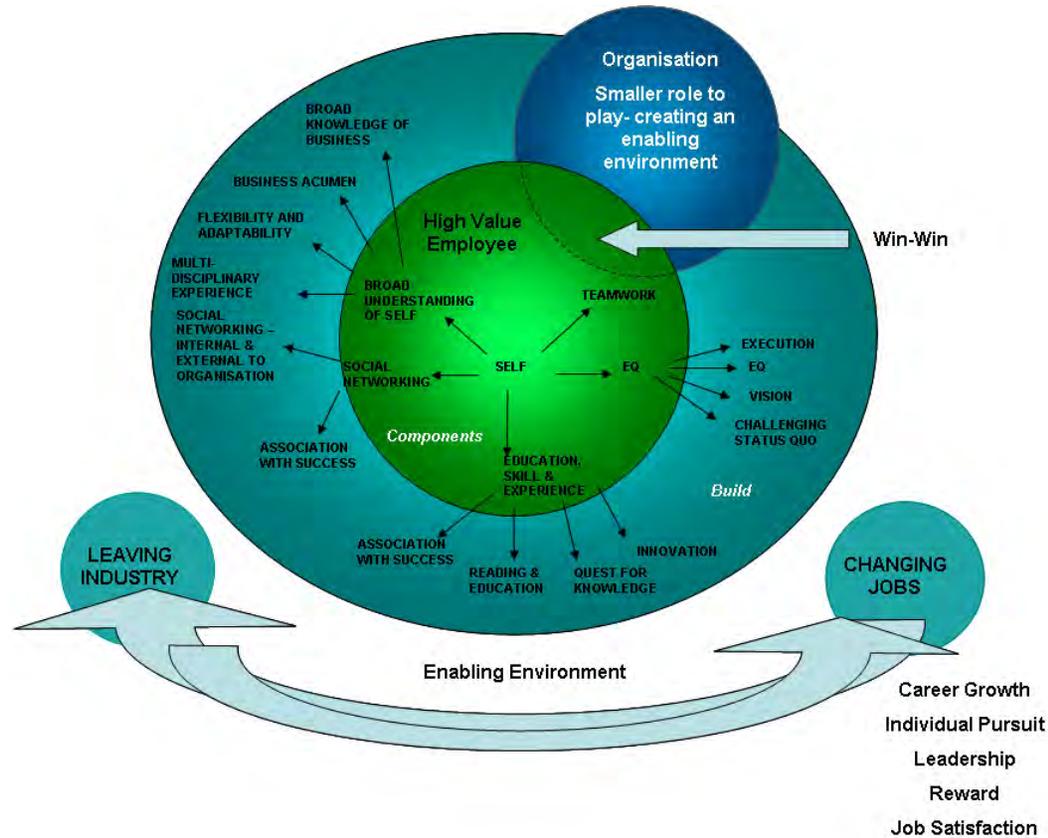


Figure 2: The Symbiosis Model

Formatted: Justified



Formatted: Left: 0.87", Top: 1.37", Bottom: 1", Width: 11", Height: 8.5", Header distance from edge: 0.49", Footer distance from edge: 0.49"

Figure 2: The Symbiosis Model

7.2

7.37.2 RECOMMENDATIONS TO THE ORGANISATION

The research findings demonstrate that high – value knowledge workers do not rely on organisations for the well being of their careers. The literature review proves that these high – value knowledge workers who are university educated and possess the most sought after globally competitive talent are a key asset for the competitiveness and success of an organisation. Therefore, organisations have an interest in retaining, engaging and managing high – value knowledge workers (Snell, 2008).

Organisations have to start accepting the changing psychological contract and respond accordingly. This is important for their future success as the research reveals that high – value employees are leaning towards an individual work – life balance (characteristics of the individual pursuit) and that it is important to them that they share the same values as those of the organisation. These research findings indicate that high – value knowledge workers at a large bank rank their passion for their work above changing jobs or industries, thus providing the organisation with a real opportunity to adapt to, and thrive in, the new economy. This is even more important in a recessionary environment.

Formatted

Formatted: Bullets and Numbering

A number of tactics can be applied by the organisation, including the creation of forums to promote information sharing and to foster new ideas. This will ensure that high – value knowledge workers find the organisation to be an environment of learning where they can be self-driven. Based on the research findings, organisations should contemplate including high – value knowledge workers in policy making, particularly with regard the shifting working hours and reward options that appeared to be important in the research – namely, flexibility, adaptability and factors influencing their individual pursuits.

7.47.3 RECOMMENDATIONS FOR THE HIGH – VALUE

KNOWLEDGE WORKERS

The research findings show that the high – value knowledge workers will influence the organisation to move from the old economy to the new economy in order to achieve success simultaneously. High – value knowledge workers have moved away from the traditional “must have” attributes such as formal education being an important career capital component, as they already have the formal qualifications or learning required, through conferencing. They prefer forming meaningful associations for learning and rank individual pursuits as important.

High – value knowledge workers need to get involved with policy formation and the driving and changing of organisational values where necessary, to create and nurture an enabling environment that will, in turn, attract more high – value

knowledge workers. This will create a pool of knowledgeable expertise that will help further broaden knowledge and give multi-disciplinary exposure within the industry, thus satisfying the component of career capital according to the research findings. In this way, both the organisation and the high – value knowledge worker benefits, the high – value knowledge worker by continuing to accrue career capital and the organisation by enhancing its balance sheet.

The research findings indicate that the high – value knowledge workers rank retrenchment and dismissal high as being a reason they would be prompted to leave their jobs or change industries. Yet, such situations present the opportunity of becoming entrepreneurs, either as suppliers to, or subsidiaries of, their existing companies, due to the rating of passion for the industry as being important. As entrepreneurs they can directly satisfy their individual pursuit: dictating their reward, their hours of work, flexibility, adaptability, priority with family and their entrepreneurial dream.

7.57.4 RECOMMENDED TOPICS FOR FURTHER RESEARCH

Based on the research findings, it is evident that further exploration into high – value knowledge workers and their successful symbiotic relationship with organisations in the new economy, would be beneficial. Suggested areas of exploration include the following:

- The impact of the economic recession on high – value employees and organisations
- Do high – value knowledge workers ultimately choose entrepreneurship over organisations?
- Constructive leadership as a competitive advantage in the retention and engagement of high – value knowledge workers in an organisation
- Are values, ethics and governance a driver for the high – value employee
- Does the volatility of reward / remuneration play an important role in the retention of high – value knowledge workers in an organisation?

7.67.5 CONCLUSION

The research findings show that high – value knowledge workers are emotionally intelligent individuals who pursue their career capital within the context of the new economy. This, once again, reinforces the necessity for organisations to adopt ~~to~~ the knowledge economy and recognise that their greatest asset (high – value knowledge workers) are self – monitors. These individuals are self – driven and are often the key to an organisation’s success.

A successful and symbiotic relationship between the organisation and the high – value knowledge workers is both necessary and possible. The new “symbiosis model” demonstrates that this relationship can be successful and can create a win – win situation for both the organisation and the high – value knowledge worker.

Ultimately, this can translate into an innovative and competitive reality, resulting in the organisation being firmly set to tackle global competitors and manage recessionary cycles. In a localised context, this could increase South Africa's wealth and enable the country to compete successfully with other emerging countries.

8 LIST OF REFERENCES

Atkinson, C. (2002) Career management and the changing psychological contract, *Career Development International*, 7(1), 14 – 23.

Bailey, K.D. (1987) *Methods of social research*. 3rd ed. New York: Free Press.

Formatted: Superscript

Baruch, Y (2006) Career development in organisations and beyond: Balancing traditional and contemporary viewpoints, *Human Resources Management Review*, 16 (2006), 25 – 138.

Burfitt, A. and Ferrari, E. (2008) The housing and neighbourhood impacts of knowledge-based economic development following industrial closure, *Policy Studies*, 29(3), 293 – 304.

Cappellen, T., Cooper, C.L. (2006). Career paths of global managers: Towards future research. *Journal of World Business*, 40(4), 348 – 360.

Carrie, G., Tempest, S. and Stakey, K. (2006) New careers for old? Organisational and individual responses to changing boundriesboundaries, *International Journal of Human Resources Management*, 17(4), 755 – 774.

Colvin, G. (2006) Catch a rising star, *Fortune Magazine*. 153(2), 39 – 44.

Coy, P. (2002) High turnover, high risk. *Business week*. 37(76), 101 - 190

D'Art, D. and Turner, T. (2006) New working arrangements: changing the nature of the employment relationship? *International Journal of Human Resource Management*, 17(3), 523 – 538.

DeFillippi, R. and Arthur, M. (1996) The boundaryless career: A competency-based perspective, *Journal of Organisational Behaviour*, 15(2), 307 – 324.

De Grip, A., Van Loo, L. and Sanders, J. (2004) The industry employability index: Taking account of supply and demand characteristics, *International Labour Review*. 143(3), 211- 233.

Drucker, P. (1994) The age of social transformation, *The Atlantic Monthly*, November 1994.

Drucker, P. (2005) Managing Oneself, *Harvard Business Review* 83(1), 100 – 109.

Edvinsson, I. (2002) The new knowledge economics, *Business Strategy Review*, 13(3), 72 – 76.

European Communities (EC) (2004) *Facing the challenge: Luxembourg: Luxembourg*: Office for Official Publications of the European Communities. Luxembourg.

Forrier, L. and Sels, J. (2005) Employment contracts and well being among European workers, *Business and Economics*. 248, 57 – 80.

Freese, C., Schalk, R. (2008) How to measure the psychological contract? A critical based review of measures. *South African Journal of Psychology* 348(2), 269-286.

Formatted: Font: 12 pt, Italic



Froneman, S. (2008) *A roadmap of career capital accrual for knowledge workers*, Master of Business Administration Research Report, Gordon Institute of Business Science, University of Pretoria.

Gardner, T.M. (2005) ~~Interfirm~~ Interfirm competition for human resources: Evidence from the Software Industry, *Academy of Management Journal*, 48(2), 237 – 256.

Grobler, P.A., Elbert, N.-F., Carell, M.R., Warnich, S. and Hatfield, R.D. (2006) *Human Resources Management in South Africa*. 3rd edition.

Gummer, B. (2002) It's not what you know or who you know, it's where you are, Administration in Social Work, State University of New York, United States of America.

Hansen, F. (2007) Mismatch in supply, demand, *Workforce Management*. ~~(86(1))~~, 10 – 13.

Inkson, K. and Arthur, M.B. (2001) How to be a successful career capitalist, *Organisational Dynamics*, 30(1), 48 – 61.

James, M. (2008) Defining and building the knowledge economy: Studies in philosophy and education, *Knowledge Management Review*. 27(2/3), 149 – 159.



Kelly, A., Brannick, T., Hulpke, J., Levine, J. and To, M. (2003) Linking organisational training and development practices with new forms of career structure: A cross-national exploration, *Journal of European Industrial Training*, 27(2/3/4), 160 – 168.

Lamb, M. (2007) *The components of career capital for knowledge workers in the global economy*, Master of Business Administration Research Report. Gordon Institute of Business Science, University of Pretoria.

Lamb, M. and Sutherland, M. (2007) *The components of career capital for knowledge workers in the global economy*. Gordon Institute of Business Science. University of Pretoria.

Leedy, P.D. and Ormrod, J.E. (2001) *Practical Research-Planning And Design*. New Jersey: Prentice Hall.

Leenders, R.A.J. and Gabbay S.M. (1999/2002) Corporate social capital and liability, *Contemporary Sociology*. 31(5), 547 – 548.

Legatt-Cook, C. (2007) *Health, Wealth and Happiness? Employers, Employability and the Knowledge Economy*, New Zealand, Labour Market Dynamics Research Programme, Working Paper No. 21.



Lin, S., ~~and H~~Huang, Y (2005) The role of social capital in the relationship between human capital and career mobility – Moderator or Mediator? *Journal of Intellectual Capital*. 6(2), 191 – 205.

Massyn, P. (pmassyn@fnb.co.za) (17 April 2009) Re: performance appraisal for FNB branch banking. Email to Ethel Nyembe (enyembe@fnb.co.za).

McGregor, J., Tweed, D., Pech, R. (2004) Human capital in the new economy: devil's bargain? *Journal of Intellectual Capital*, 5(1), 153 – 164.

Meisinger, S. (2006) Talent management in a knowledge-based economy. *HR Magazine*, 5(1), 10.

Nelis, D., Quidbach, J., Mikolajczak, M., ~~and~~Hansenne, M. (2009) Increasing emotional intelligence: (How) is it possible? *Personality and Individual Differences*. 47(1), 36 – 41.

Parks-Yancy, R. and DiTomaso, N. (2006) The social capital resources of gender and class groups, *Sociological Spectrum*. 26(1), 85 –113.

Piskorski, M. (2007) *I am not on the market, I am here with friends: using on-line social networks to find a job or a spouse*, Boston, MA. Harvard University, HBS.



SAPA (2007) Johannesburg Chinese bank to buy 20 percent of Standard Bank.

Available from

http://www.sagoodnews.co.za/trade_investment/chinese_bank_to_buy_20_percent_of_standard_bank.html (Accessed on 07/09/09)

Field Code Changed

Formatted: Font color: Auto

Formatted: Font color: Auto

Schalk, R. , Roe, R. E. (2007) Towards a dynamic model of the psychological contract. *Journal for the theory of social behaviour*, 37(2), 168-178.

Formatted: Font: Not Italic

Formatted: Font: Not Italic

Sieber, L. (2008) *The Employability Paradox*, Master of Business Administration Research Report, Gordon Institute of Business Science, University of Pretoria.

Smithson, J., Lewis, S. (2000) Is Job insecurity changing the psychological contract? *Personnel Review*, 29(6), 680-702.

Snell, A. (2008) The Future of Talent Management, *Workforce Management*. 87(20), 55 – 56.

Formatted: Normal, Justified, Line spacing: Double

South African Banking Sector Analysis (2009). Available from <http://www.1888pressrelease.com/south-african-banking-sector-analysis-pr-114632.html> (accessed on 07/09/09).

Formatted: English (U.K.)

Formatted: English (U.K.)

Formatted: Normal, Justified, Line spacing: Double

South African Business Research Evaluation (SABRE) (2007) *South African banking industry*. Johannesburg: AVUSA.

Sutherland, M. and Jordaan, W. (2004) Factors affecting the retention of knowledge workers, *South African Journal of Human Resource Management*. 2(2), 63 – 72.

Suutari, V. (2008) Global Managers: Career orientation, career tracks, life-style, implications and career commitment, *Journal of Managerial Psychology*. 18(8), 185 – 207.

Suutari, V. and Smale, A. (2008) Designing IB curricula for future global careerists: A boundaryless career perspective, *Journal of Teaching in International Business*. 19(2), 167 – 191.

Thijssen, J., Van der Heijden, B., Rocco, T. (2008) Toward the employability – link-mode: current employment transition to future employment perspectives. *Human Resource Development Review*, 7(2), 165-183.

Formatted: Font: Bold

York, G. (2002) *The development of an integrated model for the maximisation of the return on human capital*, Master of Business Administration Research Report, Gordon Institute of Business Science, University of Pretoria.

Zikmund, W.G. (2003) *Business Research Methods*, USA. Thomson South-Western.

9 APPENDICES

9.1 APPENDIX 1: INTERVIEW GUIDELINE FOR PHASE 1

Every person interviewed received the same explanation. The interviews were approximately fifteen to twenty five minutes in duration.

The researcher set the context and explained the concept of career capital. The context was that the impact of globalisation and the heightened competitive factor among nations and enterprises has a direct influence on the workplace and on employees and organisations, in turn influencing individuals' career paths.

This evolution brings upon changing careers in a knowledge era and the human capital gap (skills oriented) leads to high - value knowledge workers deciding on their employability.

The high - value ~~employees~~ knowledge workers are a core group within the organisation that contribute to the success of the organisation. Their contribution gives their organisation the competitive advantage.

An explanation was given that when organisations employ individuals they typically look at what prospective employees can invest in their organisation. Employees invest a range of different career capitals in the organisation. Career capital is the sum of the value that they have collected through their career as well as the potential future value of the career capital.

For example: a medical doctor's career capital might consist of an original qualification, experience in a specialization, and building up a reputation amongst patients and through teaching at a medical school, which might enhance his reputation with soon to be qualified doctors who would then refer patients to him.

Research Questions asked:

Research Question 1

What are the perceived key components of career capital for high - value ~~employees~~ knowledge workers?

Research Question 2.

What are the perceived methods or processes of building career capital for high - value knowledge workers?

Research Question 3.

What are the key reasons high - value knowledge workers leave an industry or organisation?



9.2 APPENDIX 2: RESULTS OF PHASE ONE

Research Question 1

<u>Components of career capital</u>	<u>Interview 1</u>	<u>Interview 2</u>	<u>Interview 3</u>	<u>Interview 4</u>	<u>Interview 5</u>	<u>Ranking</u>
Environment	x			x		2
Alignment of values	x					1
Ambition	x		x			2
Education	x	x	x	x	x	5
Communication	x					1
Skills -functional -technical	x	x			x	3
People savvy	x			x		2
Experience	x	x	x			3
Specific competencies		x	x			2
Stakeholder relations				x	x	2
Proactive in seeking					x	1
Own opportunities				x		1
Adaptability to change				x		1
Self Awareness				x		1
Continuously updating skills					x	1
Leadership				x	x	2
Business acumen					x	1
Networking within external to organisation	x			x	x	3

Table 24: Results of research question 1



Research question 2

Building career capital	Interview 1	Interview 2	Interview 3	Interview 4	Interview 5	Ranking
Changing and improving complexity of role (experience)	x		X		x	3
Coaching and Mentoring				x	x	2
Promotion		x			x	2
Multifunctional ability	x		X		x	3
Feeling of adding value	x	x		x		3
Adaptability and flexibility	x				x	2
Networking	x		X	x	x	
Understanding strengths & Weaknesses	x	x		x	x	
Having to drive mantra "to be the best" or YES I CAN				x		
Associate with successful others			X			
Team player			X			
Challenge status quo			X			
Innovative ideas			X			
Further education	x	x				
2 – 5 years exposure to same role		x				
Reading	x					
Adapting to technological advancement: Systems and business processes	x					
Time management – prioritisation and Delegation	x					

Table 25: Results of research question 2



Research Question 3

Link to labour turnover	Interview 1	Interview 2	Interview 3	Interview 4	Interview 5
Direct link	x	x	X	x	
Reach organisation ceiling	x				
May need exposure to other businesses organisation to test skills Learnt	X	x	x		
Fear of change (No)	x				
Remuneration chains	x				
Lack of career path		x			
Opportunity to further build career capital		x			x
Lack of challenge			x	x	
Leaving their manager		x		x	
Gap between organisational and personal goals				x	x
Broken psychologist contract					x

Table 26: Results of research question 3



9.3 APPENDIX 3: QUESTIONNAIRE USED FOR PHASE TWO

SURVEY INTRODUCTION

I am conducting research on how career capital is built (or accumulated) by high - value ~~individuals~~ knowledge workers in the South African banking industry. I need to determine what career capital consists of and how it is accumulated in the financial services sector, such as in First National Bank, so that we understand how people like yourselves build your careers.

You are please requested to complete the attached survey that should take no more than 10 minutes of your time. The survey consists of two sections:

- An introduction to career capital.
- A questionnaire that seeks to elicit your experience.

Your participation is voluntary and you may withdraw at any time without penalty. Of course, all data will be kept confidential. If you have any concerns, please contact me, or my supervisor. Our details are provided below:

	Researcher	Supervisor
Name:	Ms. Ethel Nyembe	Prof. Margie Sutherland
Email:	enyembe@fnb.co.za	sutherlandm@gibs.co.za
Phone:	+27 83 498 4891	+27 11 771 4362

Thank you for your participation.

What is career capital?

Imagine if you had to buy a house. You first look at the amount of capital you have and based on that, decide on the type of house you can afford. If you have large amounts of capital you are not restricted and can purchase a house that meets your every need.

When organisations employ individuals, they typically look at what prospective employees can invest in their organisation. Employees invest a range of different career capitals in the organisation. Career capital is the sum of the value that they have collected through their career as well as the potential future value of the career capital.

For example: a medical doctor's career capital might consist of an original qualification, experience in a specialization, building up a reputation amongst patients and through teaching at a medical school, which might enhance his reputation with soon to be qualified doctors who would then refer patients to him. Career capital then consists of many components that are accumulated through one's career.



Survey questions

Please indicate answers by ticking the appropriate boxes:

Age	20 - 29	30 - 39	40 – 50	50
-----	---------	---------	---------	----

Gender	Male	Female
--------	------	--------

Role/Current Area:	Non managerial	HR	Management	Other:
Years of experience in banking environment:	Less than 2 years	2 – 5 years	3 – 7 years	More than 5 years
Years of experience in current role:	Less than 1 year	1 – 2 years	3 – 7 years	More than 5 years
Years of experience in your previous role:	Less than 1 year	1 – 2 years	3 – 7 years	More than 5 years

How important have the following career capital components been in building your career capital?

Please rank your response on the 5 - point scale in the table below and please spread out your responses along the scale as far as possible as some of the items will be far more important to you than others.



	1	2	3	4	5
	Not important at all		Some-what important		Critically Important
Flexibility and adaptability; Ability to adapt to various environments					
Educational qualifications					
Business Acumen; understanding of the business bigger picture					
A comprehensive technical understanding					
A practical or pragmatic understanding of the technical and working environment					
Technical ability					
Relevant hands on knowledge					
Experience in industry					
Knowledge and understanding of entire product life cycle or a system view					
Ability to identify new opportunities for the organisation					
Personal reputation					
Multi disciplinary experience i.e. experience in diverse disciplines e.g. different roles in the organisation					
Networking within the organisations					
Networking with stakeholders like customers and suppliers.					
Networking external the company					
Action orientation					
Determination and perseverance					
Passion for the industry environment					
Being known for delivery and execution					
Self motivation and drive					
Ability to participate in a team (team player)					
Ability to lead a team (team leader)					
Ability to influence/motivate					
Knowing yourself or emotional Intelligence.					
People skills; having good working relationships					
Understanding your reactions and feelings to different situations					
Understanding challenges of managing in your industry and working environment					
Other (Please specify)					



Which of the following methods have you used to build your career capital?

Please rank your responses in the table below and please spread out your responses along the scale as far as possible as some items will be of much more importance to you than others.

	1 Not used at all	2	3 Some-what used	4	5 Used extensively
Changing jobs across industries					
Changing jobs within current industry					
Changing jobs within current company					
Depending on my original qualification					
Further training and development					
Improving education qualifications					
Identification of opportunities to improve visibility and reputation at higher levels in the organisation					
Ensuring multi-disciplinary exposure					
Being mentored or coached					
Eagerness to adopt new ways of working					
Willingness to learn					
Networking and relationship building internal to the company					
Networking and relationship building with stakeholders like suppliers and customers					
Networking and relationship building external to the company					
Luck has played a role in your career					
Developing a complete competence in your role before seeking new opportunities					
Reading to keep updated with current industry events and issues					
Adding value by challenging the status quo					
Innovation in the way you work					
Keeping to the rules of my organisation					
Association with and learning from successful individuals inside the organisation					
Association with and learning from successful individuals outside the organisation					
Having a personal vision and development plan					
Ensuring that you deliver on your promise					
Attending conferences					
Presenting at conferences					
Other ways you have developed your career: Please say what they are and then rate them					



In your opinion, what has prompted or will prompt you to change jobs or industries within your company or external to your organisation?

Give three reasons that could lead you to leave the bank:

-
-
-

Thank you for your participation.



9.4 APPENDIX 4: FULL DATA FOR COMPONENTS OF CAREER CAPITAL

	Average	Sample	1	2	3	4	5
Ability to participate in a team (team player)	4.86	71	0	0	2	6	63
Business Acumen; understanding of the business bigger picture	4.70	70	0	1	1	16	52
Ability to influence/motivate	4.69	71	1	0	2	14	54
Passion for the industry environment	4.69	70	0	0	2	18	50
Self motivation and drive	4.68	71	0	0	5	13	53
Knowing yourself or emotional Intelligence.	4.68	71	0	0	4	15	52
People skills; having good working relationships	4.66	70	0	1	1	19	49
Flexibility and adaptability; Ability to adapt to various environments	4.62	71	0	1	6	12	52
Understanding your reactions and feelings to different situations	4.60	70	0	1	2	21	46
Being known for delivery and execution	4.59	71	0	1	5	16	49
Multi disciplinary experience i.e. experience in diverse disciplines e.g. different roles in the organisation	4.59	70	0	0	7	15	48
Personal reputation	4.57	70	0	2	4	16	48
Ability to lead a team (team leader)	4.54	71	0	0	9	15	47
Other (Please specify)	4.48	66	0	2	3	22	39
Determination and perseverance	4.45	71	0	0	7	25	39
Understanding challenges of managing in your industry and working environment	4.40	70	0	1	7	25	37
Networking with stakeholders like customers and suppliers.	4.39	71	0	2	5	27	37
Networking external the company	4.32	71	1	3	6	23	38
Networking within the organisations	4.23	70	0	3	10	25	32
Experience in industry	4.23	71	0	2	13	23	33
Educational qualifications	4.21	71	2	1	14	17	37
Action orientation	4.20	70	2	1	12	21	34
Ability to identify new opportunities for the organisation	4.14	71	1	1	16	22	31
Knowledge and understanding of entire product life cycle or a system view	4.07	70	1	4	13	23	29
A comprehensive technical understanding	4.06	69	0	5	10	30	24
Relevant hands on knowledge	3.84	70	1	2	25	21	21

Table 27: The components of career capital for respondents younger than 40 years old



	Average	Sample	1	2	3	4	5
Ability to participate in a team (team player)	4.88	32	0	0	0	2	18
Self motivation and drive	4.81	32	0	0	2	1	17
Multi disciplinary experience i.e. experience in diverse disciplines e.g. different roles in the organisation	4.66	32	0	1	1	2	16
Passion for the industry environment	4.66	32	0	0	0	5	15
Knowing yourself or emotional Intelligence.	4.66	32	0	0	0	6	14
Business Acumen; understanding of the business bigger picture	4.61	31	0	0	1	3	15
Personal reputation	4.59	32	0	0	1	8	11
Ability to influence/motivate	4.59	32	0	0	1	8	11
People skills; having good working relationships	4.55	31	0	0	0	8	11
Being known for delivery and execution	4.53	32	0	0	3	5	12
Understanding your reactions and feelings to different situations	4.53	32	0	0	1	8	11
Flexibility and adaptability; Ability to adapt to various environments	4.50	32	0	0	2	12	18
Determination and perseverance	4.47	32	0	0	2	4	14
Other (Please specify)	4.45	31	0	0	3	6	10
Ability to lead a team (team leader)	4.41	32	0	1	0	10	9
Educational qualifications	4.19	32	0	0	4	7	9
Action orientation	4.19	32	0	0	4	10	6
Networking external the company	4.16	32	0	0	4	9	7
Understanding challenges of managing in your industry and working environment	4.16	32	0	0	5	9	6
Networking within the organisations	4.10	30	0	1	3	7	7
Networking with stakeholders like customers and suppliers.	4.03	32	0	0	4	11	5
A comprehensive technical understanding	3.88	32	0	3	2	8	7
Knowledge and understanding of entire product life cycle or a system view	3.87	31	2	0	4	6	8
Experience in industry	3.84	31	0	0	4	11	5
Ability to identify new opportunities for the organisation	3.78	32	2	1	5	4	8
Relevant hands on knowledge	3.28	32	2	2	8	4	4

Table 28: The components of career capital for respondents older than 40 years old



	Average	Sample	1	2	3	4	5
Ability to participate in a team (team player)	4.86	22	0	0	0	3	19
Passion for the industry environment	4.77	22	0	0	0	5	17
Self motivation and drive	4.77	22	0	0	1	3	18
People skills; having good working relationships	4.73	22	0	0	0	6	16
Understanding your reactions and feelings to different situations	4.73	22	0	0	0	6	16
Ability to lead a team (team leader)	4.59	22	0	0	0	9	13
Knowing yourself or emotional Intelligence.	4.59	22	0	0	2	5	15
Business Acumen; understanding of the business bigger picture	4.57	21	0	0	1	7	13
Being known for delivery and execution	4.55	22	0	0	4	2	16
Flexibility and adaptability; Ability to adapt to various environments	4.50	22	0	0	2	7	13
Determination and perseverance	4.50	22	0	0	3	5	14
Ability to influence/motivate	4.50	22	1	0	1	5	15
Other (Please specify)	4.50	18	0	0	1	7	10
Educational qualifications	4.45	22	0	1	2	5	14
Personal reputation	4.41	22	0	2	1	5	14
Understanding challenges of managing in your industry and working environment	4.41	22	0	0	2	9	11
Networking with stakeholders like customers and suppliers.	4.32	22	0	1	2	8	11
Experience in industry	4.29	21	0	0	3	9	9
Ability to identify new opportunities for the organisation	4.27	22	0	0	5	6	11
Multi disciplinary experience i.e. experience in diverse disciplines e.g. different roles in the organisation	4.23	22	0	1	4	6	11
Action orientation	4.09	22	0	1	5	7	9
Knowledge and understanding of entire product life cycle or a system view	4.05	21	0	1	5	7	8
Networking within the organisations	4.00	21	0	4	3	3	11
Networking external the company	4.00	22	0	1	6	7	8
A comprehensive technical understanding	3.95	21	0	3	0	13	5
Relevant hands on knowledge	3.77	22	0	2	8	5	7

Table 29: Components of career capital – non-managerial respondents



	Average	Sample	1	2	3	4	5
Ability to participate in a team (team player)	4.86	81	0	0	2	7	72
Multi disciplinary experience i.e. experience in diverse disciplines e.g. different roles in the organisation	4.71	80	0	0	4	15	61
Self motivation and drive	4.70	81	0	0	6	12	63
Ability to influence/motivate	4.70	81	0	0	2	20	59
Business Acumen; understanding of the business bigger picture	4.70	80	0	1	4	13	62
Knowing yourself or emotional Intelligence.	4.69	81	0	0	3	19	59
Passion for the industry environment	4.65	80	0	0	3	22	55
Personal reputation	4.63	80	0	0	4	22	54
Flexibility and adaptability; Ability to adapt to various environments	4.60	81	0	1	6	17	57
People skills; having good working relationships	4.59	79	0	1	2	25	51
Being known for delivery and execution	4.58	81	0	1	4	23	53
Understanding your reactions and feelings to different situations	4.54	80	0	1	4	26	49
Ability to lead a team (team leader)	4.47	81	0	2	10	17	52
Other (Please specify)	4.47	79	0	2	5	26	46
Determination and perseverance	4.44	81	0	0	8	29	44
Networking external the company	4.35	81	2	2	6	27	44
Understanding challenges of managing in your industry and working environment	4.30	80	0	1	10	33	36
Networking with stakeholders like customers and suppliers.	4.27	81	0	2	9	35	35
Networking within the organisations	4.24	79	0	0	12	36	31
Action orientation	4.23	80	2	0	12	30	36
Educational qualifications	4.14	81	2	0	20	22	37
Experience in industry	4.06	81	1	2	18	30	30
A comprehensive technical understanding	4.01	80	0	6	14	33	27
Knowledge and understanding of entire product life cycle or a system view	4.00	80	3	3	17	25	32
Ability to identify new opportunities for the organisation	3.96	81	4	2	16	30	29
Relevant hands on knowledge	3.64	80	4	3	31	22	20

Table 30: Career capital components – managerial respondents



9.5 APPENDIX 5: FULL DATA FOR METHODS USED TO BUILD CAREER CAPITAL

	Average	Sample	1	2	3	4	5
Willingness to learn	4.77	70	0	0	2	12	56
Ensuring that you deliver on your promise	4.74	69	0	0	1	16	52
Developing a complete competence in your role before seeking new opportunities	4.54	70	3	1	16	24	25
Having a personal vision and development plan	4.49	70	1	1	1	27	40
Eagerness to adopt new ways of working	4.43	69	0	0	7	25	37
Networking and relationship building internal to the company	4.36	70	0	2	11	17	40
Innovation in the way you work	4.34	68	0	1	8	26	33
Association with and learning from successful individuals inside the organisation	4.29	70	1	0	9	28	32
Further training and development	4.26	70	0	4	7	26	33
Improving education qualifications	4.18	68	0	1	14	25	28
Reading to keep updated with current industry events and issues issues	4.17	70	1	3	9	27	30
Adding value by challenging the status quo	4.16	69	0	2	16	20	31
Networking and relationship building with stakeholders like suppliers and customers	4.14	70	0	4	13	22	31
Identification of opportunities to improve visibility and reputation at higher levels in the organisation	4.07	70	1	4	11	27	27
Ensuring multi-disciplinary exposure	4.03	69	2	0	15	29	23
Keeping to the rules of my organisation	4.00	67	0	3	18	22	24
Association with and learning from successful individuals outside the organisation	3.97	70	3	6	11	20	30
Being mentored or coached	3.84	70	3	5	18	18	26
Changing jobs within current company	3.83	70	4	4	18	18	26
Networking and relationship building external to the company	3.78	69	7	4	12	20	26
Attending conferences	3.71	70	4	11	11	19	25
Depending on my original qualification	3.28	68	9	7	22	16	14
Changing jobs within current industry	3.09	70	18	8	13	12	19
Luck has played a role in your career your career	2.88	69	19	15	9	7	19
Presenting at conferences	2.87	61	12	8	22	14	5
Changing jobs across industries	2.42	69	26	8	20	10	5

Table 31: Methods used for career capital for respondents younger than 40 years old



	Average	Sample	1	2	3	4	5
Ensuring that you deliver on your promise	4.66	32	0	0	2	5	13
Willingness to learn	4.56	32	0	0	0	6	14
Further training and development	4.22	32	0	2	2	8	8
Networking and relationship building internal to the company	4.16	32	0	0	2	13	5
Innovation in the way you work	4.16	32	0	1	5	5	9
Having a personal vision and development plan	4.16	32	2	1	2	4	11
Eagerness to adopt new ways of working	4.06	32	0	0	6	7	7
Ensuring multi-disciplinary exposure	4.00	31	0	0	6	5	9
Reading to keep updated with current industry events and issues	4.00	32	0	0	7	4	9
Improving education qualifications	3.91	32	1	2	2	7	8
Adding value by challenging the status quo	3.91	32	0	2	3	9	6
Identification of opportunities to improve visibility and reputation at higher levels in the organisation	3.90	30	0	0	4	12	2
Networking and relationship building with stakeholders like suppliers and customers	3.88	32	0	1	8	7	4
Association with and learning from successful individuals inside the organisation	3.88	32	0	3	2	11	4
Networking and relationship building external to the company	3.78	32	1	1	5	8	5
Association with and learning from successful individuals outside the organisation	3.75	32	0	2	3	10	5
Developing a complete competence in your role before seeking new opportunities	3.72	32	0	1	8	6	5
Being mentored or coached	3.69	32	0	1	8	6	5
Keeping to the rules of my organisation	3.68	31	0	5	2	8	4
Changing jobs within current company	3.44	32	3	3	5	6	3
Attending conferences	3.16	32	3	2	8	2	5
Depending on my original qualification	3.09	32	3	2	8	4	3
Presenting at conferences	2.86	28	4	2	6	2	2
Changing jobs within current industry	2.69	32	4	5	7	2	2
Changing jobs across industries	2.59	32	2	4	10	1	3
Luck has played a role in your career	2.38	32	5	4	6	4	1

Table 32: Methods used for career capital for respondents older than 40 years old



	Average	Sample	1	2	3	4	5
Willingness to learn	4.77	22	0	0	0	5	17
Ensuring that you deliver on your promise	4.77	22	0	0	0	5	17
Having a personal vision and development plan	4.50	22	0	1	0	8	13
Eagerness to adopt new ways of working	4.41	22	0	0	2	9	11
Further training and development	4.23	22	0	1	2	10	9
Networking and relationship building internal to the company	4.23	22	0	0	4	9	9
Association with and learning from successful individuals inside the organisation	4.23	22	0	0	3	11	8
Improving education qualifications	4.18	22	1	0	3	8	10
Innovation in the way you work	4.18	22	0	0	4	10	8
Identification of opportunities to improve visibility and reputation at higher levels in the organisation	4.14	21	0	1	2	11	7
Reading to keep updated with current industry events and issues issues	4.09	22	1	1	3	7	10
Being mentored or coached	4.05	22	1	3	2	4	12
Association with and learning from successful individuals outside the organisation	4.05	22	2	0	1	11	8
Ensuring multi-disciplinary exposure	3.95	22	0	0	9	5	8
Adding value by challenging the status quo	3.95	22	0	0	7	9	6
Keeping to the rules of my organisation	3.95	20	0	2	3	9	6
Developing a complete competence in your role before seeking new opportunities	3.91	22	0	0	9	6	7
Networking and relationship building with stakeholders like suppliers and customers	3.82	22	0	1	8	7	6
Changing jobs within current company	3.64	22	3	1	4	7	7
Depending on my original qualification	3.57	21	2	1	7	5	6
Networking and relationship building external to the company	3.57	21	3	1	6	3	8
Attending conferences	3.45	22	2	3	6	5	6
Changing jobs within current industry	3.05	22	4	5	5	2	6
Presenting at conferences	2.78	18	4	4	5	2	3
Changing jobs across industries	2.57	21	6	3	8	2	2
Luck has played a role in you are your career	2.23	22	9	7	1	2	3

Table 33 :- Methods used to build career capital – non-managerial respondents



	Average	Sample	1	2	3	4	5
Ensuring that you deliver on your promise	4.70	79	0	0	3	18	58
Willingness to learn	4.69	80	0	0	3	19	58
Developing a complete competence in your role before seeking new opportunities	4.39	80	3	4	18	28	26
Having a personal vision and development plan	4.35	80	3	1	5	27	44
Networking and relationship building internal to the company	4.31	80	1	2	9	27	41
Innovation in the way you work	4.31	78	0	2	11	26	39
Eagerness to adopt new ways of working	4.29	79	0	0	14	28	37
Further training and development	4.25	80	0	5	8	29	38
Association with and learning from successful individuals inside the organisation	4.14	80	1	3	10	36	30
Networking and relationship building with stakeholders like suppliers and customers	4.13	80	1	5	13	25	36
Reading to keep updated with current industry events and issues issues	4.13	80	1	3	15	27	34
Adding value by challenging the status quo	4.11	79	1	4	16	22	36
Improving education qualifications	4.06	78	1	4	14	29	30
Ensuring multi-disciplinary exposure	4.04	78	3	0	14	35	26
Identification of opportunities to improve visibility and reputation at higher levels in the organisation	3.99	79	1	3	16	35	24
Keeping to the rules of my organisation	3.88	78	0	7	19	28	24
Association with and learning from successful individuals outside the organisation	3.86	80	3	8	15	25	29
Networking and relationship building external to the company	3.84	80	7	4	12	29	28
Changing jobs within current company	3.73	80	4	7	23	19	27
Being mentored or coached	3.73	80	3	5	27	21	24
Attending conferences	3.56	80	6	13	16	20	25
Depending on my original qualification	3.13	79	12	10	25	20	12
Changing jobs within current industry	2.94	80	21	9	20	14	16
Presenting at conferences	2.89	71	14	7	28	17	5
Luck has played a role in your career your career	2.86	79	21	15	15	10	18
Changing jobs across industries	2.45	80	28	11	24	11	6

Table 34: ~~m~~Methods used to build career capital – managerial respondents