ARCHETYPAL VALUES, CAREER ORIENTATIONS, PERCEIVED CAREER SUCCESS AND MEANINGFULNESS

by

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DECLARATION

I, DIDI-MARI DU TOIT, student number 3552-732-3, declare that the dissertation entitled, **"Archetypal values, career orientations, perceived career success and meaningfulness"**, is my own work, and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

I further declare that ethical clearance to conduct the research has been obtained from the Department of Industrial and Organisational Psychology, University of South Africa, as well as from the participating organisation.

_____

DIDI-MARI DU TOIT

30 NOVEMBER 2010

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SUMMARY

ARCHETYPAL VALUES, CAREER ORIENTATIONS, PERCEIVED CAREER SUCCESS AND MEANINGFULNESS

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DEPARTMENT	:	Industrial and Organisational Psychology
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The primary objective of this study was to investigate the relationship between archetypal values (measured by the PMAI), career orientations (measured by the COI), perceived career success and meaningfulness (measured by open-ended questions) in a sample of 207 participants employed in the science and engineering sector. The secondary objective was to qualitatively assess the core themes underlying individuals' perceptions of their career success and meaningfulness. The tertiary objective was to determine whether demographic groups differ in terms of their archetypal values and career orientations.

The research findings indicated significant relationships between participants' archetypal values, career orientations, their perceptions of career success and meaningfulness. The findings further revealed a number of core themes underlying individuals' perceptions of their career success and meaningfulness. Significant differences were observed between demographic groups in terms of their archetypal values and career orientations. The findings contributed valuable new knowledge to inform career counselling and decision-making practices.

KEY TERMS

archetypal values, career orientations, career success, career meaningfulness, career decision-making, career counselling, career anchors, career development, personal development, career psychology

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CHAPTER 1
SCIENTIFIC OVERVIEW OF THE RESEARCH

This dissertation explores the relationship between archetypal values, career orientations, perceived career success and perceived career meaningfulness. In this chapter the background and motivation for the study are described. In addition, the problem statement and research questions are formulated and the general and specific theoretical and empirical aims are stated. The paradigm perspectives, which demarcate the boundaries for the study, the research design and methodology, are also discussed. The final section contains details relating to the presentation of the chapters within this dissertation. The chapter concludes with a chapter summary.

1.1 BACKGROUND AND MOTIVATION OF THE RESEARCH

The context of this research involves career counselling and guidance practices that aim to facilitate employee career decision-making. The research focuses specifically on the relationship between archetypal values, career orientations, perceived career success and meaningfulness, particularly in the South African multicultural organisational context.

Interest in the nature of careers has escalated in recent times, driven by researchers and counsellors' need to understand and define the twenty-first century career (Hess & Jepsen, 2009). The importance of careers has also increased as the world has become more global, complex, diverse and individualistic (Gunz & Peiperl, 2007). The individualistic approach to careers refers to the independent nature of the current approach to careers, where individuals are at liberty to determine the nature of their careers (Briscoe & Finkelstein, 2009; Joubert & Crous, 2005). The individualistic approach to career and the decline in organisations' management of the careers of their employees are partly the result of the uncertainty associated with constant change (Gunz & Peiperl, 2007). These dynamic conditions have driven the need for the development of the contemporary psychological contract, which attends to the mutual expectations and satisfaction of needs arising from the relationship between employees and organisations (Hess & Jepsen, 2009; Schreuder & Coetzee, 2006).

In order to be responsive to the changing world and the changing needs of the individual within this world it is important to recognise the increased role of career counsellors in facilitating employee career decision making (Collin & Young, 2000). Career counselling research and practices have to remain relevant and appropriate to the evolving nature of

careers. Individuals drive employment relationships and it is therefore critical to understand the factors, and in particular the individuals' values and motives, that appear to guide the way in which individuals make career decisions. Values are defined as a conception of the desirable that guides the way that people evaluate their actions and make career decisions (Schreuder & Coetzee, 2006; Schwartz, 1999). The values driving career decision-making constitute the major ingredient in personal career development (Miller & Miller, 2005) and counsellors need to understand these values in order to provide meaningful guidance. Furthermore, career counsellors are increasingly required to facilitate personal career development for clients from different backgrounds and in different life stages. In order to assist these varied individuals an in-depth understanding of the underlying values driving individuals is required (Coetzee & Roythorne-Jacobs, 2007).

Carol Pearson's (1991) archetypal hero's journey provides a framework for insight into the journey of long-term personal development. In this approach individuals identify and understand the archetypal values (or life themes) active in their lives at a given time in order to gain insight into the direction, needs and potential obstacles to growth and development present in their lives at that time (Pearson & Mar, 2003). Pearson's (1991) theory is rooted in the work of Carl Gustav Jung (1875-1961), who is well-known for his original and controversial concept of the collective unconscious and the associated archetypes. The use of the concept of archetypes in the practical application of identification and explanation of a subset of life themes and their hypothesised relationship to personal development are extensions from the work of Jung (1964). The concept of archetypes presents ways of understanding and organising human experience and has previously been applied within a limited number of studies within the careers context (Carr, 2002). The research that has been undertaken has found similarities between the experience of volunteer workers and Joseph Cambell's (1988 as cited in Carr, 2002) framework of the hero's archetypal journey (Hudson & Inkson, 2006). It is believed that career counsellors can contribute to the enhancement of individuals' growth and development through attaining an understanding of archetypal theory and its relation to personal development within the careers context (Pearson & Marr, 2003).

Schein's (1978) career orientations theory, also referred to as career anchors, provides insight into the values that drive people's career decisions. Career anchors are described as patterns of self-perceived talents and abilities, basic values, motives and needs that pertain to careers, thus influencing individuals' career related decisions (Coetzee & Schreuder, 2009a; Feldman & Bolino, 1996; Greenhaus, Callanan, & Godshalk, 2010).

Individuals' career anchors, or underlying interests, motives and values serve the path that guides them in their decision-making (Coetzee & Schreuder, 2009a). Empirical evidence suggests that when individuals achieve congruence between their career anchors and their work environment they are more likely to achieve positive career outcomes (Feldman & Bolino, 1996). Furthermore, research also indicates individuals' need for congruence between their work and personal interests and that individual preferences shift towards career anchors which are focused on the pursuit of personal interests along with meaningful work (Coetzee & Schreuder, 2008). Individuals make career changes based on personal preferences and current circumstances (Coetzee, Schreuder, & Tladinyane, 2007; Hess & Jepsen, 2009). In addition to archetypal values and career orientations, the meaning of work in the broader context of an individual's life is also influenced by cultural and societal value priorities (Schwartz, 1999). Individuals from the same generation often have similar career values and current research suggests that younger generations at work hold different values than those of their older colleagues (Coetzee & Schreuder, 2009a). Schein's (1978) career orientations model describes an individualised process of value development based upon a person's own experiences, therefore the extent to which individuals possess certain dominant career anchors is particularly important in research regarding the underlying values individuals hold (Coetzee & Schreuder, 2009b). The consideration of career anchors and archetypal values involves understanding personal and career developmental issues and the relationship between these issues. People appear to match their careers to their personal aims, values and life purpose.

The construct of career success is also of considerable interest to researchers and practitioners (Heslin, 2005). Career success is defined in two different ways, as objective career success and subjective career success. Objective career success reflects publicly observable criteria such as positions, remuneration and status (Arthur, Khapova, & Wilderom, 2005). In contrast, subjective career success refers to an individual's internal evaluation of his or her career, across dimensions important to that individual (Arthur et al, 2005). There is currently an increased research focus on individuals' inner definitions of career success (Coetzee & Schreuder, 2009a). This reflects an increased focus on subjective career success, which reflects the changes in values, attitudes and motivation that occur as a person ages (Hall & Fourie, 2007). Career success means different things to different people. This study avoids making assumptions about what people view as career success and career meaningfulness, instead it focuses on understanding individual meanings and the way in which various meanings relate to the values and motives underlying people's career orientations and archetypes.

1.2 PROBLEM STATEMENT

The literature makes it clear that knowledge regarding individuals' archetypal values, career orientations, perceived career success and meaningfulness may provide valuable insights in terms of career decision-making and career counselling practices.

However, there is a paucity of research regarding the relationship between archetypal values, career orientations, perceived career success, and meaningfulness, particularly in the South African multicultural organisational context. Furthermore, as individuals are increasingly required to make choices relating to their self-development, family or career, they may need to become more aware of the values and motives that frame their choices and influence their career decision-making. The insights derived from this study can be used to inform individuals' self-development as well as their career development. This is especially important in helping people achieve balance and integration across the different areas of their lives (Coetzee & Roythorne-Jacobs, 2007; Hall & Chandler, 2005).

Previous research with regards to these variables within the South African context is limited. This study thus represents original research that contributes new knowledge to the field of career psychology and career counselling practices. This is achieved through providing an understanding of the values that drive individuals' life and career choices, and the ways in which these relate to the perceived career success and the meaningfulness of individuals' career paths. Career counselling and guidance focuses on and addresses the career self (Coetzee & Roythorne-Jacobs, 2007). When confronted with behavioural choices people can improve their career decision making by understanding the career self. Individuals' values and motives form a core component of this career self. These values and motives act as the unconscious behavioural drivers that are prominent at that specific time in an individual's life. Individuals' values and motives act as a 'guiding star' (Schein, 1978) that assists individuals in responding to career choices with thoughtful decision making, which results in increased perceived career success and meaningfulness. In the light of this problem statement, several research questions are formulated.

1.2.1 Research questions with regard to the literature review

Research question 1: How are the concepts of archetypal values, career orientations, perceived career success and perceived career

meaningfulness conceptualised in the literature and what are the theoretical linkages between these variables?

Research question 2: According to literature do race, gender, age, marital status and employment status play a role in archetypal values and career orientations?

Research question 3: What are the theoretical implications of these findings for career decision-making and career counselling practices?

1.2.2 Research questions with regard to the empirical study

Research question 1: What is the nature of the empirical relationship between archetypal values, career orientations, and individuals' perceptions of their career success and career meaningfulness as manifested in a sample of respondents employed in the South African organisational context?

Research question 2: What are the core themes that underlie individuals' perceptions of their career success and career meaningfulness as manifested in a sample of respondents employed in the South African organisational context?

Research question 3: How do individuals from different race, gender, age, marital status and employment status groups differ with regard to their archetypal values and career orientations?

Research question 4: What recommendations can be formulated for career decision-making and career counselling practices and possible future research based on the findings of the research?

1.3 AIMS

The research aims consist of one general aim and several specific aims. Based on the research questions presented above several aims were formulated. These aims are detailed in the sections below.

1.3.1 General aim

The general aim of this research is to investigate, analyse and evaluate the relationship between archetypal values, career orientations and individuals' perceptions of their career success and career meaningfulness. This aim involves understanding the core themes underlying perceptions of career success and career meaningfulness and determining whether individuals from different race, gender, age, marital status and employment status groups differ with regard to their archetypal values and career orientations.

1.3.2 Specific aims

The following specific aims are formulated for the literature review and the empirical study:

1.3.2.1 Literature review

The specific aims of the literature review are:

Research aim 1: To conceptualise archetypal values, career orientations, perceived career success and perceived career meaningfulness, and to explain the theoretical linkages between these variables.

Research aim 2: To determine theoretically (based on a review of the literature) the role of race, gender, age, marital status and employment status in archetypal values and career orientations.

Research aim 3: To conceptualise the implications of the theoretical relationship between archetypal values, career orientations, perceived career success and perceived career meaningfulness for career decision-making and career counselling practices in the South African organisational context.

1.3.2.2 Empirical study

The research aims of the empirical study are:

Research aim 1: To investigate the relationship dynamics between archetypal values, career orientations, perceived career success and

perceived career meaningfulness as manifested in a sample of respondents employed in the South African organisational context.

Research aim 2: To identify and understand the core themes that underlie individuals' perceptions of their career success and career meaningfulness as manifested in a sample of respondents employed in the South African organisational context.

Research aim 3: To determine the differences between the archetypal values and career orientations of individuals from different race, gender, age, marital status and employment status groups as manifested in the sample of respondents.

Research aim 4: To formulate recommendations for the discipline of Industrial and Organisational Psychology, with particular focus on career decision-making, career counselling practices and possible future research.

1.4 THE PARADIGM PERSPECTIVE

Colman (2009) defines a paradigm as a pattern, stereotypical example, model, or general conceptual framework within which theories in a particular area of research are constructed. Morgan (1980) states that a meta-theoretical paradigm may include different schools of thought, with different ways of approaching or studying a shared reality or world view. Furthermore, Guba and Lincoln (1994, p. 107) defines a paradigm as 'a set of basic beliefs (or metaphysics) that deals with ultimates or first principles, it represents a worldview that defines, for its holder, the nature of the world, the individual's place in it, and the range of possible relationships to that world and its parts'. In this research the term paradigm is used in its meta-theoretical or philosophical sense to denote a conceptual framework that represents an implicit or explicit view of reality. The paradigm perspective refers to the intellectual climate and variety of meta-theoretical values, beliefs and assumptions underlying the theories and models that form the context of this research (Babbie & Mouton, 2009). The paradigm perspective serves to clearly articulate the intellectual climate and the market of intellectual resources which form the definitive boundary of the present study.

1.4.1 The intellectual climate

This section considers the paradigmatic and conceptual foundations of relevance to this study, with specific focus on the constructs archetypal values, career orientations, perceived career success and perceived career meaningfulness. Four paradigm perspectives are applicable to this research. The literature review on archetypal values will be presented from the paradigm of analytical psychology, while the literature review on career orientations, perceived career success and career meaningfulness is presented from a humanistic psychology paradigm. In terms of the empirical research the quantitative methods are presented from the functionalist paradigm and the qualitative methods are presented from the interpretivist paradigm.

1.4.1.1 Literature review

The literature review is presented from the following paradigmatic perspectives:

a. The analytical paradigm (psycho-dynamic)

The psychodynamic paradigm of analytical psychology, with specific reference to Jung's (1969) archetypal psychology, is applicable to this research. Jung's theory (1914, as cited in Feist, 1994) is based on the assumption that the psyche has both a conscious and an unconscious level. Archetypal values are rooted within the unconscious level, specifically the collective unconscious. The basic assumptions of the analytical paradigm are listed below (Meyer, Moore, & Viljoen, 2008).

(1) Behaviour is the consequence of past events but it is also directed towards the actions of the future.
(2) Human beings are complex and are motivated by their personal conscious and by the unconscious, which contains images from their ancestral past. Human motivation comes from both causal and teleological factors.
(3) People are dynamic organisms consisting of opposing forces. Thus, individuals are not all good or all evil, purely introverted or extraverted, or completely masculine or feminine.
(4) An individual's development is the result of the dialectical relationship between opposing forces.
(5) Human beings strive towards integrating these opposite tendencies into a harmonious whole, which is defined as the self.

The literature review regarding the construct of archetypal values is presented from the analytical paradigm.

b. The humanistic paradigm

The construct of career orientations, which is based on Schein's (1978) career anchor theory, can be understood from the humanistic paradigm. In this paradigm the individual is viewed as growth-driven and in control of his or her own destiny, with a constant strive towards actualising potential (Meyer et al, 2008). The strong influence of the humanistic paradigm within the sphere of career psychology (Chen, 2007) is evident in the developmental approaches of theorists like Super (1957) and Schein (1978).

The basic assumptions of the humanistic paradigm are outlined below (Meyer et al, 2008).

(1) The individual is a dignified human being and have higher psychological dimensions that distinguish them from animals and lifeless objects.
(2) The conscious processes of the individual dictate individual decision-making.
(3) The individual is an active being and there is active participation of individuals in determining their own behaviour. Active participation means free choice and individuals are therefore responsible for the course their life takes.
(4) The psychologically healthy person should be the criterion in examining human functioning.
(5) The individual should be studied as an integrated and unique whole or Gestalt.

The literature review on the constructs career orientations, perceived career success and perceived career meaningfulness will be conducted from the humanistic paradigm.

1.4.1.2 Empirical study

The empirical study focuses on the variables of archetypal values, career orientations, perceived career success and perceived career meaningfulness.

a. The functionalist paradigm

The functionalist paradigm is premised on the assumption that society has a concrete, real existence. In this paradigm society has 'a systemic character oriented to produce an

ordered and regulated state of affairs. It encourages an approach to social theory that focuses upon understanding the role of human beings in society' (Morgan, 1980, p. 608). This study utilises quantitative measures that have a concrete and tangible value related to statistical science and techniques. In the empirical study the constructs of archetypal values and career orientations are presented from the functionalist paradigm.

The functionalistic perspective is primarily regulative and pragmatic in its basic orientation. According to Morgan (1980), the functionalist paradigm makes several important assumptions. These assumptions are listed below.

(1) Society has a concrete, real existence and has a systemic character oriented to produce an ordered and regulated state of affairs.
(2) Social theory should focus on understanding the role of human beings in society.
(3) Behaviour is contextually bound in a real world of concrete and tangible social relationships.
(4) Society should be understood in a way that generates useful empirical knowledge.

The quantitative methods within the present research study are presented from the functionalist paradigm.

b. Interpretivist paradigm

The qualitative methods employed to understand individuals' perceptions of their career success and career meaningfulness are presented from within the interpretivist tradition. This paradigm emphasises individuals' engagement in the process of making sense of their (life) worlds and their continuous involvement in giving meaning to, creating and interpreting their actions (Babbie & Mouton, 2009). The basic assumptions (Babbie & Mouton, 2009) of the interpretivist paradigm are listed below.

(1) The human mind or consciousness (not the human body) is the basis of this paradigm.
(2) The aim of the human science is to understand and not explain people.
(3) People are continuously constructing, developing and changing their perceptions of their worlds.
(4) Concepts can be understood in terms of their relation to individuals.
(5) Interpretations or descriptions generated through empirical research should meet the requirements of logical consistency and adequacy. Logical consistency refers to

the requirement that the interpretations and descriptions generated should be coherent within the larger system of social science, while adequacy is the requirement that, the interpretations and descriptions generated are understandable to the individuals being studied.

1.4.2 The market of intellectual resources

The market of intellectual resources refers to the collection of beliefs that have a direct bearing on the epistemic states of scientific statements. The two focus areas are, firstly, the meta-theory concerning the nature and structure of the constructs and, secondly, the methodological paradigm, which reflects on the nature and structure of the research process (Babbie & Mouton, 2009).

1.4.2.1 Meta-theoretical statements

The meta-theoretical statements represent a critical reflection on the nature of the scientific inquiry and the assumptions underlying the theories, models and paradigms used in this research. From a disciplinary context this study focuses on industrial and organisational psychology as a field of application. The meta-theoretical statements are presented in the sections below.

a. Industrial and organisational psychology

This research project is undertaken in the context of industrial and organisational psychology. Industrial and organisational psychology is defined as an applied division of psychology concerned with the study of human behaviour related to work, organisations and productivity (Cascio, 2001). This study explores individuals' archetypal values, career orientations, perceived career success and perceived career meaningfulness. This research also focuses on the differences of race, marital status, employment status, gender and age groups in terms of their archetypal values and career orientations.

Rothman and Cilliers (2007) identify four broad tasks in relation to industrial and organisational psychology. First, explaining individual, group and organisational behaviour and optimising functioning. Second, measuring behaviour and predicting potential. Third, contributing to organisation development. Fourth, translating industrial and organisational research findings in order to empower potential users of these findings. The sub-fields of

industrial and organisational psychology included in this research are career psychology, personnel psychology, growth psychology and psychometrics.

i. Career psychology

The study is positioned in the industrial and organisational psychology sub-field of career psychology. Career psychology is the study of career development and career behaviour as integral parts of human development. Greenhaus et al (2010) define career development as an ongoing process in which individuals progress through a series of stages and each stage is characterised by a relatively unique set of issues, themes and tasks. This study explores the archetypal values, career orientations and perceived career success of different race, gender, age, marital status and employment status groups. The study provides new insights for the field of career psychology, specifically in relation to the understanding of the core themes underlying individuals' perceptions of their career success and career meaningfulness.

ii. Personnel psychology

Personnel psychology is a sub-field within industrial and organisational psychology. According to Cascio and Aguinis (2005), personnel psychology is an applied discipline that focuses on individual differences in behaviour and job performance and investigates methods of measuring and predicting such differences. Personnel psychology focuses on understanding and measuring psychological constructs in the workplace. This study focuses on the individual's underlying values and the individual differences between different groups' underlying values.

iii. Growth psychology

Growth psychology is an umbrella concept that covers all theories and concepts relating to understanding and explaining growth and psychological development. Psychologists differ regarding the factors that they view as important to growth and development. Jung (1968) suggests that the process of individuation and the transcendent function is the baseline of all development. This development is inspired by the archetype of self. According to Maslow (1970 as cited in Meyer et al, 2008), the individual's striving for growth culminates in supreme development and the use of all of his or her capabilities and qualities. Maslow (1970 as cited in Meyer et al, 2008) refers to this supreme development

as self-actualisation and views transpersonal states of being as growth motivation. The attainment of self-actualisation leads to increased well-being.

This research focuses on the individual's growth capability and the mediating effect of the relationship dynamics between the constructs of archetypal values, career orientations, perceived career success and perceived career meaningfulness.

iv. Psychometrics

Psychometrics relates to the principles and practices of psychological measurement and refers to the entire process of compiling information about a person and using it to make inferences about characteristics and to predict behaviour (Gregory, 2004). Psychometrics includes activities such as the development and standardisation of psychological tests and related statistical procedures. In this research, questionnaires are used to measure individuals' archetypal values, career orientations, perceived career success and perceived career meaningfulness.

1.4.2.2 Theoretical models

A theory is defined as an attempt to explain and/or predict a particular phenomenon (De Vos, Strydom, Fouche, & Delport, 2009). Several different theoretical models are used in this research. The literature survey on archetypes is presented from the analytical psychology perspective with specific reference to archetypes, Jung's (1969) theory of the collective unconscious and Pearson's (1991) archetypal value theory. The literature review on career orientations, perceived career success and perceived career meaningfulness is presented from the humanistic-existential paradigm. The review of career orientations will specifically focus on Schein's (1978) career anchor theory. The literature review on perceived career success and perceived career meaningfulness is presented by means of a broad literature review of prominent researchers in the field of career psychology.

1.4.2.3 Conceptual descriptions

The following conceptual descriptions serve as points of departure for discussions in this research.

a. Archetypes

Jung (1875-1961) is well known for his original and controversial concepts of the collective unconscious and archetypes. Jung (1968, p. 42) defines the collective unconscious as 'a part of the psyche which can be negatively distinguished from a personal unconscious by the fact that it does not, like the latter, owe its existence to personal experience and consequently is not a personal acquisition'. Jung (1968) suggests that the content of the collective unconscious is inherited and does not develop individually. The collective unconscious contains archetypes that give form to certain psychic contents. Pearson (1991, p. 6) defines archetypes as 'unconscious behavioural drives that influence people's decisions, behaviours and how they respond to environmental challenges'. Archetypal values represent a way of understanding and organising human experience.

b. Career anchors

Schein (1978) refers to career orientations as career anchors. Career anchors denote a pattern of self-perceived talents and abilities, basic values, and the evolved sense of career motives and needs that influences a person's career related decisions (Schein, 1978). Career anchors can be understood in terms the domains of an individual's perceived skills and competencies, motives and values. An individual's career self-concept is built on feedback and self-insight, which matures with experience. A person's career self-concept is also known as their career anchor and is the one thing that an individual will not relinquish (Schein, 1985).

c. Career success

Career success is defined as the positive psychological or work-related outcomes or achievements accumulated as a result of an individual's work experiences (Judge, Cable, Boudreau, & Bretz, 1995). Career success is defined as either objective or subjective. Objective career success is measured by relatively objective criteria such as remuneration, promotions and occupational status (Judge & Kammemeyer-Mueller, 2007). Subjective career success refers to the intrinsic components of success and relates to the psychological sense of achievement individuals experience with regards to their careers (Schreuder & Coetzee, 2006).

d. Career meaningfulness

Career meaningfulness is defined as the goals people aim to achieve through their work, this concept is frequently also referred to as viewing a career as a calling (Wrzesniewski, 2002). Lips-Wiersma (2002) identifies four common purposes amongst individuals that result in perceptions of career meaningfulness. These four purposes are developing and becoming self, serving others, unity with others and expressing the self.

1.4.2.4 Central hypothesis

The central hypothesis of this study is that individuals who differ in archetypal values and career orientations also differ in terms of perceived career success and perceived career meaningfulness. The various meanings that individuals attach to their career success and meaningfulness enhance the understanding of the core themes that underlie individuals' perceptions of their career success and meaningfulness. The study hypothesises that people of varying races, genders, ages, marital and employment status differ with regards to their archetypal values and career orientations.

1.4.2.5 Methodological paradigm

A methodological paradigm is more than a mere collection of research methods and techniques. It includes the actual methods and techniques used in the research as well as the underlying principles and assumptions regarding the use of these methods and techniques. An optimal research design that incorporates relevant methods used to test the central hypothesis. Guba and Lincoln (1994) state that questions of method are secondary to questions of paradigm. The methodological paradigm used in this research is therefore consistent with the research paradigms described above.

(1) Research methodologies are usually classified as either qualitative or quantitative. In this research both qualitative and quantitative methods are used.

(2) The literature review employs qualitative research methods involving a literature review on archetypal values, career orientations, perceived career success and perceived career meaningfulness.

(3) The empirical study makes use of both quantitative and qualitative research methods. The investigation of the constructs of archetypal values and career

orientations relies on quantitative research methods, while the investigation of the constructs of perceived career success and perceived career meaningfulness relies on qualitative research methods.

1.5 RESEARCH DESIGN

Durheim (2002) describe the research design as a strategic framework for action that serves as a bridge between research questions and the execution or implementation of the research. This strategic framework is developed through a process of reflection that produces a coherent guide for action that aims to provide valid answers to the research questions. The research design in this study is discussed with reference to the types of research conducted. This is followed by discussions regarding validity, reliability, trustworthiness, the unit of analysis, the research variables and ethical considerations.

1.5.1 Exploratory research

Exploratory research is used to conduct preliminary investigations regarding relatively unknown topics (Durheim, 2002). Exploratory research is usually designed to gain insight and comprehension regarding a particular phenomenon. This research is exploratory in that it compares various theoretical perspectives on archetypal values, career orientations, perceived career success and perceived career meaningfulness. Furthermore, the investigation of the perceptions individuals hold regarding their career success and career meaningfulness is also exploratory in nature.

1.5.2 Descriptive research

Descriptive research aims to describe situations and events and often focuses on the relationships between variables in the research domain (Babbie & Mouton, 2009). This study is descriptive in nature as hypotheses are formulated regarding the probable relationships between the variables archetypal values, career orientations, perceived career success and perceived career meaningfulness. The differences between race, gender, age, marital status and employment status groups in terms of these variables are also investigated. The descriptive research design allows for empirical testing of the relationships between these variables.

1.5.3 Validity

Research designs must provide valid and believable conclusions that can be explained by the factors that the researcher has taken into account. Research designs are blueprints that employ, a set of standard technical procedures to control for or eliminate validity threats (Durheim, 2002).

In this research internal validity is ensured through:

(1) Using models and theories that were chosen in a representative manner and are presented in a standardised manner; and
(2) Using measuring instruments that were chosen in a responsible and representative way and are presented in a standardised manner.

The external validity is ensured through the selection of a representative sample. Design validity is ensured through the identification of plausible rival hypotheses and the elimination of the impact of these hypotheses.

1.5.4 Reliability

Reliability of measurement is a fundamental issue in social research and refers to whether a particular technique, applied repeatedly to the same object, would yield the same result each time (Babbie & Mouton, 2009). In the literature review section of this study reliability is ensured through making use of theoretical views and literature sources that are widely accessible. In the empirical study reliability is ensured through the use of measuring instruments that have proven reliable in previous research.

1.5.5 Trustworthiness

Lincoln and Guba's (1985) influential research identifies the key issue in relation to trustworthiness in research as the need to persuade audiences that it is worth paying attention to and taking account of the findings of the inquiry. Lincoln and Guba (1985) criticise the conventional criteria of (1) truth value, (2) applicability, (3) consistency and (4) neutrality as the qualitative researchers' equivalents for the conventional quantitative terms (1) internal validity, (2) external validity, (3) reliability and (4) objectivity. These researchers state that merely providing alternatives and applying these alternatives within a qualitative context is not sufficient to ensure trustworthiness of qualitative research

(Lincoln & Guba, 1985). The alternative trustworthiness criteria and the associated techniques proposed by Lincoln and Guba (1985) are discussed in the sections below. The discussion focuses on specific activities that are used in this study to ensure trustworthiness.

1.5.5.1 Credibility

The trustworthiness criterion of prolonged engagement is met in this research by ensuring that sufficient time is spent on understanding the context within which the phenomenon exists. The technique of persistent observation is employed to ensure that the elements most relevant to the problem constitute the focus of the research. The researcher had also arranged peer debriefing sessions with a fellow researcher from the researcher's work environment.

1.5.5.2 Transferability

In this research the researcher provides a description of the time and context within which the findings are understood. However, attempts are made to provide information that makes transferability judgements possible for other researchers wanting to apply the findings.

1.5.5.3 Dependability and Confirmability

The criterion of dependability pertains to evidence that if the same research study were repeated with the same or similar respondents its findings would be similar (Babbie & Mouton, 2009). Guba and Lincoln (1985) argue that credibility is not possible without dependability. In the context of this study an audit trail is used to ensure confirmability. The criteria for dependability and confirmability are discussed in this section. An audit trail is provided through publishing the following categories of data on an access controlled website (included in Appendix B).

(1) Raw data - the anonymous survey results are published.
(2) Codes – the summaries, field notes and codes are published.
(3) Categories / themes – the categories (themes, definitions and relationships) and the final research report will be published.
(4) Networks – all designs and relationships are also published.

1.5.6 Unit of analysis

The unit of analysis refers to the object, phenomenon, entity, process or event an individual is interested in investigating (Babbie & Mouton, 2009). In terms of individual measurement the unit of analysis is the individual. In this research the focus is on the possible relationships between an individual's archetypal values, career orientations, perceived career success and perceived career meaningfulness. Individuals' perceptions of their career success and career meaningfulness are also critically investigated, analysed and evaluated. In terms of the analyses of data, the unit of analysis is the group. When investigating the differences between the biographical groups the unit of analysis is sub-groups.

1.5.7 Research variables

A variable is defined as an image, perception or concept that can be measured (Kumar, 1999). Independent variables are the causes that are supposed to be responsible for bringing about change(s) in a phenomenon. Empirical studies measure the effects of an independent variable on a dependent variable (Babbie & Mouton, 2009). In this study the criterion data of the archetypal values measuring instrument is the independent variable and the criterion data of the career orientations measuring instrument is the dependent variable.

1.5.8 Methods to ensure ethical research principles

The research is conducted in an ethical manner in order to uphold the principles of the social science approach. Three fundamental guiding ethical principles have been identified. These principles are, respect for participants, beneficence and justice. The principles are based on the protection of basic human rights within the research context. These rights include, the right to self-determination, the right to privacy, the right to anonymity and confidentiality, the right to fair treatment and the right to being protected from discomfort and harm (Brink, Van der Walt, & Van Rensburg, 2007). The ethical guidelines and standards form the basis on which the research is conducted. These considerations form part of every step of the research process and guide the researcher and the study. The following specific ethical guidelines apply.

(1) The participants are informed of the purpose of the study and provide written consent to participate in the study.

(2) The participants can choose whether or not to participate in the study and can withdraw at any point for any reason.
(3) The privacy, confidentiality and anonymity of participants are honoured.

The results from the research are made available to the participants and the researcher strives to maintain objectivity and integrity in the conducting of the research. Ethical clearance and permission to conduct the research was obtained from both the university overseeing the research and the organisation within which the study was conducted.

1.6 RESEARCH METHOD

The research was conducted in three phases, with each of these phases consisting of several steps. Figure 1.1 below provides an overview of the different phases.

1.6.1 Phase 1: Literature review

A literature review concerning archetypal values, career orientations, perceived career success, perceived career meaningfulness and the integration of the three concepts was conducted and is presented in chapter 2.

Step 1: Archetypal values

A critical evaluation of the existing theory and research concerning archetypal values.

Step 2: Career orientations

A critical evaluation of the existing theory and research concerning career orientations.

Step 3: Perceived career success

A critical evaluation of perceived career success theories and research.

Step 4: Perceived career meaningfulness

A critical evaluation of perceived career meaningfulness theories and research.

Step 5: Theoretical integration

The four concepts are integrated and a conceptual framework explaining the theoretical relationship between these variables is formulated. An explanation of the implications of this framework for career decision-making practices and career counselling practices is provided.

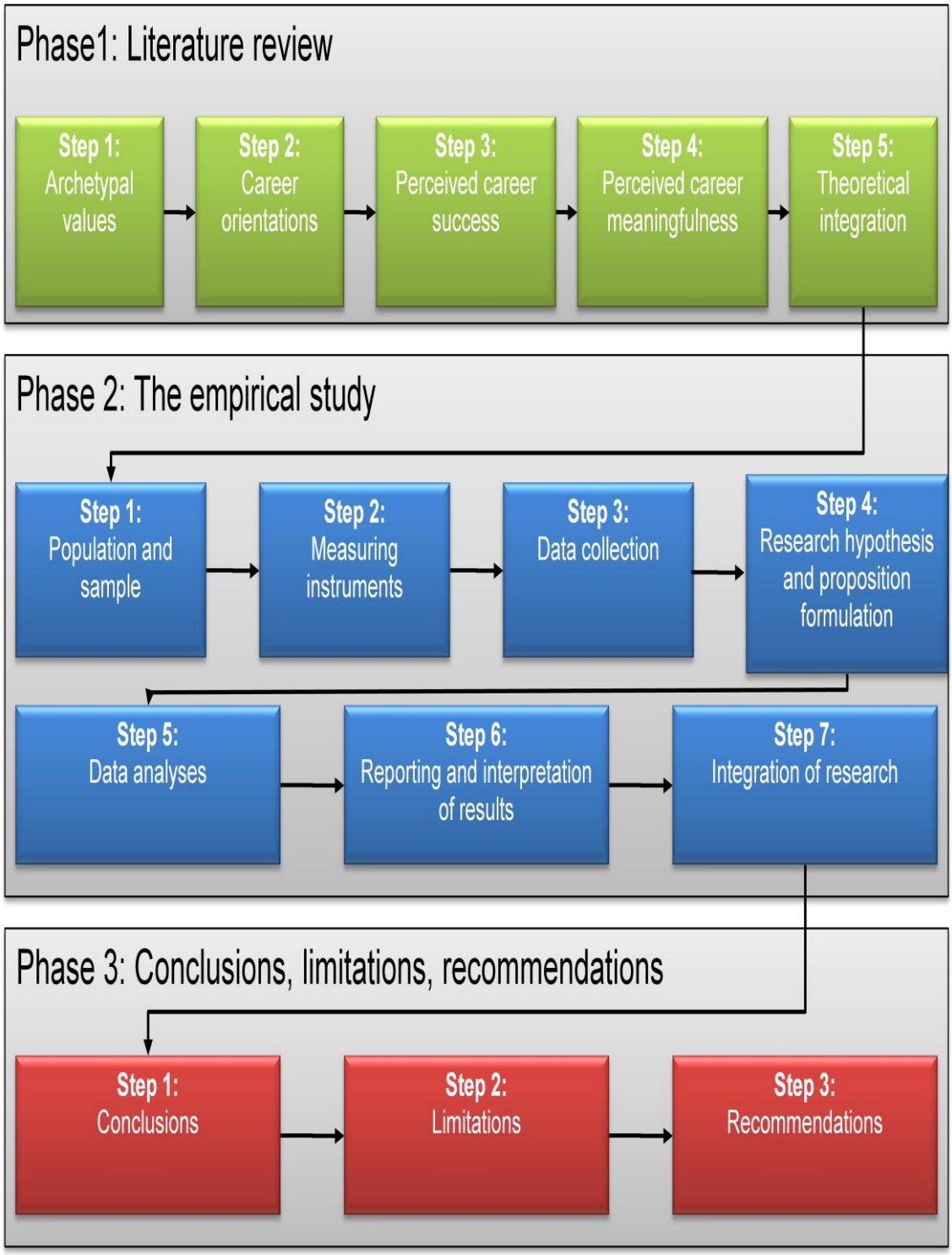

Figure1.1. Flow diagram of the research method.

1.6.2 Phase 2: Empirical study

The empirical study is presented in the form of a research article and is presented as chapter 3 (Archetypal values, career orientations, perceived career success and perceived career meaningfulness) of this dissertation. The research article (chapter 3) outlines the core focus of the study, the background to the study, relevant trends from the research literature, potential value added by the study, the research design (research approach and research method), the results of the empirical study, a discussion of the results, conclusions, limitations and recommendations for practice and future research. Figure 1.1 outlines the various steps that will be followed to ensure the systematic and rigorous execution of the empirical study.

1.6.3 Phase 3: Conclusions, limitations and recommendations

Chapter 4 integrates the research study and discusses the conclusions, limitations and recommendations in more detail.

1.7 CHAPTER LAY-OUT

The chapters are presented in the following manner:

Chapter 2: Literature review of archetypal values, career orientations, perceived career success and perceived career meaningfulness

This chapter aims to conceptualise the constructs of archetypal values, career orientations, perceived career success and perceived career meaningfulness. The disciplinary and conceptual foundations of each construct are explored and the development of the constructs and the prominent theories related to the constructs will be analysed, evaluated and critically discussed. The chapter then focuses on, existing literature in relation to the impact of differences in race, marital status, gender and age groups on the archetypal values and career orientations constructs. The impact of archetypal values, career orientations, perceived career success and perceived career meaningfulness on career decision-making and counselling is presented. Finally the chapter concludes with the integration of the archetypal values, career orientations, perceived career success and perceived career meaningfulness variables.

Chapter 3: Research article

This chapter discusses the theoretical background to the empirical study and focuses on the results of the study. Quantitative results are reported in terms of descriptive, explanatory and inferential statistics. Qualitative data analyses are presented thematically. The final sections of the chapter draw conclusions based on the data, highlight the limitations of the study and make recommendations for the field of industrial and organisational psychology and further research.

Chapter 4: Conclusions, limitations and recommendations

In this final chapter the results are integrated and conclusions are reached. The limitations of the study are explained and recommendations are made for the field of industrial and organisational psychology. The chapter also includes recommendations for further research. The chapter ends with concluding remarks designed to integrate the research.

1.8 CHAPTER SUMMARY

The background and motivation for the study, the problem statement, the objectives of the study, the paradigm perspectives, the research design and research methodology of this study were discussed in this chapter. The motivation for this study involves exploring the relationships that exist among archetypal values, career orientations, perceived career success and perceived career meaningfulness. It is hoped that the results of this exploration will help individuals with career decision-making and assist industrial psychologists and career counsellors to facilitate personal and career growth. Chapter 2 presents a literature review of the constructs of archetypal values, career orientations, perceived career success and perceived career meaningfulness.

CHAPTER 2

LITERATURE REVIEW ON ARCHETYPAL VALUES, CAREER ORIENTATIONS, PERCEIVED CAREER SUCCESS AND PERCEIVED CAREER MEANINGFULNESS

This chapter defines and conceptualises the constructs of archetypal values, career orientations, perceived career success and perceived career meaningfulness. The chapter includes an integration of existing literature, and the presentation of models and approaches, which are evaluated for both uniqueness and commonalities. The final section of the chapter reviews the influence of biographical variables and the practical implications of these constructs for career decision-making and career counselling.

2.1 DISCIPLINARY FOUNDATION

The disciplinary foundation provides a critical framework within which the theoretical development of the constructs of archetypal values, career orientations, perceived career success and perceived career meaningfulness are understood. The constructs are discussed from the disciplinary context of the field of career psychology.

2.1.1 Career psychology

Career psychology is concerned with the interplay between individuals and environments. It attempts to describe the nature of the patterns of positions held and resulting experiences gained over an individual's lifespan (Schreuder & Coetzee, 2010). Career psychology also involves assisting individuals in making career choices. Career psychology's focus areas include the career development of employees, the meaning of work in people's lives, individual vocational behaviour across the lifespan, career counselling and guidance, career issues that influence individuals' career development and organisational career development support initiatives (Schreuder & Coetzee, 2010).

Within this study career psychology is understood from the perspective of career construction theory, which is based on an underlying post-modern theoretical framework. Hartung (2003, p. 103) explains career construction theory, as 'comprehensive theory that integrates four fundamental dimensions of vocational behaviour and its development: (1) life structure, which comprises the constellation of work and other roles that configures a person's life; (2) career adaptability strategies, which entail the coping mechanisms individuals use to deal with developmental tasks and environmental changes that accrue over their life course; (3) thematic life stories, which encompass the motivations, drives

and strivings that pattern a life; and (4) personality style, which constitutes the abilities, needs, values, interests and other traits that characterises a person's self-concept'.

Tams and Arthur (2010) highlight the importance of values within the career psychology context. Individuals tend to seek careers which are aligned to their personal values and their relational commitments outside of work (Tams & Arthur, 2010). Career psychology is also concerned with organisational environmental factors and focuses on individuals' subjective career success criteria and the impact these criteria have on effective career management (Park, 2009).

Sinclair (2009) positions career psychology as a holistic vision that includes intrapersonal, interpersonal, group and societal levels of analysis. The need for a more diffuse boundary between work and life is also emphasized as individuals seek greater congruence between career development and life purpose. The focus of career psychology has shifted from the collective/organisational level, towards the individual or independent level and is moving towards an interdependent approach between individuals, organisations and career counsellors (Tams & Arthur, 2010).

2.2 CONCEPTUAL FOUNDATIONS

The conceptual foundations of career, career decision-making and career counselling are discussed in this section.

2.2.1 Career

An understanding of careers in the twenty-first century is necessarily dependent on an understanding of the context within which career research is conducted and an understanding of the impact of this context on organisations and individuals. The world of work has experienced significant changes in the last few decades and these changes have had a profound impact on the way in which individuals view careers (Coetzee & Roythorne-Jacobs, 2007; Kuznia, Kerno, & Gilley, 2010; Park, 2009). A dynamic and unpredictable economy creates uncertainty with organisations (Schultze & Miller, 2003). Many organisations are facing financial difficulties, leading to increased levels of mergers, acquisitions and downsizing (Erdogan, Kraimer & Liden, 2004). This has an impact on the labour market as organisations tend to employ more temporary, part-time and outsourced workers, whilst high unemployment rates continue (Feldman & Ng, 2007). Organisations also frequently have limited resources to increase remuneration and create upward

movement and this has led to a shift toward flatter organisational structures (Erdogan et al, 2004).

These increased levels of economic instability and employee movement mean that organisations can no longer promise vertical progress or lifelong careers. Research findings indicate that the nature of careers is changing. Traditionally careers have been characterised by a series of vertical movements, careers are now increasingly characterised by shorter term horizontal movements (Ballout, 2009) and sometimes even going backward in career terms (Briscoe, Hall, & Frautchy DeMuth, 2006; Park, 2010). The concept of career has evolved from a linear model of career progression to an understanding of career as a series of dynamic and interrelated experiences (Kuznia et al, 2010). It is difficult to anticipate how careers will change in the future, but organisations' and individuals' ability to remain adaptable and flexible will certainly be central to the effectiveness of their responses (Tams & Arthur, 2010).

Traditionally, career management fell within an organisations' sphere of responsibility. However, the number of individuals relying on large organisations to provide and manage their careers is shrinking. As a result of these changes Inkson and Arthur (2001) propose looking at careers from new perspectives.

(1) Careers as described as the key energising and organising processes of economic life.
(2) Careers are personal property, organisations may provide supportive contexts for careers but they never own them.
(3) People are energised more by self-interest relating to their careers than by organisations' interests relating to their survival and growth.
(4) Individuals can server their own interests through accumulation of capital.
(5) In a knowledge economy, the key individual capital is knowledge, including self-knowledge.
(6) To be successful as 'career capitalists' people need to follow certain key principles.

These principles form part of the concept of the 'boundaryless career' a term coined by Arthur (2005). The term literally refers to a career with no clear indication of limits (Inkson, 2006). Inkson (2006) notes that the boundaryless career usually involves purposeful mobility, which is driven by changing conditions in organisations and in individuals' attitudes. The concept of the boundaryless career has been widely acknowledged in recent literature, but it has also received some criticism. Feldman and Ng (2007) criticised

the construct as being somewhat imprecise and that the broad definition of the construct boundaryless careers has decreased its utility. Therefore, it is recommended that researchers differentiate between objective and subjective aspects of boundarylessness to ascertain which aspects can be asserted as environmental attributes opposed to attributes of individuals' work history (Feldman & Ng, 2007).

These developments highlight the importance of employees claiming responsibility and ownership of their own careers (Inkson & Arthur, 2001). Individuals need to manage their careers in a self-directed manner, driven by personal values (Hall, 2002). Individuals must reduce their dependence on organisations and manage their careers through taking individual responsibility for learning and adapting within the careers context. Inkson (2007) defines career as a view of life based on the value of individualism. Individuals' tendency to accept personal responsibility for their career development is referred to as a protean career (Schreuder & Coetzee, 2006). The term protean career was coined by Hall (2002) and encourages employees to shift their view of their relationship with the organisation. In the protean career the person, not the organisation, is in charge. In this career the core values are freedom and growth and the main success criteria are subjective rather than objective.

Researchers have recently emphasised the importance of considering careers from an individualistic perspective. The individualistic perspective assumes that identity is defined according to individual rather than group characteristics. In addition, within this perspective individual interests rather than group, family or community interests dominate individuals' decision-making. However, it is also important to not lose sight of the global socio-economic context within which careers exist. Careers thus need to be understood from both the subjective or individual perspective and the organisational or contextual perspective. The organisational context needs to be viewed as multiple rather than single, as this is more representative of a typical twenty-first century career (Quigley & Tymon, 2006; Tams & Arthur, 2010).

2.2.2 Career decision-making

Various theorists have conceptualised career decision-making. The three major theories regarding career decision-making are content theories, process theories and post-modern approaches (Schreuder & Coetzee, 2006). Content theories are based on certain individual factors or characteristics, which tend to be more constant and inherent to an individual. Whereas, process theories reflect the perspective that career decision-making

is a dynamic process which continuously evolves as individuals grow and develop. With post-modern theories, the focus shifts further to the individuals' subjective experience of their career growth and the meaning they form in respect of their experiences (Schreuder & Coetzee, 2006)

Understanding career decision-making is becoming increasingly complex as individuals are making job and career changes that are not only upward, but also sideways and even downward at times (Briscoe et al, 2006). Career decisions are specific to an individual and understanding these decisions requires an in-depth exploration of the ideals, interests and abilities (Cochran, 2007). It is thus important to consider the different aspects that impact on the decision-making process. The multicultural nature of the South African work environment places particular importance on incorporate cultural variables (Coetzee & Roythorne-Jacobs, 2007).

The theme of career decision-making is related to archetypal values, career orientations, perceived career success and perceived career meaningfulness. Archetypal values and career orientations constitute the driving forces in the career decision-making. Perceived career success and perceived career meaningfulness are consequences of career decision-making.

2.2.3 Career counselling

Career counselling has traditionally focused on career guidance and helping people choose occupations, without overstepping the ethical boundaries by engaging in therapy (Kidd, 2008, Sinclair, 2009). However, recent advances in career counselling have lead to an increasing focus on facilitating individuals in gaining awareness, developing self-efficacy and making meaning of their professional and personal lives (Schultze & Miller, 2003; Sinclair, 2009). Kidd (2006, p.1) defines career counselling within the twenty-first century as 'a one-to-one interaction between practitioner (or counsellor) and client, usually ongoing, involving the application of psychological theory and a recognised set of communication skills'. The practical application of career theory remains a challenge for career counsellors (Watson, 2004). These career development theories offer a framework for assisting clients in making career-related decisions and dealing with career-related issues Some career development theories focus on adjustment, while others are more appropriate for application within a career interest or career choice environment (Kidd, 2006).

Career counselling approaches based on postmodern principles seem to provide an alternative to the modernist assessment that is typically used to categorise an individual's interest, abilities, values and competencies. A postmodern counselling approach moves counselling towards a process of engagement with clients through the use of metaphors and career, narrative and life stories (Watson, 2004). This form of career counselling provides a more subjective perspective of the way in which the individual perceives him or herself.

Inkson, (2006, p. 48) proposes that 'metaphors add physical or visual texture to abstract concepts such as career, and thereby provide a currency for understanding one's situation and that of others, and for developing new insights'. Inkson (2006) provides the following criteria for understanding and utilising metaphors within the context of careers.

(1) The literal and figurative meanings of metaphors should be identified.
(2) Once a metaphor has been established it can be elaborated on.
(3) In order to understand a metaphor the connotations it has for the individual should be examined.
(4) A metaphor should be seen in relation to alternative metaphors and can be used in comparison with other metaphors.
(5) The validity of metaphors is assessed based on the metaphor's accuracy and constructiveness.
(6) Guard against the use of stereotypes in metaphors.

The narrative career counselling approach involves career counsellors co-authoring a career story that is subjectively meaningful and objectively sound (Christensen & Johnston, 2003). The narrative approach to career counselling allows insightful decision-making because the thinking that occurs in the context of narrative assists people in understanding themselves in terms of meaning rather than in terms of category, role or occupation (Gibson, 2004). Savickas (2007) outlines a seven-step process for narrative counselling.

(1) Opening statement to identify counselling goals.
(2) Discussions of early recollections to recognise the preoccupation and core problem that constitute the life theme.
(3) Using favourite sayings to elaborate on the life theme and the immediate problem the client wishes to deal with in counselling.

(4) Using first early recollections and role models to connect the core problem to potential solutions.
(5) Using role models to comprehend the specific characteristics and qualities the client uses or wishes to use in an attempt to solve the problem.
(6) Creating overall stories to reveal areas for growth in terms of the career adaptability strategies of concern, control, curiosity and confidence.
(7) Creating overall stories to indicate vocational personality style.

When constructing career narratives career counsellors aim to help clients design their ideal life structure, identify associated developmental actions and understand their current life theme in order to express their vocational personality style (Savickas, 2007).

Coetzee and Roythorne-Jacobs (2007, p. 71) defines the process of career counselling and guidance as 'a verbal process in which a professionally trained career counsellor and client are in a dynamic and collaborative relationship, focused on identifying and acting on the client's career goals'. Career counsellors help individuals to make sense of the ways in which their professional lives are evolving. Career counsellors also help individuals explore and manage the multiple relationships that form part of their professional lives. (Kidd, 2008; Sinclair, 2009). Schultz and Miller (2003) suggest the use of logotherapy within the career development framework. Logotherapy in the career counselling context focuses on the integration of people's work and non-work lives and their search for meaning. The need for existential career counselling is threefold.

(1) Existential frustration arises when there is no congruence between individuals' roles.
(2) In the event of conflict between work and non-work values.
(3) People experience existential frustration when they are searching for meaning that is lacking in their lives.

The theme of career counselling is related to archetypal values, career orientations, perceived career success and perceived career meaningfulness. The process of career counselling involves identifying and analysing the variables influencing an individual's career related decisions. The career counselling process aims to facilitate increased perceptions of career success and career meaningfulness.

2.3 TRENDS FROM RESEARCH LITERATURE

In this section the most important studies concerning the four constructs of relevance to the study (archetypal values, career orientations, perceived career success, perceived career meaningfulness) are discussed.

2.3.1 Archetypal values

Jung (1969) first introduced the concept of archetypal values to the field of psychology. Pearson (1991) expands on Jung's (1969) theory of archetypes through the theory of the archetypal hero's journey. Pearson (1991) presents archetypes as an accessible and understandable theory of adult development (Pearson & Marr, 2003). In the archetypal hero's journey, archetypes are presented as thematic roles or phases of development (Pearson & Marr, 2003). The archetypal values construct used in this research is primarily based on Pearson's (1991) archetypal hero's journey However, since the theory of archetypes is rooted in the work of Jung (1969), the first part of this section focuses on discussing and evaluating Jung's (1969) archetypal theory. Pearson's (1991) archetypal theory is then present and evaluated and the section concludes with an integrated discussion of archetypal values.

2.3.1.1 Jung's analytical psychology

Jung's (1969) theory of analytical psychology divides the psyche into the conscious and the unconscious. The unconscious is then further subdivided into the personal unconscious and the collective unconscious. Figure 2.1 provides a visual representation of the composition of the psyche. The components of the psyche are discussed in greater detail in the subsections below.

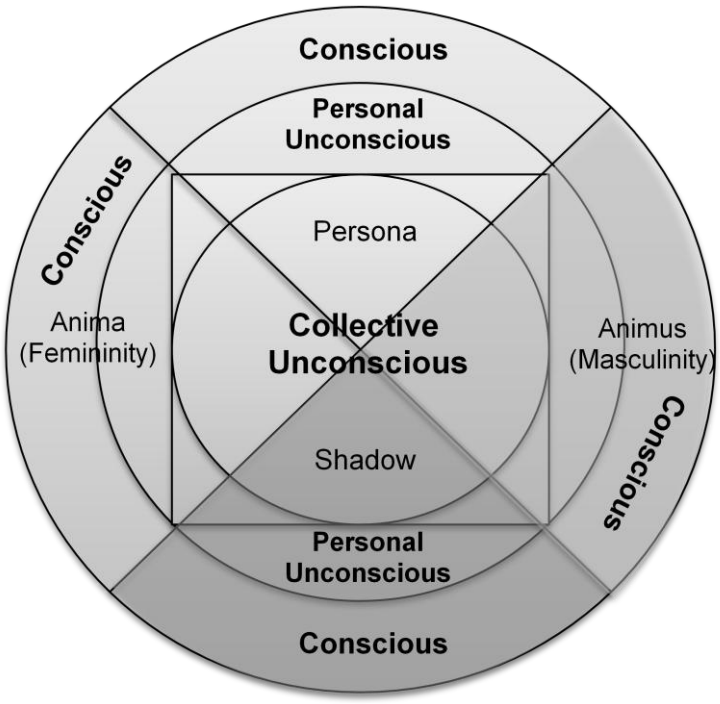

Figure 2.1. Jung's conception of the psyche (Feist & Feist, 2008, p. 97).

In figure 2.2 the conscious is displayed in blue. The role of the ego is very important in analytical psychology, although it is seen as secondary to the unconscious. The ego is the essence of the conscious. The ego functions both externally and internally. The external ego refers to the processes used to structure reality through sensory perception. In other words, the external ego is the way in which the psyche interacts with the external world. The internal ego involves the structuring and creation of an individual's awareness of him or herself. An individual's identity is constructed through the internal functioning of the conscious (Feist & Feist, 2008; Jung, 1969; Meyer et al, 2008). In Jung's (1969) archetypal theory the unconscious is the part of the psyche that provides an individual with depth and completeness. In analytical psychology the unconscious consists of the personal unconscious and involves all processes that are related to the ego.

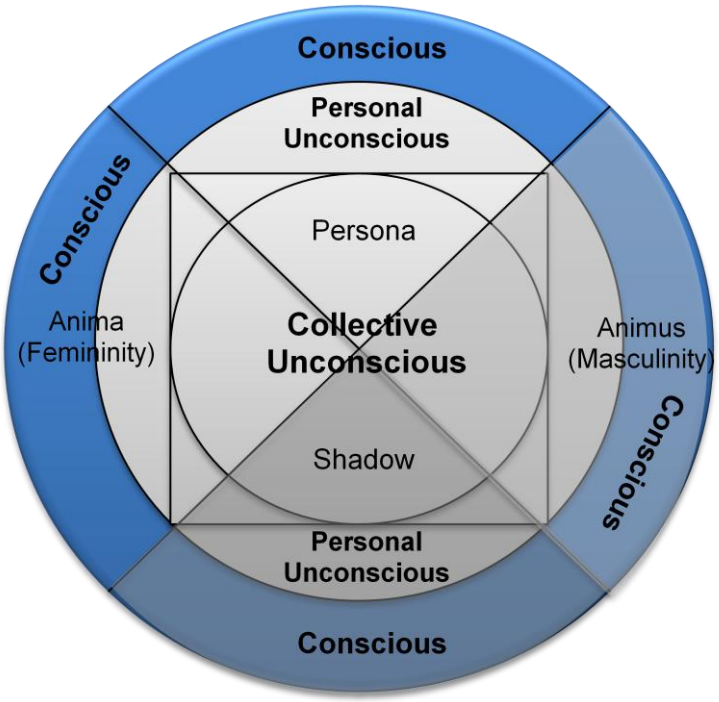

Figure 2.2. Jung's conception of the psyche with specific focus on the conscious (adapted from Feist & Feist, 2008, p. 97).

The personal unconscious is highlighted in red in Figure 2.3. The personal unconscious is a unique and rich part of the psyche that consists of the individual's personal experiences and interactions with the world and the individual's interpretation of these experiences and interactions. The personal unconscious contains repressed infantile memories and impulses, forgotten events and some sensory experiences originally perceived below the threshold of consciousness. The personal unconscious interacts with both the conscious and the ego and the contents of the personal unconscious are usually available and accessible to the conscious. Within the personal unconscious complexes are of particular importance to Jung (1969). A complex can be defined as 'an emotionally toned conglomeration of associated ideas' (Feist & Feist, 2008, p. 164). Complexes are usually personal but can draw from the collective unconscious (Feist & Feist, 2008; Meyer et al, 2008).

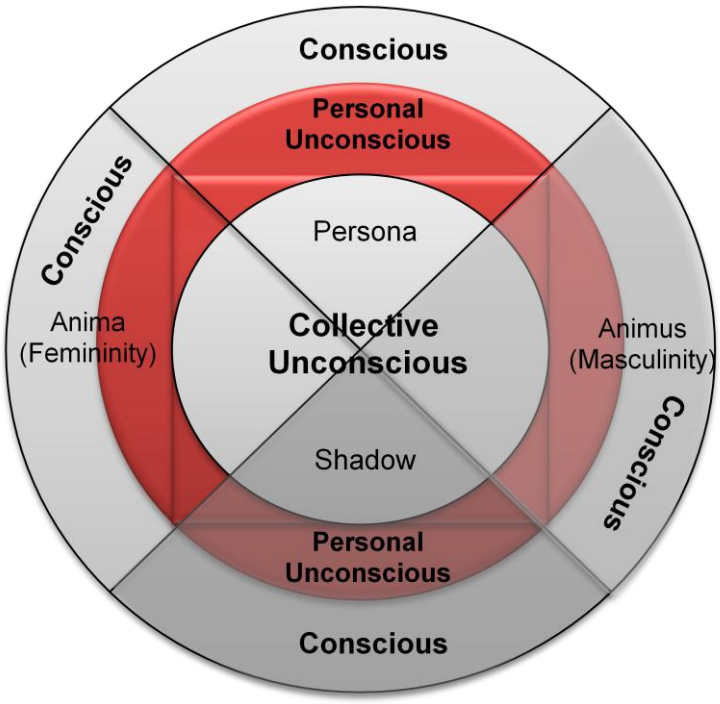

Figure 2.3. Jung's conception of the psyche with specific focus on the personal unconscious (adapted from Feist & Feist, 2008, p. 97).

The collective unconscious is displayed in green in Figure 2.4. The collective unconscious is Jung's most original and controversial concept. Jung (1969, p. 42) defines the collective unconscious as 'a part of the psyche which can be negatively distinguished from the personal unconscious by the fact that it does not, like the latter, owe its existence to personal experience and consequently is not a personal acquisition'. The collective unconscious consists of inherited potential passed from previous generations. This inherited potential leads individuals to act in characteristic ways in response to certain experiences. These characteristic responses are based on the reactions of previous generations and not on the individual's own experiences.

The collective unconscious is independent and is not influenced by the personal unconscious or the conscious. However, the collective unconscious is active and influences the conscious through thoughts, emotions and reactions. 'The collective unconscious consists of instincts and archetypes. Instincts are impersonal, universally distributed, hereditary factors of a dynamic or motivating character that, often fail completely to reach consciousness' (Jung, 1969, p. 43). Instincts represent unconsciously determined physiological drives, while archetypes represent unconsciously determined psychological drives (Feist & Feist, 2008; Jung, 1969, Meyer et al, 2008).

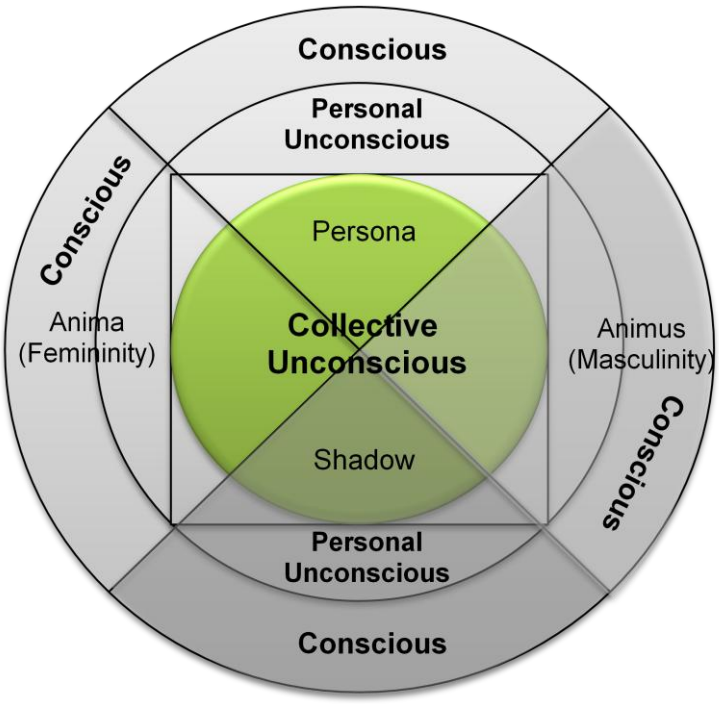

Figure 2.4. Jung's conception of the psyche with specific focus on the collective unconscious (adapted from Feist & Feist, 2008, p. 97).

Jung (1969, p. 5) defines the archetype as ‘essentially an unconscious content that is altered by becoming conscious and being perceived, and it takes its colour from the individual consciousness in which it happens to appear’. Archetypes are constructed from the generalised content of the collective unconscious and generated from repeated experiences from earlier generations. The collective unconscious contains the potential for many archetypes, but a specific archetype is activated when a personal experience corresponds with an ancestral experience. Archetypes are relevant to individuals as the archetypes of the collective unconscious impact on the personal unconscious and this impact on individual development. Archetypal material is usually contained in dreams but can also manifest as myths, fairy tales and symbols. These manifestations often contain deeper meanings that are open to interpretation.

Jung’s (1969) theory of archetypes suggests that the large number of universal human experiences has led to the development of a significant number of archetypes. However, Jung’s (1969) theory does not provide a comprehensive list of all the archetypes and instead provides an in-depth discussion of a few archetypes. Singer (1979) warns against the categorisation of archetypes as this could lead to an oversimplification of the complexity of archetypes and a division of the collective unconscious into conveniently labelled areas. Although this criticism is valuable, it is important that the different

archetypes and their representations are understood (Feist, 1994; Jung, 1969; Meyer et al, 2008). Some of the more widely described archetypes are discussed in the session below. These archetypes are known as the persona, anima, animus, shadow, self, the old wise man and the hero and will subsequently be discussed individually below. The discussion aims to attain a critical understanding of the various archetypal role players instead of merely describing the archetypal categories.

a. The persona

The persona refers to the mask that a person presents to the world. This mask is often derived from factors such as gender, phase of development and occupation. During the course of their lives individual's adopt various different personas, all of which are based on archetypes (Colman, 2009). In Jung's (1969) archetype theory, the persona represents a mask or the perception of the individual expected role in society. Jung (1969) specifically notes that within the organisational context every profession has its own characteristic personas, which individuals within the profession are expected to meet. The persona is necessary in order to function in society. When the importance of this persona is ignored the demands and importance of society are underestimated. The persona helps individuals maintain a balance between their true selves and the expectations society places on them. However, if an individual associates too closely with his or her personas, it can lead to separation from the true self and alienation from authentic emotions and experiences (Feist & Feist, 2008; Jung, 1969; Meyer et al, 2008).

b. The anima

Jung (1969) believes that people possess both a masculine and a feminine side. The anima represents at an unconscious level the feminine side of men. Becoming acquainted with the anima, is an important part of male development. Very few men successfully accomplish this developmental task. The anima's impact is especially visible in men's interaction with women, as it emphasises either more feminine characteristics or more masculine characteristics. The anima originates from early men's experiences with women. Men thus enter environments with preconceived ideas about womanhood that impact on their relationships with women. Embedded with the anima are constructions of the mother as superhuman, and these constructions result in men endowing their mothers with superhuman attributes. Men frequently project their own anima upon their wives, thus impacting their perceptions of their wives. These men often view their views as representations of their own personal and collective unconscious, rather than as unique

human beings. The anima is also the source of many of the attitudes and emotions which influences men's feelings. Finding a balance between the masculine and the feminine sides within is an important development task for all individuals (Feist & Feist, 2008; Jung, 1969; Meyer et al, 2008).

c. The animus

The animus represents the masculine characteristics within women. It is frequently associated with thinking and reasoning within women and an, underrepresentation of the animus can result in a lack of thinking and reasoning. The animus plays an influential role in women's relationship with men, as the possibility always exists that the previous generations' experiences with men will be projected on to the current male. The amount of balance between the anima and the animus within men and women is reflective of the amount of adult development that has taken place (Feist & Feist, 2008; Jung, 1969; Meyer et al, 2008).

d. The shadow

The shadow consists of 'those qualities we do not wish to acknowledge but attempt to hide both from ourselves and from others' (Feist 1994, p. 167). The shadow is a strong and dangerous archetype and people struggle to identify with this archetype. People are more inclined to identify with the positive aspects of their personality and tend to project the negative aspects of their personality on to other people. The qualities contained within the shadow are negative and relate to urges that are unacceptable to society and threaten the persona. The shadow is uncomfortable as it reminds people of their weaknesses and vulnerability. Although most individuals tend to suppress and deny their shadows, acknowledging the existence of the shadow is one of the most critical steps in adult development. When individuals are able to accept and acknowledge that the shadow forms a living part of the personality, and cannot be rationalised away or reasoned out of existence, they are able to progress in terms of their own personal development. People need to experience and face their shadows, if a shadow is not faced it is often described as haunting or hunting an individual. Individuals who are strongly affected by their shadows often find themselves faced with numerous difficulties, which are normally attributed to bad luck. People should strive to know their shadows, as the shadows does not only contain negativity, but is also the source of spontaneity, creativity, vitality and energy (Feist & Feist, 2008; Jung, 1969; Meyer et al, 2008).

e. The mother

The mother archetype is a derivative of the anima that is present in both men and women. It is an ambivalent archetype in that it represents both fertility and nourishment and power and destruction. The mother archetype is typically characterised by maternal instincts, sympathy, authority, spirituality, growth and fertility. Fertility is very strongly associated with the mother archetype, and this association extends to objects related to fertility, such as trees, seedlings and animals. Jung (1969) makes specific reference to the mother complex that occurs when a man is dominated by the mother archetype. Men dominated by the mother archetype find it difficult to separate the concepts of mother and woman. It is important that individuals understand the role of the personal mother and the interaction between the personal mother and the mother archetype (Feist & Feist, 2008; Jung,1969).

The two archetypes in the subsections below are not adequately explained in Jung's (1969) theory. However, a critical analysis of available information is provided in the subsections below.

f. The old wise man

Jung's (1969) limited description of this archetype suggests that it originates in the animus archetype. The old wise man archetype represents wisdom and meaning. A person who is dominated by the old wise man archetype appeals to both reason and emotion. The old wise man archetype is often related to the father, grandfather, teacher, philosopher, guru, doctor or priest. This archetype also represents life and is the ultimate measure of wisdom (Feist & Feist, 2008; Jung, 1969).

g. The hero

This archetype is common in mythology and legends but is not prominent in Jung's (1969) archetypal theory. Feist and Feist (2008) suggests that society is heavily reliant on the hero archetype. The hero is usually able to triumph over everyone against all odds but is defeated by something or someone insignificant. The hero archetype is often expressed and visible in movies, books and stories. The hero archetype is frequently seen as the ideal personality and represents the victory of good over evil (Feist & Feist, 2008).

h. The self

Jung (1969) proposes that each person possesses an inherent tendency to move towards growth, perfection and completion. This innate tendency is referred to as the self and constitutes the central archetype. The self archetype represents an individual's yearning towards integration, completeness and wholeness. This archetype is essential in self-development as through a process of individuation, an individual finds wholeness and is able to accept the different facets of the self. This acceptance involves both open conflict and collaboration. People naturally strive for balance and order and the self is represented by ideas of perfection, completion and wholeness. The self embraces both the conscious and the unconscious and emerges when the conscious and the unconscious are no longer opposing forces (Feist & Feist, 2008; Jung, 1969; Meyer et al, 2008).

Jung (1969) states that optimal adult development involves attaining of the self. This optimal development occurs when there is optimal integration between the conscious and the unconscious and the individual becomes part of a union between the forces. This process is also known as self-realisation or individuation. Singer (1979) suggests that the concept of the archetype allows individuals to achieve congruence between consciousness and unconsciousness.

2.3.1.2 Criticisms of Jung's archetypal theory

Jung's (1969) archetypal theory has been criticised on several fronts. Critical evaluation of these criticisms has contributed to the development of new approaches to archetypal theory and has influenced career psychology in the twenty-first century. Some of the criticisms of Jung's (1969) archetypal theory are listed below.

(1) Theorists have challenged the idea that archetypes represent innate structures in the psyche. These theorists suggest that archetypes are simply clusters of similar complexes.
(2) The biological basis of archetypes has been challenged.
(3) Theorists question whether archetypes simply exist in the psyche. These theorists suggest that archetypes are innate mechanisms within an individual that are aimed at self-organisation of previous life experiences.
(4) Jung's (1969) theory of archetypes states that archetypes, the concepts of archetypes and archetypal values are activated when lack in the conscious requires compensation from the unconscious. However, contemporary archetypal models

hold that archetypes are activated by intense emotionality related to a current and subjective life experience that is similar to a previous life experience (Merchant, 2009).

Despite these criticisms of Jung's (1969) classic theory of archetypes, the concepts of archetypes and archetypal values are still effective in describing critical human processes and development (Merchant, 2009). Pearson (1991) provides a more contemporary approach to the concept of archetypes and the section below discusses and evaluates her theory of the archetypal hero's journey.

2.3.1.3 Pearson's archetypal hero's journey

In the context of archetypal theory Pearson (1991) provides a framework that uses the metaphor of the 'heroic journey' for in order to understand archetypes. Pearson's (1991) framework represents an extension of Jung's (1969) archetype concept. Within Pearson's (1991) theory the heroic archetypes are described as 'twelve broad emotional, cognitive, and behavioural styles' (Pearson & Marr, 2003, p. 1). This twelve-archetype model is a spiral developmental model and is more complex than a linear developmental model that simply involves a set sequence of archetypes. In progressing through the various stages of development growth does not happen in a defined, linear way. The spiral development model suggests that different archetypal values can be dominant at different times in individuals' lives. It is also possible to encounter the same archetype many times within an individual's lifetime, but each time the archetype is activated it is experienced at a higher level than the previous experience. The archetypes experienced by an individual impact on his/her personal life through the individual's creation of meaning. The metaphor of a journey makes the concept of archetypes more accessible. Pearson's (1991) model of archetypal values provides a model of long-term personal development and has been widely applied to concepts of adult development (Pearson 1991; Pearson & Marr, 2003).

Pearson's (1991) theory is not designed to categorise people into archetypes. Such categorisation would be contrary to Jung's intention and could potentially be viewed as a misuse of archetypes. Pearson's (1991) theory does not describe behaviour that remains consistent over time but rather depicts a person's evolution over the course of his or her life. Different archetypes influence people at different times and different archetypes exert greater influence at certain times. The metaphor of the hero's journey enables people to normalise their experiences through recognition of the universality of different life themes.

This enables individuals to understand their personal experiences in the broader context of life stories (Pearson, 1991).

Each archetypal style is characterised by a unique theme, goal, adequacy and potential difficulty, and through understanding which of the archetypes are active in a person's life it is possible to identify current needs and potential obstacles. The recognition of the archetypal style also allows for the identification of the current direction of personal development. The growth and development of each archetype occurs on different levels, and archetypes are thus reoccurring. This reoccurrence is indicative of an individual's growth and development.

In the section below the twelve archetypes are discussed individually. The different levels of each archetype are represented in table form.

a. The innocent

The innocent archetype is the first archetype and takes the form of a child who is dependent on adults for care and safety. The innocent archetype is appropriate for children when they are in a safe and protected environment. The innocent provides people with trust in others, hope and optimism. People manifesting the innocent archetype tend to feel special because of their optimistic outlook on life. These people may seem independent but they still expect employers, friends and spouses to take care of them. When the innocent experiences disappointments he/she tries harder to please others or to be more worthy. The risk associated with this behaviour is indiscriminate trust and proneness to denial, which can result in the inability to accept that certain people and situations are simply not to be trusted. This can lead people to continuously return to abusive situations at work or at home. This tendency to deny often leads to the denial of the existence of a problematic situation in order to avoid having to face personal inadequacies (Pearson, 1991, 1998; Pearson & Marr, 2003).

When these difficulties become severe enough to challenge the innocent's perception of the world the individual is ready for the next phase of growth and development. The innocent archetype generally evokes experiences of vulnerability and individual's feel that, something intimate was exposed. Individuals' feel betrayed and exposed, as if everything that they believed in was untrue. This experience of vulnerability occurs at different times and ages in people's lives, and can occur on more than one occasion. The intensity associated with this realisation of vulnerability depends on the severity and pain

associated with the experience. Individuals who have experienced large amounts of deprivation in life are more likely to have low levels of trust in others and tend to expect others to take advantage of them (Pearson, 1991, 1998; Pearson & Marr, 2003).

Within the organisational context, the innocent relies on the organisation to provide them with safety and security. This archetype is associated with the traditional workplace, where change was slow to occur and individuals' roles were determined by factors such as race, gender, age, class and family. In this traditional workplace individuals expect to stay with an organisation for the entirety of their careers. People expected that their loyalty would be rewarded with security. Some individuals founded family businesses to provide longer-term security for themselves and their children. However, difficult economic conditions meant that this was not always possible (Pearson, 1998).

The growth and development of the innocent is a process of realising that life is not perfect and that other people will not always provide care and protection. The development of the innocent is paradoxical, as it requires the individual to hold on to dreams and ideals, while requiring them to sacrifice their illusions and understand reality. Losing and regaining trust and hope enables people to develop a realistic understanding of reality, while retaining some trust and optimism (Pearson, 1991). Table 2.1 details the different levels of growth for the innocent.

Table 2.1

The levels of the innocent (adapted from Pearson, 1991, p. 79)

Level	Description
Level 1	Unquestioning acceptance of the environment and authorities, belief that the world as it is being experienced is all there is; dependence.
Level 2	Experience of the "fall"; disillusionment, disappointment; retention of faith and goodness in adversity.
Level 3	Return to paradise, this time as a wise innocent;, trust and optimism without denial, naïveté, or dependence.

The disappointment experienced by the innocent prepares an individual for the journey of life, which necessarily contains difficult experiences. The repetition of the same phase allows for growth and development at each stage of the journey and allows individuals to understand the journey despite repeated disappointment. When an individual reaches the

stage of the metaphorical ‘fall’ they are ready for the next phase, which is characterised by the orphan archetype (Pearson & Marr, 2003).

b. The orphan

The orphan is the second archetype on the hero’s journey continues. The orphan has to deal with the disappointment in caretakers and the loss of innocence. As a result the orphan typically becomes distrustful and disillusioned. Cognitively the orphan experiences the world as dichotomous and sees people as either weak or strong. Emotionally, the orphan feels lonely, abandoned and disappointed. The orphan has an almost desperate urge to be rescued, but struggles to accept help from others. This is experienced as confirmation of the fact that people are always on their own. The higher an individual’s ideals were during the stage of innocence, the worse reality appears to the orphan (Pearson,1991, 1998; Pearson & Marr, 2003).

The orphan is a very difficult personal developmental phase and the amount of time people spend in this phase varies. The orphan experiences the world as a hostile and dangerous environment. The orphan is desperate to protect the self from pain, and this desperation places the orphan at risk. Unacknowledged pain makes it easier for the individual to be wounded and to live as the victim. People try to escape this phase through various means, including alcohol, work, relationships and even religion. However, instead of providing a sense of safety these escapes tend to increases people’s sense of powerlessness. The method of escape becomes a coping mechanism and is used as a defence. Some individuals cope by identifying with the abuser and thus begin to abuse others. Other orphans fall into the role of the victim in order to get other people to behave in the manner that they want them to behave (Pearson, 1991, 1998; Pearson & Marr, 2003).

In organisations, the orphan archetype can become evident during economic difficulties when some employees tend to place all their faith in a chief executive officer or manager. This individual is viewed as the saviour and if he/she proves unable to save people or a situation employees respond with anger. The orphan also manifests within the organisational environment through the filing of lawsuits against the employer. These lawsuits are the orphan’s way of expressing disappointment (Pearson, 1998).

It can sometimes take the orphan a long time to begin to trust and hope again. In their search for hope, people tend to look for something or someone to make things right. This

can take various forms, including the nurturing wife, the caretaker husband, finding a perfect cause to support or making money. The task and challenge of the orphan is to move from innocence and denial to an understanding that pain and death are an inescapable part of life. The pain experienced by the orphan motivates all journeys to growth and development. Without the orphan's sense of woundedness it is impossible to grow, learn or mature. Resolution of this phase depends on an individual's will ability to let go of their sense of entitlement. The orphan has to face their own vulnerability and allow the self to feel the pain, disappointment and loss. The gift of the orphan is the ability to acknowledgement pain and share the pain of others. The orphan finds a way to express pain in a safe place (Pearson, 1991, 1998; Pearson & Marr, 2003).

The different levels of growth and development associated with the orphan are displayed in table 2.2.

Table 2.2

The levels of the orphan (adapted from Pearson, 1991, p. 90)

Level	Description
Level 1	Learning to acknowledge the truth of one's plight and feel pain, abandonment, victimisation, powerlessness, and loss of faith in people and institutions in authority.
Level 2	Accepting the need for help, being willing to be rescued and aided by others.
Level 3	Replacing dependence on authorities with interdependence with others who help each other and band together against authority, developing realistic expectations.

The archetypes below provide individuals with strategies for living in a disillusioned state and in an unsafe and imperfect world.

c. The seeker

The seeker is the third archetype and it initiates the process of creating a unique identity that is separate from the identity of other people. The seeker is activated by an emptiness, unhappiness or sense of confinement. The seeker wants more from life than what he/she currently has. Individuals with this archetype prominent in their lives experience conflict between individuation and conformity. The seeker presents as the search for a better future and better world. Individuals embark on the journeys to find this new world and

better future. This phase of the development is often characterised by a feeling of loneliness, a recognition that something is missing in a person's life, a sense of limitation in their current environment. The seeker archetype reminds an individual that life is not only about suffering; life is also an adventure (Pearson, 1991, 1998; Pearson & Marr, 2003).

The call of the seeker can happen at any time in a person's life. The behaviours of the seeker can manifest externally and internally. Externally this behaviour often takes the form of travelling or trying new things. Internally it can take the form of an exploration of a person's inner world or poetry. A young person who has had sufficient support in their environment to achieve healthy ego development will potentially respond to the call of the seeker with excitement, energy and enthusiasm. However, for individuals with lower ego development, this call could potentially be difficult and they may lack the courage or self-confidence to explore these different possibilities (Pearson, 1991, 1998; Pearson & Marr, 2003).

The danger associated with the seeker is that valued relationships or accomplishments may be damaged in an individual's relentless search for fulfilment. If the seeker is not explicitly expressed it can manifest in a shadow form. The shadow of the seeker is characterised by an obsessive need to be independent, which keeps an individual isolated and alone. A strong connection exists between death and the seeker archetype and at times dying during the individuals' transcendence is a reflection of their lives and self-fulfilment. The link with death is also spiritual and metaphorical and represents rebirth and transformation (Pearson, 1991, 1998; Pearson & Marr, 2003).

The development of the seeker involves the transformation of the self, leading to growth and maturity and the emergence of the self at at a deeper, more expressively spiritual level. The seeker enables individuals to know, accept and embrace their true natures (Pearson, 1998). Table 2.3 contains descriptions of the the three levels of the seeker.

Table 2.3

The levels of the seeker (adapted from Pearson, 1991, p. 132)

Level	Description
Level 1	Exploring, wandering, experimenting, studying and trying new things.
Level 2	Ambition, climbing the ladder of success and becoming the best you can be.
Level 3	Spiritual searching and transformation.

The seeker plays a prominent role in the organisational context and many people experience their transcendence through their work. Working hard and exceeding expectations can provide a feeling of acceleration. Most individuals in Western society also believe that they must work hard in order to attain tokens of success, buying cars, houses, clothes and even health care or gym membership. Individuals believe that if they attain these materialistic tokens of success they will be presentable and attractive and ultimately will be able to find a life partner. This belief seems to motivate people to exert their best efforts. However, exerting this much effort is not always in a person's best interest. The seeker tends to work long hours, which is physically and psychologically unhealthy. The shadow of the seeker can present itself in the form of pride, ambition, climbing the ladder of success, workholism and sacrificing relationships, health and caution (Pearson, 1991, 1998).

The next archetype is the warrior. In this archetype, the warrior distinguishes itself from others. The warrior learns to defend the self and change the world.

d. The warrior

The warrior archetype's journey is focused on goal attainment and involves carefully formulated plans. The warrior archetype relates to claiming power in the world, establishing a place for the self within the world and making that world a better place (Pearson, 1991). The warrior archetype enables individuals to confront problems openly and when necessary, to defend their team or community. The warrior is characterised by courage and high levels of discipline and pride. The warrior enjoys competition, but in the face of loss their pride can easily be transformed into humiliation. The warrior archetype provides an individual with courage, perseverance and the conviction to defend ideals and overcome obstacles. This archetype also ensures that people remain connected to their basic human desires (Pearson, 1991, 1998; Pearson & Marr, 2003).

In the organisational context the warrior archetype is often presented in the initial action of getting a job. The archetype is then related to excellent on the job performance The warrior is highly visible with high standards and a strong achievement drive. Warriors take pride in excelling at their jobs. Warriors tend to measure their own and others' success by their careers and the level of success achieved within their careers. The desire to achieve can often become the central theme in an individual's life. These individuals often obtain their self-worth from their careers, but their self-confidence and self-worth can also be threatened by the loss of a job. This archetype enables people to assert and protect themselves and provide individuals with the courage to stand up against unfair authority (Pearson, 1991, 1998; Pearson & Marr, 2003).

Unfortunately the unfair authority or suppressors are often also driven by the warrior archetype. The danger associated with the warrior is that an individual can constantly be involved in battles, arguments and fights. In extreme cases the continuous search for power and control can lead to the occurrence of violence towards others or the self. Competitiveness can become the central theme and can result in people using any means at their disposal to achieve their goals. The choice between good and bad is an important theme in this phase of the journey. In order to ensure that good prevails, there is a need to develop and affirm the orphan and innocent (Pearson, 1991, 1998; Pearson & Marr, 2003).

The development of the warrior enables people to fight for causes larger than the self, such as the environment, children or justice. Warriors thus require both courage and compassion and the judgement to choose appropriate battles through exhibiting wisdom, self-discipline and skill. When the archetype is experienced for the second time or on a higher level the presence of the warrior inspires individuals to convince others of their goals. The warrior's ultimate goal is to create a better world for the entire community, with acceptance and recognition of the interconnectedness between people. In order to fully receive the goals of this archetype it is essential that the warrior allows others to have access to control. The different levels of the warrior are described in table 2.4.

Table 2.4

The levels of the warrior (adapted from Pearson, 1991, p. 101)

Level	Description
Level 1	Fight for self or others to win or prevail (anything goes).
Level 2	Principled fight for self or others, abiding by rules of a fair fight or competition, altruistic intent.
Level 3	Forthright assertiveness, fighting or competition for what really matters (not simply personal gain), little or no need for violence, preference for win-win solutions, conflict honestly aired, increased communication and honesty.

The warrior prepares individuals to make commitments to and sacrifice for others. The warrior enables a person to learn to give, and it is the archetype of the caregiver that is discussed in the next section.

e. The caregiver

The caregiver archetype is mainly focused on giving and provides the gift of sacrifice. The gifts of the caregiver include emotional nurturance, comfort, guidance and the performance of maintenance tasks ensuring sustainability within a system. This archetype is typically represented by the role of an empathetic parent. In this archetype relationships between people are encouraged a sense of community is provided. This results in the creation of environments where people feel safe (Pearson, 1991, 1998; Pearson & Marr, 2003).

When this archetype is activated within a person that individual focuses on caring for others, sometimes even to his or her own detriment. Individuals that over-identified with this archetype can be experienced as smothering. It is important for individuals to learn to set boundaries in order to avoid disappointment or exhaustion. The shadow side of the caregiver is expressed in different ways, including guilt-ridden behaviour and enabling behaviour that aids other people's addiction or irresponsibility (Pearson, 1991, 1998; Pearson & Marr, 2003).

In organisations some people are deeply motivated by their need to make a difference in the world. These people endure long hours and high volumes of administration because they know that what they do makes a difference in people's lives. The caregiver archetype can also emerge in the form of a learning relationship between a student and a mentor.

Ideally, as a student grows stronger and more experienced the relationship changes, until the student is able to function independently. When the caregiver archetype is present a new paradigm of management evolves where success is based on contribution rather than monetary value. Caregivers also focus on the relationships between people and express concern for the individual's life outside of the work environment. The contribution of the caregiver is often undervalued. The caregiver archetype is often present within the family as family members make numerous sacrifices for each. Other individuals who are influenced by the caregiver archetype take specific because of the opportunities these jobs offer to make a difference in their community (Pearson, 1998).

The caregiver's potential for transformation is only realised when it incorporates both giving and receiving. All relationships involve some level of sacrifice. The development of the caregiver is evident when an individual is able to empower others to learn from their mistakes. The caregiver eventually grows to a level where a people can commit themselves completely to a cause while remaining within their personal boundaries. This involves the ability to make a conscious decision in terms of what to support and what not to support (Pearson, 1991, 1998; Pearson & Marr, 2003). Table 2.5 presents the levels of development of the caregiver.

Table 2.5

The levels of the caregiver (adapted from Pearson, 1991, p. 115)

Level	Description
Level 1	Conflict between your own needs and those of others, tendency to sacrifice your own needs to what others need or want from you, rescuing.
Level 2	Learning to care for yourself so that caring for others is enriching not maiming, learning "tough love" empowering – not doing for- others.
Level 3	Willingness to care and be responsible for people (and perhaps also for animals and the earth) beyond your own immediate family and friends, community building.

At times the journey towards full potential requires a complete metamorphosis and individuals must discard parts of their lives in order to continue on a new journey. The destroyer archetype is usually activated when a person moves to a new stage in their life. The destroyer archetype is discussed in the subsection below.

f. The destroyer

The destroyer is usually activated when people find themselves in difficult situations. This archetype is often preceded by factors such as death, separation, divorce, injustice or an awareness of mortality. People find that their normal coping mechanisms are inadequate to deal with the difficulty they are facing. This inadequacy enables people to let go of the past and focus on the future. The destroyer often involves acceptance of mortality. The destroyer functions as transformer, as the awareness of death often allows people to focus on the true value of life as opposed to materialistic and superficial goals or achievements (Pearson, 1991; Pearson & Marr, 2003).

A destroying event can change an individual's perceptions of their own lives and the world. These events usually leave people with a sense of hopelessness. The risk associated with this archetype is that individuals remain in this stage and are unable to progress to the next stage. This archetype can lead to rebellious or revolutionary behaviour and often manifests through various addictions such as alcohol, drugs, obesity, promiscuity or greed. In its most extreme form the destroyer can manifest as criminal behaviour (Pearson, 1991; Pearson & Marr, 2003).

Within the organisations an individual with an active destroyer can function as a change agent and support transformation. The destroyer is visible within people who stand up against destructive organisational systems. These individuals also challenge the broader economic or political environment (Pearson, 1991; Pearson & Marr, 2003). However, the destroyer can also be harmful and result in destructive behaviours such as fraud, sexual harassment and verbal abuse. Destroyer individuals also display addictive behaviour such as constantly working long hours and choosing work deliverables over other important matters in their lives (Pearson, 1998).

The destroyer enforces transformation and inspires change. The growth and development potential of the destroyer lies in its ability to enable individuals to break from negative relationships and refocus their priorities. Ultimately the destroyer enables a person to let go of things that no longer supports his or her goals. Development occurs when people face their actions and take responsibility for the acts of destruction that they have perpetrated on themselves and others. The final gift of the destroyer is humility (Pearson, 1991; Pearson & Marr, 2003). The different levels of transformation are reflected in table 2.6.

Table 2.6

The levels of the destroyer (adapted from Pearson, 1991, p. 146)

Level	Description
Level 1	Confusion, grappling with meaning of death, loss and pain.
Level 2	Acceptance of mortality, loss and relative powerlessness.
Level 3	Ability to choose to let go of anything that no longer supports your values, life and growth or that of others.

The activation of the destroyer archetype enables a person to initiate change and create a better and a new and better environment. It is during the creation of this environment that the creator archetype, discussed below, emerges.

g. The creator

This archetype emerges as an inspiration and often results in creativity. It is represented by new ideas, emotions and plans. The creator archetype allows people to develop a vision of the future that they can claim ownership of and steer their lives towards. This represents an individual's true identity. Although all individuals have aspirations and beliefs concerning their own lives they do not live in isolation, but exists within a larger environment and society that condition and shapes their visions and beliefs. The creator archetype arouses a conscious vision of a person's life. This new vision requires that people to stop controlling every aspect of their lives and be open to new opportunities. It takes courage to be true to the self. Ultimately, through creating their own lives, people also co-create the world (Pearson, 1991; Pearson & Marr, 2003).

The risk associated with this archetype is that people can potentially be absorbed in this new vision and neglect other aspects of their lives. The shadow of the creator involves the potential to create without taking personal responsibility for the choices made. These choices are blamed on political systems, family and other environmental influences. This tendency to abdicate responsibility is especially prominent when individuals feel that they are not in control of their lives. At times the drive for creation can be so demanding that it leads to burnout or illness. Some individuals become overwhelmed by the complexity of their lives (Pearson, 1991; Pearson & Marr, 2003).

Within the organisational context the creator can be expressed creatively, through new ideas, suggestions or improvements. This archetype also influences the way in which

people view themselves and their careers. When the creator is active within an individual it enables them to accept themselves and others. This enables people to identify or create opportunities within an organisation.

The creator can provide the gift of fulfilment. Individuals must take responsibility for making the most of their lives. The power, growth and development potential of the creator archetype lie in its ability to make the most of all situations. People create their lives through their decisions. Every individual needs to accept their own reality, and this includes accepting their own mistakes. The development of the creator occurs at different levels. In the first level, creation occurs unconsciously and people tend to blame circumstances for what is happening to them. In the next level individuals try to take responsibility for their own lives. These individuals persist in the face of difficulty and start to feel proud of their accomplishments. These individuals strive to be true to themselves in seeking their destiny, but they also allow life to emerge in its own way. At the highest level, of the creator archetype an unusual level of consciousness emerges. This consciousness enables an individual to consciously influence what happens to them (Pearson, 1991; Pearson & Marr, 2003). The different levels of the creator are displayed in table 2.7 below.

Table 2.7

The levels of the creator (adapted from Pearson, 1991, p. 169)

Level	Description
Level 1	Opening to receive visions, images, hunches, inspiration.
Level 2	Allowing yourself to know what you really want to have, do, or create.
Level 3	Experiments with creating what you imagine, allowing yourself to let your dreams come true.

The highest level of development of the creator is focused on the co-creation of the world with other people. Once this focus develops into a need for connectedness and commitment to other people, the lover archetype is being activated. The lover archetype is critically analysed in the section below.

h. The lover

The gift of the lover is aliveness and engagement with life. This archetype represents relationships and commitment. These relationships and commitment can be directed

towards other people or towards a project. The lover represents the part of an individual that follows his or her passion and sometimes make riskier choices. This archetype can manifest in relation to career choices or other personal choices. The lover consists of happiness and the enjoyment of being with a special person or doing what an individual loves doing. It can inspire choices that are contrary to the practical and rational considerations. These choices are associated more with energy, vibrancy and passion (Pearson, 1991; Pearson & Marr, 2003).

The lover is evident when an individual experiences their career as a calling or their life's work. These individuals value the impact of their work more than the material costs and will sacrifice material benefits to fulfil their calling. At times joining a new organisation provides people with new energy and helps them feel renewed. The lover archetype can also give birth to a creative process. Thus two people involved in a project at work may become aware of an erotic charge. However, this erotic charge should not be confused with a romantic attraction, as it could actually be the result of the birth of their new project or product and will dissipate once the project has been finalised. Erotic energy can also be observed in some mentoring relationships with a parent-child dynamic. This manifestation often causes confusion and in extreme cases can lead to sexual harassment within organisations (Pearson, 1998).

The danger of the lover lies in the attraction of doing things without paying due attention to the potential consequences. People can also potentially lose themselves to a loved person or activity. In extreme cases the shadow of the lover surfaces through unwanted advances towards others or even sexual advances to children. The shadow of the lover can be seen in the oppression of women and people from disadvantaged backgrounds (Pearson, 1991; Pearson & Marr, 2003).

The growth and development of the lover is the realisation that power does not reside in positions or authority, but within people. People have immense power when they are engaged and following their true passion in life. This archetype provides people with acceptance and forgiveness for both themselves and others. The lover can be present at various levels within an individual and these developmental levels are reflected in table 2.8. At first level, the lover requires people to trust and believe in life again and is often visible in the form of compassion, forgiveness and grace. Commitment and faith are also requirements for the activation of this archetype. Part of the growth and development of the lover involves learning to accept love (Pearson, 1991; Pearson & Marr, 2003).

Table 2.8

Levels of the lover (adapted from Pearson, 1991, p. 157)

Level	Description
Level 1	Following your bliss, what you love.
Level 2	Bonding with and making commitments to whom and what you love.
Level 3	Radical self-acceptance giving birth to the Self and connecting the personal with the transpersonal, the individual with the collective.

i. The magician

The magician archetypal value is concerned with the transformation of the self and others. The need for the magician emerges when individuals feel overwhelmed or are having difficulty coping with the demands of friends, family or work. External problems are often a reflection on internal imbalances. These imbalances evoke the need for transformation and change. This archetype is not necessarily responsible for making specific changes in a person's life, but rather focuses on creating an environment or a climate that is conducive to change. The magician is often associated with healing of both physical and emotional illness (Pearson, 1998; Pearson & Marr, 2003).

Within the work environment the magician often manifests in people working as doctors, psychologists or organisational development consultants. These individuals are focused on assisting in the transformation of people or organisations. When this archetype is active within people the focus is on empowering others through giving them more responsibility and trusting them to complete tasks (Pearson, 1991, 1998).

The risk associated with this archetype is that it can happen in a negative direction. This negative transformation occurs when individuals are over confident in their abilities or try to use their power over others to enforce change. The magician archetype may also give rise to self-destructive (Pearson, 1991; Pearson & Marr, 2003).

The gift of transformation is often evoked through the experience of difficulty. The three levels of growth and development associated with the magician archetypal value are presented in table 2.9. This value is also associated with forgiveness of both the self and others. Ultimately the magician is responsible for transforming an individual and creating an environment that is conducive to the growth of others. This involves a realisation that people are interconnected (Pearson, 1991).

Table 2.9

Levels of the magician (adapted from Pearson, 1991, p. 197)

Level	Description
Level 1	Experiencing healing or choosing to notice extrasensory or synchronistic experiences.
Level 2	Grounding inspiration by acting on your visions and making them real, making your dreams come true.
Level 3	Consciously using the knowledge that everything is connected to everything else, developing mastery of the art of changing physical realities by first changing mental, emotional, and spiritual ones.

The next archetype that is analysed and discussed is the ruler archetype.

j. The ruler

The ruler archetype enables individuals to focus on assuming responsibility for themselves and their lives. This archetype is concerned with forming visions and setting goals. Individuals must then take action to attain these goals. The previous archetypal values all involve preparation, while this phase provides the opportunity to act. The ruler is associated with power individuals are required to use their power in a responsible manner (Pearson, 1991; Pearson & Marr, 2003).

Within the work environment this archetype is related to taking full responsibility for work. This involves setting specific goals and working consistently towards the attainment of those goals. This phase is a culmination of experience and knowledge and individuals acting with the ruler archetype often fulfil management and leadership roles. This leadership role consists of focusing on meeting task goals and creating a better working environment for others. Rulers tend to make responsible decisions through the consideration of both their own needs and the needs of others (Pearson, 1991, 1998).

The shadow side of the ruler seeks control for the sake of power or status, regardless of the cost to self or others. This shadow becomes evident when one is unable to find a balance between work priorities or responsibilities and simply enjoying life. Rulers can become so focused on task attainment that they disregard individuals who are not as successful. Some rulers begin to neglect human considerations. Thus, the power of this archetype poses a danger to individuals. This power could result in an imbalance between

satisfying an individual's own needs and the needs of others and balancing the task achievement and human considerations (Pearson, 1991).

The ruler is constantly seeking ways in which to influence the world around them through utilisation of all available resources, including other individuals. An individual with this archetypal value prominent in their lives can identify the potential in other people and will focus on helping these people to develop. Planning and organising skills are important for individuals in this phase of their development journey. Table 2.10 represents the various levels of growth and development that occur in the ruler phase (Pearson, 1991).

Table 2.10

Levels of the ruler (adapted from Pearson, 1991, p. 189)

Level	Description
Level 1	Taking responsibility for the state of your life; seeking healing of wounds or areas of powerlessness that are reflected in scarcity in your outer life; concerned primarily with your own life or your own family.
Level 2	Developing skills and creating structures for manifesting your own dreams in the real world; concerned with the good of whatever group or community you belong to.
Level 3	Fully utilising all resources, internal as well as external; concerned with the good of society or the planet.

k. The sage

The sage focuses on understanding rather than on control or change. The focus on understanding helps the sage to continuously gain a deeper understanding of a person, an issue and life in general. The sage also plays a role in an individual's search to understand him or herself better (Pearson, 1991; Pearson & Marr, 2003).

In the work context doctors, psychologists and other health workers rely on their inner sage to make accurate diagnosis and to understand a phenomenon (Pearson, 1991). The sage can also be seen in the drive for increased quality considerations. Specialists and experts make use of this phase in order to focus their attention on specific fields of study or research problems.

The danger of this archetypal value is that it can lead to detachment. This can make it difficult for an individual to commit to a job, project or even another individual. The constant search for the truth can result in a drive for perfection, which results in very high and often unrealistic expectations of the self and others. At times the sage fails to judge his or her own imperfections and is seen as manifesting a sense of superiority. Sages can also be experienced as unattached and distant. The search for truth is substituted for perfection and there is no space for human vulnerabilities (Pearson, 1991; Pearson & Marr, 2003).

This phase of the development journey, which is categorised by searching for the truth, contains different sub-phases. This search for the truth tends to include disillusionment in things such as experts, authority and religion. Following disillusionment sages come to realise that truth is subjective and relative. This realisation can result in a difficulty to commit. Individuals gradually start to make some initial commitments again and these are then followed by stronger commits. The development and growth of the sage is seen once people are able to let go of their attachment to suffering. These individuals achieve a level of trust in life unfolds and are able to enjoy the journey and experience life (Pearson, 1991). The three levels of development of the sage are reflected in table 2.11.

Table 2.11

The levels of the sage (adapted from Pearson, 1991, p. 212)

Level	Description
Level 1	Search for “the Truth” and for objectivity.
Level 2	Scepticism, awareness of multiplicity and complexity of truth, all truth seen as relative; acceptance of subjectivity as part of the human condition.
Level 3	Experience of ultimate truth or truths, wisdom.

In the last phase of the development journey the archetypal value of the jester becomes prominent.

I. The jester

The jester can be compared to the court fool. This archetype represents the basic life instincts and involves spontaneous expression of energy. The jester is fun and playful and focuses on the present. When this archetype is active people are driven by innate curiosity and enjoyment of life. This archetype is often evident in adolescence and

sometimes re-emerges during the mid-life crisis. When the jester is prominent decisions are based mainly on what feels good at the time. This archetype provides an outlet for emotions and feelings. This archetypal value inspires enjoyment of life and focuses on the process of reaching goals and not just on the attainment of goals. When the jester is dominant the individual's journey is driven more by curiosity than achievement. The jester lives in the here-and-now and hungers for adventures and experiences (Pearson, 1991; Pearson & Marr 2003).

In the work context, the jester represents joy and creativity (Pearson, 1991). This can lead to spontaneous problem-solving and new solutions for existing challenges. However, it can also result in a disregard for monotonous duties and deadlines because jesters prefer to spend their time on new exciting and interesting tasks. The jester can provide relief and escape from boredom in a particular job or career. In routine-driven environments jester can liven up the department or office. The danger of the jester lies in the inability to accept responsibility or act in a responsible manner. The jester can be associated with disobedience and breaking of rules. In its most extreme negative form it can lead to self-destructive behaviour such as drug addiction and extra-marital affairs (Pearson, 1991).

The jester provides individuals with coping mechanisms and increased resilience and allows them to see problems from a broader perspective. People learn to enjoy life for the sake of life. The jester is often represented in the political games people play at work, at home or within the broader community. Although these games can have a positive focus, people need to guard against becoming involved with manipulation and dishonesty. The growth and development provided by the jester is evident when individuals are able to experience joy in life and become transparent in their actions. This involves the ability to truly express the self. This phase ultimately ends where the journey began; in trust and enjoyment of life with acceptance and celebration (Pearson, 1991; Pearson & Marr, 2003). Table 2.12 provides a description of the three levels of growth and development of the jester.

Table 2.12

Levels of the jester (adapted from Pearson, 1991, p. 225)

Level	Description
Level 1	Life is a game to be played for the fun of it.
Level 2	Cleverness used to trick others, to get out of trouble, to find ways around obstacles, to tell the truth without impunity.
Level 3	Life is experienced fully in the moment; life is celebrated for its own sake and lived in the moment, one day at a time.

Each phase of the archetypal hero's journey is associated with a particular archetypal value, and each archetypal value contains a specific task to be accomplished, a particular goal, characteristic, particular gifts associated and specific dangers. A summary of the archetypal values and their related tasks, goals, fears, gifts and dangers is provided in table 2.13.

The following section focuses on the impact of the twelve archetypal values in the organisational context. The areas in which these archetypes can be used are also discussed.

Table 2.13

Summary of archetypal values (adapted from Pearson, 1991, p. 11)

Archetype	Description	Task	Goal	Fear	Gift	Danger
Innocent	Dependent upon others for safety and care	Prepares the psyche for the emergence of the next archetype and the beginning of one's life journey	Remain in safety	Abandonment	Inspires hope, optimism and basic trust in others	An inability to recognise one's limits, indiscriminate trust and a tendency to denial
Orphan	Represents fundamental disappointment in caretakers	Process pain and disillusionment fully and be open to receive help from others	Regain safety	Exploitation, victimisation	The precipitation of one's life journey, moving from abandonment, through rebellion to an interdependent banding of peers	In the orphan's wounding or disappointment he or she may identify with the victimiser, resulting in continual abuse. Also, the orphan may become entrenched in the role of victim in order to get other people to meet his or her needs
Seeker	Seeks greener pastures.	Be true to a deeper or higher	Search for a better life or a	Conformity, becoming	Autonomy and ambition	Refusal to settle for what is possible, always exceeding

Archetype	Description	Task	Goal	Fear	Gift	Danger
		truth	better way	entrapped		one's grasp. Manifest a refusal to commit
Warrior	Focused on achieving goals	High-level assertiveness, fighting for what really matters	Win, get own way, make a difference through struggle	Weakness, powerlessness, impotence, ineptitude	Perseverance in the face of obstacles and standing up for one's ideals or oneself. Courage, discipline and skill	Identifying power and control as the only ideals not adequately choosing one's battles and a willingness to be violent toward others and toward oneself
Caregiver	Give without maiming self or others	Creating a safe and nurturing environment	Help others, make a difference through love and sacrifice	Selfishness, ingratitude	Compassion and generosity	Over identification with the archetype leads to smothering or to devouring or failure to set appropriate limits and boundaries resulting in a feeling of depletion
Destroyer	Learn to let go, turn it over, accept mortality	Letting go of everything that no longer supports a new life	Growth and metamorphosis	Stagnation or annihilation, death without rebirth	Humility and acceptance	Becoming stuck in the meaninglessness of a destroying event which challenges one's conception of the world and

Archetype	Description	Task	Goal	Fear	Gift	Danger
						leaves the sense that life has no meaning
Creator	Concerns growth and synthesis	Help formulate a life or potential life that expresses one's authentic self	Creation of a life, work, or new reality of any kind	Inauthenticity, miscreation, failure of imagination	Greater fulfilment	Neglect of everyday life while caught in the vision or inability to translate the vision into action
Lover	Concerns connectedness, bonding and passionate commitment	Acceptance and forgiveness of self and others	Bliss, oneness, unity	Loss of love, disconnection	Aliveness and an engagement with life that is intense, sensual and seductive	Seducing or being seduced without concern for the consequences, experiencing a total loss of self in the loved one, or allowing attachment to shade into addiction. Failure to respect the separate identity of oneself or of another
Sage	To find the truth	To find the truth behind appearances and illusions and to understand, not	Truth, understanding	Deception, illusion	Objectivity and fairness, a capacity for dispassionate evaluation, a long-range perspective that	Paralysing disillusionment or a dogmatic detachment to the point of disengagement. This result in the loss of the ability to

Archetype	Description	Task	Goal	Fear	Gift	Danger
		to control or to change			prevents one from getting bogged down in petty squabbles and problems, an ability to see patterns in apparently discrepant events, ability to commit despite recognition of the relativity of truth	commit, cynicism or with an obsession with the way life should theoretically be, which misses how life truly is
Magician	The magician recognises the power of transformation that lies within each of us and believes that everyone and everything in the world are interconnected. Therefore change in one thing has a ripple effect that changes	Creation of community by the connection of its members to a sense of purpose beyond themselves	Transformation of lesser into better realities	Evil sorcery (transformation in a negative direction)	May work through reframing the meaning of a situation, by invoking the presence of a higher power, and through the catalytic effect of his or her presence	It can transform in a negative as well as a positive direction. This may occur if the magician is naive and inept or arrogant, or uses power for egocentric ends

Archetype	Description	Task	Goal	Fear	Gift	Danger
	other things.					
Ruler	The ruler governs and maintains harmony and order. This does not only involve basic security and governing needs but also forming a vision	To bring the vision and its spirit into everyday living	A harmonious and prosperous kingdom (life)	Chaos, loss of control	Governance with vision, the ruler claims power gladly, empowering others in the process and ruling gracefully. Develops resources, natural or human	Establishing order in the kingdom by eliminating those who are viewed as weak, villainous, or as wanting a different path; or in becoming a tyrant who is quick to punish when his or her way is thwarted; or in acting as an imperialist who must always possess more
Jester	The jester represents the curious, wise and playful child within, as well as the trickster or court fool	To express forbidden insights, feelings and behaviour, to see the world from many perspectives and behave accordingly	Enjoyment, pleasure, aliveness	Non-aliveness	The capacity to be “here and now”, a playful inventiveness, a needed levity in the face of stress or adversity, and an ability to find clever ways around obstacles	Irresponsibility, “con-artistry”, indifference and the creation of chaos

2.3.1.4 Organisational impact of the twelve archetypal values

Organisations are changing at a fast pace and individuals are expected to respond to new roles, new responsibilities and new challenges with high levels of flexibility and adaptability. Pearson's (1991) archetypal development theory can help individuals access the undiscovered potential of archetypes. Through enhancing awareness of the archetypes that are being expressed in individuals, archetypal development theory provides a framework for both career and personal development.

Pearson (1997) identifies seven areas in which archetypes can be utilised to enhance individuals' effectiveness within the organisational environment. A short description of the potential contributions of each of these seven areas is presented in the table below.

Table 2.14

Utility of archetypal values within the organisational context (based on Pearson, 1997)

Nr	Area	Description
1	Promote success through self-knowledge	Through increased self-insight and self-reflection individuals can identify the archetypal values currently expressed in their lives and what archetypes need to be awakened in order to actively facilitate career growth and development.
2	Increase interpersonal understanding	Identifying the archetypal values active in other individuals, could increase empathy and understanding for other team members or co-workers, which can provide a basis for building stronger teams.
3	Decrease blaming and scapegoating	An individual can become more aware of their shadow (development areas) through identifying the aspects they are judging in other people. This can increase awareness of areas of development that are evident within people.
4	De-mystify team and organisational culture	Archetypal values can be used to identify dominant team or organisational culture.
5	Improve relationships among organisational	Through identifying dominant archetypal values within different teams, possible reasons for conflict

Nr	Area	Description
	units	can be identified and resolved through increased awareness of differences.
6	Assist organisational change efforts	Through creating an understanding of the archetypal values that are required for a specific project or change initiative, individuals can be trained and guided to awaken particular archetypes.
7	Decrease stress	Matching tasks and roles to dominant archetypes can reduce conflict between role expectations and preferences.

The developmental framework identified by Pearson (1997) can serve as a guide for career counselling processes. Archetypal values can be used to assist individuals to respond to specific career related challenges

2.3.1.5 Individuation/development process

Pearson (1991) divides the metaphoric hero's journey of development into three phases that correspond with Jung's (1969) individuation process. The first phase involves the development of the ego (the preparation for the journey), the second phase involves the spiritual development of the soul (the journey) and the final phase involves the expression of the self (the return from the journey). The preparation phase contains the archetypes of the innocent, the orphan, the caregiver and the warrior. The journey phase consists of the archetypes of the seeker, the destroyer, the creator and the lover. The return phase includes the archetypes of the ruler, the magician, the sage and the jester.

2.3.1.6 Criticisms of Pearson's archetypal development theory

There is only a limited body of research regarding Pearson's (1991) archetypal development theory. Criticism is thus based on the researcher's perspective and critical analysis. The following criticisms are identified:

(1) The theory relies on individuals' ability to awaken archetypal values from their unconscious by means of their conscious needs. This is not consistent with Jung's (1969) description of archetypes as unconscious responses to conscious needs.

(2) Archetypal values form part of unconscious mind and are therefore very difficult to assess through the use of conscious material.

(3) The theory of archetypal values is complex and would be difficult to explain to managers within the organisational context.

2.3.1.7 Integration of theories on archetypal values

The previous sections contained analysis of the construct of archetypal values from the perspectives of Jung (1969) and Pearson (1991). Table 2.15 identifies overlaps and similarities between the theories.

Table 2.15

Integration of Jung and Pearson's archetypal theories (based on Jung,1968 and Pearson, 1991)

Description of Jung's archetypes	Jung's archetypes	Pearson's archetypes	Description of Pearson's archetypes
A person's perception of the role he or she is expected to fulfil in society.	Persona	Ruler	The ruler governs and maintains harmony and order. This does not only involve basic security and governing needs but also forming a vision of what should be.
Represents the feminine characteristics in men and the masculine characteristics in women.	Anima and Animus	Lover	Concerns connectedness, bonding and passionate commitment to others.
		Innocent	Dependent upon others for safety and care.
The primitive instinct that is the source of spontaneity and creativity.	Shadow	Jester	The jester represents the curious, wise and playful child within, as well as the trickster or court fool.
		Creator	Concerns growth and synthesis.
		Warrior	Focused on achieving goals.
		Destroyer	Learn to let go, turn it over, accept mortality.
The yearning towards integration of the	Self	Sage	To find the truth.
		Seeker	Seeks greener pastures.

Description of Jung's archetypes	Jung's archetypes	Pearson's archetypes	Description of Pearson's archetypes
different aspects of the self.		Magician	The magician recognises the power of transformation that lies within each of us and believes that everyone and everything in the world are interconnected.
Represents relationships held with various females and also represents fertility.	Mother	Creator	Concerns growth and synthesis.
		Orphan	Represents fundamental disappointment in caretakers.

The following sections focus on providing insight regarding the variables that have the potential to impact archetypal values and how they are developed and expressed.

2.3.1.8 Variables influencing archetypal values

Different groups and different individuals develop the different archetypal values in different ways. This section focuses on understanding the different variables influencing archetypal values. The section focuses specifically on race, gender, age, marital status and employment status.

a. Race

During the apartheid era in South African certain groups of individuals were discriminated against based on race. These groups (often referred to by the racial terms Black, Indian and Coloured) have been disempowered and oppressed. Internationally discrimination on the basis of race has occurred in many different countries and across many different eras. These discriminated against groups, can be said to have been orphaned by their societies, resulting in the prominence of the orphan archetype (Pearson, 1991). The discrimination they experience from birth means that these groups do not have access to the archetype of the innocent. Different cultures place different values on certain archetypes. In Indian cultures the sage is generally emphasised as aspiration for mind and spirit (Pearson, 1991). It seems likely that within the South African context differing cultures and races will place emphasis on different archetypes.

b. Gender

Gender differences exist in the way individuals experience their journey, the way they experience the different archetypal values and even in the sequence of the archetypal values (Pearson, 1991). The seeker and the warrior are more dominant amongst males, whereas the lover and the caregiver are more dominant amongst females (Pearson, 1991). In Jung's (1961) theory the anima (feminine characteristics in men) and the animus (masculine characteristics in women) archetypes are strongly influenced by gender.

In general, women do not enjoy the seeker archetype as this archetype tends to represent aloneness (Pearson, 1998). This fear relates to gender differences as women tend to fear being alone, while men fear intimacy. It is therefore easier for women to choose intimacy and for men to choose independence. However, many women find freedom in their careers and access the seeker archetype within this sphere. Many women choose to express the seeker archetype through their careers and at times this archetype can lead women to leave their jobs.

Some of the archetypal values are associated with male identification while others are associated with female identification. These differences are presented in figure 2.5. These differences relates to the anima and animus archetypes identified by Jung. The seeker and warrior archetypal values tend to be more present in men. However, the anima (which represents female characteristics) is also active within their lives to a greater or lesser extent. Women tend to manifest the lover and the caregiver archetypal values. The animus archetype (which represents male characteristics) is also present within all women. The different developmental journeys followed by traditional women, traditional men, non-traditional men and non-traditional women are depicted in figure 2.6.

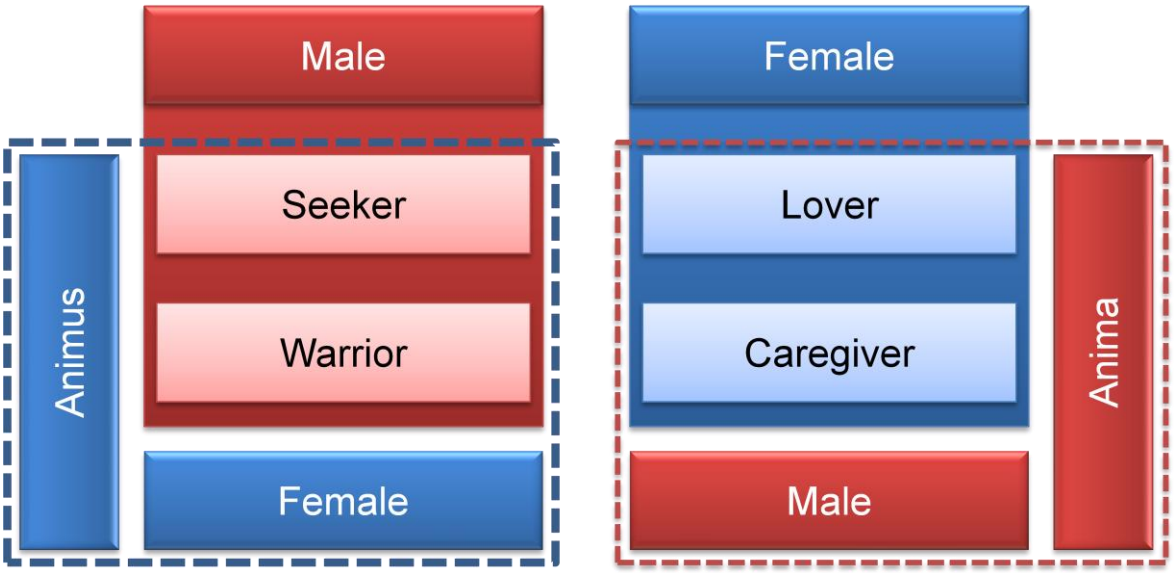

Figure 2.5. Gender differences in the traditional development of archetypal values (based on Jung, 1969 and Pearson, 1991).

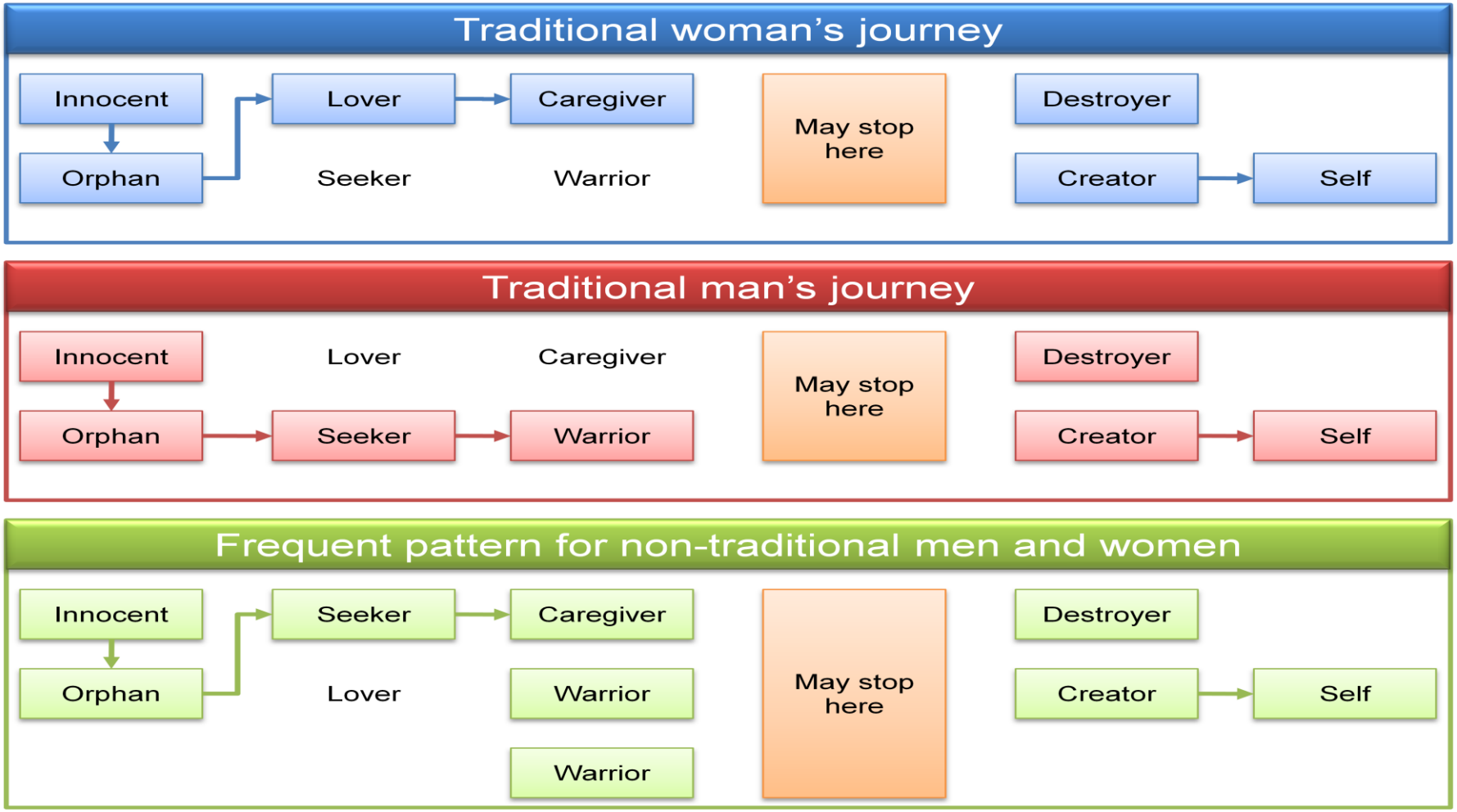

Figure 2.6. Traditional gender-based development journeys (adapted from Pearson, 1991).

c. Age

The dominant archetypal at a particular point in time are often related to an individual's age or life stage. Each age or life stage is related to specific issues and these are discussed in more detail below.

(1) Childhood – During childhood the main focus is on security and growth from dependence to interdependence. The two archetypal energies expected to be dominant during this life stage are the innocent and the orphan (Pearson, 1991).

(2) Adolescence and Early Twenties – During this life stage the focus is on finding identity through differentiation and the identification of similarities. The seeker and the lover are the archetypal values expected to be dominant during this stage. The seeker tends to be evident in adolescence and can surface as the young person leaves his/her parents to start his/her own life journey. If young adults are self-confident and courageous this represents an exciting stage (Pearson, 1991, 1998).

(3) Early adult life – The challenge at this point is focused on the development of strength in order to respond to life and take responsibility for life. The warrior and the caregiver are usually prominent at this point (Pearson, 1991).

(4) Mid-life transition – This phase is aided by the destroyer and the creator and involves finding a deeper and more meaningful understanding of personal identity. For some individuals the seeker is evident in the mid-life. At this stage the seeker archetype encourages individuals to questions their lives and identify that which is unsatisfactory. The need to manage the various responsibilities such as work, children, marriage and mortgage, can make it difficult for seekers to take the journeys they long for (Pearson, 1991, 1998).

(5) Maturity – The ruler and the magician are the archetypal values that support individuals during this life stage. These archetypes help individuals to claim control over their lives and claim their power (Pearson, 1991).

(6) Old age – The sage and the jester, assist individuals in this life stage in letting go of their power and control in order to become truly free. These individuals are able to enjoy life for life's sake and accept themselves completely (Pearson, 1991).

d. Marital status

An individual's life circumstances have an impact on his or her dominant archetypes. For example, married individuals might be expected to fulfil the caregiver role much more frequently than their unmarried counterparts (Pearson,1991)

e. Employment status

People's employment status can impact on their position in the archetypal journey. For example an unemployed might find it difficult to access the ruler archetype while and individual who has been working for an organisation for a longer period of time might be dominated by the ruler archetype (Pearson,1997).

2.3.2 Career orientations

In the sections below the construct of career orientations is discussed with reference to Schein's (1978) career anchors theory.

2.3.2.1 Schein's career anchors theory

Schein (1978) coined the term career anchors to refer to the pattern of self-perceived talents and abilities, basic values, and evolved sense of motives and needs (as they pertain to the career) that influences a person's career-related decisions and sense of career satisfaction. Schein's (1978) career anchor theory has been widely researched. The theory was selected for use in this study based on the contributions it makes to understanding individuals' career orientations within the work environment. These contributions are listed below.

(1) The theory differentiates between the process of vocational choice (which is based on assumptions) and the development of career identity (which is based on experience, interests, abilities and values) (Feldman & Bolino, 1996).
(2) In contrast to traditional vocational choice literature, which views choosing an occupation as the endpoint, Schein's (1978) theory recognises differences within occupations (Feldman & Bolino, 1996).

(3) Schein's (1978) theory identifies the possibility that different tracks within the same occupation may have less similarity than the same tracks within different occupations (Feldman & Bolino, 1996).

(4) Schein's (1978) theory proposes that career anchors consisting of interests, abilities and values serve as stabilising and consistent factors when individuals make career decisions (Feldman & Bolino, 1996).

(5) Schein's (1978) theory is based on the individual's self-insight (Ellison & Schreuder, 2000).

(6) The career anchor theory is a subjective concept based on an individual's personal view of his or her career (Ellison & Schreuder, 2000).

(7) The theory is based on experience and systematic self-diagnosis (Ellison & Schreuder, 2000).

(8) Schein's (1978) theory is than the traditional definitions of values or needs (Ellison & Schreuder, 2000).

(9) The career anchor construct can be regarded as a valid and reliable diagnostic tool for understanding career decision-making within the South African environment (Ellison & Schreuder, 2000).

(10) Schein's (1978) theory promotes self-discovery through the consideration of self-knowledge and external feedback from the work environment (Erdogmus, 2004).

(11) Research indicates that a wide variety of career anchors exist and therefore specific consideration must be given to the diversity of employees within the work environment (Erdogmus, 2004).

Schein (1978) provides a model of career development that includes consideration of complexity of an individual's career development. The theory of career anchors emphasises the need to differentiate between internal and external careers (Ellison & Schreuder, 2000). External careers consist of the observable progression of an individual within a particular organisation or occupation. However, most careers no longer consist of a single occupation within a single organisation (Ellison & Schreuder, 2000). It is therefore important that individuals start focusing on their internal careers and understand their personal views and goals in terms of their careers (Ellison & Schreuder, 2000). The internal career thus consists of an individual's personal view of themselves, their view of their life and their self-concept (Schein, 2006a).

The self-concept is a central notion throughout Schein's (1978) career anchors theory and represents the individual's knowledge of his or her own skills and talents, an understanding of what is important to him or her and any motives or values that serve as

internal driving forces when making career decisions (Coetzee & Schreuder, 2009a;Kanye & Crous, 2007; Schein 1985; Van Vuuren & Fourie, 2000). Individuals are increasingly required to manage their own careers and must therefore know and understand their own career anchors (Schein, 2006a).

Career anchors are defined by Schein (1985, p. 28) as 'the set of self-perceptions pertaining to your (1) motives and needs, (2) talents and skills, and (3) personal values that an individual would not give up if they were forced to make a choice'. The concept of career anchors allows a distinction to be drawn between career decision-making and initial vocational choice and acknowledges the impact of the formation of a career self-concept (Feldman & Bolino, 1996). Career anchors tend to develop over time and individuals generally only become aware of their career anchors after working for a period of time (Coetzee & Schreuder, 2009a; Ellison & Schreuder, 2000; Van Vuuren & Fourie, 2000). Career anchors are based on self-knowledge, while initial vocational choice is based on career path information, which may be inaccurate at times (Feldman & Bolino, 2000). The self-concept continues to develop based on the self-insight gained through knowledge and experience (Schein, 2006a).

Career anchors provide a framework against which individuals can measure themselves. This framework allows for differences between people and between careers (Coetzee & Schreuder, 2009b; Kanye & Crous, 2007). The theory acknowledges that different people can experience diverse career paths in a similar manner, as each individual uses his or her own criteria to satisfy their specific career needs (Coetzee & Schreuder, 2009b). Career anchors can also be seen as the work values that people hold, which is associated with the meaning they find within their careers, their preference in terms of the direction their careers should take (Coetzee & Schreuder, 2009b).

Schein (1978) theory originally included five career anchors, technical/functional competence, managerial competence, security and stability, autonomy and independence, entrepreneurial creativity. Following additional research, Schein (1985) includes three additional career anchors. These career anchors are labelled service and dedication to a cause, pure challenge and lifestyle integration. Schein (1978) states that each individual has a single career anchor. This anchor is the one thing that an individual will not compromise when making career decisions. This career anchor is stable across an individual's lifespan and does not change (Schein, 1978, 1985).

In the following sections each of the career anchors identified by Schein's (1978) is discussed separately. Attempts are made to link these career anchors to archetypal and perceived career success and meaningfulness determinants. Each career anchor is discussed in terms of its critical considerations, benefits, reward and growth opportunities.

a. Technical/functional competence

Individuals with this career anchor place primary value on their primary talents and skills within their area of specialisation. These individuals find their sense of identity from challenges in this area. This career anchor is often found in areas such as engineering, sales, marketing and financial analysis, but may be present in many positions. Individuals with a technical/functional competence career anchor base their self-concept on the content of their jobs and their increased level of skill within a specific area of specialisation. They find intrinsic meaning in their careers, which they see as extensions of themselves and their talents (Schein, 1985, 2006b).

Individuals who value the technical/functional career anchor face several large challenges with regards to the management of their careers. Most organisations are designed to enable employees to progress upward in the general structure of the organisation. Senior roles are usually held by 'general managers' even though the highly skilled scientist, engineer, programmer or financial analyst requires the same (or higher) level of skill and is also crucial to the existence of the organisation. Individuals with this career anchor are often also challenged by others' perception that it is possible to replace an experienced specialist with a less experienced specialist at a lower level of remuneration (Schein, 1985; 2006b).

Table 2.16

Preferences of individuals with technical/functional career orientation (based on Schein, 2006b)

Preferred type of work	Preferred form of pay and benefits	Preferred growth opportunities	Preferred type of recognition
• Challenging • Concerned with the content of the work	• Pay for skill levels, qualification and	• Increasing technical challenges • Increased	• From professional peers • Opportunity for further learning and

Preferred type of work	Preferred form of pay and benefits	Preferred growth opportunities	Preferred type of recognition
• Wants to share in goal setting • Autonomy in executing goals • Administrative and managerial work viewed as undesirable	experience • Oriented towards external equity • Oriented more towards absolute pay level than incentives	autonomy • Support for educational opportunities • Professional / technical career ladder • Increase in scope of role • Additional resources or areas of responsibility • Placed on key committees or task forces	self-development • Educational opportunities • Organisation sponsored sabbaticals • Encouragement to attend professional meetings/ conferences • Budgets for equipment or books • Identified as valued specialists • Prizes, awards, publicity and public acknowledgements

Coetzee and Schreuder (2009b) found that individuals with this career orientation appear to have a clear plan for their career and have specific career goals. In Ellison and Schreuder's (2000) study this career anchor was the most prominent with 22,4% of the respondents in their sample indicating technical/functional competence as their career anchor. This career anchor was also prominent amongst business students, where 26% of the sample related mostly to the technical/functional competence career anchor (Jarlstrom, 2000). Danzinger and Valency (2006) report that technical/functional competence was the second most frequent career anchor in their study, representing 19.2% of the respondents.

b. Managerial competence

The managerial competence career anchor is indicative of a desire to amalgamate the efforts of different people. People with the managerial competence career anchor prefer a more generalist involving power and responsibility that enables them to utilise their interpersonal and group skills. Individuals are often exposed to management experiences

very early in their careers, and this allows them to decide whether or not they will be able to manage others. The skills that a general manager develops include analytical competence, interpersonal and intergroup competence, decision-making and emotional competence. General managers tend to experience high stress levels on a continuous basis and learning to cope with this pressure is one of the challenges of this role. Individuals, with a combination of the skills listed above are usually able to cope with these difficulties (Schein, 1985, 2006b).

Table 2.17

Preferences of individuals with general managerial career orientation (based on Schein, 2006b)

Preferred type of work	Preferred form of pay and benefits	Preferred growth opportunities	Preferred type of recognition
• High levels of responsibility • Challenging, varied and integrative work • Leadership opportunities • Opportunities to contribute to the success of the organisation • Identify strongly with organisation • Identity formed based on the success of the organisation	• Measure themselves by their income levels • Expect to be highly paid • Oriented toward internal equity • Paid significantly more than the level below them • Short-term rewards like bonuses for achieving targets • Stock options gives them sense of ownership • Good benefits	• Promotion to higher level • Greater responsibility based on merit, performance and results • Believe the ability to obtain results is the critical criterion for success	• Promotions to positions of higher responsibility • Rank • Title • Salary • Number of subordinates • Size of budget • Expect promotions frequently • Movement becomes a form of recognition • Large offices • Special privileges • Cars • Approval of superiors

c. Autonomy/independence

The autonomy/independence career anchor is associated with a desire to be free from organisational restrictions. Individuals with this career anchor want to be able to decide when to work, what to work on and how hard to work. People with this career anchor value their autonomy above all else. This career value is often identified early in a career as individuals experience organisational rules and regulations as restrictive. These people tend to gravitate towards consulting environments but may sometimes find autonomy within larger organisations. People with this value are easily frustrated by bureaucracy, rules and regulations and seemingly senseless routine tasks (Schein, 1985, 2006b).

Table 2.18

Preferences of individuals with autonomy/ independence career orientation (based on Schein, 2006b)

Preferred type of work	Preferred form of pay and benefits	Preferred growth opportunities	Preferred type of recognition
• Clearly delineated, time-bounded work within area of expertise • Contract or project work • Part-time, full-time or temporary • Clearly defined goals but autonomy in terms of execution • Does not want close supervision	• Merit pay for performance • Immediate payoffs • Bonuses • Cafeteria-style benefits with different options available	• Promotions that reflect past accomplishments • Promotions should lead to more freedom • Promotions should have more autonomy	• Forms of recognition should be portable • Medals • Testimonials • Letters of recommendation • Prizes • Awards • Frustrated by organisational 'red tape'

Feldman and Bolino's (2000) study found that individuals with the autonomy/independence career anchor were primarily driven and motivated by their desire to live according to their own choices. The autonomy/independence career anchor was the most frequently occurring career anchor amongst self-employed respondents (Feldman & Bolino, 2000).

d. Security/stability

The security/stability career anchor is associated with a strong need to have a stable career. This career anchor can also be reflected in financial security, retirement plans or geographic stability. These individuals are characterised by commitment and loyalty . For these individuals security/stability is the central underlying theme upon which career related decisions are based. People who value the security/stability career anchor tend to value organisations with a strong presence in a specific industry and an organisational history of stability, financial rewards and retirement benefits. The challenges for individuals with this career anchor involve dealing with feelings of guilt regarding their lack of ambition or their failure to climb the organisational ladder (Schein, 1985, 2006b).

Table 2.19

Preferences of individuals with security/stability career orientation (based on Schein, 2006b)

Preferred type of work	Preferred pay and benefits	Preferred growth opportunities	Preferred type of recognition
• Stable, predictable work • Concerned about the context of the work	• Paid in steadily predictable increments based on length of service • Benefit packages • Generous insurance • Medical and	• Seniority-based promotion systems • Welcomes a published grade-and-rank system that spells out how long one must serve in any given grade before being promoted • Formal tenure system	• Recognised for loyalty • Reassurance of further stability • Reassurance that loyalty makes a real contribution to organisational performance

Preferred type of work	Preferred pay and benefits	Preferred growth opportunities	Preferred type of recognition
	retirement programs • Stock options		

Erdogmus (2004) found that security and stability was the most prominent career anchor amongst salaried professionals in Turkey. The author suggests that this could be due to the rising level of unemployment and the volatile economic situation. This finding is in line with career anchors theory as the theory suggests that individual career orientations are also influenced by feedback from the external environment.

e. Service/dedication to a cause

People with service/dedication to a cause as their career anchor are driven to achieve some value in the world. These individuals feel that it is important to work for an organisation with similar values. Their primary focus is their area of concern. Individuals with this career anchor are typically found in teaching professions or any of the helping professions. However, it should be noted that not every individual in the helping professions has a service/dedication career anchor. For individuals with this career anchor the point of a career is to provide a value or service to others. The focus is on the chosen cause, and career decisions will be made based on this cause (Schein, 1985; 2006b).

Table 2.20

Preferences of individuals with service/dedication to a cause career orientation (based on Schein, 2006b)

Preferred type of work	Preferred pay and benefits	Preferred growth opportunities	Preferred type of recognition
• Work that allows them to influence the organisation in the direction of values • Want the power to get things done according to their value system	• Fair pay • Portable benefits • External equity	• Promotions into positions of influence • Freedom to operate autonomously • Professional ladders with increased rank	• Recognition and support from professional peers and superiors • Feel that their values are shared by management • Opportunities for further education

Preferred type of work	Preferred pay and benefits	Preferred growth opportunities	Preferred type of recognition
		and influence	• Support for attendance of professional meetings or conferences • Awards and prizes • Public acclaim for accomplishments

Coetzee and Schreuder (2009a, 2009b) found that individuals with this career orientation tend to focus on building relationships These individuals also view their careers as a calling and experience a strong sense of purpose (Coetzee & Schreuder, 2009a, 2009b).

f. Pure challenge

Individuals with the pure challenge career anchor are primarily concerned with overcoming challenges and solving difficult problems. These individuals are competitive and winning is extremely important. They thrive on challenge and without it they become bored and frustrated. People who value the pure challenge career anchor can be identified through their constant referral to variety and the importance of variety in their jobs and careers (Schein, 1985, 2006b).

Table 2.21

Preferences of individuals with pure challenge career orientation (based on Schein, 2006b)

Preferred type of work	Preferred pay and benefits	Preferred growth opportunities	Preferred type of recognition
• Challenging work	• Varied	• Seek tougher challenges as they progress • Facing increasingly difficult problems	• Winning • Prizes

g. Lifestyle integration

This career anchor focuses on the importance of the integration of various spheres of a person's life. These individuals strive to find and maintain a balance between work, life, family and friends. Their sense of identity is based on their ability to manage the different aspects of their lives. The increased number of women and dual-career couples in the workplace has played a significant role in the development of this career anchor. The changing face of the workplace has resulted in more people facing the challenge of juggling marriages and families. This career anchor is therefore based on adaptation to social norms rather than psychological roots (Schein, 1985; 2006b).

Table 2.22

Preferences of individuals with lifestyle integration career orientation (based on Schein, 2006b)

Preferred type of work	Preferred pay and benefits	Preferred growth opportunities	Preferred type of recognition
• Flexibility • Part-time work	• Day-care options • Less travel	• Opportunities within the same geographical area	• Sabbaticals • Paternity leave • Maternity leave • Organisational attitude that respects personal and family life • Understanding attitude

Research suggests that the prevalence of the life-style integration career anchor is increasing, which seems to be indicative of the increased value people place on the integration and balance of the different areas of their lives (Danzinger & Valency, 2006; Ellison & Schreuder, 2000). Danzinger and Valency (2006) found that lifestyle integration was the most prominent career anchor in their study representing 30.8% of the respondents. The study also found a significant gender difference for this career anchor, with 38.5% of women preferring this anchor compared to only 23.1% of men (Danzinger & Valency, 2006). Ellison and Schreuder (2000) found that 18% of respondents in their samplehad lifestyle integration as their dominant career anchor. This represented the second largest career anchor group for this study. In contrast, Jarlstrom (2000) found that

the lifestyle integration was the career anchor with the lowest representation amongst business students.

h. Entrepreneurial creativity

Individuals with the entrepreneurial creativity career anchor are driven by their desire to create or build something new. The focus is on the creation of a new concept, business or organisation that serves as an expansion of themselves or their self-concept. Research suggests that these individuals tend to display this desire from an early stage and become involved in entrepreneurial activities and pursue them despite earlier failures or disappointments. It is often impossible for organisations to retain individuals with this career anchor. These individuals are often driven by an overriding passion, which can even become an obsession for some, that requires a unique combination of needs, motives and talents (Schein, 1985; 2006b).

Table 2.23

Preferences of individuals with the entrepreneurial creativity career orientation (based on Schein, 2006b)

Preferred type of work	Preferred pay and benefits	Preferred growth opportunities	Preferred type of recognition
• Need to create • Get bored easily • Continuously require new creative challenges • Autonomy to pursue side ventures	• Ownership • Control of an organisation • Own patents • Accumulate wealth	• Head of organisation • Power and freedom to move into other roles • Roles that permits creativity • Start new organisations or projects or products	• Building fortunes • Building sizeable enterprises • High personal visibility • Public recognition

Feldman and Bolino's (2000) study confirmed that individuals with the entrepreneurship and creativity career anchor are motivated by creative opportunities to build their own businesses. These individuals also have a high need to achieve financial success and

require opportunities to be creative, utilise their skills and make the most of business opportunities. Respect and recognition are important to individuals with this career anchor. The entrepreneurship and creativity career anchor was the second most common career anchor amongst self-employed individuals (Feldman & Bolino, 2000). Table 2.24 provides a summary and short description of each of Schein's eight career anchors

Table 2.24

Summary of Schein's eight career anchors (based on Schein, 1985; 2006b)

Career anchor	Description
Technical Functional Competence	Individuals who hold this career anchor value their primary talents and skills within their area of specialisation above all and find their sense of identity from challenges in this area.
Managerial Competence	Managerial Competence as a career anchor is indicative of a desire to amalgamate the efforts of different people. People with this career anchor prefer a more generalist role with power and responsibility that enables them to utilise their interpersonal and group skills.
Autonomy and Independence	This career anchor is associated with a desire to be free from organisational restrictions and enables individuals to decide when to work, what to work on and how hard to work. People with this career anchor value their autonomy above all else.
Security and stability	Security and stability is associated with a strong need to have a stable career. It can also be reflected in financial security, retirement plans or geographic stability. These individuals are characterised by commitment and loyalty.
Service or dedication to a cause	People with service/dedication to a cause as their career anchor are driven to achieve some value in the world and feel that it is important to work for an organisation with similar values. Their primary focus is their area of concern, which is typically teaching or any of the helping professions.
Pure Challenge	The primary concern of individuals with this career anchor is to overcome challenges and solve difficult problems. This implies an inherent competitiveness where winning is seen as important.
Lifestyle Integration	The integration of various spheres of a person's life is important to individuals with the lifstyle integration career anchor. These individuals strive to find balance between work, life, family and friends. Their sense of identity is based on their ability to manage the different aspects of their

Career anchor	Description
	lives.
Creativity and Entrepreneurship	Individuals with this career anchor are driven by the desire to create or build something new. The focus is on the creation of a new concept, business or organisation that serves as an expansion of themselves or their self-concept.

Schein (1985) states that an individual has only one dominant career anchor over the span of his or her career. However Feldman and Bolino (1996) suggest that individuals have one to three dominant career anchors, although one anchor is usually stronger than the others. These career anchors are generally grouped together. Feldman and Bolino (1996) propose an alternative classification of career anchors where career anchors are grouped together based on their focus on needs, values or talents (Coetzee & Schreuder, 2009b;Feldman & Bolino, 1996). Figure 2.7 reflects the integrated framework of career anchors based on this alternative classification of career anchors.

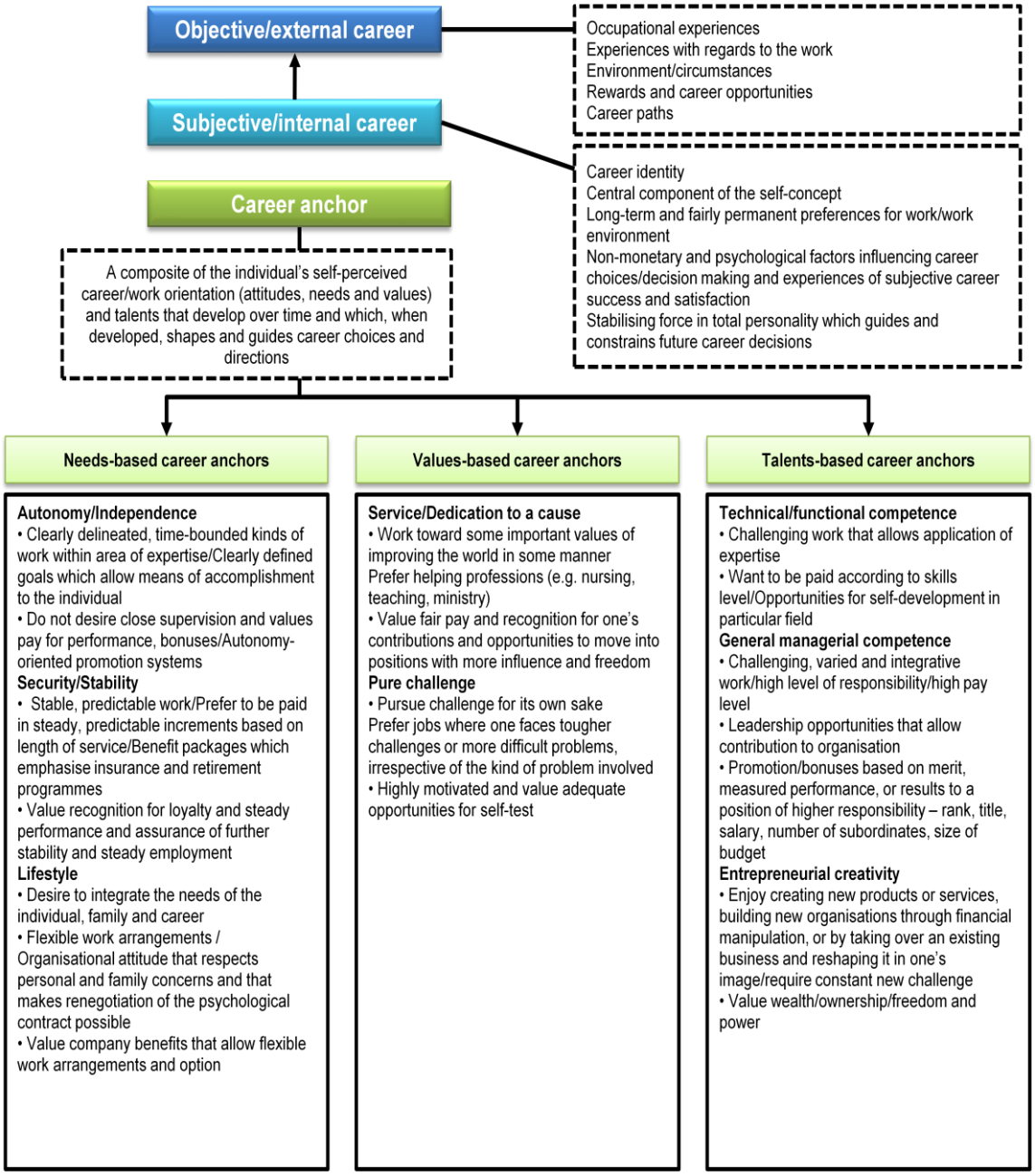

Figure 2.7. Integrated theoretical model of the construct career anchors (Coetzee & Schreuder, 2009b, p. 3).

Feldman and Bolino's (1996) framework classifies Schein's eight career anchors based on three inherent motivations, needs-based, talent-based and value-based. The needs-based career anchors include autonomy/independence, security/stability and lifestyle integration. Talent-based career anchors include technical/functional competence, general managerial competence and entrepreneurial creativity. Finally the values-based category consists of service/dedication to a cause and pure challenge.

2.3.2.2 Relationship between career orientations and other career constructs

Career anchors have been related to occupations, job satisfaction and employment decisions (Ellison & Schreuder, 2000; Feldman & Bolino, 2000; Schreuder & Coetzee, 2006). Feldman and Bolino (2000) report a significant relationship between career anchors and an individual's role and overall life satisfaction. Danzinger and Valency (2006) found a significant relationship between career anchor, occupational role and job satisfaction. These findings suggest that individuals with high levels of congruence between their career anchor and occupational role tend to experience higher levels of job satisfaction. Ellison and Schreuder (2000) found that individuals with a fit between their career anchor and their occupational type experience a higher general level of job satisfaction than individuals who did not have a fit between their career anchors and occupation. In addition, individuals with a good fit between their career anchors and occupational type experience high levels of intrinsic job satisfaction. However, the study failed to find a significant relationship between between extrinsic career satisfaction and fit. Van Vuuren and Fourie (2000) found no relationship between career orientations and resilience and claim that career resilience therefore forms more part of the new career paradigm. Jarlstrom (2000) found significant relationships between career orientations and personality preferences.

Career orientations are important from an organisational perspective as they provide a way of understanding organisational experience and serves as criteria against which an organisation can be measured (Kanye & Crous, 2007). An increased understanding of career anchors should allow organisations to manage career development more successfully. Organisations will be able to tailor career interventions to the specific needs and career orientations of the individuals within the organisation. Career orientations can also be used to customise reward and recognition strategies. Finally, career orientations provide an opportunity for organisations to understand the organisational culture based on the employees' career orientations (Erdogmus, 2004).

The responsibility for career development is shifting from the traditional organisational managed process to an individually managed process. However, in order for organisations and individuals to experience success they need to collaborate. This collaboration involves organisations being more transparent and adaptable (Feldman & Bolino, 1996). Feldman and Bolino (1996) identify the potential for organisations to design their reward systems around their employees' different career orientations and

preferences. This will enable organisations to reward diverse needs and competencies (Erdogmus, 2004).

2.3.2.3 Variables influencing career orientations

Coetzee (2008) states that employees must consider the impact of their individual characteristics such as race, age, gender, marital status and employment status on their personal preferences. These characteristics have the potential to impact on their psychological career success. The impact of individual differences on career orientation is an important consideration in the current research. Specific attention is paid to the variables of race, age, gender, marital status and employment status and the ways in which these variables influence career orientations.

a. Race

In the multicultural South African workplace race is an important variable that can impact career orientation. This is specifically important when race is used as a criterion for making decisions about individuals or groups. Coetzee and Schreuder (2008) found that, with the exception of the entrepreneurial career orientation, the career anchors were similar for the different race groups within their South African sample.

b. Gender

Danzinger and Valency (2006) report significant differences between the career anchors of males and females. Their study found that females were significantly more likely than males to report the lifestyle integration career anchor. In contrast, Coetzee and Schreuder (2008) found no gender differences in relation to the lifestyle integration career anchor. Erdogmus (2004) did not find any gender differences in career orientations.

c. Age

The variable of age appears to play an important role within the career context. Different life and career stages have significant impacts on career orientations and preferences vary across age groups (Coetzee & Schreuder, 2008). Ellison and Schreuder (2000) suggest that the mid-career or midlife stage is frequently of great significance. This stage is sometimes referred to as the midlife crisis. The mid-career or midlife phase generally involves self-assessment and individuals tend to evaluate their level of success or failure

against their set career goals. This phase can result in stress and anxiety, but also provides an opportunity for an individual to assess his or her career anchor based on experience gained. The mid-career or midlife phase is also the stage where an individual tries to find balance between their internal and external careers (Ellison & Schreuder, 2000).

d. Marital status

Coetzee and Schreuder (2008) found significant differences between the career orientations of single, married and widowed individuals. Single participants were attracted to opportunities to develop skills and preferred opportunities that that provided freedom and power. Married participants favoured steady employment and benefit packages, while widowed participants appeared to have a need to pursue careers where they can create new products and present new ideas. However, Erdogmus (2004) found no differences in the career orientations of individuals with differing marital status.

e. Employment status

Research suggests that career orientations influences individuals motivations to pursue self-employment and impact on the satisfaction they derive from their self-employment (Feldman & Bolino, 2000). It is important to consider the differences between the career orientations of groups with differing employment status as this could potentially relate to the career decisions made. Danzinger and Valency (2006) found a significant difference in the distribution of career anchors of salaried and self-employed individuals.

2.3.2.4 Criticisms of Schein's career orientations theory

Feldman and Bolino (1996) note that empirical tests have not been sufficiently conclusive to provide absolute support for the career anchor model. These authors suggest that further research is required in this regard. Feldman and Bolino (1996) acknowledge the contribution of Schein's (1978) theory, but state that refinement of the theory is required based on empirical data. Career orientations studies have often been criticised for using small samples with findings that are not necessarily generalisable to broader populations (Erdogmus, 2004). Erdogmus (2004) found differences between the factors that Schein (1985) identified as career anchors. Most authors recommend the conducting of longitudinal studies to determine the stability of career orientations across the lifespan.

2.3.3 Perceived career success

The very nature of perceived career success makes it difficult to reach agreement regarding the definition and measurement of the perception of success (Chen, 2007). However, this research focuses on perceived career success as the aim is to create a better understanding of the meanings of perceived career success for individuals. This is done through a critical analysis of the contributions of established and well-known theorists within this field of study. The analysis includes a range of contributions rather than focusing on a single theory. The motivation for this approach is based on the nature and availability of research concerning perceived career success.

2.3.3.1 Career success

Research indicates that career success is a complex phenomenon (Judge, Cable, Boudreau, & Bretz, 1995). Early research in the careers field distinguishes between objective and subjective career success. Following this early research, the construct of career success has generally been operationalised to include both objective and subjective indicators (Ballout, 2009; Cocchiara et al, 2010). In this context, objective career success forms the basis for measuring career success. Research suggests that subjective career success is a function of individuals' level of objective career success (Judge et al, 1995). Some authors have argued that although the two concepts are positively related, they should be seen as separate and distinct (Ng, Eby, Sorensen, & Feldman, 2005). However, the term career success is generally used to refer to both objective and subjective career success (Ng et al, 2005). Career success is thus defined as the positive psychological or work-related outcomes or achievements individuals accumulate as a result of their work experiences (Judge et al, 1995). It is important that both individuals and organisations, understand career success, especially within the current context of economic volatility, globalisation, skills shortage and increasing rates of change and uncertainty (Ballout, 2009).

2.3.3.2 Objective career success

Objective career success seems is measured through tangible elements. This is typically done by using measures such as external indicators of advancement, external judgements and the accumulation of extrinsic rewards (Feldman & Ng, 2007; Sinclair, 2009). Objective career success is generally measured in terms of remuneration, increases, promotions, bonuses, job titles, rank and allowances received from the

organisation. These are factors over which individuals have limited control. Objective career success criteria are therefore viewed from an external perspective and judged by other people.

In the modern workplace the traditional career path is increasingly being replaced by lateral growth and cross-functional capabilities and this traditional view of career success thus seems to be dispensable (Schreuder & Coetzee, 2006). Although the concept of subjective career success might be strange to employees, organisations can play an education, awareness and supportive role assisting individuals to shift their focus towards subjective career success criteria.

2.3.3.3 Subjective career success

Ballout (2009) states that employees are increasingly relying on individual strategies and behaviours to facilitate their own career success. This self-directed career management approach has been positively correlated with subjective career success and the concept of career as a calling (Park, 2009). Hall (2002) suggests that there are two reasons for the recent focus on subjective career success. Firstly, the lack of fixed criteria for career assessment means that career evaluations are most accurately performed by individuals based on their own personal criteria. Secondly, beliefs in individualisation and individual rights make it inappropriate to evaluate other individuals' careers. The focus on individual rights is also associated with responsibility. Individuals are responsible for their own subjective career success (Park, 2009).

The concept of subjective career success has also been positively related to the concepts of the boundaryless career and the protean career. Schreuder and Coetzee (2006) note that subjective career success is also associated with mastering ambiguity as individuals have to respond to the current fast-changing, uncertain and unpredictable nature of careers. Mastering ambiguity enables individuals to adapt and respond effectively to changes in the external environment through empowering themselves with knowledge and creativity. Career success is also assessed in terms of the learning that has taken place and the multitude of skills an individual has acquired. It is these skills that make individuals indispensable to an organisation in a knowledge economy.

Perceptions play a crucial role in the understanding of subjective career success. Subjective career success is typically measured and identified through means of individuals' attitudes, emotions and perceptions regarding their achievements (Feldman &

Ng, 2007). One of the key factors distinguishing subjective career success from objective career success is its focus on perceptions of satisfaction rather than actual career advancements. Subjective career success is therefore are measured through personal points of view that relate to a broad set of criteria that may or may not include factors such as remuneration and job level, but usually include concepts such as well-being and emotions (Kidd, 2008). The inclusion of a wider range of concepts in the consideration of career success is increasingly important as individuals seek integration between their work and personal lives (Park, 2009).

Kidd (2008) suggests that the term career well-being should replace the term career success when referring to an individual's experience of his or her own career, thus eliminating the emphasis on performance related outcomes. Kidd (2008) identifies seven higher order categories, which she labels career transitions, interpersonal relationships, relationship with the organisation, work performance, sense of purpose, learning and development and work-life issues. Figure 2.8 outlines each of these higher order categories and the associated lower order categories.

Positive career experiences	
1. Career transitions	• Moved into conducive new role or career pattern, with or without promotion
2. Interpersonal relationships	• Received recognition or feedback from others • Received support from others
3. Relationships with the organisation	• Autonomy • Power
4. Work performance	• Was effective in role
5. Sense of purpose	• Make a decision or having positive thoughts about the future
6. Learning and development	• Developed skills through a programme of study or training • Saw prospect of learning new skills or gaining a qualification
7. Work-life issues	• Balance in work and home life

Negative career experiences	
1. Interpersonal relationships	• Interpersonal conflict, lack of support • Lack of feedback or recognition from others
2. Relationship with the organisation	• Organisational change • Inequitable treatment • Alienation from organisation • Dislike of role or organisation
3. Career transitions	• More redundant, contract not renewed, or redeployed • Problems with adjusting to new role • Didn't get promotion or new role
4. Learning and development	• Stuck or unchallenged • Unsuccessful in attempt to learn new skills
5. Sense of purpose	• Had negative, uncertain, or pessimistic thoughts about the future
6. Work performance	• Excessive workload • Dissatisfied with performance
7. Work-life issues	• Problems with life outside work, work-life balance, personal or health problems

Figure 2.8. Career well-being framework (based on Kidd, 2008).

2.3.3.4 Predictors of career success

Different factors predict extrinsic and intrinsic career success. Table 2.25 lists some of the differences between the predictors of objective and subjective research.

Table 2.25.

Predictors of career success (based on Judge et al, 1995)

Predictors of Career Success	
Objective Career Success	**Subjective Career Success**
• Women and minorities have lower levels of objective career success • Individuals who develop their human capital and display a desire to get ahead are more likely to experience objective career success • Ambition is related to objective career success • Education impacts on objective career success • Job tenure has a negative effect on promotions • Salary is a poor prediction of promotion were found • Human capital and socio-demographics are strongly related to objective career success	• Both pay and promotion positively predict career satisfaction • Career satisfaction seems to be a function of the level of objective career success • Educational quality and accomplish rating are positively related to career satisfaction • Demographic and human capital variables do not account for the variance in job satisfaction • Organisation success is the strongest predictor of job satisfaction • Organisational sponsorship and individual differences are strongly related to subjective career success

2.3.3.5 Career success strategies

Researchers have focused on various strategies for attaining career success. Harris and Ogbonna (2006) focused on exploring covert strategies that individuals employ to achieve career success. Their research confirms that individuals are not passive but rather focus energy and time on driving their careers and attaining career success. Individuals adopt covert strategies to achieve both objective and subjective career success (Harris &

Ogbonna, 2006). The five strategies identified in Harris and Ogbonna's (2006) research are obligation creation, exploitation, personal-status, and proactive vertical alignment.

2.3.3.6 Integration of perceived career success

It is important that both employers and employees understand why some people are more successful than others (Ballout, 2009). Research indicates that career success is not a constant or a static concept. Instead it reflects a sequence of events and represents a constantly changing construct (Kidd, 2008). The measurement of career success seems to be dependent on individual perception (Sagas & Cunningham, 2004).

Career success is an evaluative concept and the evaluation of career success therefore depends on the person who is evaluating the success (Judge et al, 1995). Kuznia, et al (2010) define perceived career success as the comparative aspect of the way in which an individual views his or her career with reference to others. Individuals judge themselves based on their careers, which form an important aspect of their self-image (Inkson & Arthur, 2001). Harris and Ogbonna (2006) define career success as the real or perceived achievements individuals have accumulated as a result of their work experiences. These varying definitions of career success show that the meaning of career success is not fixed. Within the context of the current research study the focus is specifically on establishing these various meanings in order to understand career success. The study thus measures individuals' perceived career success. The focus is in line with current research trends that focus on studying career success from a subjective and personal perspective (Kidd, 2008).

The subjective nature of career success does not mean that career success is no longer important to organisations. Organisations must continue to identify the factors that facilitate career success, as individual success eventually contributes to organisational success (Ng et al, 2005). However, organisations are increasingly playing a supportive role in individuals' career self-development and learning.

2.3.4 Perceived career meaningfulness

Perceived career meaningfulness is discussed in relation to a critical analysis of the contributions of established and well-known theorists within this field of study. The analysis focuses on including a broad variety of contributions rather than an in-depth

analysis of a particular theory. This approach is motivated by the nature and availability of perceived career meaningfulness research.

Individuals' perceptions of the meaningfulness of their careers are becoming increasingly important in the career context. Feelings of career meaningfulness are associated with perceptions of a career path being worth the effort that it entails, fulfilling a meaningful position in the work context and being involved in work activities that accomplish their goals (Quigley & Tymon, 2005). Career meaningfulness focuses on the purpose of an individual's life and work but it also includes the individual's understanding of the role of work within the broader perspective of his or her life (Park, 2010).

2.3.4.1 Frankl's existential theory of meaningfulness

The concept of meaningfulness has its roots in Victor Frankl's (1959) school of thought, which is referred to as logotherapy (Meyer et al, 2008). Frankl (2004, p. 105) states that 'man's search for meaning is the primary motivation in his life and not a "secondary rationalization" of instinctual drives'. This meaning is unique and specific and must be discovered by each individual human being, it is only through his journey of discovery that an individual can satisfy his own will to meaning.

Schultze and Miller (2003) suggest that Frankl's (1959) existential search for meaning offers a framework for career counselling that is suitable for the complexities of the current world of work. The search for meaning enables individuals to integrate work and non-work lives and live in accordance with their own values (Schultze & Miller, 2003). According to Frankl (2004) people are willing to live and die for the sake of their ideals and values.

2.3.4.2 Spirituality as a form of career meaningfulness

Lips-Wiersma (2002) suggests that spiritual coherence should be viewed as a form of career meaningfulness. Lips-Wiersma (2002) found that individuals identify four common purposes that contribute to career meaningfulness and spiritual coherence:

(1) developing and becoming self;
(2) serving others;
(3) unity with others;
(4) expressing self

These common purposes of career meaningfulness are depicted in figure 2.9. The study by Lips-Wiersma (2002) shows that inter-or-intra career transitions occur when individuals feel that they are not fulfilling a purpose.

The first purpose, developing and becoming self can be understood as an individual's yearning for self-knowledge. Increased self-knowledge enables a clearer expression of life purpose, and this life purpose needs to be congruent with organisational purpose. When life purpose and organisational purpose are not aligned disengagement may result.

The second purpose of serving others emphasises organisational support, recognition of support and the importance of employee well-being. The focus on serving others also includes the individual's assessment the organisation's service to society (Lips-Wiersma, 2002). At the most basic level organisations must not doing harm the community or the environment. However to fully express the purpose of serving others, social responsibility needs to be a critical focus within the organisation.

The third purpose, unity with others is underpinned by the principle of community building within the workplace. Block (2009, p. 30) defines a community as 'fundamentally an interdependent human system given form by the conversation it holds with itself'. The community is instrumental in forming relationships within the workplace and assisting in the attainment of organisational goals. It is also relevant to the experience of unity with others within the workplace and the conditions that inhibit the development of workplace relationships and prevent the development of a sense of community within the workplace.

The final purpose, expressing self, requires an environment where individuals can freely express themselves. In order to feel free to express the self individuals require a certain level of empowerment. Research indicates that individuals measure their careers in terms of what are meaningful according to their internal standards of meaningfulness (Lips-Wiersma, 2002).

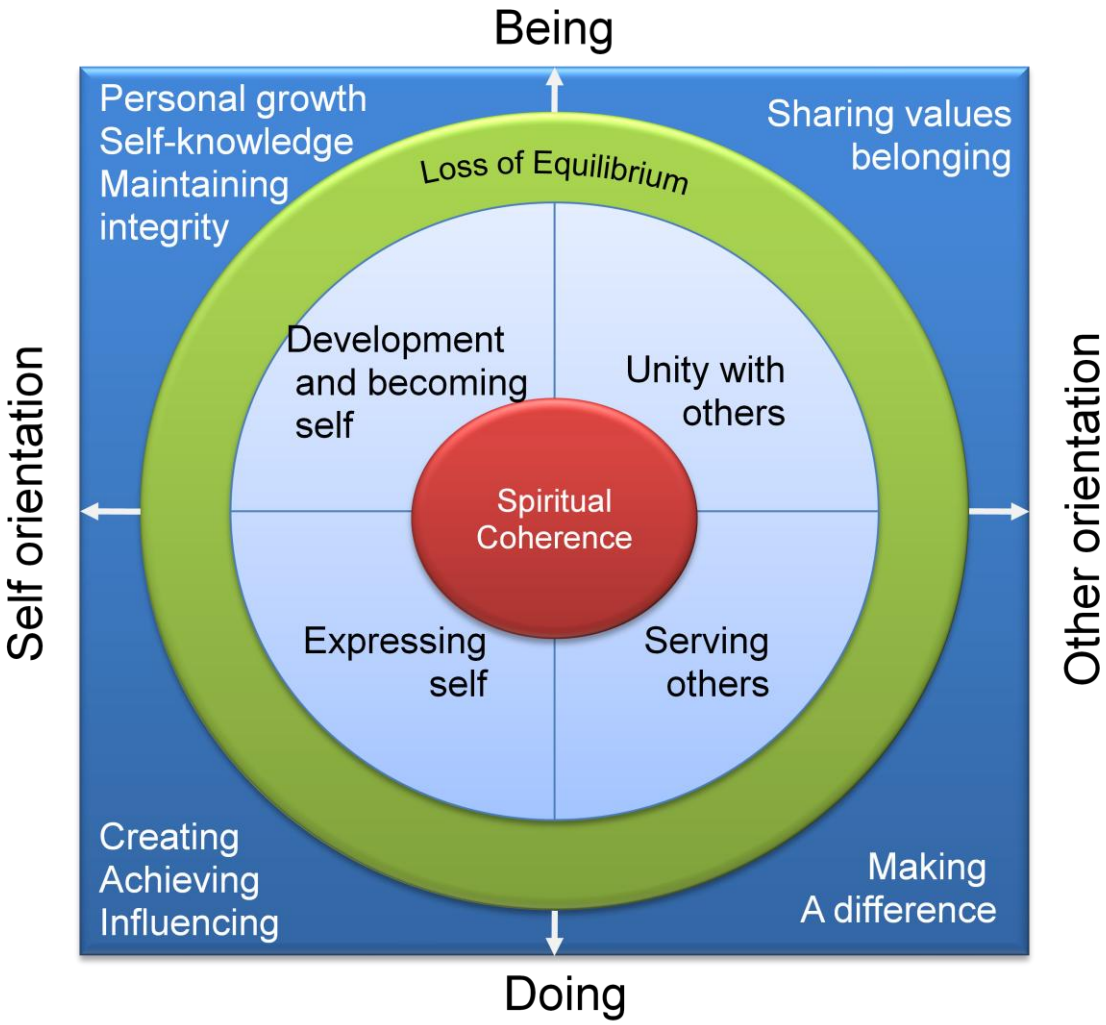

Figure 2.9. Spiritual coherence (adapted from Lips-Wiersma, 2002, p. 394).

2.3.4.3 Career as a calling and a form of career meaningfulness

Wrzesniewski (1999) suggests that the meaning of work can be understood in terms of the goals people aim to achieve through their work. Individuals tend to view their work as a job, a career or a calling. Wrzesniewski, McCauley, Rozin & Schwartz (1997) found that individuals who view their work as a calling report higher levels of work and life satisfaction. Individuals who hold the calling orientation can find meaning in their work even in challenging circumstances (Wrzesniewski, 2002).

The study by Wrzesniewski et al (1997) found that people with the calling work orientation struggle to separate work from the rest of their lives. These individuals are motivated by the fulfilment they receive from their work. This fulfilment often manifests as a feeling that they are making the world a better place (Wrzesniewski, 2002). The calling work

orientation also relates to perceived career success and Park (2010) found that the calling work orientation had a significant influence on perceived career success. People who attach great importance to their work role tend to experience higher levels of success than individuals who do not attach importance to their work role. Individuals with a calling orientation tend to view their work as part of their lives (Wrzesniewski, 2002).

2.3.4.4 Integration of perceived career meaningfulness

Individuals increasingly pursue careers that enable them to fulfil a career path that they see as worthwhile and fulfil a purpose in the broader context of society. Perceived career meaningfulness includes individuals' perceptions of their contributions to making the world a better place, as well as focusing on the integration of work within the broader context of their lives (Wrzesniewski, 2002).

Frankl's (1959) school of logotherapy states that it is important not to underestimate the motivation towards meaning. People are willing to go to great extremes to pursue personal ideals and values. Lips-Wiersma (2002) identifies four common purposes amongst individuals which results in perceptions of career meaningfulness. These purposes are developing and becoming self, serving others, unity with others and expressing self. When these purposes are not fulfilled within the career context career transitions may result. Career meaningfulness also includes the goals people aim to achieve through their work, this is often referred to as viewing a career as a calling (Wrzesniewski, 2002). Individuals who view their work as a calling experience high levels of life and work satisfaction and increased levels of perceived career success.

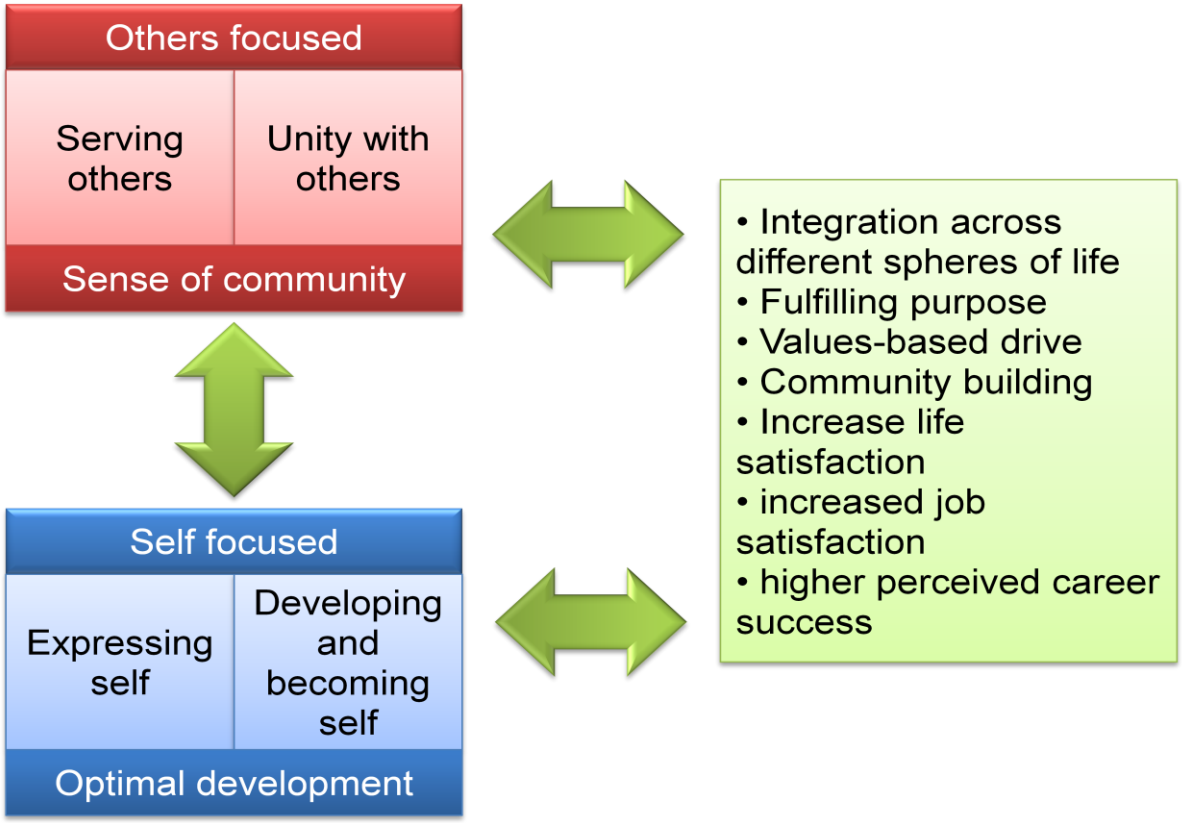

Figure 2.10. Integrated model of perceived career meaningfulness.

Perceived career meaningfulness can be understood in terms of an individual's purpose and goals and the congruence between the various aspects of his or her life and his or her career. The perception of career meaningfulness results in strong values-based drives, increased life satisfaction, increased job satisfaction and perceived career success and a sense of community (Frankl, 2004; Lips-Wiersma, 2002; Wrzesniewski, 1999).

2.4 THEORETICAL INTEGRATION OF ARCHETYPAL VALUES, CAREER ORIENTATIONS, PERCEIVED CAREER SUCCESS AND PERCEIVED CAREER MEANINGFULNESS

The literature review in the previous sections of this chapter (chapter 2) provided a critical overview of prominent research related to the four constructs that are of relevance to this research project. The purpose of the literature was to answer the research question relating to the way in which the concepts of archetypal values, career orientations, perceived career success and perceived career meaningfulness are conceptualised in the literature.

The theoretical integration addresses the second research question (what is the theoretical linkage between these variables?). This research question is answered by presenting and explaining a proposed integrated model based on the literature review and by proposing hypothetical theoretical relationships between the four constructs.

The theoretical integration of archetypal values, career orientations, perceived career success and perceived career meaningfulness is first considered through understanding the theoretical relationship between archetypal values and career orientations. The second part of the theoretical integration involves understanding the theoretical relationship between perceived career success and perceived career meaningfulness. Finally, an integration of the theoretical relationship between archetypal values, career orientations, perceived career success and perceived career meaningfulness is provided.

2.4.1 Theoretical relationship between archetypal values and career orientations.

This section includes explanations of the various aspects of the model figure 2.11 in an attempt to illuminate the theoretical relationship between the constructs of archetypal values and career orientations. The theoretical relationship between archetypal values and career orientations involves a critical conception of how these constructs manifest within an individual and secondly, provides the hypothetical relationship between the various archetypal values and career orientations.

Jung's (1969) analytical theory with specific reference to the concept of the psyche, provides the basis for this integrated model. In accordance with Jung's (1969) archetype theory the archetypal values form part of the content of the collective unconscious and are generated from repeated experiences of earlier generations. The archetypal values that form part of the collective unconscious included in the model (figure 2.11.) are based on the extended archetypal theory of archetypal values (or life themes) identified by Pearson (1991). These archetypal values are labelled, the innocent, the orphan, the creator, the magician, the seeker, the destroyer, the sage, the warrior, the ruler, the lover, the caregiver and the jester. The career orientations included in Schein's (1978) career anchor theory are hypothesised to form part of the conscious content of the psyche. This hypothesis is motivated by the fact that Schein's (1978) career anchors are based on an individual's experience, systematic self-diagnosis and self-insight and interests and abilities. These career anchors are stabilising and consistent values that influence decision-making.

These characteristics of career anchors are consistent with Jung's (1969) conceptualisation of the conscious including an individual's process of structuring reality, and the structuring and creation of an individual's awareness of him or herself. Jung (1969) further proposes that the individual constructs an identity of him or herself through the internal functioning of the conscious, while Schein (1978) consistently states that, career anchors consist of an individual's personal view of themselves, their view of their life and their self-concept. Therefore the inclusion of career anchors as part of the conscious seems to be consistent with both Jung's (1969) conception of the psyche and with Schein's (1978) conception of career anchors.

The hypothetical relationships between the various archetypal values and career orientations are depicted in the model (figure 2.11) and are based on the literature review and discussed in detail in this section. The literature review suggests that the innocent and the orphan archetypal values have a close relationship with the security/stability career orientations. The innocent archetype describes an individual who is dependent on others for care and safety (Pearson, 1991). Individuals with this archetype prominent within their lives expect organisations to provide them with safety and care for the entirety of their careers. The orphan archetype is prominent within individuals who place their faith in a senior member of the organisation to provide them with security. When security is not provided the orphan becomes angry at the organisation (Pearson, 1997). Resolution of this archetype depends on individuals' ability to let go of their sense of entitlement and acknowledge their own vulnerabilities (Pearson, 1991). The security/stability career orientation is also associated with a strong need for a stable career and often reflects as a search for financial and geographical security (Schein, 2006b). Security/stability is a prominent career anchor for individuals in the context of volatile economic situations and increasing unemployment (Erdogmus, 2004).

The literature review suggests that the creator and magician archetypal values may be related to the entrepreneurial creativity career orientation. The creator archetype is characterised by inspiration and creativity (Pearson, 1991). Individuals with this archetypal value present in their lives have a vision of their future and wish to play an active role in creating the future they envision for themselves (Pearson, 1991). Within the work environment the creator often becomes involved in improvements, new products and suggestions (Pearson, 1997). The magician archetypal value is mainly concerned with transformation and creating an environment that is conducive to growth of others (Pearson, 1991). The entrepreneurial creativity career orientation is driven by the desire to create or build something new (Schein, 1985, 2006b).

The literature review that the seeker and destroyer archetypal values may be related to the autonomy/independence and pure challenge career orientations. The seeker archetypal value is activated by unhappiness or a sense of confinement (Pearson & Marr, 2003). Individuals with the seeker prominent in their lives experience conflict between individuation and conformity (Pearson, 1991). The destroyer enables an individual to let go of things that do not support his or her goals (Pearson, 1991). Through the activation of the destroyer archetypal value individuals can create a better environment for themselves (Pearson, 1991). The autonomy/independence career orientation is associated with a desire to be free from organisational restrictions (Schein, 1985, 2006b). Individuals with this value become frustrated with rules and regulation and seemingly senseless routine tasks (Schein, 1985, 2006b). Individuals with this career orientation are driven by their desire to live according to their own choices (Feldman & Bolino, 2000). The pure challenge career orientation involves solving problems and being challenged within a career. Failure to be challenged leads to boredom and frustration (Schein, 1985, 2006b).

According to the literature review, the warrior and the ruler archetypal values appear to be related to the general managerial competence career orientation. The warrior archetypal value is characterised by goal attainment and carefully formulated plans (Pearson & Marr, 2003). In the organisational context the warrior archetype enables individuals to assert and protect themselves and is also associated with excellent performance (Pearson, 1991). When the ruler archetypal value is dominant within an individual's life, he or she is concerned with forming a vision and setting goals (Pearson & Marr, 2003). The ruler archetype is also associated with power and using power in a responsible manner (Pearson, 1991). Within the work environment the ruler is often seen as a culmination of experience and knowledge and represents management and leadership roles an individual fulfils (Pearson, 1997). The general managerial competence career orientation involves a desire to amalgamate the efforts of different people (Schein, 2006b). Individuals who hold this career orientation are often drawn to roles with power and responsibility that enable them to use their interpersonal skills (Schein, 1985, 2006b).

The lover and the caregiver archetypal values seem to be related to the service/dedication to a cause career orientation. The lover archetypal value represents relationships and commitment (Pearson, 1991). This archetype represents the part of an individual that follows his or her passion. The lover becomes evident when an individual experiences their career as a calling (Pearson, 1998). The caregiver archetypal value is mainly concerned with nurturance, comfort and encouragement (Pearson & Marr, 2003). When

this archetype is activated within an individuals the focus is on caring for others and making a difference in people's lives and in the world (Pearson, 1998). People who hold the service/dedication to a cause career orientation are driven to achieve value in the world (Schein, 1985, 2006b). These individuals' main concern is helping others. They view their careers as a calling and have a strong sense of purpose (Coetzee & Schreuder, 2009a).

Based on the literature review the jester archetypal value is associated with the lifestyle integration career orientation. The jester archetypal value inspires enjoyment of life and focuses on the process of reaching goals instead of just focusing on attaining goals (Pearson, 1991). The jester also allows individuals to express themselves in a manner that is true to the self (Pearson, 1991). The lifestyle integration career orientation is mainly concerned with the integration of various aspects of an individual's life. These individuals strive to achieve a balance between work, life, family and friends (Schein, 1985, 2006b).

The literature review suggests that the sage archetypal value could be related to the technical/functional competence career orientation. The sage seeks for deeper understanding of people, life and issues without wishing to control or change (Pearson, 1991). The sage is evident within specialists or experts who use this archetypal value to understand research problems by focusing on a specific field of study (Pearson, 1997). Individuals who hold the technical/functional competence career orientation place high value on their skills and link their sense of identity to challenges in their field (Schein, 1985, 2006b). These individuals find intrinsic meaning in their careers and see their careers as an extension of themselves and their talents (Schein, 1985, 2006b).

The model in figure 2.11 suggests that individuals' underlying values are related and impact on their career behaviours. Individuals' archetypal values and career orientations are also influenced by their race, gender, age, marital status and employment status. An understanding of the relationship between archetypal values and career orientations will enable the career counsellor to facilitate career decision-making more effectively.

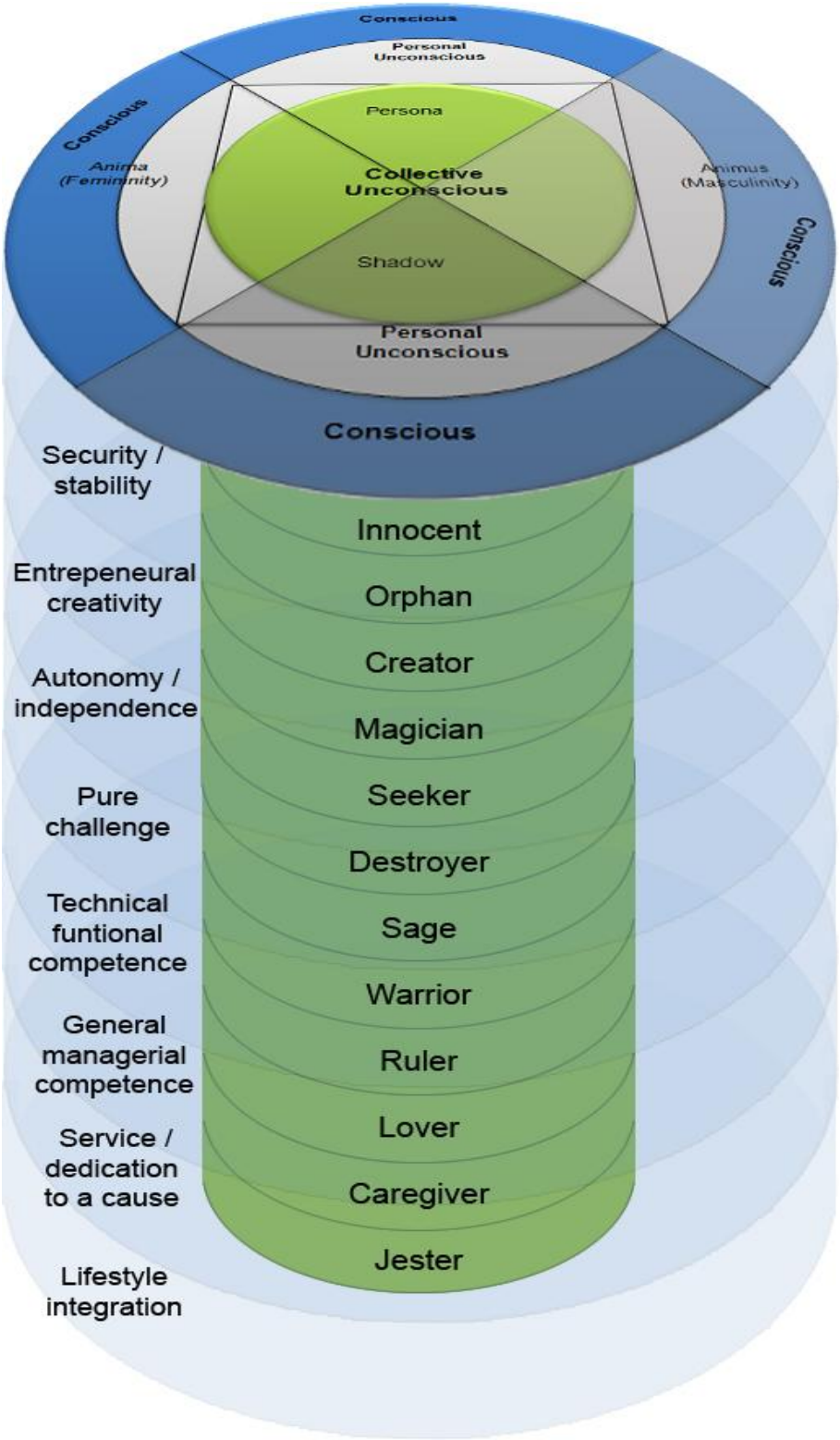

Figure 2.11. Model representing the theoretical relationship of archetypal values and career orientations.

2.4.2 Impact of differences between race, gender, age, marital status and employment status groups in terms of archetypal values and career orientations.

The literature review in the previous sections of this chapter (chapter 2) provided a critical overview of prominent research related to the impact of race, gender, age, marital status and employment status differences on individuals' archetypal values and career orientations. This section of the literature review attempts to answer the third research question, which concerns the differences in the archetypal values and career orientations of individuals from different race, gender, age, marital status, employment status groups. The research question is answered by highlighting critical findings discussed in the literature review.

Race groups do differ in terms of their archetypal values and career orientations (Pearson, 1991, Coetzee, 2008). Pearson and Marr (2003) found that individuals from previously disadvantaged backgrounds tend to lead with their orphan rather than the innocent archetypal value as a result of their experiences of disappointment in authority. In contrast, Indian cultures generally emphasise the sage as an aspiration for mind and spirit (Pearson, 1991). Race seems to have less impact on career orientations. Coetzee's (2008) South African study found differences between race groups with regards to the entrepreneurial creativity career anchor.

The literature review showed that gender differences exist in terms of archetypal values and career orientations. Pearson (1991) proposes that archetypes develop differently in people of different genders. In particular, the warrior and the seeker archetypes are more dominant with males, whereas the lover and the caregiver archetypes are more dominant in females (Pearson, 1991). The literature review contains contradicting findings regarding the impact of gender on career orientations. Danzinger and Valency (2006) report significant differences between the career anchors of males and females, while Coetzee and Schreuder (2008) and Erdogmus (2004) found no significant gender differences in career anchors.

The literature review showed that age is an important consideration in relation to development within the career context. Age groups differ in terms of archetypal values and career orientations. Pearson (1991) proposes that archetypal values become dominant in response to specific life themes or issues and therefore specific archetypes are associated with each developmental phase. Life and career stages also have a

significant impact on career orientations (Coetzee & Schreuder, 2008; Ellison & Schreuder, 2000).

Marital status does not play a significant role in the manifestation of archetypal values although Pearson (1991) suggests that differences might exist based on different role expectations of married and unmarried people. Coetzee and Schreuder (2008) found significant differences between the career orientations of individuals who are single, married and widowed. In contrast, Erdogmus (2004) found no differences in the career orientations of groups with differing marital status.

There is limited research available on the impact of employment status on archetypal values and it is therefore difficult to make a hypothesis regarding the impact of employment status on archetypal values. However, career orientations do appear to be related to employment status (Feldman & Bolino, 2000; Danzinger & Valency, 2006).

2.4.3 Theoretical relationship between perceived career success and perceived career meaningfulness

The concepts of perceived career success and perceived career meaningfulness (figure 2.12), seem to be integrated and there is no clear demarcation between the constructs. However, this could be related to the shift towards understanding career success from individuals' subjective and personal perspectives (Kidd, 2008). Career success is generally operationalised in terms of objective career success and subjective career success. Objective career success usually includes aspects such as advancement, extrinsic rewards, remuneration, increases, promotions, bonuses, job titles, rank and allowances (Feldman & Ng, 2007; Sinclair, 2009). Subjective career success are typically, dependent on the individual and based on perceived achievements, emotions, attitudes, commitments to family, friends and communities and personal development (Feldman & Ng, 2007; Park, 2009; Sinclair, 2009). Judge et al (1995) furthermore identify specific predictors for objective and subjective career success and these are displayed in figure 2.11. Kidd (2008) proposes that the term career well-being should replace the term of career success. The construct of career well-being includes traditional career success aspects such as career transition and work performance, as well as aspects related to career meaningfulness such as sense of purpose, work-life issues and interpersonal relationships. This framework includes aspects related to both career success and career meaningfulness, such as relationships with the organisation and learning and development. The model (figure 2.11) also shows that the roles of the organisation and

the individual are changing within the careers context. The organisation's role is decreasing and is mainly that of a supportive provider of opportunities for training and development. The organisation also facilitates self-awareness. In contrast, the individual's role is increasing and individuals are required to take increased responsibility for their own development, express their self-concept and drive their careers in their chosen direction.

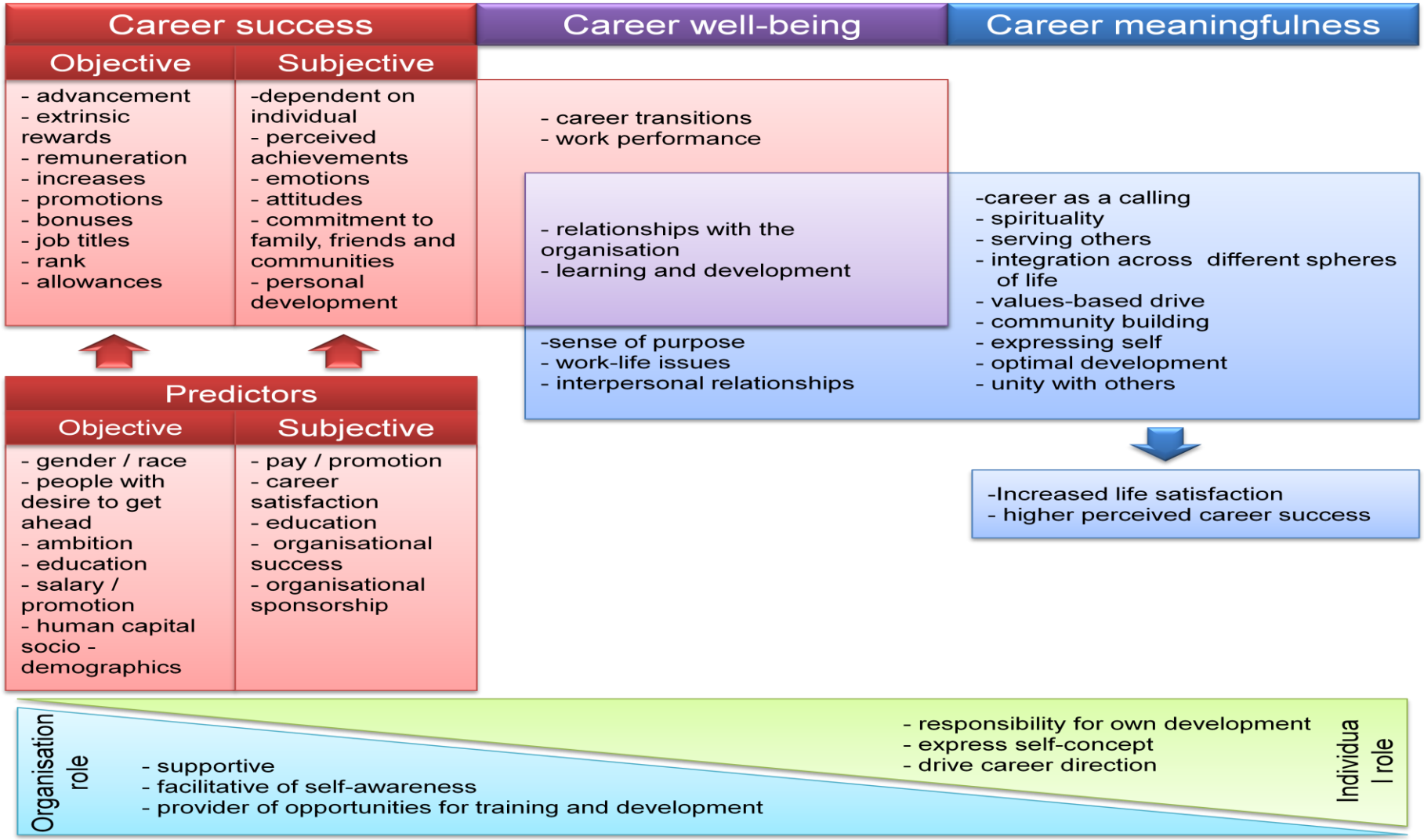

Figure 2.12. Explanation of theoretical integration between perceived career success and perceived career meaningfulness.

2.4.4 Theoretical relationship between archetypal values, career orientations, perceived career success and perceived career meaningfulness

Pearson's (1991) archetypal framework of the hero's journey provides a platform for understanding career development from an integrated personal development perspective. Understanding career development as part of an individual's personal development framework facilitates achievement of a person's sense of purpose. The archetypal framework is a dynamic and responsive representation of the career that allows for changes in the environment, changes in the individual and changes in the job. The holistic view of career development offered by the archetypal framework contributes to the establishment of diffuse boundaries between work and life in general. This allows the individual to express their self-concept and life calling within the work environment (Pearson, 1997).

However it is senseless to apply the archetypal development framework to the organisational context without an understanding of the impact of an individual's specific career orientations. An individual's career orientations are a reflection of their perception of their talents, needs and skills. These orientations tend to crystallise once individuals have gained some work experience (Schein, 1985, 2006b). Career anchors are expressions of people's career orientations. The concept of career anchors has been extensively researched and individuals' career anchors seem to remain fairly constant. Schein's (1978) concept of career orientations is an internalised construct that stands in a multi-dimensional relationship with career success (Coetzee & Schreuder, 2009a). Career orientations are a subjective conscious driving force from within an individual (Coetzee & Schreuder, 2009a). In contrast, archetypal values serve are constant unconscious driving forces that help individuals progress through life and career stages.

The literature review suggests that various variables influence individuals' archetypal values and career orientations. Coetzee (2008) recommends that the impact of individual differences such as race, gender, age, marital status and employment status be considered during career counselling and facilitation of career decision-making.

The concepts of perceived career success and perceived career meaningfulness provide an understanding of the way in which individuals view their careers and whether individuals feel that their career context allows them to express the values driving their careers. Understanding the various meanings individuals attach to their perceptions of career success and career meaningfulness provides career counsellors with information

can assist them in facilitating individual career decision-making that is aligned to the individual's measures of career success and career meaningfulness.

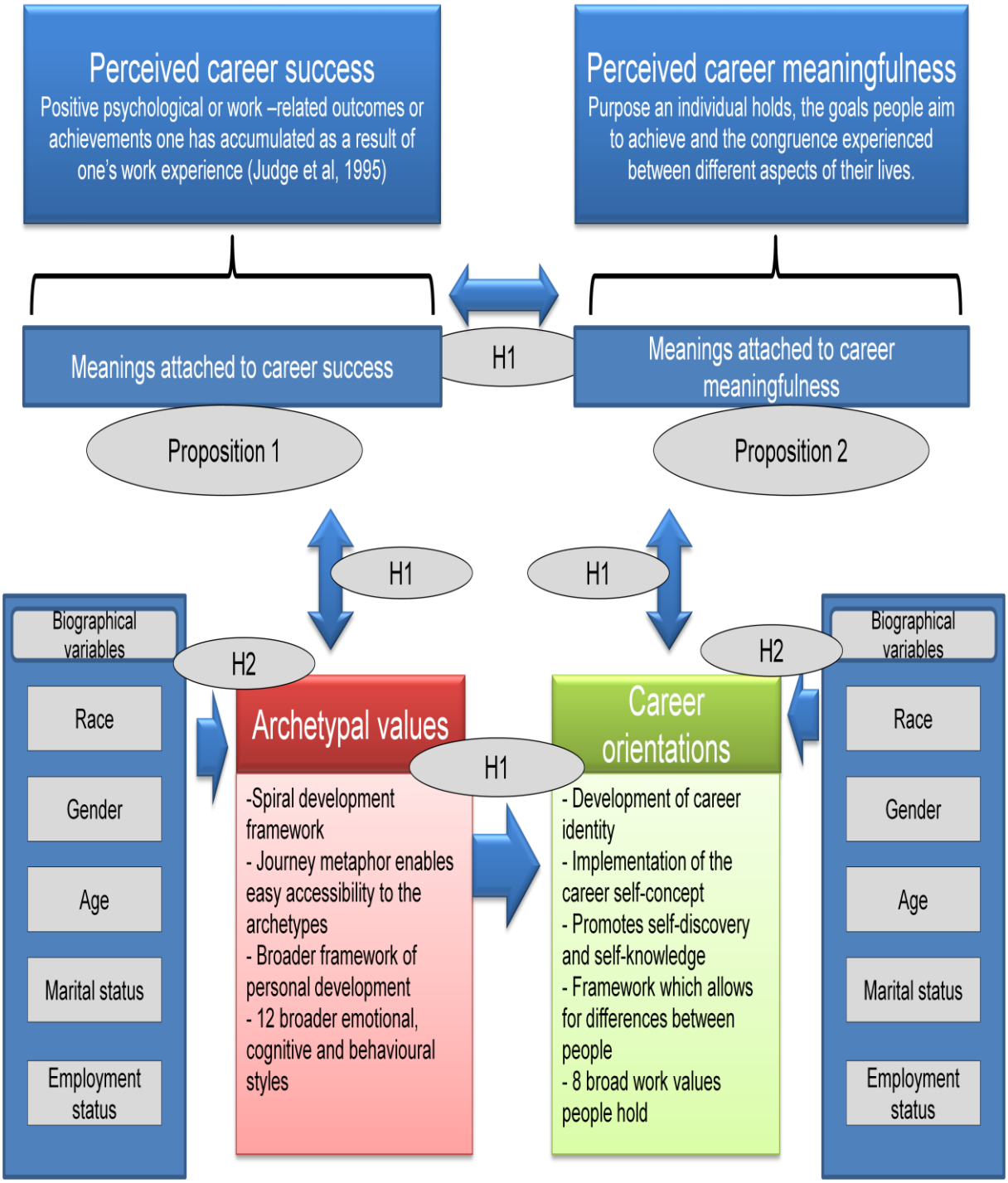

Figure 2.13. Theoretical relationship between archetypal values, career orientations, perceived career success, perceived career meaningfulness and the hypotheses and propositions formulated.

2.4.5 The theoretical implications for career decision-making and career counselling practices

This section aims to answer the second research question, which concerns the theoretical implications of the constructs for career decision-making and career counselling practices.

The twenty-first century career context consists of boundaryless and protean careers, and this has created a need to re-evaluate current knowledge regarding careers. The twenty-first century career requires that individuals assume responsibility for their own careers (Briscoe & Finkelstein, 2009). This increased responsibility has an impact on career counsellors, as they are increasingly required to empower the individual through self-insight, knowledge of preferences and orientations. This can only be done if career counsellors understand the factors that are important to different individuals. Individuals need to understand that within this postmodern career era there are no guarantees and no certainties and that they are therefore required to be responsive and flexible.

The traditional modernist perspective of career counselling provides both career counsellors and clients with demarcated roles, and has a strong focus on the quantitative assessment of stable consistent individual traits (McMahon, 2007). However, in this fast changing environment where flexibility and responsiveness are required, the traditional modernist perspective may not be the only way of facilitating career decision-making and career development within individuals. Savickas (1993) identifies the six areas of innovation that have driven the need for a form of career counselling that is suitable for career development in a post-modern era.

(1) No more experts – Career counsellors are moving away from assuming an expert role that requires them to instruct their clients. Instead career counsellors are increasingly assuming a facilitative role in assisting clients in interpreting their own life stories.
(2) Enable rather than fit – Counsellors are moving away from the belief that person-environment fit is the most critical component of career satisfaction. In post-modernism the focus is on affirming diversity.
(3) Rewrite the grand narrative – In order to facilitate reinvention of clients' personal development framework career counsellors need to broaden their focus to include life-roles outside of the work environment.
(4) Career is personal –The boundaries between career counselling and life counselling are becoming diffuse. As the focus changes from objective fit to meaning making,

career counselling increasingly focuses on personal meaning in relation to career development.

(5) Career development theory is not counselling theory –The realisation that career counsellors are required to focus on a career counselling process as opposed to a vocational guidance process means that, traditional career development theory does not provide a sufficient theoretical framework for this type of counselling.

(6) Stories rather than scores – Career counsellors are increasingly using a narrative paradigm in the facilitation of career counselling processes.

The post-modern approach to career counselling focuses on individuals' subjective experiences (Schreuder & Coetzee, 2006). Career counselling has become a process of facilitation and creation of meaning (Schreuder & Coetzee, 2006). Narrative therapy is a postmodern approach to counselling that focuses on assisting clients in creating their own life stories and making sense of their life journey (Schreuder & Coetzee, 2006).

The hero within model provides a valuable tool that can be utilised within the career counselling environment. This model assists individuals in exploring their own journeys and provides a way of integrating careers general lived experiences. This allows individuals to take an integrated view of their development as it relates to their personal life and career (Pearson, 1997).

Career orientations can have a major impact on individuals' career and personal lives (Schreuder & Coetzee, 2006). Individuals become aware of their career anchor as a result of the experience and knowledge they gain throughout their life (Schreuder & Coetzee, 2006). This process is thus a process of self-discovery. Career orientations provide a way of organising experiences and identifying long-term contributions and can even serve as criteria for success (Coetzee & Roythorne-Jacobs, 2007).

Feldman and Bolino (1996) state that Schein's (1978) theory allows researchers to differentiate between career identity and vocational choice and examine the ways in which individuals shape and form their career identities. Career anchors also influenced individuals' decisions to pursue self-employment (Feldman & Bolino, 2000). In the current work environment individuals are expected to make a wide range of career decisions during their life span. In order to make these career decisions individuals need an understanding of themselves and of the options available to them (Ellison & Schreuder, 2000).

Career success means different things to different people and individuals' views of career success influences their career decision-making (Schreuder & Coetzee, 2006). Career success is often measured by the obstacles that were overcome rather than by what was achieved. The search for meaning plays a key role in career success. The role of the counsellor is to help individuals find their own meaning.

2.4.6 Hypotheses and propositions

The literature review informed the hypotheses for the quantitative study, which are as follows.

H01: There is no significant relationship between individuals' archetypal values, career orientations, perceived career success and perceived career meaningfulness.

H1: There is a significant relationship between individuals' archetypal values, career orientations, perceived career success and perceived career meaningfulness.

H02: Individuals from different race, gender, age, marital status and employment status groups do not differ significantly in terms of their archetypal values and career orientations.

H2: Individuals from different race, gender, age, marital status and employment status groups differ significantly in terms of their archetypal values and career orientations.

In terms of the qualitative data analyses the following propositions are made.

Proposition 1: Individuals attach various meanings to their perceptions of their career success that manifest as core themes underlying perceived career success.

Proposition 2: Individuals attach various meanings to their perceptions of their career meaningfulness that manifest as core themes underlying perceived career meaningfulness.

2.5 CHAPTER SUMMARY

Chapter 2 aimed to conceptualise the concepts of archetypal values, career orientations, perceived career success and perceived career meaningfulness by means of a comparative examination of the existing literature and research on these concepts. An integrated model was presented to explain the theoretical linkage between these

concepts. The theoretical implications for career decision-making and career counselling were discussed.

The specific aims of the literature review were achieved in this chapter. Firstly, the theoretical linkage between the variables (archetypal values, career orientations, perceived career success and perceived career meaningfulness) were critically analysed and explained. Secondly, the implications of the theoretical relationship between archetypal values, career orientations, perceived career success and perceived career meaningfulness for career decision-making and career counselling practices in the organisational context were identified and discussed.

CHAPTER 3 RESEARCH ARTICLE

Archetypal values, career orientations, perceived career success and perceived career meaningfulness[1]

Orientation: Career decision-making in the twenty-first century are increasingly guided by individuals' internal career values and orientations, and their subjective experiences of their careers.

Research purpose: The primary objective of the study was to explore the relationship between individuals' archetypal values (as measured by the Pearson-Marr Archetype Indicator), career orientations (as measured by the Career Orientations Inventory), perceived career success and perceived career meaningfulness (as measured by a set of open-ended questions) within the South African organisational context. The secondary objective was to qualitatively assess the core themes underlying individuals' perceptions of their career success and career meaningfulness. The tertiary objective involved measuring the differences between differing race, gender, age, marital status and employment status groups in terms of their archetypal values and career orientations.

Motivation for study: Career counsellors and industrial psychologists are increasingly required to facilitate career decision-making within a framework that considers the values and orientations that drive people's career choices and decisions.

Research design, approach, or method: A survey design, and correlational and inferential statistical procedures were used to achieve the primary and tertiary research objectives. Qualitative content analysis was used to analyse and interpret the research data obtained from the open-ended questions. A non-probability sample was used that consisted of 207 voluntary participants employed within the science and engineering sector.

Main findings: Multiple regression analyses indicated that archetypal values explain a significant portion of the variance in participants' career orientations. Archetypal values and career orientations were also significantly related to participants' perceptions of career success and career meaningfulness. The qualitative analysis identified eight main themes, in relation to the participants' perceived career success and nine main themes in relation to the participants' perceived career meaningfulness.

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[1] Please note: The guidelines provided by the South African Journal of Industrial Psychology have been used as a very broad and general guideline for the framework of the research article

Practical implications: Individuals and organisations need to acknowledge individuals' need for congruence between career orientations and life themes. Individual perceptions of career success and career meaningfulness must also be acknowledged.

Contribution: The findings add to existing careers literature regarding the underlying values driving careers and provide valuable new information in terms of the core themes underlying individuals' perceptions of their career success and career meaningfulness.

Keywords: archetypal values, career orientations, perceived career success, perceived career meaningfulness, career psychology, career counselling, career decision-making, career development, personal development

3.1 INTRODUCTION

The introduction will consist of the key focus of the study, background to the study, trends from the research literature, research objectives and the potential value add of the study.

3.1.1 Key focus of the study

Dynamic and unpredictable economies create organisational uncertainty that manifests through mergers, acquisitions and downsizing (Erdogan et al, 2004; Schultze & Miller, 2003). Within the labour market the impact of the pressurised economy is visible in the form of high unemployment rates and an increase in temporary, part-time and outsourced workers (Feldman & Ng, 2007). Organisations are no longer able to promise lifelong careers or vertical progress (Tams & Arthur, 2010). The existence of limited resources has led to a shift towards flatter organisational structures with fewer opportunities for increased remuneration and upward movement (Erdogan et al, 2004). These trends have led to a change in the organisational and individual roles. Individuals are increasingly being required to manage their own careers and take personal responsibility for learning and adapting within the careers context.

Research also suggests that individuals are looking at careers from a different perspective and tend to be motivated more by self-interest relating to their careers than by organisational survival and organisational accumulation of wealth (Inkson & Arthur, 2001). People seem to use their values to guide their evaluations of their actions and career decisions (Schreuder & Coetzee, 2006, Schwartz, 1999). Therefore, career counsellors need to understand the values that drive personal career development (Miller & Miller, 2005). Individuals are increasingly seeking congruence between their career development and personal development.

3.1.2 Background to the study

In order to respond to the changing needs of individuals and the world of work career counsellors need to play an increased role in facilitating career decision-making (Collin & Young, 2000). Career counsellors must facilitate personal career development across the lifespan of individuals and must therefore equip themselves to deal with individuals' changing needs.

Research also increasingly recognises that individuals' personal perspectives provide the framework for career development. In this personal perspective careers are only one of the aspects of personal development (Tams & Arthur, 2010). Individuals' life themes and career orientations represent some of the values driving personal and career development (Wrzesniewski, 2002). It is therefore important to consider criteria related to subjective career success and meaningfulness such as relationships, community building, optimal personal development and purpose when evaluating careers. There is however a paucity of research regarding the relationship between archetypal values (life themes), career orientations, perceived career success and perceived career meaningfulness, particularly within the South African multicultural context. The present study aims to explore the relationship between individuals' archetypal values, career orientations, perceived career success and perceived career meaningfulness. The study intends to make new contributions to career decision-making and career counselling practices.

3.1.3 Trends from the research literature

Trends from research literature of the constructs (archetypal values, career orientations, perceived career success and perceived career meaningfulness) will be the focus of the following section.

3.1.3.1 Archetypal values

Pearson's (1991) archetypal model is an extension of Jung's (1969) archetype concept. Pearson's (1991) model uses a metaphor of the 'heroic journey' in order to provide an understanding of the archetypes. Pearson (2003, p. 1) defines the archetypal values as 'twelve broad emotional, cognitive and behavioural styles'. Each style is characterised by a unique theme, goal and adequacy and includes a list of potential difficulties. Understanding which of the archetypes is active in a person's life enables the identification of needs and potential blocks related to the phase. It also allows for an understanding of the direction of personal development. Pearson's (1991) twelve archetype model is a spiral developmental model and is more complex than linear developmental models that contain set sequences of archetypes. The archetypes an individual experiences impact on his or her personal life through the creation of individual meaning. Pearson's (1991) model of archetypal values enables individuals to normalise their experiences through the recognition of the universality of certain themes. Individuals are then able to understand these themes in the broader context of life stories. Pearson's (1991) theory is not designed to categorise people according to particular archetypes.

Such a categorisation would be contrary to Jung's intention and could potentially be viewed as a misuse of archetypal theories. Table 3.1 depicts the twelve archetypal values and provides a core description of each archetypal value.

Table 3.1

Archetypal values and core descriptions (based on Pearson, 1991)

Phase of the Journey	Archetypal value	Description
Preparation phase (ego development)	Innocent	Dependent upon others for safety and care
	Orphan	Represents fundamental disappointment in caretakers
	Caregiver	Creates a nurturing environment and displays generosity towards others
	Warrior	Focused on achieving goals
Journey phase (soul spiritual meaning making)	Seeker	Refusal to settle for what is possible also seeks better opportunities
	Destroyer	Letting go of everything that no longer supports new life
	Creator	Concerned with growth, synthesis and fulfilment
	Lover	Concerned with connectedness, bonding and passionate commitment
Return phase (expression of the self)	Sage	Occupied with finding the truth behind appearances, characterised by objectivity and fairness
	Magician	Recognises the power of transformation within individuals and creates a community through connection with members
	Ruler	Governs and maintains harmony and order, not only focused on basic security needs but also forms a vision
	Jester	The curious, wise and playful child within individuals, expressing enjoyment, pleasure and aliveness

3.1.3.2 Career orientations

Schein's (1978) career anchors theory describes people's career orientations. Career anchor theory provides a model of career development that takes into consideration the complexity of career development. The self-concept is central to Schein's (1978) career anchor theory and represents the individual's knowledge of his or her skills and talents, his or her understanding of what is important to the self and his or her motives or values that serve as an internal driving force when making career decisions (Coetzee & Schreuder, 2009a; Kanye & Crous, 2007; Schein, 1985; Van Vuuren & Fourie, 2000). Individuals are increasingly required to manage their own careers and it is therefore important that they understand their career orientations. Schein (1985, p. 28) defines career anchors as 'the set of self-perceptions pertaining to your (1) motives and needs, (2) talents and skills, and (3) personal values that you would not give up if you were forced to make a choice'. Career anchors tend to develop over time and individuals generally discover their career anchor only after they have worked for a while (Coetzee & Schreuder, 2009a; Ellison & Schreuder, 2000; Van Vuuren & Fourie, 2000). The self-concept is continuously developed based on the insight gained through knowledge and experience (Schein, 2006b).

3.1.3.3 Perceived career success

Employers and employees both need to understand why some individuals are more successful than others (Ballout, 2009). Research indicates that the career success is not a constant or static concept. Instead, it reflects a sequence of events and represents a constantly changing construct (Kidd, 2008). Measures of career success seem to be dependent on individual perceptions (Sagas & Cunningham, 2004).

Career success is an evaluative concept and the evaluation of career success is dependent on the judgement of the evaluator (Judge et al, 1995). Kuznia, et al (2010) define perceived career success as the comparative aspect of the way in which an individual views his or her career with reference to others. Individuals tend to base their self-worth on their careers (Inkson & Arthur, 2001). Harris and Ogbonna (2006) define career success as the real or perceived achievements individuals have accumulated as a result of their work experiences. The varying definitions of career success indicate that no clear definition of the concept exists. The current research study therefore focused specifically on investigating perceived career success instead of objective career success.

This focus is in line with current research trends as there is a clear shift towards studying career success from a subjective and personal perspective (Kidd, 2008).

The personal perspective does not mean that career success is no longer of concern to organisations. Organisations need to identify the factors that facilitate career success, as individual success eventually contributes to organisational success (Ng et al, 2005). However, organisations are increasingly playing a supportive role in individuals' career self-development and learning.

3.1.3.4 Perceived career meaningfulness

Individuals increasingly pursue careers that enable them to fulfil career paths that they view as worth pursuing. Individuals are increasingly seeking careers that fulfil a purpose in the broader context of society. Perceived career meaningfulness incorporates individuals' perspectives regarding their contribution to making the world a better place and focuses on the integration of work within the broader perspective of their lives (Lips-Wiersma, 2002; Wrzesniewski, 2002).

Frankl's (1959) logotherapy theory emphasises the importance of the search for meaning. People are willing to go to great extremes to pursue personal ideals and values. Lips-Wiersma (2002) identifies four common purposes amongst individuals that result in perceptions of career meaningfulness: developing and becoming self, serving others, unity with others and expressing self. In the careers context failing to achieve a sense of purpose can result in career transitions. Career meaningfulness is also related to the goals people aim to achieve through their work, which is also referred to as viewing a career as a calling (Wrzesniewski, 2002). Individuals who view their work as a calling experience high levels of life and work satisfaction and increased levels of perceived career success.

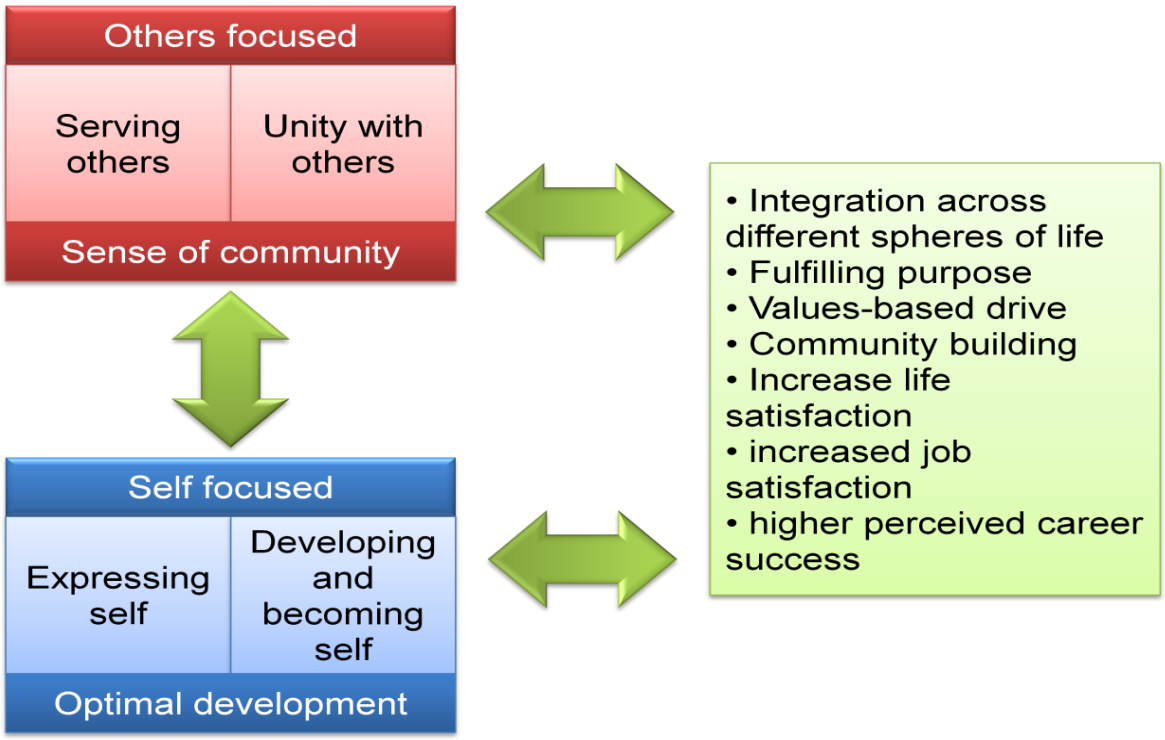

Figure 3.1. Integrated model of perceived career meaningfulness.

Perceived career meaningfulness can be understood in terms of an individual's life purpose, his or her goals and the congruence between the different aspects of his or her life including their careers. The perception of career meaningfulness results in strong values-based drives, increased life satisfaction, increased job satisfaction, higher perceived career success and a sense of community (Lips-Wiersma, 2002; Wrzesniewski, 2002).

3.1.3.5 Integration: Archetypal values, career orientations, perceived career success and perceived career meaningfulness

The theoretical relationships between the constructs of archetypal values, career orientations and perceived career success are reflected figure 3.2. The theoretical relationship between archetypal values and career orientations consists of a conceptual framework describing the ways in which these two constructs manifest within an individual and the hypothetical relationships between the various archetypal values and career orientations. Jung's (1969) concept of the psyche provides the basis for this framework. Within this framework, Pearson's (1991) extended archetypal values are positioned as part of the collective unconscious content and Schein's (1978) career anchors are positioned as part of the conscious content of an individual's psyche.

Coetzee (2008) recommends that the impact of individual differences such as gender, race, age, marital status and employment status be considered during career counselling and facilitation of career decision-making. An overview of critical research in this area was thus provided. It was found that race groups differ in terms of their archetypal values (Pearson & Marr, 2003) but not in terms of their career anchors (Coetzee, 2008). Pearson (1991) reports gender difference in archetypal values. However, the information regarding gender differences in career orientations is contradictory. Danzinger and Valency (2006) found differences between gender groups, while Coetzee and Schreuder (2008) found no significant differences between gender groups.

Age is an important consideration within career studies (Coetzee & Schreuder, 2008). The literature (Coetzee & Schreuder, 2008; Ellison & Schreuder, 2000; Pearson, 2001) suggest that individuals from different age groups differ in terms of their archetypal values and career orientations. Differences in marital status also seem to lead to differences in archetypal values and career orientations (Coetzee & Schreuder, 2008; Pearson, 1991) Limited literature is available on the differences between archetypal values of groups with differing employment status. However there is evidence that employment status plays a role in career orientation (Danzinger & Valency, 2004; Feldman & Bolino, 2000)

The literature shows that the concepts of perceived career success and perceived career meaningfulness are closely related. The boundaries between the constructs are diffuse and there is no clear division between the constructs. This could be the result of a general shift towards understanding career success from individuals' subjective and personal perspective (Kidd, 2008). The focus is on understanding individuals' perceptions of their career success and career meaningfulness in relation to the underlying values driving their career decision-making, which include the archetypal values and career orientations. Understanding the various meanings individuals attach to their perceptions of career meaningfulness provides career counsellors with information that can assist them in facilitating individual career decision-making that is aligned to the individuals' measure of career success and career meaningfulness.

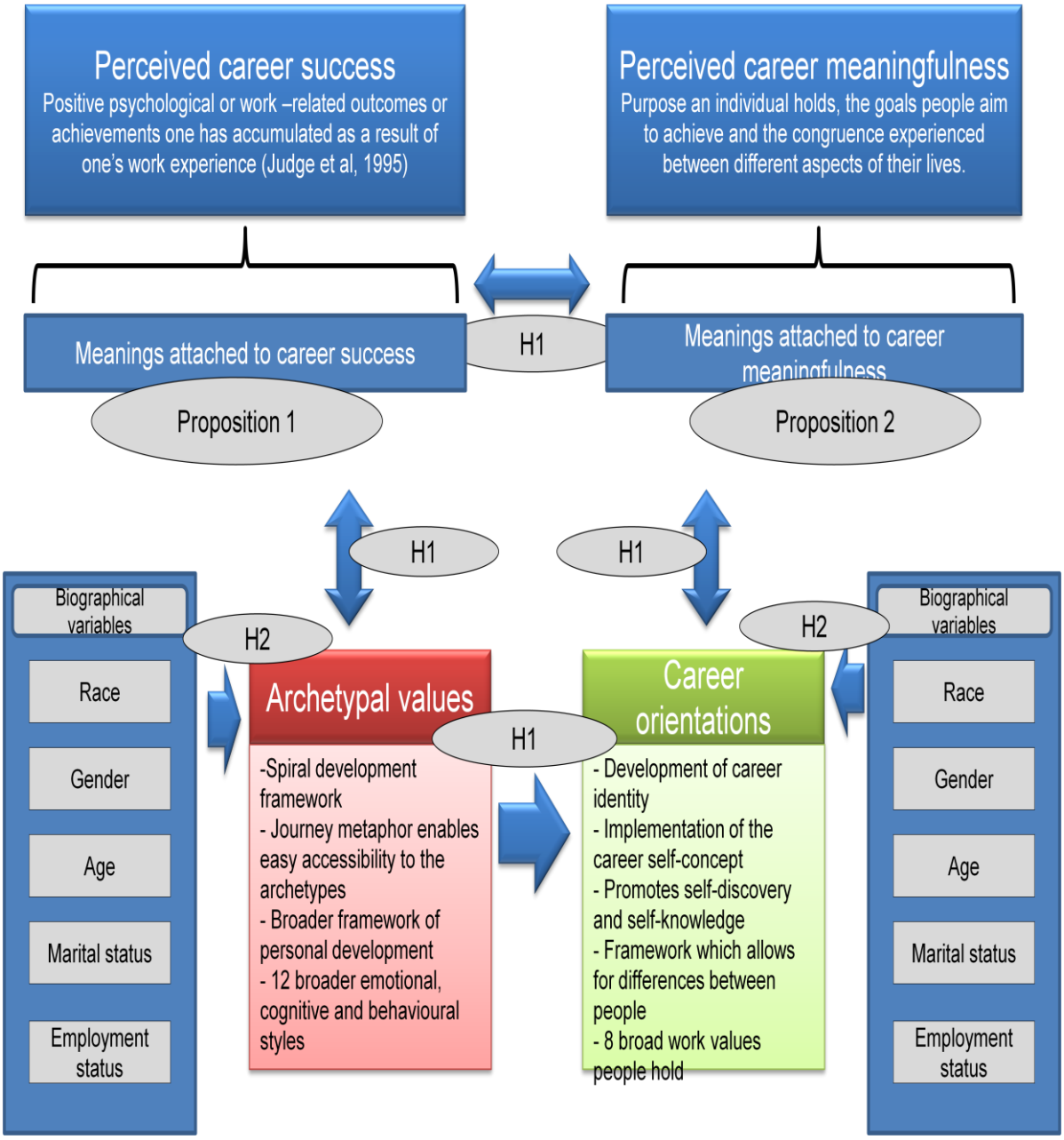

Figure 3.2. Theoretical relationship between archetypal values, career orientations, perceived career success and perceived career meaningfulness.

The theoretical relationship depicted in figure 3.2 provides a holistic framework for understanding career development. The figure clearly shows the diffusion of boundaries between individuals' work and general life. Individuals are thus able to express their self-concept and life calling within the work environment (Pearson, 1991; Wrzesniewski, 2002).

3.1.4 Research objectives

The theoretical framework presented in the previous section suggests that the constructs of archetypal values, career orientations, perceived career success and perceived career meaningfulness are conceptually related. However, the relationship between the four variables needs to be empirically investigated. The primary objective of the study was to explore the relationship between individuals' archetypal values (as measured by the Pearson-Marr Archetype Indicator), career orientations (as measured by the Career Orientations Inventory), perceived career success and perceived career meaningfulness within the South African organisational context. The secondary objective was to qualitatively assess the core themes underlying individuals' perceptions of their career success and career meaningfulness. The tertiary objective was to measure the differences in the archetypal values and career orientations of different age, gender, race, marital status and employment status groups.

The following research hypotheses were formulated:

H01: There is no significant relationship between individuals' archetypal values, career orientations, perceived career success and perceived career meaningfulness.

H1: There is a significant relationship between individuals' archetypal values, career orientations, perceived career success and perceived career meaningfulness.

H02: Individuals from different race, gender, age, marital status and employment status groups do not differ significantly in terms of their archetypal values and career orientations.

H2: Individuals from different race, gender, age, marital status and employment status groups differ significantly in terms of their archetypal values and career orientations.

In terms of the qualitative data analyses the following propositions are made:

Proposition 1: Individuals attach various meanings to their perceptions of their career success that manifest as core themes underlying perceived career success.

Proposition 2: Individuals attach various meanings to their perceptions of their career meaningfulness that manifest as core themes underlying perceived career meaningfulness.

3.1.5 The potential value add of the study

This study extends the research on archetypal values, career orientations, perceived career success and perceived career meaningfulness. Understanding the relationships between these variables could provide valuable insights in terms of career counselling frameworks that address the changing needs of clients. An understanding of individuals' perceptions of their perceived career success and perceived career meaningfulness will contribute new and valuable research to the field of careers. The study will also provide insight regarding individuals' perceptions within the South African organisational context. The following sections describe the research design, the findings, conclusions and implications for practice and future research.

3.2 RESEARCH DESIGN

This section considers the research design of the current study, which includes the research approach and the research method.

3.2.1 Research approach

A survey design using primary data was used to fulfil the research objectives. The primary data design allowed the researcher to control the data collection conditions (Babbie & Mouton, 2009). A quantitative approach was used to explore the relationships between archetypal values, career orientations, perceived career success and perceived career meaningfulness. A qualitative approach was used to identify the various meanings underlying individuals' perceptions of their career success and career meaningfulness. The study used both quantitative and qualitative data collection and analysis procedures, which are discussed separately in the sections below.

3.2.2 Research method

The research method will focus on the participants, measuring instruments, research procedure and data analysis of this study.

3.2.2.1 Participants

A non-probability sample of 207 working adults from an organisation within the science and engineering sector with a population of 1800 employees was used. The sample's

profile is described according to the biographical variables of race, marital status, employment status, gender and age. These variables were included based on the literature review.

In terms of racial composition the sample consisted of 53% Africans, 5% Coloureds, 5% Indians and 37% Whites. The participants' comprised of 60% males and 40% females.
The participants were predominantly in their early career life stages, with 46% of the sample between the age of 26 and 40 years old, 37% of the sample was 25 years and younger, 14% was aged between 41 and 55 years and 3% of the sample was 56 years and older. The participants had a relatively high educational level with, 26% having attained post-graduate level qualifications and 47% having attained a degree, diploma or certificate-level higher education qualification. The biographical characteristics of the study population are summarised in Table 3.2.

Table 3.2
Characteristics of the participants

Item	Category	Frequency	%
Race	Black	109	53
	Coloured	11	5
	Indian	10	5
	White	77	37
Gender	Male	125	60
	Female	82	40
Age	25 years and younger	77	37
	26-40 years	96	46
	41-55 years	28	14
	56 years and older	6	3
Marital status	Single	131	63
	Married	71	34
	Widowed	1	1
	Separated/Divorced	4	2

Item	Category	Frequency	%
Qualification	Doctorate	8	4
	Masters degree	22	11
	Honours degree	23	11
	Degree	32	15
	Diploma	35	17
	Certificate	32	15
	Matric	54	26
	Other	1	1
Employment status	Full-time employed	136	66
	Contract worker	66	32
	Student	5	2
Job level	Senior management	2	1
	Middle management	18	9
	Supervisor	34	16
	General staff	153	74

3.2.2.2 Measuring instruments

The Pearson-Marr Archetype Indicator (Pearson & Marr, 2003) was used to measure archetypal values and the Career Orientations Inventory (Schein, 2006c) was used to measure career orientations. Qualitative data was gathered through the use of two open-ended questions regarding perceived career success and perceived career meaningfulness. Participants were also asked to provide biographical information regarding their' race, gender, age, marital status, qualification, employment status and job level.

The Pearson Marr Archetype Indicator (PMAI) is a self-rated, multi-factorial measure that contains 12 subscales (innocent, orphan, seeker, warrior, caregiver, destroyer, creator, lover, sage, magician, ruler and jester) consisting of a total of 72 items. Responses are captured on a five point Likert scale. Validity studies on the PMAI reflect a seven-factor structure, with some of the factors corresponding to specific archetypes and others corresponding to constructs shared by more than one archetype (Pearson & Marr, 2003). Pearson and Marr (2003) report Cronbach's alpha coefficients of 0.57 (innocent), 0.71 (orphan), 0.70 (warrior), 0.73 (caregiver), 0.61 (seeker), 0.66 (destroyer), 0.71 (lover),

0.67 (creator), 0.69 (ruler), 0.67 (magician), 0.61 (sage) and 0.76 (jester). A South African study conducted by Els (2004) reported acceptable levels of internal consistency for most of the archetypes, varying from 0.51 (innocent) to 0.71 (caregiver and ruler). The exception was the seeker archetype which had yielded a Cronbach's alpha coefficient of 0.36.

As the PMAI has not been standardised for South African populations scale reliabilities were conducted for the sample group. In the present study, the Cronbach's alpha coefficients for each scale were as follows: 0.54 (innocent), 0.50 (orphan), 0.65 (warrior), 0.71 (caregiver), 0.55 (seeker), 0.61 (destroyer), 0.66 (lover), 0.56 (creator), 0.68 (ruler), 0.68 (magician), 0.57 (sage) and 0.70 (jester). Internal-consistency coefficients for the subscales ranged from 0.50 (moderate) to 0.84 (high). Comparison between the reliability indices for the 12 archetypal scales is presented in table 3.3.

Table 3.3

Comparison between the reliability (internal consistency) indices for the 12 PMAI archetypal scales

PMAI scale	**Pearson & Marr (2003)** **n=738** **Cronbach alpha**	**Els (2004)** **n=300** **Cronbach alpha**	**Current study** **n=207** **Cronbach alpha**
Innocent	0.57	0.51	0.54
Orphan	0.71	0.58	0.50
Warrior	0.70	0.63	0.65
Caregiver	0.73	0.71	0.71
Seeker	0.61	0.36	0.55
Destroyer	0.66	0.57	0.61
Lover	0.71	0.67	0.66
Creator	0.67	0.52	0.56
Ruler	0.69	0.71	0.68
Magician	0.67	0.56	0.68
Sage	0.61	0.63	0.57
Jester	0.76	0.69	0.70

The Career orientations Inventory (COI) (Schein, 2006c) is an established instrument that has been used to measure career orientations both internationally and in South Africa. The COI is a self-report measure that contains 40 items. Responses are captured on a six

point Likert scale. The COI has evidenced good psychometric validity and reliability in other South African samples (Coetzee & De Villiers, 2010; Coetzee & Schreuder, 2008, 2009a; 2009b; Coetzee et al, 2007; Ellison & Schreuder, 2000; Van Vuuren & Fourie, 2000), with cronbach alpha coefficients varying between 0.46 and 0.85 in these studies. In accordance with the guidelines provided by De Vos et al (2009) and Wolfaardt and Roodt (2008) the psychometric properties of the PMAI and the COI were regarded as acceptable for the purpose of this study as the study aimed to measure broad, group-based trends.

The final section of the research questionnaire contained the following open-ended questions regarding perceived career success and perceived career meaningfulness questions.

(1) Do you feel that you have achieved career success? Explain your answer by briefly describing the elements or aspects of your career that will make you feel that you have achieved career success.

(2) Do you experience your career as meaningful? Explain your answer by describing the elements or aspects of your career that will make you experience your career as meaningful.

These questions were developed by the researcher based on an in-depth literature review. The questions were reviewed by another researcher and piloted on 20 participants to ensure that they were clear and understandable and elicited information relating to perceived career success and meaningfulness. Open-ended questions were used in order to gain a more in-depth understanding of respondents' personal perceptions of their career success. Respondents were able to express their perceptions freely without the constraints of restrictive categories.

3.2.2.3 Research procedure

Ethical clearance to conduct the study was obtained from the Department of Industrial and Organisational Psychology, University of South Africa. The management of the organisation provided permission for the employees to participate in the research study. Participation was voluntary and employees were given the opportunity of attending one of several allocated sessions. At the beginning of each session the researcher explained the purpose of the research and participants were assured of confidentiality and anonymity and the voluntary nature of participation. A cover letter was provided that explained the

purpose of the research, procedure, potential benefits, confidentiality, anonymity, participation and withdrawal. All participants also completed a written consent form (included in Appendix A). Participants completed the questionnaires in a session allocated for this purpose and they returned the completed questionnaires to the researcher and psychometrist who coordinated the session.

3.2.2.4 Data analysis

The analysis included two stages a quantitative analysis and a qualitative analysis. The stages are discussed separately in the following sections.

The Statistical Program for Social Sciences (SPSS, 2005) was used to analyse the data for the quantitative analysis. Descriptive statistics, correlational and inferential statistics were calculated. Cronbach's alpha coefficients were used to assess the internal consistency of the measuring instruments. Fields (2005) lists four assumptions that need to be met for the use of parametric statistics: normality, homogeneity of variance, interval data and independence. These assumptions were considered before making the decision to use parametric statistics. The Kolmogorov-Smirov and Shapiro-Wilk tests for the PMAI and COI were not significant ($p>0.05$) and it was therefore concluded that the samples are normally distributed. In terms of homogeneity of variance, the Levene's test for equal variances showed that nearly all the variables showed homogeneity of variance. Despite the presence of a few exceptions this was considered acceptable due to the large number of variables in the study. The assumptions of interval data and independence require an assessment by the researcher and in this study the researcher concluded that assumptions were adequately met and parametric statistics were computed.

In order to assess hypothesis H1 (There is a significant relationship between individuals' archetypal values, career orientations, perceived career success and perceived career meaningfulness), Pearson product-moment correlations were calculated to assess the direction and strength of the relationships between the variables. In order to counter the probability of a type 1 error the significance value was set at the 95% confidence interval level ($p\leq 0.05$). For the purposes of this study, r values larger than 0.30 (medium effect) (Cohen, 1992) were regarded as practically significant.

Standard multiple regression analyses were conducted to identify the PMAI variables that provided the best explanation for the portion of the total variance in the scores of the dependent variables (the COI variables). A number of independent (PMAI) variables had

to be considered, and therefore the value of the adjusted R^2 was used to interpret the results. The *F*-test was used to test whether there was a significant regression between the independent and the dependent variables. For the purposes of this study, R^2 values larger than 0.13 (medium effect) were regarded as practically significant (Cohen, 1992). Tests for mean differences were performed to test research hypothesis H2 (individuals from different race, gender, age, marital status and employment status groups differ in terms of their archetypal values and career orientations). T-tests were used to compute the differences between groups (blacks and whites, males and females, single and married, permanent and part-time groups). ANOVAS were performed to test for significant mean differences between the various age groups.

The data gathered from the open-ended perceived career success and perceived career meaningfulness questions was analysed using the Atlas.ti version 6 computer aided qualitative data analysis software. The decision to use this programme was based on the high volumes of data gathered through the use of qualitative questions in the questionnaire. The use of this package enabled the researcher to increase the rigour and manageability of the qualitative data (Babbie & Mouton, 2009). Although this programme assisted to facilitate the data analysis process the researcher still made use of the manual data analysis process available with this programme. The data was analysed using hermeneutic-classificatory content analysis in accordance with the suggestion of Roller, Mathes & Eckert, 1995). The following data analysis techniques were employed:

(1) A quantitative classification for the analysis of large numbers of texts
(2) A new approach called the network technique was used to construct the system of categories for recording complex statements
(3) The interpretive aspects were emphasised during coding and data analysis in order to maintain validity when recording complex statements
(4) A method of hermeneutic interpretation based on explicitly formulated rules, was used as an interpretive technique (Roller et al, 1995, p. 168).

The data was coded based on the categories that emerged from the data. Networks of codes belonging to particular categories were established and the data was then analysed and interpreted in relation to the existing literature.

3.3 RESULTS

The results will follow in the next sections, specifically focusing on descriptive statistics, inter-correlations between archetypal values and career orientations.

3.3.1 Descriptive statistics

The means and standard deviations of each of the PMAI and COI subscales are presented in table 3.4. The table shows that the sage archetype (*M* = 4.04; *SD* = 0.41), was the dominant archetypal value for the sample. The sage score (*M* = 4.04; *SD* = 0.41) was the only archetypal value that achieved a high score range for the sample. The magician (*M* = 3.90; *SD*=0.53), ruler (*M* = 3.89; *SD* = 0.52), warrior (*M* = 3.87; *SD* = 0.51), creator (*M* = 3.81; *SD* = 0.48), jester (*M* = 3.76; *SD* = 0.57), caregiver (*M* = 3.70; *SD* = 0.60), lover (*M* = 3.56; *SD* = 0.56), seeker (*M* = 3.52; *SD* = 0.56) and innocent (*M* = 3.06; *SD* = 0.57) all yielded midrange scores. The destroyer (*M* = 2.82; *SD* = 0.66) and the orphan (*M* = 2.69; *SD* = 0.57) yielded scores in the low range. The innocent, destroyer and orphan archetypes had the lowest mean scores.

Table 3.4

Descriptive statistics: PMAI and COI (n=207)

Scale	***M***	***SD***
PMAI scale		
Sage	4.04	0.41
Magician	3.90	0.53
Ruler	3.89	0.52
Warrior	3.87	0.51
Creator	3.81	0.48
Jester	3.76	0.57
Caregiver	3.70	0.60
Lover	3.56	0.56
Seeker	3.52	0.56
Innocent	3.06	0.57
Destroyer	2.82	0.66
Orphan	2.69	0.57
COI scale		

Scale	*M*	*SD*
Lifestyle	4.52	0.85
Pure challenge	4.50	0.91
Service/dedication to a cause	4.31	0.90
Technical/functional	4.30	0.72
Security/stability	4.08	0.98
Entrepreneurial creativity	3.96	1.17
Autonomy/independence	3.82	1.05
General managerial competence	3.20	1.01

The means and standard deviations of each COI subscale are represented in table 3.4. The table shows that participants scored the highest on the lifestyle (M = 4.52; SD = 0.85), pure challenge (M = 4.50; SD = 0.91), service/dedication to a cause (M = 4.31;SD = 0.91), and technical/functional competence (M = 4.30; SD = 0.72) career orientations subscales. The general managerial competence career orientations subscale yielded the lowest mean score (M = 3.20; SD = 1.01).

3.3.2 Inter-correlations between archetypal values and career orientations

Table 3.5 presents the correlations between the different subscales of the PMAI and the COI. Table 3.5 shows that the innocent variable is only related significantly and negatively to the security/stability career orientation (r = -0.16; $p \leq 0.05$; small practical effect size). No significant correlation is observed between the orphan variable and the COI variables. The warrior variable relates significantly and positively to the following COI variables: technical / functional competence (r = 0.22; $p \leq 0.001$; small practical effect size), general managerial competence (r = 0.30; $p \leq 0.001$; medium practical effect size), entrepreneurial creativity (r = 0.25; $p \leq 0.001$; small practical effect size), service/dedication to a cause (r = 0.18; $p \leq 0.01$; small practical effect size), pure challenge (r = 0.35; $p \leq 0.001$; medium practical effect size) and lifestyle integration (r = 0.18; $p \leq 0.01$; small practical effect size).

The caregiver variable relates significantly and positively to the security/stability (r = 0.14; $p \leq 0.05$; small practical effect size), the service/dedication to a cause (r = 0.28; $p \leq 0.001$; small practical effect size) and lifestyle integration (r = 0.19; $p \leq 0.01$; small practical effect size) career orientations. The seeker variable relates significantly and positively to the following COI variables: technical/functional competence (r = 0.23; $p \leq 0.001$; small practical effect size), general managerial competence (r = 0.34; $p \leq 0.001$; medium practical effect size), autonomy/independence (r = 0.35; $p \leq 0.001$; medium practical effect

size), entrepreneurial creativity (r = 0.45; $p \leq 0.001$; medium practical effect size), service / dedication to a cause (r = 0.28; $p \leq 0.001$; small practical effect size), pure challenge (r = 0.32; $p \leq 0.001$; medium practical effect size) and lifestyle integration (r = 0.14; $p \leq 0.05$; small practical effect size).

The lover variable relates significantly and positively to the following COI variables: technical/functional competence (r = 0.16; $p \leq 0.05$; small practical effect size), general managerial competence (r = 0.21; $p \leq 0.001$; small practical effect size), security/stability (r = 0.18; $p \leq 0.01$; small practical effect size), service/dedication to a cause (r = 0.24; $p \leq 0.001$; small practical effect size), pure challenge (r = 0.16; $p \leq 0.05$; small practical effect size) and lifestyle integration (r = 0.34; $p \leq 0.001$; medium practical effect size).

The destroyer variable relates significantly and positively to the following COI variables: technical/functional competence (r = 0.19; $p \leq 0.001$; small practical effect size), general managerial competence (r = 0.21; $p \leq 0.001$; small practical effect size), security/stability (r = 0.24; $p \leq 0.001$; small practical effect size), entrepreneurial creativity (r = 0.26; $p \leq 0.001$; small practical effect size), service/dedication to a cause (r = 0.23; $p \leq 0.001$; small practical effect size) and pure challenge (r = 0.21; $p \leq 0.001$; small practical effect size).

The creator variable relates significantly and positively to the following COI variables: technical/functional competence (r = 0.28; $p \leq 0.001$; small practical effect size), general managerial competence (r = 0.22; $p \leq 0.001$; small practical effect size), autonomy/independence (r = 0.27; $p \leq 0.001$; small practical effect size), entrepreneurial creativity (r = 0.29; $p \leq 0.001$; small practical effect size), service/dedication to a cause (r = 0.19; $p \leq 0.001$; small practical effect size), pure challenge (r = 0.37; $p \leq 0.001$; medium practical effect size) and lifestyle integration (r = 0.18; $p \leq 0.01$; small practical effect size).

The ruler variable relates significantly and positively to the following COI variables: technical/functional competence (r = 0.23; $p \leq 0.001$; small practical effect size), general managerial competence (r = 0.34; $p \leq 0.001$; medium practical effect size), autonomy/independence (r = 0.19; $p \leq 0.01$; small practical effect size), entrepreneurial creativity (r = 0.30; $p \leq 0.001$; medium practical effect size), service/dedication to a cause (r = 0.26; $p \leq 0.001$; small practical effect size) and pure challenge (r = 0.27; $p \leq 0.001$; small practical effect size).

The magician variable relates significantly and positively to all the COI variables with the exception of the security/stability variable. The magician relates significantly and positively

to the following COI variables: technical functional competence (r = 0.22; $p \leq 0.001$; small practical effect size), general managerial competence (r = 0.29; $p \leq 0.001$; small practical effect size), autonomy/independence (r= 0.15; $p \leq 0.05$; small practical effect size), entrepreneurial creativity (r = 0.30; $p \leq 0.001$; medium practical effect size), service/dedication to a cause (r = 0.43; $p \leq 0.001$; medium practical effect size), pure challenge (r = 0.22; $p \leq 0.001$; small practical effect size) and lifestyle integration (r = 0.20; $p \leq 0.01$; small practical effect size).

The sage variable relates significantly and positively to all the COI variables with the exception of the security/stability variable. The sage relates significantly and positively to the following COI variables: technical/functional competence (r = 0.27; $p \leq 0.001$; small practical effect size), general managerial competence (r = 0.23; $p \leq 0.001$; small practical effect size), autonomy/independence (r = 0.25; $p \leq 0.001$; small practical effect size), entrepreneurial creativity (r = 0.29; $p \leq 0.001$; small practical effect size), service/dedication to a cause (r = 0.27; $p \leq 0.001$; small practical effect size), pure challenge (r = 0.37; $p \leq 0.001$; medium practical effect size) and lifestyle integration (r = 0.27; $p \leq 0.001$; small practical effect size).

The jester variable relates significantly and positively to all the COI variables as follows: technical/functional competence (r = 0.18; $p \leq 0.01$; small practical effect size), general managerial competence (r = 0.31; $p \leq 0.001$; medium practical effect size), autonomy/independence (r = 0.16; $p \leq 0.05$; small practical effect size), security/stability (r = 0.19; $p \leq 0.01$; small practical effect size), entrepreneurial creativity (r = 0.22; $p \leq 0.001$; small practical effect size), service/dedication to a cause (r = 0.28; $p \leq 0.001$; small practical effect size), pure challenge (r = 0.25; $p \leq 0.001$; small practical effect size) and lifestyle integration (r = 0.22; $p \leq 0.001$; small practical effect size).

Table 3.5

Correlation between PMAI and COI variables

		Technical/ functional	General managerial competence	Autonomy independence	Security/ Stability	Entrepreneurial creativity	Service/ Dedication to a cause	Pure Challenge	Lifestyle Integration
Innocent	Pearson Correlation	-0.01+	-0.03+	-0.09+	-0.16+	-0.02+	0.12+	0.05+	0.07+
	Sig. (2-tailed)	0.89	0.65	0.19	0.02*	0.76	0.09	0.48	0.31
Orphan	Pearson Correlation	0.03+	0.03+	0.04+	0.10+	0.07+	0.03+	0.09+	-0.06+
	Sig. (2-tailed)	0.67	0.69	0.55	0.15	0.29	0.68	0.18	0.43
Warrior	Pearson Correlation	0.22+	0.30++	0.13+	-0.01+	0.25+	0.18+	0.35++	0.18+
	Sig. (2-tailed)	0.00***	0.00***	0.07	0.86	0.00***	0.01**	0.00***	0.01**
Caregiver	Pearson Correlation	0.02+	0.03+	-0.03+	0.14+	-0.08+	0.28+	0.04+	0.19+
	Sig. (2-tailed)	0.77	0.69	0.69	0.04*	0.28	0.00***	0.53	0.01**
Seeker	Pearson Correlation	0.23+	0.34++	0.34++	0.10+	0.45++	0.28+	0.32++	0.14+
	Sig. (2-tailed)	0.00***	0.00***	0.00***	0.16	0.00***	0.00***	0.00***	0.05*
Lover	Pearson Correlation	0.16+	0.21+	0.04+	0.18+	0.12+	0.24+	0.16+	0.34++
	Sig. (2-tailed)	0.03*	0.00***	0.61	0.01**	0.08	0.00***	0.02*	0.00***
Destroyer	Pearson Correlation	0.19+	0.21+	0.09+	0.24+	0.26+	0.23+	0.21+	0.04+
	Sig. (2-tailed)	0.01**	0.00***	0.19	0.00***	0.00***	0.00***	0.00***	0.59
Creator	Pearson Correlation	0.28+	0.22+	0.27+	-0.07+	0.29+	0.19+	0.37++	0.18+
	Sig. (2-tailed)	0.00***	0.00***	0.00***	0.34	0.00***	0.01**	0.00***	0.01**
Ruler	Pearson Correlation	0.23+	0.34++	0.19+	-0.06+	0.30++	0.26+	0.27+	0.10+
	Sig. (2-tailed)	0.00***	0.00***	0.01**	0.41	0.00***	0.00***	0.00***	0.14

		Technical/ functional	General managerial competence	Autonomy independence	Security/ Stability	Entrepreneurial creativity	Service/ Dedication to a cause	Pure Challenge	Lifestyle Integration
Magician	Pearson Correlation	0.22+	0.29+	0.15+	0.08+	0.30++	0.43++	0.22+	0.20+
	Sig. (2-tailed)	0.00***	0.00***	0.03*	0.23	0.00***	0.00***	0.00***	0.01**
Sage	Pearson Correlation	0.27+	0.23+	0.25+	0.01+	0.29+	0.27+	0.37++	0.27+
	Sig. (2-tailed)	0.00***	0.00***	0.00***	0.85	0.00***	0.00***	0.00***	0.00***
Jester	Pearson Correlation	0.18+	0.31++	0.16+	0.19+	0.22+	0.28+	0.25+	0.22+
	Sig. (2-tailed)	0.01**	0.00***	0.02*	0.01**	0.00***	0.00***	0.00***	0.00***

***p≤0.001 **p≤0.01 *p≤0.05 (two-tailed)

+++ r≥0.50 (large practical effect size) ++ r≥0.30 (medium practical effect size) + r≤0.29 (small practical effect size)

3.3.3 Multiple regression analyses

A stepwise regression was conducted using the COI variables as the dependent variables and the PMAI variables as the independent variables. Table 3.6 presents the significant results. The collinearity statistics (variance inflation factor (VIF) and the Tolerance score) are also reflected in the table. The current study yielded tolerance values of above 0.01 and VIF was always greater than or equal to 1. Although no formal VIF value for determining the presence of multicollinearity exists it is suggested that VIF values exceeding 10 should be regarded as indicators of multicollinearity. However, in weaker models values of above 2.5 may be a cause for concern (Field, 2005). The VIF values in this study were low (only slightly above 1) and it was therefore concluded that multicollinearity is not a particular concern in the context of the current study. This finding suggests that the Beta values can be interpreted with more confidence (Field, 2005).

In terms of the PMAI and COI variables Table 3.6 shows that, with the exception of the small percentage of variance explained in the COI security/stability variable (R^2 = 9%, small practical effect size) (Cohen, 1992), the regression models explained medium (R^2 = 14%) to large (R^2 = 95%) practical effect percentages of variance in the dependent variables.

Table 3.6 shows that the PMAI creator variable contributes significantly to the variance in the technical/functional competence (β = 0.23; p ≤ 0.001), the autonomy/independence (β = 0.20; $p \leq 0.01$) and the pure challenge (β = 0.15; $p \leq 0.05$) variables. The seeker variable contributes significantly to the variance in the following COI variables: technical/functional competence (β = 0.17; $p \leq 0.05$), general managerial competence (β = 0.23; $p \leq 0.001$), autonomy/independence (β = 0.29; $p \leq 0.001$), entrepreneurial creativity (β = 0.36; $p \leq 0.001$), service/dedication to a cause (β = 0.19; $p \leq 0.01$) and pure challenge (β = 0.19; $p \leq 0.01$). The ruler variable contributes significantly to the variance in the general managerial competence (β = 0.23; $p \leq 0.001$) and the entrepreneurial creativity (β = 0.20; $p \leq 0.001$) variables.

Table 3.6 also shows that the jester variable contributes significantly to the general managerial competence variable (β = 0.20; $p \leq 0.01$). The destroyer variable contributes significantly to the variance in the security/stability (β = 0.19; $p \leq 0.01$) and entrepreneurial creativity (β = 0.15; $p \leq 0.05$) variables. The lover variable contributes significantly to the security/stability (β = 0.19; $p \leq 0.01$) and the lifestyle integration (β = 0.28; $p \leq 0.001$) variables. The innocent variable contributes significantly to the security/stability variable (β

= -0.15; p ≤ 0.05). The magician variable contributes significantly to the service/dedication to a cause variable (β = 0.35; $p \leq 0.001$) and the warrior variable contributes significantly to the pure challenge variable (β = 0.20; $p \leq 0.01$). The sage variable contributes significantly to the variance in the pure challenge (β = 0.19; $p \leq 0.05$) and lifestyle integration (β = 0.19; $p \leq 0.01$) variables.

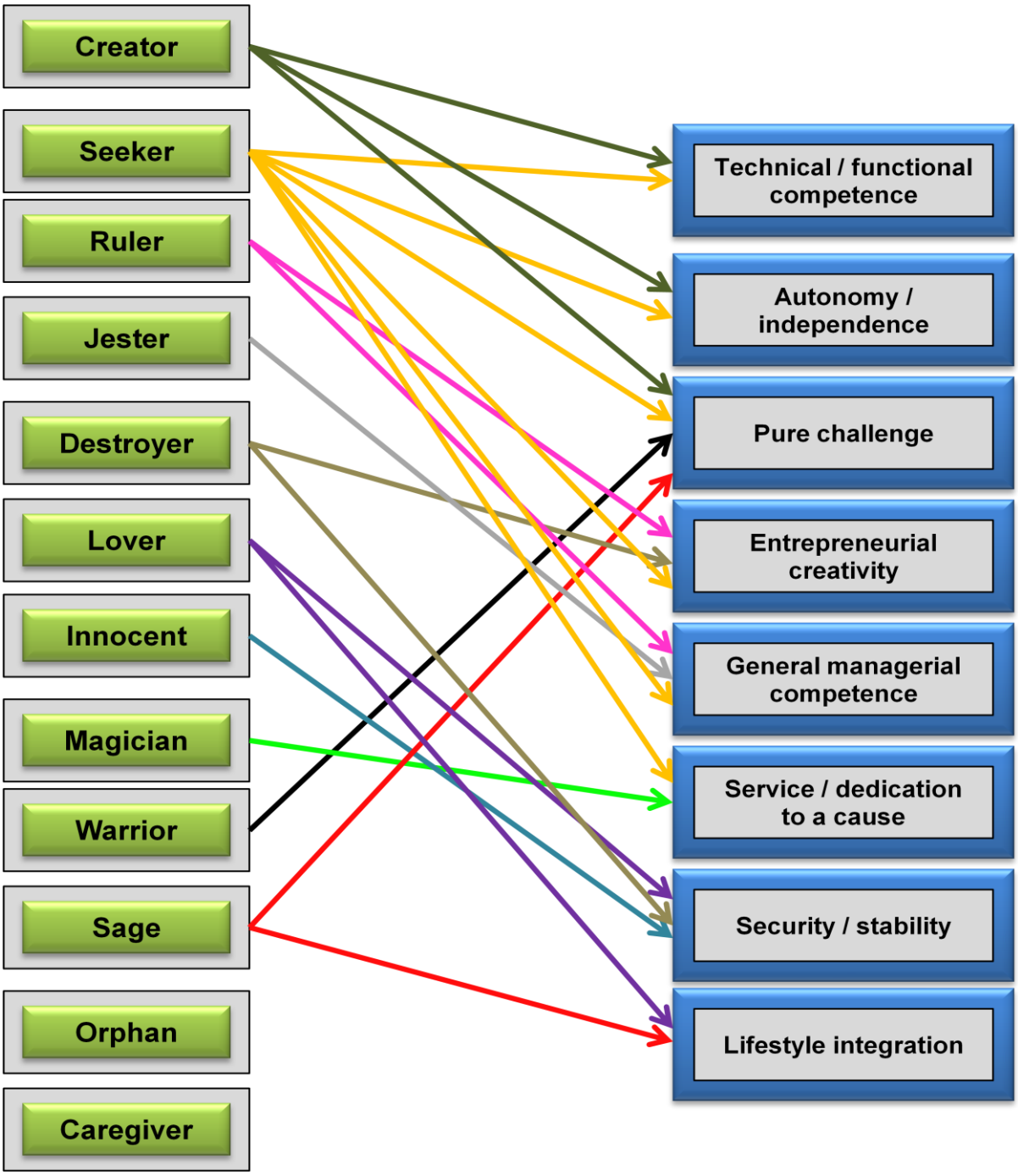

Figure 3.3. Summary of the multiple regression analyses between PMAI and COI.

Table 3.6

Multiple regression analyses: PMAI variables (independent variables) and COI variables (dependent variables) (N=207)

Variables	**Unstandardised coefficient**		**Standardised coefficient**	**t**	***p***	***F***	**Adjusted**	***R***	**Collinearity Statistics**	
	B	**SE B**	***β***				***R²***		**Tolerance**	**VIF**
Total COI	0.00	0.42		0.00	0.999	22.22	0.36+++	0.60		
(Constant)										
Seeker	0.35	0.07	0.32	5.26	0.000***				0.86	1.16
Sage	0.27	0.09	0.18	2.85	0.005**				0.81	1.24
Lover	0.18	0.07	0.16	2.73	0.007**				0.91	1.10
Warrior	0.19	0.07	0.16	2.68	0.008**				0.88	1.13
Destroyer	0.14	0.06	0.16	2.60	0.010**				0.89	1.13
Technical/ Functional Competence	2.17	0.44		4.94	0.000***	11.85	0.95+++	0.32		
(Constant)										
Creator	0.35	0.10	0.23	3.41	0.001***				0.94	1.06
Seeker	0.22	0.09	0.17	2.50	0.013*				0.94	1.06
General / Managerial Competence	-1.35	0.61		-2.21	0.028	18.95	0.21++	0.47		
(Constant)										
Seeker	0.42	0.12	0.23	3.57	0.000***				0.90	1.11

Variables	Unstandardised coefficient		Standardised coefficient	t	*p*	*F*	Adjusted	*R*	Collinearity Statistics	
	B	SE B	*β*				R^2		Tolerance	VIF
Ruler	0.45	0.13	0.23	3.58	0.000***				0.90	1.11
Jester	0.35	0.12	0.20	2.99	0.003**				0.90	1.11
Autonomy / Independence	0.24	0.62		0.38	0.697				0.94	1.07
(Constant)						18.48	0.15++	0.40		
Seeker	0.55	0.13	0.29	4.39	0.00***				0.94	1.07
Creator	0.43	0.15	0.20	2.96	0.003**				0.94	1.07
Security / Stability	2.92	0.59		4.99	0.000***	7.81	0.09+	0.32		
(Constant)										
Destroyer	0.28	0.10	0.19	2.78	0.006**				0.94	1.07
Lover	0.32	0.12	0.19	2.71	0.007**				0.95	1.05
Innocent	-0.26	0.12	-0.15	-2.18	0.03*				0.93	1.08
Entrepreneurial Creativity	-1.22	0.66		-1.86	0.065	23.64	0.25++	0.51		
(Constant)										
Seeker	0.76	0.14	0.36	5.54	0.000***				0.87	1.15
Ruler	0.46	0.14	0.20	3.28	0.001***				0.94	1.07
Destroyer	0.26	0.11	0.15	2.30	0.022*				0.93	1.08
Service /	-0.42	0.56		-0.74	0.459	24.57	0.26+++	0.52		

Variables	Unstandardised coefficient		Standardised coefficient	t	*p*	*F*	Adjusted	*R*	Collinearity Statistics	
	B	SE B	*β*				R^2		Tolerance	VIF
Dedication to a cause										
(Constant)										
Magician	0.60	0.11	0.35	5.51	0.000***				0.91	1.10
Caregiver	0.35	0.09	0.23	3.83	0.000***				0.98	1.02
Seeker	0.31	0.10	0.19	3.08	0.002**				0.93	1.07
Pure Challenge	-0.79	0.65		-1.21	0.229	17.22	0.24++	0.50		
(Constant)										
Creator	0.30	0.14	0.15	2.09	0.038*				0.67	1.49
Seeker	0.32	0.11	0.19	3.02	0.003**				0.91	1.10
Warrior	0.35	0.12	0.20	2.96	0.003**				0.84	1.19
Sage	0.41	0.16	0.19	2.58	0.011*				0.72	1.40
Lifestyle Integration	1.44	0.58		2.49	0.014*	17.24	0.14++	0.38		
(Constant)										
Lover	0.43	0.10	0.28	4.20	0.000***				0.92	1.09
Sage	0.39	0.14	0.19	2.76	0.006**				0.92	1.09

***p ≤ 0.001 **p ≤ 0.01 *p ≤ 0.05

+R^2 ≤ 0.12 (small practical effect size) ++R^2 ≥0.13≤ 0.25 (medium practical effect size +++R^2≥ 0.26 (large practical effect size)

3.3.4 Inferential statistics: tests for significant mean differences

The inferential statistics will be discussed in the next section in terms of the differences between race, gender, age, marital status and employment status groups.

3.3.4.1 Race

The representation of coloured and Indian race groups was too small to allow for any meaningful comparisons of results and was therefore included with the African sample to form the black respondent group. The t-test results in table 3.7 show that the black and white groups differ significantly with regards to the caregiver, seeker, destroyer and magician archetypal values. White respondents scored significantly higher on the caregiver variable (*M* black = 3.56 ; *M* white = 3.89). Black respondents scored significantly higher on the seeker variable (*M* black = 3.69; *M* white = 3.31), the destroyer variable (*M* black = 2.93; *M* white = 2.67), and the magician variable (*M* black = 4.04; *M* white = 3.69). The black and white groups also differ significantly with regards to career orientations. Blacks scored significantly higher on the general managerial competence (*M* black = 3.43; *M* white = 3.01), autonomy/independence (*M* black = 4.08; *M* white = 3.49), entrepreneurial creativity (*M* black = 4.40; *M* white = 3.47), service/dedication to a cause (*M* black = 4.52; *M* white =4.06) and pure challenge (*M* black = 4.61; *M* white = 4.34) career orientation variables.

Table 3.7

Significant differences between race groups: Independent t-test results

Scale	Group	*N*	*M*	*SD*	t	df	Sig
PMAI scale							
Caregiver	Black	109	3.56	0.62	-3.93	184	0.000***
	White	77	3.89	0.52			
Seeker	Black	109	3.68	0.46	4.45	131.26	0.000***
	White	77	3.31	0.63			
Destroyer	Black	109	2.93	0.64	2.74	184	0.007**
	White	77	2.67	0.67			
Magician	Black	109	4.04	0.49	4.56	184	0.000***
	White	77	3.69	0.53			
COI scale							

Scale	Group	*N*	*M*	*SD*	t	df	Sig
General managerial competence	Black	109	3.43	1.03	2.83	184	0.005**
	White	77	3.01	0.96			
Autonomy/ independence	Black	109	4.08	1.07	4.03	184	0.000***
	White	77	3.49	0.88			
Entrepreneurial creativity	Black	109	4.40	1.09	5.73	184	0.000***
	White	77	3.47	1.09			
Service/ dedication to a cause	Black	109	4.52	0.91	3.45	184	0.001***
	White	77	4.06	0.86			
Pure challenge	Black	109	4.61	0.96	2.03	173.010	0.043*
	White	77	4.34	0.87			

***p ≤ 0.001 **p ≤ 0.01 *p ≤ 0.05

3.3.4.2 Gender

The t-test results in Table 3.8 show that men and women differ significantly on the seeker (*M* male = 3.59; *M* female = 3.43), lover (*M* male =3.63; *M* female = 3.46), creator (*M* male = 3.87; *M* female = 3.71) and sage (*M* male = 4.10; *M* female= 3.95) archetypal values. Male respondents scored significantly higher than female respondents on all these archetypal values. The male participants also scored significantly higher than the female participants on all the career orientation. The career orientation variables with significant differences between males and females were general managerial competence (*M* male = 3.31; *M* female = 3.03), entrepreneurial creativity (*M* male = 4.21; *M* female = 3.58) and pure challenge (*M* male = 4.65; *M* female= 4.27).

Table 3.8

Significant differences between gender groups: Independent t-test results

Scale	Group	*N*	*M*	*SD*	T	df	Sig
PMAI scale							
Seeker	Male	125	3.59	0.53	2.02	205	0.045*
	Female	82	3.43	0.58			
Lover	Male	125	3.63	0.57	2.21	205	0.028*
	Female	82	3.46	0.53			
Creator	Male	125	3.87	0.45	2.33	205	0.021*
	Female	82	3.71	0.51			
Sage	Male	125	4.10	0.39	2.65	205	0.009**
	Female	82	3.95	0.43			
COI scale							
General managerial competence	Male	125	3.31	1.02	2.02	205	0.045*
	Female	82	3.03	0.97			
Entrepreneurial creativity	Male	125	4.21	1.13	3.87	205	0.000***
	Female	82	3.58	1.153			
Pure challenge	Male	125	4.65	0.81	2.81	143.814	0.006**
	Female	82	4.27	1.03			

***p ≤ 0.001 **p ≤ 0.01 *p ≤ 0.05

3.3.4.3 Age

Age was initially categorised into four age groups based on the different career life stages. However, the 56 years and older group included only had a few respondents and was therefore combined with the 41-55 years category to form a new category, labelled 41 years and older. The ANOVA results displayed in table 3.9 shows that age groups differ significantly in terms of the ruler, magician and jester archetypal values. It appears that there is a linear relationship between age and the ruler archetypal value, as respondents in the age group 41 years and older scored significantly higher than respondents in the 26–40 year and 25 years and younger age categories (*M* 25 and younger= 3.76; *M* 26-40 = 3.95; *M* 41 and older = 4.01). Respondents in the 26-40 years age group scored significantly higher on the magician archetypal value than the 41 years and older and the

25 years and younger age groups (*M* 25 and younger= 3.75; *M* 26-40 = 4.03; *M* 41 and older = 3.87). The respondents in the age group 25 years and younger scored significantly higher than older respondents on the jester archetypal value (*M* 25 and younger = 3.88; *M* 26-40 = 3.73; *M* 41 and older = 3.57). The only career orientation that resulted in significant differences between age group was the entrepreneurial creativity (*M* 25 and younger = 3.85; *M* 26-40 = 4.20; *M* 41 and older = 3.55) career orientation, with the 26-40 year group scoring significantly higher than the other two groups.

Table 3.9

Significant differences between age groups: ANOVA results

PMAI Scale	Group	*N*	*M*	*SD*	*F*	df	Sig
PMAI scale							
Ruler	25 years and younger	77	3.76	0.50	4.19	2	0.016*
	26-40 years	96	3.95	0.52			
	41 years and older	34	4.01	0.51			
Magician	25 years and younger	77	3.75	0.55	6.29	2	0.002**
	26-40 years	96	4.03	0.50			
	41 years and older	34	3.87	0.48			
Jester	25 years and younger	77	3.88	0.56	3.72	2	0.026*
	26-40 years	96	3.73	0.59			
	41 years and older	34	3.57	0.50			
COI scale							
Entrepreneurial creativity	25 years and younger	77	3.85	1.19	4.48	2	0.012*
	26-40 years	96	4.20	1.14			
	41 years and older	34	3.55	1.13			

***p ≤ 0.001 **p ≤ 0.01 *p ≤ 0.05

3.3.4.4 Marital status

The t-tests results in table 3.10 reflect significant differences between single and married respondents in terms of the seeker and destroyer archetypal values. Single respondents scored significantly higher on both the seeker (*M* single = 3.59; *M* married = 3.42) and destroyer (*M* single = 2.89; *M* married = 2.66) archetypal values. There are no significant differences between the mean scores of single and married respondents on the career orientations variables.

Table 3.10

Significant differences between marital status groups: Independent t-test results

PMAI Scale	**Group**	***N***	***M***	***SD***	***t***	**df**	**Sig**
PMAI scale							
Seeker	Single	131	3.59	0.54	2.03	200	0.044*
	Married	71	3.42	0.57			
Destroyer	Single	131	2.89	0.65	2.46	200	0.015*
	Married	71	2.66	0.66			

***p ≤ 0.001 **p ≤ 0.01 *p ≤ 0.05

3.3.4.5 Employment status

There are no significant differences between the mean career orientation scores for participants who identified as full-time and part-time employees. However, the t-tests results in table 3.11 reflect that part-time employees did score significantly higher than full-time employees on the jester (*M* full time = 3.66; *M* part time = 3.95) archetypal value.

Table 3.11

Significant differences between employment status groups: Independent t-test results

PMAI Scale	Group	*N*	*M*	*SD*	*t*	df	Sig
PMAI scale							
Jester	Full-time	136	3.66	0.58	-3.44	200	0.001***
	Part-time	66	3.95	0.52			

***p ≤ 0.001 **p ≤ 0.01 *p ≤ 0.05

3.4 QUALITATIVE DATA ANALYSES: PERCEIVED CAREER SUCCESS AND PERCEIVED CAREER MEANINGFULNESS

The following propositions were made for the qualitative data analysis:

(1) Individuals attach various meanings to their perceptions of their career success that manifest as core themes underlying perceived career success.

(2) Individuals attach various meanings to their perceptions of their career meaningfulness that manifest as core themes underlying perceived career meaningfulness.

3.4.1 Perceived career success

The respondents were asked to answer the following open-ended question regarding perceived career success:

> *Do you feel that you have achieved career success? Explain your answer by briefly describing the elements or aspects of your career that will make you feel that you have achieved career success.*

Figure 3.4 and table 3.12, show that the data analysis yielded nine categories of themes related to perceived career success: (1) learning and development, (2) achievement of goals, (3) career transitions, (4) skills experience and competence, (5) relationship to the organisation, (6) job content, (7) helping other people, (8) work-life balance and (9) reward and recognition. These categories are described in detail below. The categories/themes

that were most frequently seen as contributing to perceived career success were learning and development (reported by 19% of the sample), skills, experience and competence (18%), career transitions (16%), job content (15%), relationship with the organisation (11%), achievement of career goals (10%), helping other people (5%), rewards and recognition (4%) and work-life balance (2%).

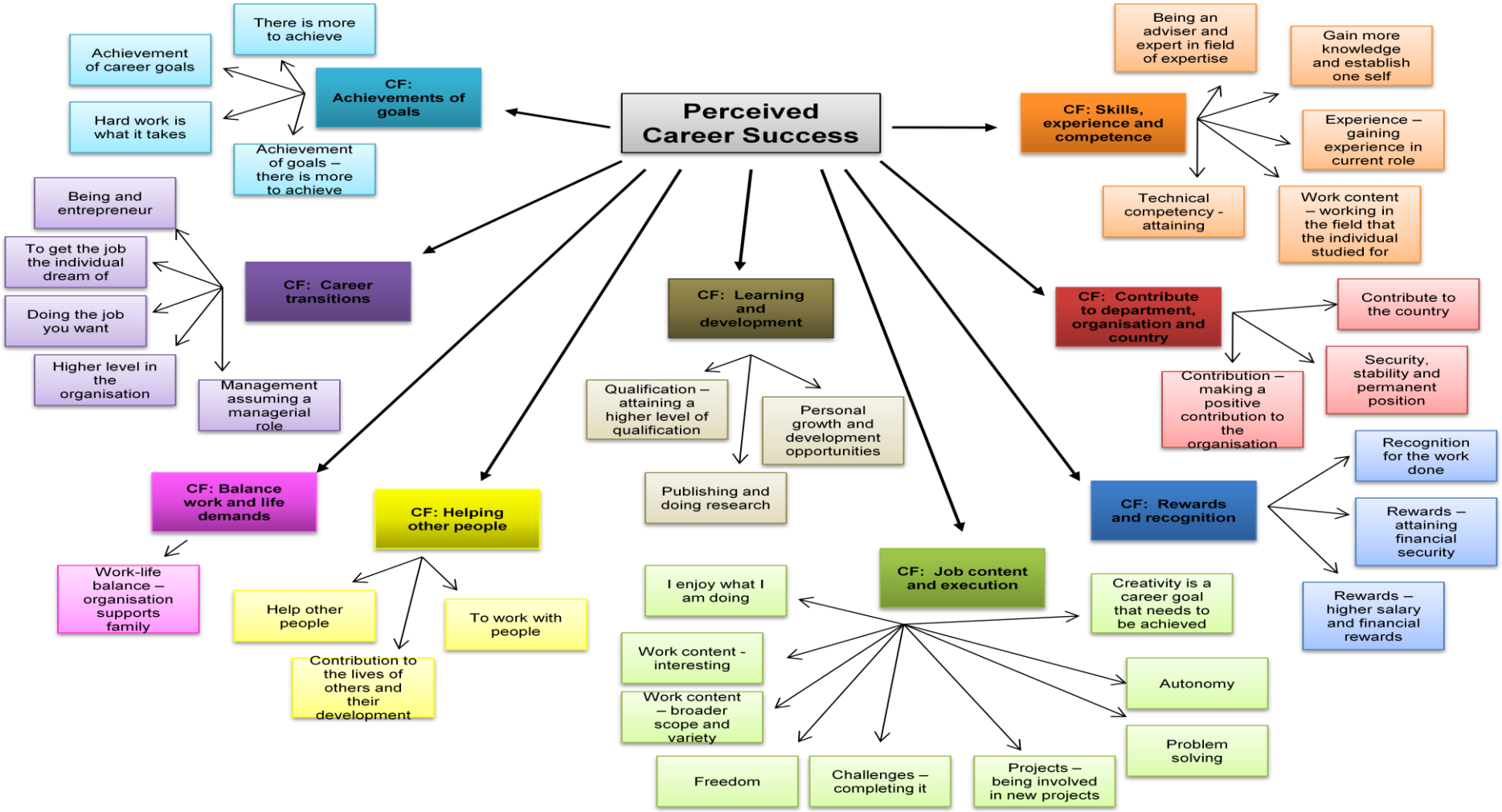

Figure 3.4. Perceived career success codes and categories of themes.

The main features of the **learning and development** category involved attaining a higher level of qualification, publishing and doing research and finally personal growth and development opportunities. The learning and development category was prominent within this sample which already had a high educational level. It seems likely that learning and development is very important within the respondents' work environment.

The **skills, experience and competence** category involved attainment of technical competency, working within the field that an individual studied for, gaining more experience within the current role, gaining more knowledge and becoming established within the work environment and finally being an advisor or an expert within a particular field of expertise.

Career transitions involved progressing to a higher level within the organisation, being able to do desirable jobs, being an entrepreneur, assuming a managerial role.

The j**ob content** category consisted of a number of different respondent codes and included completing challenges, freedom in the execution of tasks, being involved in new projects, solving problems that seem unsolvable, interesting work, broad scope and variety in tasks, enjoyment of the job an individual is doing and autonomy and creativity in the execution of duties.

The **relationship with the organisation** theme consisted of security, stability and having a permanent position within the organisation. It also involved making a positive contribution to the organisation and making a contribution to the country.

Achievement of career goals consisted of the achievement of set career goals, the achievement of goals, the idea that there is always more to achieve and that hard work is required to achieve goals.

Helping other people also featured in the respondents' responses. This category included making a contribution to the lives of others and their development, helping other people and working with people.

Rewards and recognition included attaining financial security and receiving a higher salary and financial rewards. The category also included recognition for work done.

Finally, **work-life balance** involved a balance between work and personal life and organisational support with regards to family responsibilities.

Table 3.12

Summary of perceived career success categories, codes and quotes

Nr	Category	%	Codes	Examples of quotes
1	Learning and development	19	Qualification – attaining a higher qualification	"My only success in relation to my career is obtaining my qualification" (P43) "Once I have completed my further studies (MSc, PhD) I will feel more successful in my career" (P179)
			Personal growth and development	"Excellency in what I do and developing other skills would definitely be career success for me" (P104) "Working in an environment where personal growth is encouraged" (P48)
			Publishing and doing research	"I would like to, at least, develop a decent record of publications and better skills at research" (P183) "I was able to write a number of good papers with friends I have great esteem for and I was and actually am still able to progress science forward" (P105)
2	Skills, experience and competence	18	Being an adviser/ expert in field of expertise	"Career success would mean being an advisor in the field, and being ahead of recent developments" (P178) "Being regarded as an expert/authority in my field of research is the ultimate career success" (P179)
			Gain more knowledge and establish oneself	"My knowledge and expertise needs to be fully utilised"
			Work content – working in	"Getting a relevant job to the field I have studied for" (P235)

Nr	Category	%	Codes	Examples of quotes
			the field that the individual studied for	"...only if I get a permanent job for the field that I have studied in University" (P237)
			Attaining technical competency	"I believe that I have established myself as a technically competent individual" (P146) "I was given the opportunity to achieve technical competency during the first 20 years of my career" (P236)
			Experience – gaining experience in current role	"I do not have enough experience to say I have achieved career success" (P104)
3	Career transitions	16	Being an entrepreneur	"I would like to see my own business grow bigger" (P55) "I would like to start my own business" (P60) "...being an entrepreneur" (P240)
			To get the job the individual dreams of	"I did not achieve career success, because I did not follow my dream life" (P182)
			Doing the job you want	"...this is not quite the kind of job I want to do for the rest of my life" (P59) "Because the career I am in now is not the career I want to be in" (P56)
			Higher level in the organisation	"Its difficult to tell at the moment because I am on a low level, but if I get the promotion in July I'll feel career success" (P70) "If I could advance my current career to maybe a higher level, I would feel that I have achieved career success" (P89) "I feel I have reached a ceiling in my career at the organisation. I will

Nr	Category	%	Codes	Examples of quotes
				probably have to leave the organisation to move up" (P155)
			Management – assuming a managerial role	"..be in a managerial position" (P196) "Elements to be successful include more responsibility, larger projects, management and higher salary expectations" (P230)
4	Job content	15	I enjoy what I am doing	"I enjoy my work" (P130) "I enjoy what I am doing" (P242)
			Work content – interesting	"I also have yet to find an area of work that I am fully interested in" (P234)
			Work content – broader scope	"I think I can do better if I can broaden my scope" (P127)
			Freedom	"I would like to have freedom and be allowed to be innovative in fulfilling the requirements of my position" (P195)
			Completing challenges	"I will feel and does feel successful when I look back after completing a challenge" (P226)
			Projects – being involved in new projects	"I must be in a position where I define projects and I complete them in the required time" (P203)
			Problem solving	"...experience my passion and knowledge in solving problems and passing knowledge" (P177) "I love being put in situations where I have to use my knowledge and skills to overcome problems" (P215)
			Autonomy	"...because I don't like to be supervised my entire life" (P240)
			Creativity is a career goal	"I would like to be distinguished, both creatively and professionally"

Nr	Category	%	Codes	Examples of quotes
			that needs to be achieved	(P103) “I have a career where more or less I am limited by my own energy or creativity” (P211)
5	Contribute to department, organisation and country	11	Contribute to the country	“...my efforts have made a real contribution to the country” (P92) “...make a contribution to the economic growth of the country” (P165)
			Security, stability and permanent position	“I would like to have a more stable, permanent, senior position in my current job role/function with more scope for career development and professional opportunities” (P230) “I am still on a contract job. I would achieve success in my career only if I get a permanent job” (P237) “I am a contract worker therefore there is no security and stability” (P42)
			Contribution – making a positive contribution to the organisation	“I will feel that I have achieved career success when I feel that my presence at work all day is fundamental, my absence is noticed. That means developing abilities and strategies making the company go forward” (P164) “...feel like I am making a positive contribution to the organisation” (P242)
6	Achievement of goals	10	There is more to achieve	“I don’t feel that I am where I want to be as yet” (P229)
			Achievement of career goals	“So far I have achieved all the career goals that I set out for myself” (P233)
			Hard work is required	“...but still feel like I need to work hard to achieve career success”

Nr	Category	%	Codes	Examples of quotes
				(P151)
7	Helping other people	5	Help other people	"I love training and I feel fulfilled when I am able to help people" (P95)
			Contribution to the lives of others and their development	"I want to see myself helping people more on developing themselves at work places and with their life style" (P167) "..make a positive difference in the lives of colleagues and subordinates by assisting them to grow and increase their standards of output" (P236)
			To work with people	"I had the opportunity to work with people" (P136)
8	Rewards and recognition	4	Recognition for the work done	"I will feel success when I get recognition for the hard work I put in" (P102)
			Rewards – attaining financial security	"financial and employment security" (P207)
			Rewards – higher salary and financial rewards	"...success is based on the salary you earn" (P23) "It is because my pay does not show how hard I work and I do not deserve what I am paying because it is too little in my eyes" (P172)
9	Work-life balance			"I can only achieve career success, if I am at a stage where I am able to apply my mind effortlessly and the company I work for support and encourage family life" (P227) "...time, family and friends, to maintain and juggle those with ease"

3.4.2 Perceived career meaningfulness

Respondents were asked to answer the following open-ended question relating to career meaningfulness:

> *Do you experience your career as meaningful? Explain your answer by describing the elements or aspects of your career that will make you experience your career as meaningful.*

Eight higher order categories of perceived career meaningfulness themes were identified: (1) career growth and development (mentioned by 23% of the respondents), (2) protection of people and the environment (16%), (3) contribution to the organisation (15%), (4) contribution to community, country and society (14%), (5) people orientations (14%), (6) personal growth and development (13%), (7) reward (4%) and(8) work-life balance (2%).

The **career growth and development** category included overcoming challenges, attaining career goals, applying knowledge attained from qualifications, attaining qualifications, gaining experience in a variety of areas, problem-solving, gaining experience in the current position autonomy, owning a business, supervising and managing others and gaining technical knowledge and experience.

The **protection of people and the environment** category concerned ensuring public safety, saving people's lives, ensuring the safety of employees and protecting the environment.

The **contribution to the organisation** category included themes of making a contribution to the success of the organisation, implementing changes in the organisation, making a contribution to the respondents' department and being able to see the impact of one's work.

The **contribution to the community, country and society** category included the themes of making a difference to society, making a contribution to science, making a contribution to the country, making a contribution to the community and making a contribution to the welfare of the country. The respondents felt that these contributions led to perceived career meaningfulness.

The **people orientation** category concerned helping people, the development of people, providing help and support to colleagues and working with people.
Personal growth and development concerned learning new things, development and growth of self, enjoyment of the job and following a dream career.

The category **reward** involved receiving financial rewards, the security and stability of having a permanent position in the organisation and received career-related rewards. Respondents felt that these factors contributed to their ability to provide for their family and children.

Finally the **work-life balance** category refers to the ability to balance career needs with the needs of family and friends.

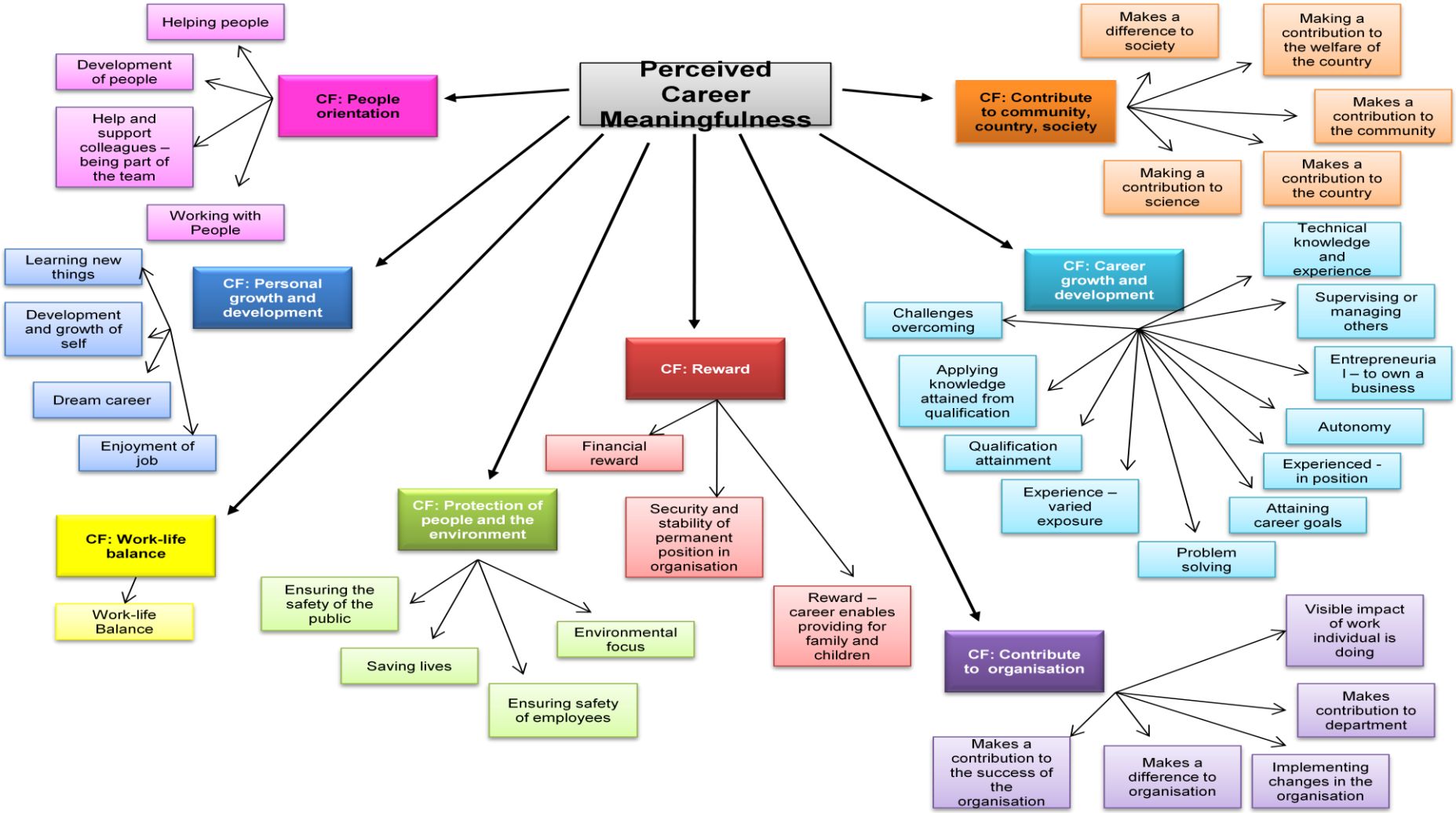

Figure 3.5. Perceived career meaningfulness categories of themes.

Table 3.13

Summary of perceived career meaningfulness categories, codes and quotes

Nr	Category	%	Codes	Examples of quotes
1	Career growth	23	Technical knowledge and experience	"...because I do not have technical knowledge and experience" (P163)
			Supervising or managing others	"I am in the process of developing managerial skills and I feel fulfilled in that area" (P202)
			Entrepreneurial – to own a business	"I would actually love to own my business" (P13)
			Autonomy	"It would be meaningful if I had more autonomy and authority" (P35)
			Experienced in position	"...the experience I have will make my work become easier" (P162) "Always using experience to build on further" (P94)
			Attaining career goals	"But you need an organisation that is compatible with your career objectives to source out that meaning" (P67)
			Problem solving	"Working to address problems within the industry is very valuable to me too" (P207)
			Experience – varied exposure	"Being exposed to different tasks can help me grow better"
			Qualification attainment	"The more I study further the more I realise how meaningful is my career. I learn new things about my career all the time" (P55) "It will be meaningful if I could have an opportunity to finish my studies" (P149)

Nr	Category	%	Codes	Examples of quotes
			Applying knowledge attained from qualification	"I am not doing what I studied for" (P110) "In a way that I am able to apply my skills which I have learnt" (P115)
			Overcoming challenges	"It is not meaningful to me because it does not give me a challenge in life" (P86)
2	Protection of people and the environment	16	Environmental focus	"protecting the environment" (P21) "...because my work consists of safety and that I like to help people and the environment" (P129)
			Ensuring safety of employees	"I am in the field of chemical processes safety, which is focused on keeping employees safe" (P121)
			Saving lives	"...go out and help people who are in need of assistance in emergency situations do make my career meaningful" (P24) "I can help to save people" (P126)
			Ensuring the safety of the public	"ensure the safety of thousands of people" (P166)
3	Contribution to the organisation	15	Visible impact of work individual is doing	"To have a meaningful career I should see some effects of my work and not just a long-term vision" (P7)
			Makes contribution to department	"I fulfil a crucial function in my department by planning, organising and executing objectives as agreed upon" (P45) "My contributions in each of my previous departments is still there today" (P181)
			Implementing changes in the organisation	"Being able to make changes in the organisation" (P37)

Nr	Category	%	Codes	Examples of quotes
			Makes a difference to organisation	"I am making a difference to the company" (P57)
			Makes a contribution to the success of the organisation	"The successes I have achieved mean a lot for the organisation in terms of ..." (P71)
4	Contribution to community, country and society	14	Makes a difference to society	"For me, the potential impact the research can have on society if successful, keeps me motivated. Because the research is medical related and impacts humanity, it feels as if you are positively contributing to society" (P83)
			Making a contribution to the welfare of the country	"...improve our economic development in our country" (P182) "Contributing towards energy conservation, thus improving the economic prospects of RSA" (P68)
			Makes a contribution to the community	"Once I feel a deeper sense of the wider community benefiting from my career and decisions that I make, it will give my career meaning" (P107) "If I can be a part of a project that will have a positive impact in a community, that is when I will say my career is meaningful" 9P146)
			Makes a contribution to the country	"New technology in SA. This can be implemented to the benefit of all the people in SA" (P46)
			Making a contribution to science	"If you can contribute to scientific knowledge it is meaningful" (P51) "Science career is always meaningful doing development work which is novel" (P64)
5	People orientations	14	Helping people	"I have done so much already for so many people and this gives

Nr	Category	%	Codes	Examples of quotes
				meaning to my life" (P2)
			Development of people	"Nothing fulfils me like helping others, making an impact in their life and see them transform through my advice" (P26)
			Help and support colleagues – being part of the team	"Being made to feel valuable as a member of the team" (P63)
			Working with people	"I have a passion to work with people" (P141)
6	Personal growth and development	13	Learning new things	"You discover new things every day, and its those things that helps me and helps others. I would say that, that is meaningful" (P127)
			Development and growth of self	"...being able to grow in whatever you do is meaningful" (P33) "At this point it is meaningful, my career allows many opportunities for one to grow" (P206)
			Dream career	"My career has diverted from my initial dreams of a career and the job I have now and its associated career path is not meaningful to me" (P147)
			Enjoyment of job	"...because I enjoy what I am doing and I appreciate what I have" (P38) "I really enjoy my job" (P140)
7	Reward	4	Financial reward	"Being rewarded financially, especially after long/hard efforts gives me a sense of being appreciated and hence is more meaningful" (P107)
			Security and stability of	"I believe that if I get a permanent post in my field of study I will really

Nr	Category	%	Codes	Examples of quotes
			permanent position in organisation	enjoy it" (P73)
			Reward – career enables providing for family and children	"My career is meaningful because I am able to take care of my family and to provide a better future for my children" (P79)
8	Work-life balance	2	Work-life balance	"I also have time to do what I want to do outside of work" (P79) "...where I can be free to be with my family and be able to respond to family needs without the interference of an organisation" (P13)

3.4.3 Relationship between archetypal values, career orientations, perceived career success and perceived career meaningfulness

The open-ended questions regarding respondents' perceptions of their own career success and meaningfulness yielded positive, negative or moderate answers. The answers of participants who stated that they have achieved career success or meaningfulness were labelled as positive answers. The responses of participants who indicated that they had not achieved career success or meaningfulness were labelled as negative answers. The responses of participants who indicated that they had not yet achieved career success or meaningfulness were labelled as moderate answers. These frequencies were then used to compare the respondents' perceived career success and perceived career meaningfulness with the scores on the PMAI and the COI. The responses were first compared using the analysis of variance test (ANOVA).

The majority of the respondents (49%) reported a low level of perceived career success. 31% of the respondents indicated that they had achieved career success and 20% of the respondents indicated that they had achieved career success and 20% of the respondents indicated that they had not yet achieved career success. In contrast, the majority of the respondents indicated that they perceived their careers as meaningful (83%). 4% of the respondents indicated that their careers were not yet meaningful and 13% of the respondents indicated that their careers were not meaningful.

Table 3.14 indicates that there are no differences in the PMAI scores of the three perceived career success groups ($p \leq 0.05$). However, respondents who scored positively on perceived career success scored significantly lower on the entrepreneurial creativity (*M* positive perceived career success = 3.64; *M* negative perceived career success = 4.11) variable. In terms of the pure challenge career orientation variable participants with either a negative or a positive response to perceived career success scored significantly higher (*M* negative perceived career success = 4.64; *M* positive perceived career success = 4.51) than respondents with a moderate response (*M* moderate perceived career success = 4.08)

Table 3.14

ANOVA results on significant differences between groups of differing levels of perceived career success

Scale	Group	*N*	*M*	*SD*	*F*	df	Sig
Entrepreneurial creativity	Negative	95	4.11	1.18	3.21	2	0.042*
	Moderate	39	4.08	1.14			
	Positive	59	3.64	1.14			
Pure challenge	Negative	95	4.64	0.87	5.12	2	0.007**
	Moderate	39	4.08	0.89			
	Positive	59	4.51	0.99			

***p ≤ 0.001 **p ≤ 0.01 *p ≤ 0.05

Most respondents answered positively (83%) in terms of their own perceived career meaningfulness. There were only 8 respondents in the moderate category (4%) and this category was therefore discarded. The negative and positive respondents were compared using a t-test for independence. Table 3.14 reflects the results of the t-tests. Respondents who answered positively in terms of perceived career meaningfulness had lower scores on the creator archetypal value (*M* positive perceived career meaningfulness = 3.78; *M* negative perceived career meaningfulness = 4.02). Respondents with positive scores on perceived career meaningfulness scored lower on the entrepreneurial creativity (*M* positive perceived career meaningfulness = 3.81; *M* negative perceived career meaningfulness = 4.57) autonomy/independence and general managerial competence career orientation variables.

Table 3.15

Independent t-test results containing significant differences between groups of differing levels of perceived career meaningfulness

Scale	Group	*N*	*M*	*SD*	T	df	Sig
PMAI scales							
Creator	Negative	23	4.02	0.53	2.27	170	0.024*
	Positive	149	3.78	0.46			
COI scales							
General managerial competence	Negative	23	3.63	0.93	2.53	2	0.012*
	Positive	149	3.07	0.99			
Autonomy / independence	Negative	23	4.26	1.132	2.54	2	0.012*
	Positive	149	3.68	1.00			
Entrepreneurial creativity	Negative	23	4.57	1.05	2.88	2	0.004**
	Positive	149	3.81	1.192			

***p ≤ 0.001 **p ≤ 0.01 *p ≤ 0.05

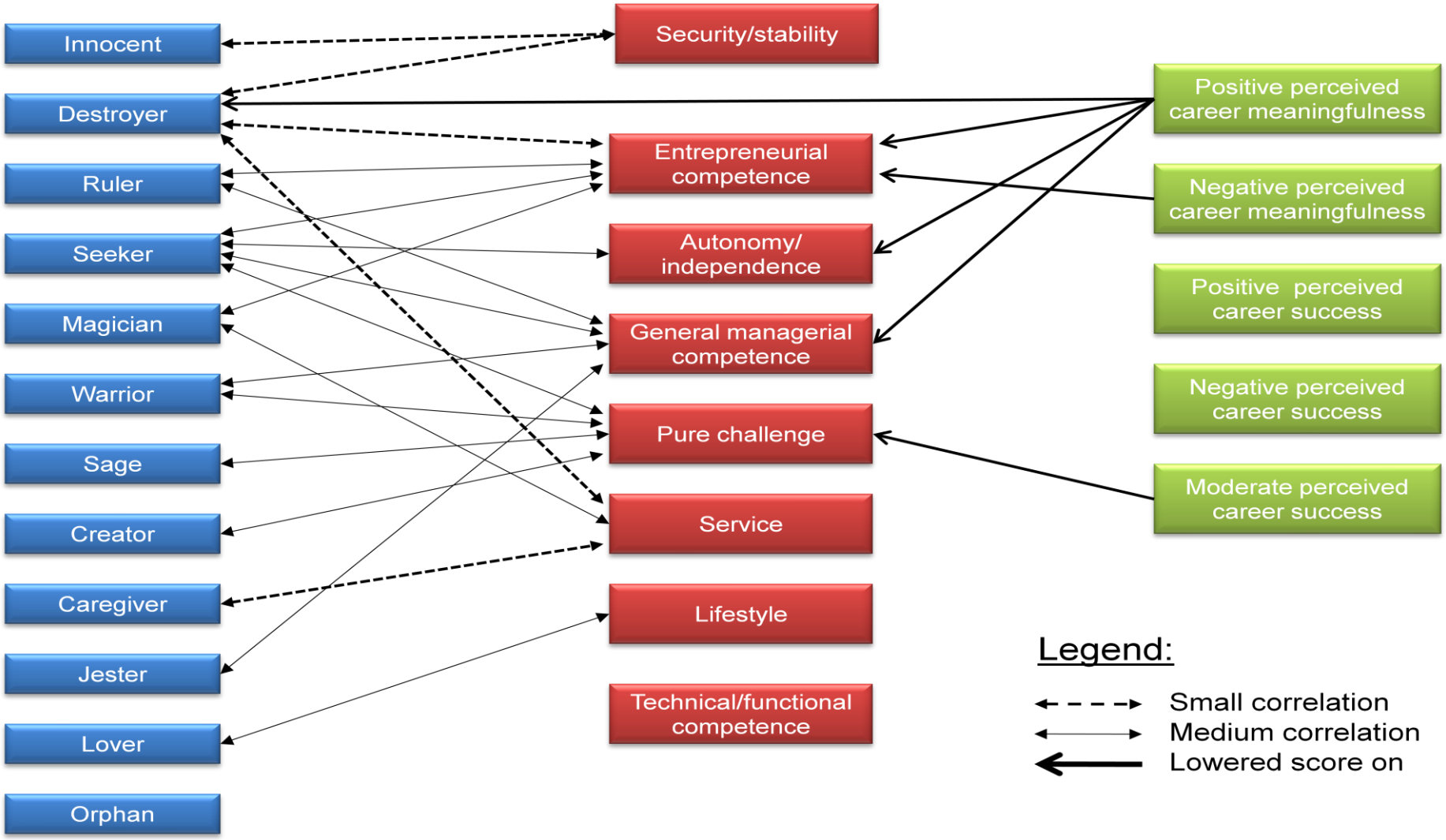

Figure 3.6. Summary of relationships between archetypal values, career orientations and perceived career success.

3.4.4 Decisions about research hypotheses

Based on the results, the H1 hypothesis (which states that there is a significant relationship between individuals' archetypal values, career orientations, perceived career success and perceived career meaningfulness) is accepted. The H2 hypothesis (which states that individuals from different race, gender, age, marital status and employment status groups differ significantly in terms of their archetypal values and career orientations) is also accepted. The qualitative propositions (individuals attach various meanings to their perceptions of their career success and meaningfulness that manifest as core themes underlying perceived career success and perceived career meaningfulness) are also accepted.

3.5 DISCUSSION

The primary objective of the study was to explore the relationship between the archetypal values, career orientations, perceived career success and perceived career meaningfulness of a sample of participants within the South African organisational context. The secondary objective was to qualitatively assess the core themes underlying individuals' perceptions of their career success and career meaningfulness. The tertiary objective was to measure the archetypal values and career orientation differences of individuals from various race, gender, age, marital status and employment status groups.

3.5.1 Archetypal values profile

The archetypal values profile suggests that the participants felt strongly drawn to the archetypal value of the sage which was the dominant archetypal value in the study. Other prominent archetypal values included the magician, the ruler, the warrior, the creator and the jester. The archetypal values of the caregiver, the lover, the seeker, the destroyer and the orphan were the least prominent amongst participants. An international study by Pearson and Marr (2003) and a South African study by Els (2004) also found the sage archetypal value to be dominant. One possible explanation for this could be that the characteristics of this archetypal value are socially desirable (Pearson & Marr, 2003) and therefore participants are more likely to acknowledge its presence within their lives. A second possible explanation is that this archetype remains dominant throughout an individual's life once it has surfaced as a prominent archetypal value. The innocent archetypal value fell within the midrange scores but together with the destroyer and the orphan, received the lowest scores from the sample. Similar results are reported by

Pearson and Marr (2003) and Els (2004). Pearson and Marr (2003) suggest that these results occur because the innocent and the orphan archetypal values consist of dependent characteristics that are not acceptable within the work environment. The destroyer is usually activated for short periods within an individual's life in order to provide strength for ending or changing difficult situations or relationships and would thus not be expected to be prominent in a large sample.

3.5.2 Career orientations profile

The findings of this study confirm Feldman and Bolino (1996), Kniveton (2004) and Coetzee and Schreuder's (2008) observation that individuals are inclined to associate with multiple career anchors. A noteworthy finding from this study is the confirmation of the finding by Coetzee and Schreuder (2008) that indicates a noticeable shift away from the security/stability career orientation to the service/dedication to a cause and lifestyle integration career orientations.

3.5.3 Relationship between archetypal values, career orientations, perceived career success and perceived career meaningfulness

Participants with the sage as their dominant archetypal value also seem to value the career orientation pure challenge. This is in keeping with Pearson's (1991) description of the sage as the sleuth archetype that is mainly concerned with understanding the truth of a matter and solving problems. Schein (2006b) describes individuals who hold the pure challenge career orientation as those individuals who define success as overcoming obstacles, and enjoy solving unsolvable problems along the way. Participants with the pure challenge career also tended to provide definite responses (either positive or negative) in terms of their perceived career success. This finding suggests that these individuals perceive success in terms of the problems they have solved or the obstacles they have overcome and would therefore consider an unsure response as unlikely, as they have either solved a problem or not, or overcame the obstacle or not.

Participants with the ruler as their dominant archetypal value seem to value the career orientations of general managerial competence and entrepreneurial creativity. Participants with positive perceived career meaningfulness tended to score lower on the general managerial competence and entrepreneurial creativity career orientations. The ruler archetypal value focuses on the amalgamation of experience, knowledge and the efforts of others in order to govern/manage a specific area (Pearson, 1991). It is therefore

possible that this archetypal value would manifest in the work environment as an entrepreneurial creativity or a general managerial competence career orientation. Within the work environment, the ruler archetype is focused on fulfilling management or leadership roles, meeting task roles and creating a better work environment for others. The shadow (development area) for the ruler involves becoming so focused on task attainment that human considerations are disregarded. This could result in an imbalance between the individual's own needs and the needs of others (Pearson, 1991; Pearson & Marr, 2003). The finding that respondents who indicated positive perceived career meaningfulness scored significantly lower on the general managerial competence and the entrepreneurial creativity career orientations is therefore significantly as it could confirm the existence of a dominant ruler shadow (or the potential development areas) that impacts negatively on respondents' perception of career meaningfulness.

The participants who indicated the seeker as their dominant archetypal value were also likely to indicate entrepreneurial creativity, general managerial competence, autonomy/independence and pure challenge career orientations. The seeker displayed the strongest significant positive correlation of all the archetypal variables with career orientation variables. The seeker is usually activated by feelings of dissatisfaction; confinement and a constant search for something better (Pearson & Marr, 2003). The ruler archetype is also associated with a need to have and display materialistic tokens of success such as, cars, houses and clothes (Pearson, 1991). Within the work environment this can manifest as a need to create something new. These individuals express a strong need to show others that they are good enough. Individuals with the entrepreneurial creativity career orientation view making money as a key measure of success (Schein, 2006b). These individuals continually need to reinvent themselves, their products, their services and their organisations. They always need new challenges and need to achieve more. It is expected that individuals with a high level of perceived career success and perceived career meaningfulness will score lower on the entrepreneurial creativity career orientation, as individuals with this career orientation rarely perceive their careers as sufficiently meaningful or sufficiently successful. The basic drive of the seeker and individuals with the entrepreneurial creativity career orientation stems from dissatisfaction and a need to prove their identity.

Participants who indicated the seeker as their dominant archetypal value also displayed general managerial competence and autonomy/independence career orientations. The relationship between positive perceived career success and the general managerial competence and autonomy/independence career orientations are similar to the

relationship between positive perceived career success and the entrepreneurial creativity career orientation described above. Respondents who reflected a positive level of perceived career success were less likely to have general managerial competence and autonomy/independence as career orientations. Individuals with the general managerial competence career orientation tend to strive for higher positions that entail more responsibility, seniority, financial rewards and larger budgets (Schein, 2006b). It is possible that these individuals have an activated seeker archetype that drives the search for growth. Individuals with the autonomy/independence career orientation experience an overwhelming need to do things their own way and find it difficult to commit to the organisation's way of doing things and tend to find organisational life quite restrictive (Schein, 2006b). The shadow of the seeker archetype involves a chronic refusal to settle for anything that is currently available and might also include a difficult to commit to relationships, organisations or a specific career (Pearson & Marr, 2003). The presence of a dominant shadow seeker archetype would make it difficult for individuals with dominant general managerial and autonomy/independence career orientations to perceive their current careers as successful or meaningful.

Respondents with a dominant seeker archetypal value also tend to have a dominant pure challenge career orientation. Respondents with a dominant pure challenge career orientation displayed a tendency to have either a positive level of perceived career success or a negative level of perceived career success. These respondents did not indicate moderate levels of perceived career success. Just as the seeker archetype is constantly looking for new opportunities, new adventures or a new ways of finding identity and meaning (Pearson, 1991), individuals with the pure challenge career orientation need to constantly overcome newer and tougher challenges (Schein, 2006b). The pure challenge career orientation thus reflects another way in which the seeker archetypal value can manifest within individuals in the work environment. The constant drive for new challenges could explain why these respondents tend to provide definite answers (either positive or negative) regarding perceived career success. Individuals with this orientation feel that they have either solved a problem or not and they have either conquered an obstacle or not, there is no grey area.

Participants with a dominant lover archetypal value are more likely to have a dominant lifestyle integration career orientation. Respondents with the lover archetypal value dominant in their lives realise that power lies within the self and not within positions or authority. The gift of the lover is aliveness and engagement with life (Pearson, 1991; Pearson & Marr, 2003). The lover archetype is indicative of a broader perspective on life

and it is therefore logical that finding a work-life balance is the prominent career orientation of individuals with this archetypal value. The lover archetypal value and the lifestyle integration career orientation would both be expected to be associated with perceived career meaningful career rather. However, contrary to this expectation the results showed no significant relationship between these variables and perceived career meaningfulness.

The creator archetypal value showed a significant positive correlation with the pure challenge career orientation. This finding is not unexpected as both variables concern conquering and creating something new. The shadow creator is especially intolerant of routine tasks (Pearson & Marr, 2003) an intolerance that is shared by individuals with the pure challenge career orientation. Individuals with this career orientation need to test themselves constantly (Schein, 2006b). Lower scores on the pure challenge career orientation were linked to individuals who expressed a moderate level of perceived career success.

The pure challenge and general managerial competence career orientations both displayed a significant positive association with the warrior archetypal value. However, the presentation of the warrior archetype differs slightly in the two career orientations. Both career orientations include the competitive nature of the warrior archetype, which manifests in the pure challenge career orientation as a need to prove that he or she can conquer anything or anybody (Schein, 2006b) and in the general managerial competence career orientation as the drive to get ahead and advance up the corporate ladder (Schein, 2006b). The expression of the shadow warrior is also evident in both these career orientations and is associated with power and competitiveness and interestingly enough Schein (2006b) uses the word warrior to describe individuals with the pure challenge career orientation, specifically with reference to the shadow warrior archetype that makes these individuals difficult both supervisors and families to manage. The shadow warrior is evident in individuals with the general managerial competence career orientation when they dominate or suppress others as a result of their managerial or senior positions.

The jester archetypal value significantly correlated with the general managerial competence career orientation. The jester archetype is significantly positively associated with wisdom and experience (Pearson, 1991), yet can be expressed in a different manner involving lack of respect for both authority and boredom with routine. The general managerial competence career orientation is also associated with wisdom knowledge and experience and tends to represent individuals with a high performance drive and sense of

responsibility. The jester potentially provides individual within a managerial role with the resilience to respond to and deal with highly stressful environments.

Respondents with entrepreneurial creativity or service/dedication to a cause as their preferred career orientations appear to be associated with the magician archetypal value. These two career orientations seem to represent two different expressions of the magician archetype. In the entrepreneurial creativity career orientation the magician archetype relates to transforming an individual's reality whereas in the service/dedication to a cause career orientation it is concerned with transforming the reality of others. When the magician is expressed as the entrepreneurial creativity career orientation it involves the grounding of a vision (Pearson & Marr, 2003) and is often accessed in response to difficulty in the environment. When the magician is expressed as the service/dedication to a cause career orientation, the focus is mainly on the transformation of other people. The magician is often visible in individuals in occupations such as doctors, psychologists or other health practitioners (Pearson, 1991). These occupations are also prominent in individuals with the service/dedication to a cause career orientation Schein (2006b) specifically links the service/dedication to a cause career orientation with the helping professions such as medicine, nursing, social work and teaching.

3.5.4 Perceptions underlying individuals' career success and career meaningfulness

The secondary objective of the study was to qualitatively assess the core themes underlying individuals' perceptions of their career success and career meaningfulness. In the following sections the perceptions underlying individuals' career success and career meaningfulness are discussed separately.

3.5.4.1 Perceptions underlying individuals' career success

Ballout (2009) emphasises the importance of knowing and understanding the factors underlying individuals' perceptions of career success, especially for organisations focused on having motivated and competent employees. In the current research the qualitative data analysed revealed various themes underlying individuals' perceptions of career success. In accordance with the findings of the literature review themes related to both objective and subjective career success were important to participants (Ballout, 2009; Cocchiara et al, 2010; Coetzee & Schreuder, 2006; Judge et al, 2004; Sinclair, 2009). The participants' themes related to both objective and subjective career success and it was

clear that they viewed these factors as interactive and related. These themes often consisted of both subjective and objective career success factors which that appeared to be related.

Although the higher order themes were not purely related to either objective career success measures or subjective career success measures, the following themes related predominantly to objective career success: (1) learning and development, (2) skills, experience and competence, (3) career transitions, (5) achievement of career goals and (7) rewards and recognition. The themes contain the traditional perspective regarding objective career success and are mainly concerned with the individual and not with the organisation or other individuals.

In contrast, the predominantly subjective career success themes were all concerned with other people or other institutions. The themes that predominantly included measures of subjective career success were (4) relationship with the organisation, (6) helping other people and (8) work-life balance.

3.5.4.2 Perceptions underlying individuals' career meaningfulness

Eight themes emerged from the analysis of participants' perceptions of career meaningfulness. Wrzesniewski (2002) states that individuals experience fulfilment when they feel that what they do contributes to making the world a better place. This statement is consistent with the themes underlying participants' perceptions of career meaningfulness that emerged from the research. In particular themes (2) protection of people and the environment, (3) contribution to the community, country and society and (5) people orientation in particular are related to the Wrzesniewski's (2002) findings. Theme (8), work-life balance, refers to individuals' ability to balance their career needs with other aspects of their life. This theme, substantiates Park's (2010) finding that individuals seek to incorporate their roles at work into the broader perspective of their lives. Growth processes were prominent in two themes (1) career growth and development and (6) personal growth and development. Theme (7) reward was the only theme focused receiving, but it was also specifically stated that reward was an area of perceived career meaningfulness because it enables individuals to provide for their families and children.

3.5.5 Differences between groups with regard to archetypal values and career orientations

The tertiary objective of the research was to measure the differences in the archetypal values and career orientations of various race, gender, age, marital status and employment status groups.

3.5.5.1 Race

The results showed significant archetypal differences between participants from different race groups, specifically with regards to the seeker, destroyer, magician and caregiver archetypal values. White participants obtained significantly higher mean scores on the caregiver archetypal value. This finding is similar to a finding by Els (2004). A possible explanation for this difference could be that the black individuals were raised in an oppressive political system, which forced them to develop an active struggling and fighting mindset towards power (Els, 2004). The black participants in the study had significantly higher mean scores than their white counterparts of the seeker, destroyer and magician archetypal values. These archetypal values are all associated with transformation. The seeker archetype is triggered by dissatisfaction and characterised by a longing for a better life, focused on personal growth, development and transformation (Pearson & Marr, 2003). The destroyer archetype is associated with forced change and often relates to injustice and powerlessness. The destroyer archetype may force transformation in order to change old ways of doing things. The magician archetype is associated with the transformation of both personal reality and the reality of others (Pearson, 1991). Within the South African context the concept of transformation is likely to be of particular importance for black participants. Over the past 16 years black South Africans have transformed South Africa. This political transformation was triggered by dissatisfaction with their circumstances and was eventually realised through forced change and power. This form of transformation is associated with the magician archetypal value.

The results indicated significant differences between race groups in terms of the entrepreneurial creativity, general managerial competence, service/dedication to a cause and autonomy/independence career orientations. Black participants scored significantly higher than their white counterparts on all of these career orientations. This finding contradicts the finding of Coetzee and Schreuder (2008) that black participants had lower mean scores than other race groups in terms of the entrepreneurial creativity career orientation. The black participants also scored significantly higher than the white

participants with regards to the general managerial competence career orientation a finding which is confirmed by Coetzee and Schreuder (2008) study. Coetzee and Schreuder (2008) suggest that these findings might be related to the Employment Equity opportunities that are currently available to black employees within the South African organisational context.

3.5.5.2 Gender

Pearson & Marr (2003) suggest that the archetypal scores of men and women differ. However, Els (2004) found no significant gender differences in archetypal values. In the current study males and females did differ significantly in terms of the creator, seeker, lover and sage archetypal values. Although the study expected to find gender differences, the gender differences reported in this study are different to those reported in previous studies. The male participants consistently scored significantly higher than female participants on the creator, seeker, lover and sage archetypal values. This may be indicative of the patriarchal nature of South African society. Pearson (1991) emphasises that although gender identity is individual it is also a cultural and political issue. The patriarchal nature of the male archetypal values is not a surprising finding with the context of the South African history of female oppression. However, the study's finding regarding the prevalence of the lover archetypal value in the male group is contrary to Pearson and Marr's (2003) suggestion that women are more likely to reflect the lover archetype as it contains values related to commitment and connectedness. The sage archetype is associated with behaviour characterised by fairness and objectivity, which are traditionally viewed as masculine traits. The finding regarding the prominence of the sage archetype in the male group is thus in keeping with previous research. Pearson and Marr (2003) state the seeker archetype is more prominent amongst men and this was the case in the current research study. However, Pearson (1991) states that the creator archetype is associated with both male and female development but in the current study the creator archetype was more prominent amongst men.

The present study found differences in the career orientations of males and females. This finding contradicts the finding by Erdogmus (2004), who reported no differences between gender groups. The study found no significant gender differences in terms of the lifestyle integration career orientation. This confirms the findings of Coetzee and Schreuder (2008) but contradicts the findings of Danzinger and Valency (2006), who reported a significantly higher occurrence of the lifestyle integration career orientation amongst the women in their sample. In the current research males scored significantly higher on the pure

challenge, general managerial competence and entrepreneurial creativity career orientations. These findings confirm Coetzee and Schreuder's (2008) suggestion that males are more needs and talent-orientated in their career orientations than their female counterparts. Men appear to be highly motivated by challenges and variety within their work environment. They also seems to require limited supervision from other people, as they prefer to more into positions of authority. This finding supports earlier findings regarding the patriarchal nature of the South African organisational context (Els, 2004).

3.5.5.3 Age

During the early life career stage (25 years and younger) individuals are faced with challenges such as establishing their identity, developing autonomy and self-reliance, becoming established, becoming committed and being employed (Schreuder & Coetzee, 2006). This age group displayed a preference for the jester archetypal value, which is associated with curiosity, playfulness, the expression of enjoyment and aliveness. The values associated with the jester archetype seem to reflect the early life career stage as these individuals are still predominantly occupied with the life tasks of early adulthood.

During the middle life career stage (26-40 years) individuals are focused on refining their identity, clarifying values, pursuing occupational satisfaction, maintaining health and well-being and finding a balance between agency and communion (Schreuder & Coetzee, 2006). These goals relate to the underlying archetypal values of the magician, which was found to be most prominent amongst members of this age group. The magician relates to transformation within individuals and creating community through connecting with others (Pearson, 1991). These themes are reflected in the needs of this age group. This age group also showed a preference for the entrepreneurial creativity career orientation, which emphasises a need for new challenges, freedom and power.

The late life career stage (41 years and older) focuses on dealing with socio-emotional losses, making satisfactory physical living arrangements, preparing for retirement and maintaining health and emotional well-being (Schreuder & Coetzee, 2006). This is consistent with the values exhibited by the ruler archetype, which was the most prominent archetypal value in this age group. The ruler archetype is mainly concerned with security needs, but also uses experience and knowledge to maintain harmony and to formulate longer-term visions (Pearson, 1991).

3.5.5.4 Marital status

The single participants within this study were more likely than their married counterparts to reflect the creator and the destroyer archetypal values. These archetypal values both form part of the journey phase of individual development and are associated with the development of the soul through spiritual meaning making (Pearson, 1991). The creator and destroyer are not focused on commitment, but are related to refusal to settle and releasing things that are not related

No difference was found in terms of the career orientations of groups with differing marital status. This is in accordance with the findings of Erdogmus (2004) but contradicts the findings of Coetzee and Schreuder (2008).

3.5.5.5 Employment status

Participants who are part-time employees were more likely to reflect the jester archetypal value. This finding corresponds with the expectation that part-time employees experience more enjoyment/joy, excitement, liberation and freedom, than their full-time employee counterparts and are therefore also more likely to be playful, curious, present-oriented, impulsive and unconcerned with what others' opinions (Pearson & Marr, 2003, p. 14). Full-time employee status is associated with values of safety, security and responsibility.

No difference was found in terms of the career orientations of groups with differing employment status.

3.6 CONCLUSIONS

Overall it can be concluded from the findings of the present study that archetypal values are the sub-conscious drivers of behaviour and can be exhibited in terms of career orientations and perceived career success and meaningfulness. It was therefore expected that specific archetypal values would be related to participants' career orientations, perceived career success and perceived career meaningfulness. The value of the findings obtained in the present study lies in the explanatory and predictive utility of the identified archetypal values that seem to drive the behaviour and preferences associated with participants' career orientations and their level of perceived career success and career meaningfulness. However, each of the identified archetypal values is important only to the conceptually related career orientation and its relation to perceived career success.

The findings of the study contribute valuable new knowledge regarding the relationship dynamics between archetypal values, career orientations, perceived career success and perceived career meaningfulness. The new insights derived from the findings may help to broaden the perspective on the ways in which individuals' archetypal values and career orientations explain their perceived career success and meaningfulness which may potentially influence their career decisions. The findings may also be used to help facilitate greater self-insight amongst individuals aiming to gain a deeper understanding of their personal development framework and their preferences within the work environment. This can empower individuals to take personal accountability for attaining career success. The conclusions drawn from the results will be discussed in greater detail in Chapter 4.

3.7 LIMITATIONS

Only the core limitations will be discussed in the following section. A comprehensive overview of all of the limitations identified will be provided in Chapter 4. The findings of this study are limited in terms of the ability to generalise and design practical recommendations. These limitations are a result of the size and nature of the sample. A non-probability sample was used, which reduced the sample size and minimised the generalisability of the findings.

3.8 RECOMMENDATIONS

Only the core recommendations will be focused on in this section, as the recommendations will be elaborated on in more detail in Chapter 4. The findings of the study confirm the existence of significant relationships between individuals' archetypal values and career orientations. This provides a useful framework for decision-making and career counselling practices that can influence both individuals and organisations.

There is a need for more research concerning archetypal values, career orientations and perceived career success, specifically within the multicultural South African context. Further studies would be helpful for career counselling practices, as they would assist career counsellors in providing guidance to individuals making career decisions. Career counsellors would able be able to facilitate personal and career growth and development that would result in perceived career success and meaningfulness.

CHAPTER 4
CONCLUSIONS, LIMITATIONS AND RECOMMENDATIONS

This chapter concludes the dissertation and follows the research methodology proposed in chapter 1. In the first section of the chapter conclusions are drawn. A discussion of the limitations of the current study follows and the final section of the chapter contains recommendations for career decision-making and counselling practices as well as recommendations for research in the field of Industrial and Organisational Psychology.

4.1 CONCLUSIONS RELATING TO THE DEFINED OBJECTIVES

The focus of this section is the formulation of research conclusions regarding the literature review and the empirical study.

4.1.1 Conclusions regarding the literature review

The first general aim of this research was to critically investigate, analyse and evaluate the relationships between archetypal values, career orientations and individuals' perceptions of their career success and career meaningfulness. The study also aimed to determine whether individuals from different race, marital status, employment status, gender and age groups differ with regards to their archetypal values and career orientations. These general aims were achieved by addressing and achieving the specific aims of the research.

In the subsections below conclusions are drawn about each of the specific aims.

4.1.1.1 The first aim: To conceptualise archetypal values, career orientations, perceived career success and perceived career meaningfulness, and to explain the theoretical linkage between these variables.

This aims was addressed in chapter 2 (archetypal values, career orientations, perceived career success and meaningfulness). The following conclusions are drawn regarding the relationship between archetypal values, career orientations and perceived career success:

a. Conclusions about the archetypal values construct

Jung (1969) provides the first theorisation of the concept of the archetype, which he views as an essentially unconscious content that is altered by becoming conscious and being perceived. As a result the archetype takes its colour from the individual consciousness in which it happens to appear. Using Jung's (1969) theory as a base Pearson (1991) developed a twelve archetype model that functions as an extension of Jung's (1969) archetype concept. Jung's (1969) theory of archetypes has been criticised for being difficult to understand and access and Pearson's (1991) framework provides a spiral development model that makes Jung's archetypal theory accessible. This development model reflects the different archetypal values that can be dominant during the different stages of development within an individual's life. Pearson and Marr (2003) defines the heroic archetypes as twelve broad emotional, cognitive and behavioural styles.

Archetypal values are conceptualised as universal themes that influence an individual's life and enable that individual to normalise his or her experiences and to understand them in the broader context of life stories. Archetypal theory does not describe behaviour that remains consistent over time but rather depicts the evolvement of a person over the course of their lifetime. Each archetypal theme is characterised by unique goals, potential difficulties and the direction of personal development. It is possible for an individual to experience the presence of the same archetype more than once during their lives, as the growth and development occurs on different levels. The archetypal values framework is useful in facilitating a process of career growth and development that takes into account the broader context of people's lives. Within the organisational context Pearson's (1991) archetypal development theory provides individuals with a framework for both career and personal development. This framework provides guidance in terms of ways to access the undiscovered potential of archetypes.

b. Conclusions about the construct career orientations

The concept of career orientations was discussed from the perspective of Schein's (1978) theory of career anchors. Schein (1985) defines career anchors as the set of self-perceptions pertaining to an individual's (1) motives and needs, (2) talents and skills and (3) personal values than an individual will not relinquish even if forced to make a choice. Schein's (1978) theory of career orientations provides a model of career development that considers the complexity of an individual's career development. It incorporates an individual's insight in relation to his/her interests, abilities, experience, knowledge and

values. The various career orientations differ in terms of the type of work, preferred form of remuneration, preferred growth opportunities and preferred form of recognition. This theory is of particular value when facilitating career decision-making as part of the career counselling process.

c. Conclusions about the construct perceived career success

Kuznia et al.'s (2010) definition of perceived career success was used in this study. Thus, perceived career success is seen as the comparative aspect of the way in which an individual views his or her career with reference to others. The literature review made it clear that various meanings are attached to the concept of career success. It is also clear that in order to maximise their probability of achieving career success over their lifespan individuals need to understand their career as multi-storied, changeable and evolving. Individuals' careers are characterised and judged by their own subjective perceptions (Sinclair, 2009; McMahon, 2007). The role of the organisations in individual career success is conceptualised as being one of support and the facilitation of self-awareness, career development and personal development and learning.

d. Conclusions about the construct perceived career meaningfulness

Frankl's (1959) existential theory of meaningfulness formed the basis for the conceptualisation of perceived career meaningfulness. Frankl (2004, p. 105) states that 'meaning is the primary motivation in life and is not a secondary rationalization' of instinctual drives. Each individual's meaning will be unique and specific and each individual must therefore find his/her own meaning. Once an individual has found his/her own meaning it achieves a significance that satisfies the will to meaning. Lips-Wiersma (2002) proposes that spiritual coherence should be understood as a form of career meaningfulness. Wrzesniewski (1999) suggests that the meaning of work can be understood in terms of the goals people aim to achieve through their work. Within this study the concept of perceived career meaningfulness was understood in terms of individual purpose, individual goals and congruence between various life and career aspects.

e. Conclusions about the theoretical relationship between archetypal values, career orientations, perceived career success and perceived career meaningfulness

It can be concluded that according to the literature a theoretical relationship between archetypal values, career orientations, perceived career success and perceived career meaningfulness exists. Individuals appear to be influenced in terms of their career decision-making by their archetypal values and career orientations. Furthermore, perceived career success and perceived career meaningfulness provides an understanding of how individuals' view their careers and whether their career context allows them to express the values driving their careers.

4.1.1.2 The second aim: To determine theoretically (based on a review of the literature) the role of race, gender, age, marital status and employment status in archetypal values and career orientations.

The literature indicated that various biographical variables (specifically race, marital status, employment status, gender and age) influence individuals' archetypal values and career orientations.

4.1.1.3 The third aim: Conceptualising the implications of the theoretical relationship between archetypal values, career orientations, perceived career success and perceived career meaningfulness for career decision-making and counselling practices in the South African organisational context.

This aim was achieved in chapter 2 (archetypal values, career orientations, perceived career success and perceived career meaningfulness).

The PMAI and COI are used in career counselling processes aimed at facilitating individuals' career decision-making. The results obtained from these instruments helps to increase individuals' awareness of the values underlying their behaviour. This enables individuals to understand certain patterns in their behaviour. Individuals can also understand the ways in which their values relate to their preferences for reward, recognition and organisational culture.

Knowledge and understanding of the relationship between archetypal values and career orientations can assist individuals in understanding their perceptions of career success and meaningfulness. Low levels of perceived career success and meaningfulness could

serve as a starting point for a facilitated career counselling session where these variables are evaluated to enhance individuals' levels of self-awareness.

The literature review elaborated on the ways in which career decision-making and counselling practices are influenced by the proposed relationship dynamics between archetypal values, career orientations, perceived career success and perceived career meaningfulness. Career counselling and decision-making practices have evolved from a test and tell format to a narrative metaphor (McMahon, 2007). Clients can benefit from this more integrated approach to career counselling. Helping an individual understand the impact of archetypal values on his/her career orientations can ultimately influence his/her perceptions of career success and meaningfulness.

Career counselling has become a process of facilitation and creation of meaning. The hero within archetypal value model is a valuable tool within the career counselling environment as it provides individuals with an opportunity to make sense of their own journeys. Understanding the relationships between an individual's archetypal values, career orientations, perceived career success and perceived career meaningfulness can be useful in the facilitation of career decision-making. Understanding these relationships allows individuals the opportunity to integrate their careers with the rest of their lives, resulting in a more integrated growth and development model.

In order to enhance individuals' experience of perceived career success career related interests (abilities, skills), personal life stage (with associated challenges) and biographical variables should be considered when facilitating career-decision within the context of career counselling.

4.1.2 Conclusions regarding the empirical study

The empirical study was designed to answer four research questions, which were restated in the form of two hypotheses and two propositions. The research aims of the empirical study were as follows:

(1) To investigate the relationship dynamics between archetypal values, career orientations, perceived career success and perceived career meaningfulness in a sample of respondents employed in the South African organisational context.
(2) To identify the core themes that underlies individuals' perceptions of their career success and career meaningfulness.

(3) To determine the differences between the archetypal values and career orientations of individuals from different race, marital status, employment status, gender and age groups as manifested in the sample of respondents.

(4) To formulate recommendations for the discipline of Industrial and Organisational Psychology, particular with regard to career decision-making, career counselling practices and possible future research.

The empirical findings provided support for H1 (there is a significant relationship between individuals' archetypal values, career orientations, perceived career success and perceived career meaningfulness) and H2 (blacks, whites, groups with differing marital status, groups with differing employment status, males and females, and different age groups differ significantly in terms of their archetypal values and career orientations) and the hypotheses are partially accepted.

In terms of the qualitative data analyses both propositions were accepted. The propositions were:

Proposition1: Individuals attach various meanings to their perceptions of their career success which manifest as core themes underlying perceived career success.

Proposition 2: Individuals attach various meanings to their perceptions of their career meaningfulness which manifest as core themes underlying perceived career meaningfulness.

4.1.2.1 The first empirical aim: To investigate the relationship dynamics between archetypal values, career orientations, perceived career success and career meaningfulness in a sample of respondents in the South African organisational context.

The first empirical research involved an empirical investigation of the relationship dynamics between archetypal values, career orientations, perceived career success and perceived career meaningfulness in a sample of respondents employed in the South African organisational context. Four specific conclusions were reached in terms of this research aim. These conclusions are discussed in the sections below and reflected in figure 4.1.

a. *Conclusion 1: Participants' archetypal values are significantly related to their career orientations*

The findings in this study led to the conclusion that archetypal values are more important in determining differences in career orientations than career orientations are in determining differences in archetypal values. This suggests that archetypal values are present before an individual considers their career decisions. Therefore, an understanding of the values, needs, potential difficulty and potential learning that are associated with a specific archetypal value (independent variable) can assist in the making of informed assumptions regarding the preferred career orientation (dependable variable).

Archetypal values evolve over the course of a person's life and understanding and recognising the universality of different themes (Pearson & Marr, 2003) can provide a useful framework for career counselling and career decision-making practices that aim to facilitate career and personal development

b. *Conclusion 2: Participants' archetypal values are significantly related to their level of perceived career meaningfulness*

The findings of this research study showed that the participants' dominant archetypal values were significantly related to their perceived level of career meaningfulness. Assumptions about an individual's level of perceived career meaningfulness can therefore safely be based on an understanding of that individual's dominant archetypal values during a particular stage of their life.

Individuals who perceive high levels of career meaningfulness within their careers are less likely to experience an active destroyer archetypal value within their lives. When attaining high levels of career meaningfulness individuals are less likely to engage in destructive behaviour at work. These individuals are not driven to change the current environment or end relationships with organisations and other individuals.

c. *Conclusion 3: Participants' career orientations are significantly related to their level of perceived career success*

The participants' dominant career orientations are significantly related to their perceived level of career success. Gaining insight regarding an individual's career orientations

allows for the formation of assumptions regarding his/her perceived level of career success.

The higher an individual's level of perceived career success the lower an individual's orientation towards entrepreneurial creativity. Individuals with high perceived levels of career success are less likely to exhibit a strong need to create new products, services or organisations.

The findings in the empirical research study suggest that individuals displaying a moderate level of perceived career success have a lower orientation towards the pure challenge career orientation. Individuals with moderate levels of perceived career success are less likely to constantly need challenges and value variety and problem solving in their work environment above all other considerations

d. Conclusion 4: Participants' career orientations are significantly related to their perceptions of career meaningfulness

The participants' dominant career orientations are significantly related to their perceived level of career meaningfulness. Understanding an individual's career orientations can result in the formulation of assumptions regarding his/her level of perceived career meaningfulness.

Individuals with high levels of perceived career meaningfulness are less likely to be driven by the entrepreneurial creativity career orientation. These individuals are less inclined to be motivated by development and the creation of new products, services and organisations.

The research findings also show that individuals who experience high levels of perceived career meaningfulness are less likely to value the general managerial competence career orientation. The values that drive individuals with the general managerial competence career orientation relate more to traditional extrinsic/objective career success measures and these measures differ from the intrinsic values associated with individuals who value career meaningfulness. This finding is indicative of the need for congruence between an individual's career and his/her underlying values. This congruence is associated with perceptions of career meaningfulness.

It can be concluded that individuals who hold high levels of perceived career meaningfulness are less inclined to value the autonomy/independence career orientation.

Individuals who display a strong autonomy/independence career orientation prefer recognition that relates strongly to extrinsic/objective career success measures, which are different from the intrinsic values associated with individuals who value career meaningfulness. In addition, individuals with high levels of career meaningfulness tend to be motivated by helping other people and making a difference in the world. This finding contrasts with the approach of individuals with the autonomy/independence career orientation who value their independence and who do not appear to measure their success in relation to other people. This further confirms the need for congruence between career and underlying values in determining perceptions of career meaningfulness.

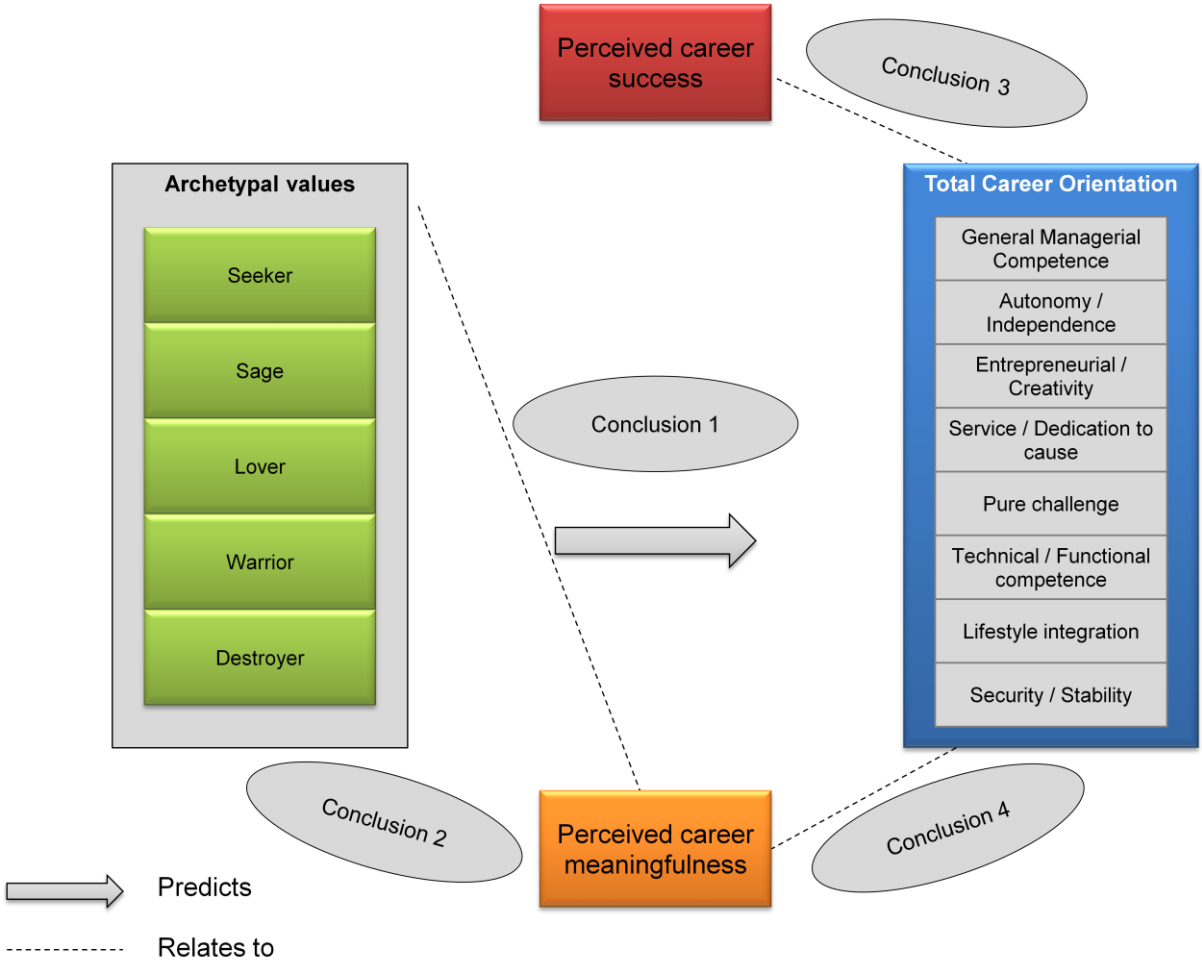

Figure 4.1. Diagram demonstrating conclusions related to empirical research aim 1.

4.1.2.2 The second aim: To identify the core themes that underlie individuals' perceptions of their career success and career meaningfulness

The following two conclusions were reached concerning this aim:

a. Conclusion 1: Core themes underlie individuals' perceptions of their career success

(1) **Learning and development**, which involves attaining a higher level of qualification, publishing and doing research and personal growth and development opportunities.

(2) **Skills, experience and competence**, which involves attainment of technical competency, working within the field that an individual studied for, gaining more experience within the current role, gaining more knowledge, becoming established within the work environment and being an advisor or an expert in a particular field of expertise.

(3) **Career transitions,** which include progression to a higher level within the organisation, doing the job an individual wants to do, being an entrepreneur and assuming a managerial role.

(4) J**ob content**, which consisted of a number of different codes emerging from respondents including completing challenges, freedom in the execution of tasks, being involved in new projects, solving problems that seem unsolvable, interesting work, broad scope and variety in tasks, enjoyment of the job an individual is doing and autonomy and creativity in the execution of duties.

(5) **Relationship with the organisation**, which consists of security, stability and having a permanent position within the organisation. This theme also relates to making a positive contribution to the organisation and the country.

(6) **Achievement of career goals** consists of the achievement of set career goals, achievement of goals, the idea that there is always more to achieve and working hard to achieve career goals.

(7) **Helping other people** includes making a contribution to the lives of others and their development, helping other people and working with people.

(8) **Rewards and recognition** includes attaining financial security and gaining a higher salary and financial rewards as recognition for work done.

(9) **Work-life balance** involves a balance between work and personal life and receiving organisational support with regards to family responsibilities.

b. Conclusion 2: Core themes underlie individuals' perceptions of their career meaningfulness

It can be concluded that various core themes underlie individuals' perceptions of their career meaningfulness. These core themes are discussed below.

(1) **Career growth and development** includes overcoming challenges, attaining career goals, applying knowledge attained from qualifications, qualification attainment, gaining experience in a variety of areas, problem-solving, gaining experience in the current position, autonomy, owning a business, supervision and managing others and gaining technical knowledge and experience

(2) The **protection of people and the environment** includes public safety, saving people's lives, ensuring the safety of employees and protecting the environment.

(3) The **contribution to the organisation** category involves making a contribution to the success of the organisation, implementing changes in the organisation, making a contribution to respondents' department and being able to see the impact of one's work.

(4) **Contribution to the community, country and society** includes making a difference to society, making a contribution to science, making a contribution to the country, making a contribution to the community and making a contribution to the welfare of the country.

(5) The **people orientation** includes helping people, the development of people, providing help and support to colleagues and working with people.

(6) **Personal growth and development** involves learning new things, development and growth of self, enjoyment of the job and following a dream career.

(7) The **reward** theme refers particularly to receiving financial rewards, security and the stability of a permanent position in the organisation. Receiving career-related rewards contributes to respondents' ability to provide for their family and children.

(8) **Work-life balance** refers to the ability to balance career needs with the needs of family and friends

4.1.2.3 The third aim: To determine the differences between the archetypal and career orientations of individuals from different race, marital status, employment status, gender and age groups as manifested in the sample of respondents

Five conclusions were reached in relation to this aim. These conclusions are discussed below and are displayed in figure 4.2.

a. Conclusion 1: Participants from different race groups differ in terms of their archetypal values and career orientations

Participants from different race groups differ in terms of their archetypal values. Black participants display a preference for dominant seeker, destroyer, magician and caregiver archetypal values. Black participants who prefer the seeker archetypal value appear to value opportunities to create new ventures, services or products, either within their current organisation or through building a new organisation. Black participants who prefer the destroyer archetypal value appear to have a strong desire to enforce transformation and change. These individuals are willing to take a stand against destructive systems either within organisations or the broader political economic environment. The findings show that black participants prefer the magician archetype and appear to be occupied with transformation of the self and others. They place emphasis on the value attached to empowering people through increased responsibilities and trusting them to complete tasks. White participants show a strong preference for the caregiver archetypal value, which is associated with willingness to nurture and care for other people. This archetypal value is indicative of a concern for balance between the different areas of an individual's life, which include life outside of the work environment and a focus on making a difference in the community. Organisations should be aware of the tendency to undervalue the contributions of individuals' with a dominant caregiver archetype.

The findings show that participants from different racial groups differ in terms of their career orientations. Black participants show a strong preference for the entrepreneurial creativity, service/dedication to a cause, general managerial competence and autonomy/independence career orientations. Black participants who prefer the entrepreneurial creativity career orientation appear to be motivated by opportunities to create or build new ventures. These individuals also seem to prefer opportunities driven by power and freedom that provide them with visibility and public recognition. Black participants who display the general managerial competence career orientation prefer objective measures of recognition and rewards associated with promotions and increased

responsibility. The findings suggest that black participants who display the service/dedication to a cause career orientation are more concerned with the value they can provide to others and organisations should be aware of their need to do work that allows them to work in accordance with their values and deliver to the population concerned

b. Conclusion 2: Participants from different genders differ in terms of their archetypal values and career orientations

It can be concluded that male and female participants differ in terms of their archetypal values. Males show strong preferences for the creator, seeker, lover and sage archetypal values. Males who hold the creator archetypal value appear to be value new ideas and creativity and tend to focus on identifying new opportunities within organisations. Males who hold the seeker archetypal value have a need for transformation and are driven by feelings of frustration or dissatisfaction with their current environment. Males who hold the lover archetypal value are willing to engage and commit to relationships or projects. A strong preference for this archetypal value can also be indicative of an individual experiencing their career as a calling.

The findings of the research study suggest that male and female participants differ in terms of their career orientations. Males display a strong preference for the pure challenge, entrepreneurial creativity and general managerial competence career orientations. Males with a strong preference for the entrepreneurial creativity career orientation appear to focus on the creation of a new concept or business, which serves as an extension of their self-concept. These individuals are motivated by ownership and organisations may find it difficult to retain them. Males who show a strong preference for the pure challenge career orientation value opportunities to solve problems and face difficult challenges. They prefer to be rewarded with prizes and acknowledgement of their high performance. Males who show a preference for the general managerial competence career orientation prefer opportunities for increased levels of responsibility, leadership opportunities and variety in their work. They prefer objective measures of success and their rewards may include promotions, higher rank, increased salary, larger offices and care allowances

c. *Conclusion 3: Participants from different marital status groups differ in terms of their archetypal values*

The findings of the research study show that participants from different marital status groups have different archetypal values. Single participants often have a dominant seeker archetype and seem to experience a level of dissatisfaction, emptiness or confinement. Single participants with a prominent destroyer archetypal value appear to be focused on letting go of old habits, relationships or thought patterns and fostering the emergence of new priorities.

d. *Conclusion 4: Participants from different employment status groups differ in terms of their archetypal values*

The findings of the research study suggest that participants who are part-time employees are more likely than their full-time employee counterparts to experience a dominant jester archetypal value. These participants display a stronger focus on the present and are less concerned with responsibilities and the opinions of others.

e. *Conclusion 5: Participants from different age groups differ in terms of their archetypal values and career orientations*

It can be concluded that participants from different age groups differ in terms of their archetypal values. Participants in their early life/career stage tend to value the jester archetype and are concerned with expression of joy and happiness. Participants in their middle life/career stage seem to have a stronger preference for the magician archetypal value and the entrepreneurial creativity career orientation. They appear to focus on transformation, creating community through connection with other people and finding a balance between the various areas of their lives. Individuals in the late life/career stage show a strong preference for the ruler archetypal value and value security and acknowledgement of their experience and knowledge.

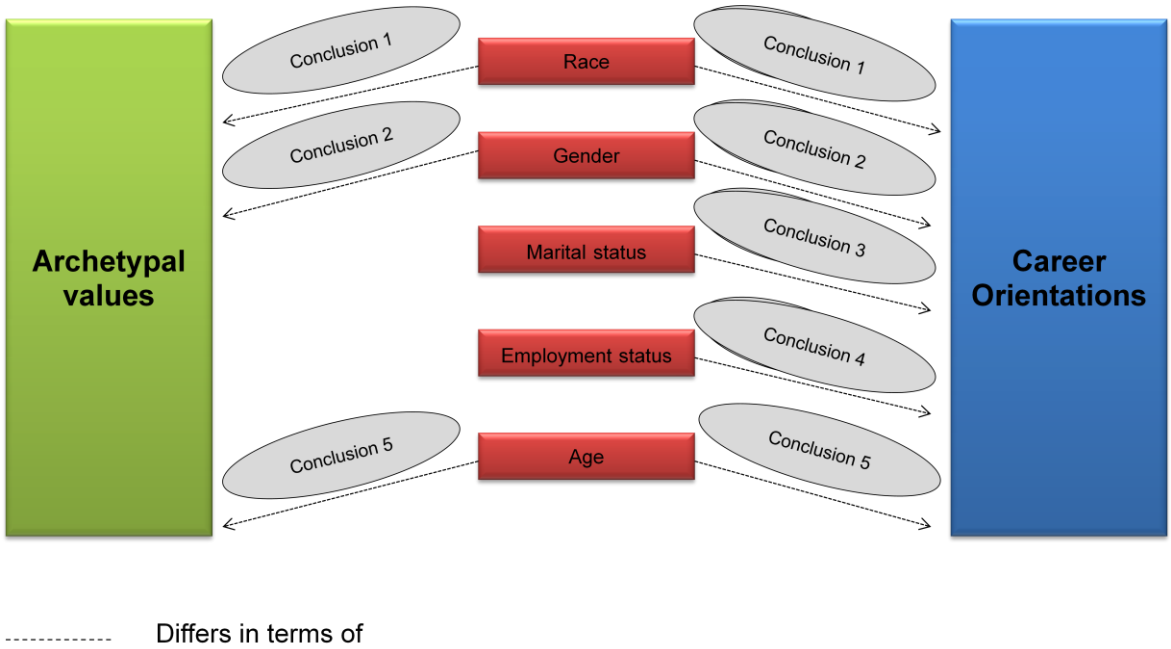

Figure 4.2. Diagram demonstrating conclusions related to empirical research aim 3.

4.1.2.4 The fourth aim: To formulate recommendations for the discipline of Industrial and Organisational Psychology, particularly with regard to career decision-making, career counselling practices and possible future research.

The findings of the literature survey and the empirical results make several contributions to the field of Industrial and Organisational Psychology, and in particular to career decision-making and counselling practices. The literature review sheds new light on the ways in which individuals' archetypal values are related to their career orientations and perceived career success and meaningfulness. The literature review provides insight regarding the different concepts and variables that impact on archetypal values, career orientations and perceived career success and meaningfulness.

The empirical findings contribute new knowledge regarding the relationship dynamics between archetypal values, career orientations, perceived career success and perceived career meaningfulness. These new insights may help to add a broader perspective regarding the ways in which individuals' archetypal values and career orientation explain their perceived career success and meaningfulness. The findings can be used to help facilitate greater self-insight amongst clients hoping to gain a deeper understanding of their personal development goals and their preferences within the work environment. This can empower individuals to take personal accountability for attaining career success and career meaningfulness.

The conclusions of the research indicate that industrial psychologists and career counsellors should be aware of the different concepts and variables that influence the constructs of archetypal values, career orientations, perceived career success and perceived career meaningfulness. They should also take cognisance of the strengths and weaknesses of the measuring instruments used in this study.

Industrial psychologists and career counsellors should be mindful of the psychometric properties of the different measuring instruments (PMAI and COI) prior to making use of them in career counselling interventions. Instruments used in career counselling interventions must be supported by sufficient reliability and validity data to support their use within the South African context. Integrity in selecting, administering and interpreting instruments and providing individual feedback is fundamental to ensuring that career decision-making and counselling practices are fair.

4.1.3 Conclusions regarding the central hypothesis

Based on the findings of the present study, the central hypothesis is herewith accepted. The central hypothesis of the study involved the existence of a relationship between archetypal values, career orientations, perceived career success and perceived career meaningfulness. The various meanings that individuals attach to their career success and meaningfulness enhance the understanding of the core themes that underlie individuals' perceptions of their career success and meaningfulness. Blacks and whites, males and females, groups with differing marital status, groups with differing employment status and different age groups all differ with regards to their archetypal values and career orientations.

4.2 LIMITATIONS

The limitations of the literature study and empirical investigation are outlined below.

4.2.1 Limitations of the literature review

The literature review was limited due to the limited amount of previous research regarding archetypal values, especially within the South African context. It was therefore difficult to support and integrate findings from different researchers. The theory on archetypal values is complex and is characterised by controversy.

The various theories regarding perceived career success and perceived career meaningfulness did not provide a single definition for career success or career meaningfulness. Limited previous research has been conducted with regards to perceived career success with the South African context and it was therefore difficult to support and integrate findings from different researchers.

Only four overarching variables (archetypal values, career orientations, perceived career success and perceived career meaningfulness) were considered in the study and it was therefore not possible to provide a holistic description of all the factors or variables that may potentially impact on career decision making and career counselling interventions.

The study made use of limited number of paradigms (analytical, humanistic-existential, functionalistic and interpretevist) within the discipline of Industrial and Organisational Psychology.

4.2.2 Limitations of the empirical study

The findings of the empirical study have limited generalisability and practical applicability. These limitations are a result of the research design, which included the use of a non-probability sample that was small in size. A larger sample across various occupational groups and economic sectors, with a more balanced race and age distribution may produce a broader distribution of scores. The participants were predominantly in their early career life stages, which potentially limit the findings of the empirical study in terms of their career anchors. Schein (2006b) specifically states that individuals' career anchors is formed based on real occupational experience which may require up to ten years actual work experience. Therefore, the participants in their early career life stages potentially have not had sufficient meaningful experience and feedback to fully develop their career anchors.

The psychometric properties of the PMAI and COI are viewed as a further limitation in the current study. The PMAI (Pearson & Marr, 2003), COI (Schein, 2006c) and open-ended perceived career success and meaningfulness questions were dependent on the respondent's self-awareness and personal perceptions, which could have potentially affected the validity of the results. The PMAI (Pearson & Marr, 2003) has limited reliability and validity data for the South African context and this also limits the possibility of comparing the findings to other populations.

4.3 RECOMMENDATIONS

Based on the findings, conclusions and limitations of this study, recommendations for Industrial and Organisational Psychology and further research in the field are outlined in the sections below.

4.3.1 Recommendations regarding career decision-making and counselling

The main aim of the study was to identify the implications for career decision-making and counselling practices of the theoretical relationship between archetypal values, career orientations and perceived career success. Based on the research findings the following interventions are recommended:

(1) Industrial psychologists and career counsellors who are endeavouring to facilitate a career decision-making and counselling process with employees should attempt to understand the employees' dominant archetypal values and the expression of these values in terms of career orientations.

(2) Career counsellors should consider the fact that employees' careers are fluid, flexible and adaptable. Career counsellors must therefore acknowledge that careers are not stagnant and may change during an individual's lifespan.

(3) Industrial psychologists and career counsellors should develop a career development counselling framework that can be used to aid employees in developing their career decision-making competence. This would help them to develop self-insight by identifying the relationships between their own archetypal values, career orientations and criteria for their perceived career success and the meaningfulness of their careers.

(4) Industrial psychologists and career counsellors should use the Pearson-Marr Archetypal Inventory (PMAI) in career counselling to assist individuals with identifying their dominant archetypal values, the associated development areas and the potential benefits of understanding their particular development cycle during individual career life stages.

(5) Industrial psychologists and career counsellors should use the Career Orientations Inventory (COI) in career counselling to assist individuals with identifying their career related needs, talents and the values that crystallise the self-concept and affect their career choices during individual career life stages.

(6) In order to create a working environment that facilitates individual career success and meaningfulness, managers need to provide a personalised approach to career development, reward and benefit strategies and recognition.

(7) Organisations should consider focusing on providing employees with work-life balance opportunities that enable them to balance the different aspects of their lives.

4.3.2 Recommendations for industrial psychologists working in the field of careers and career counselling

These recommendations are intended for industrial psychologists and career counsellors working in organisational settings. The empirical study confirmed that significant relationships exist between employees' archetypal values and career orientations and between employees' career orientations, perceived career success and meaningfulness. The study showed that archetypal values are only partially related to perceived career success and meaningfulness. The literature review concerning archetypal values, career orientations, perceived career success and meaningfulness can potentially provide a useful framework for career decision-making and counselling practices that can influence both individuals and organisations.

Within organisations the industrial psychologist is often required to fulfil the role of career counsellor. In order to successfully fulfil this role industrial psychologists must gain a holistic image of an individual's life stages and reach an understanding of an individual's specific career orientations. This will enable the career counsellor to guide an individual in making career decisions and facilitating career success within the broader context of their life.

The findings suggest that individuals show a significant preference for lifestyle integration in terms of their career orientations, which impacts significantly on the way in which careers are managed. Emphasis is placed on the integration of career priorities into individuals' broader life priorities. This includes a strong emphasis on working conditions, flexible working hours, childcare facilities and an organisational culture that is supportive of families.

Career orientations are strongly related to an individual's perceived career success and meaningfulness, while archetypal values are only moderately related to an individual's perceived career success. Archetypal values form part of a person's life stages and form an integrated personal development framework, which seems to manifest in career

orientations. In contrast, career orientations, perceived career success and perceived career meaningfulness are related to the way individuals perceive their careers.

4.3.2.1 Career counselling framework

For the purpose of this research, a career counselling framework was designed to identify the underlying values driving participants' careers as well as their perceptions of their career success and career meaningfulness.

The career counselling framework provides a structure within which career counsellors and industrial psychologists can use the findings of this research study when facilitating career decision-making with their clients. The framework focuses on the constructs of archetypal values, career orientations, perceived career success and perceived career meaningfulness. These focus areas are discussed separately in the sections below.

a. Archetypal values

In the proposed framework an individual's most prominent and least prominent (shadow) archetypal values should be identified. The characteristics associated with these archetypal values should be noted and analysed

b. Career orientations

An individual's dominant career anchors should be identified and the associated preferences in terms of work, pay and benefits, growth opportunities and recognition should be noted

c. Perceived career success

An individual's core theme regarding career success should be identified and noted.

d. Perceived career meaningfulness

An individual's core theme regarding career meaningfulness should be identified and noted.

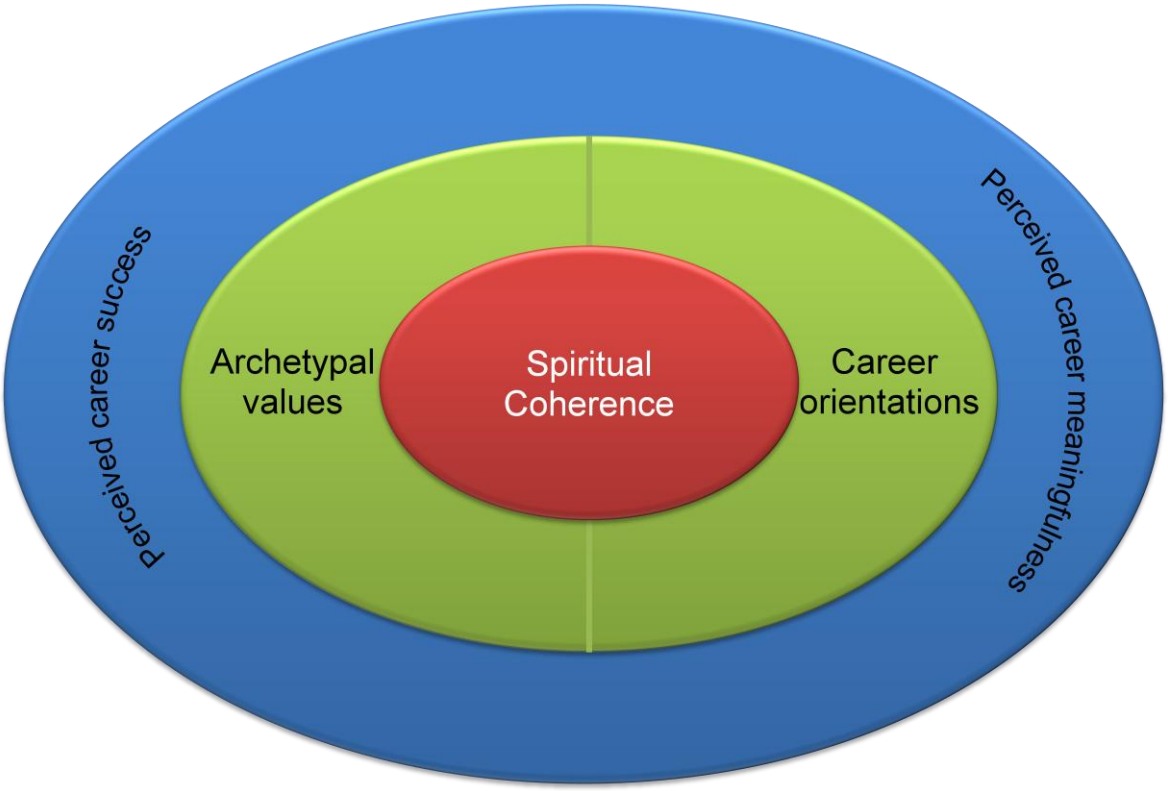

Figure 4.3. Career counselling framework.

Within the research and organisational settings the purpose of understanding these four constructs is to understand the underlying values driving an individual's career. These values can then be used for guidance, counselling, personal growth and development

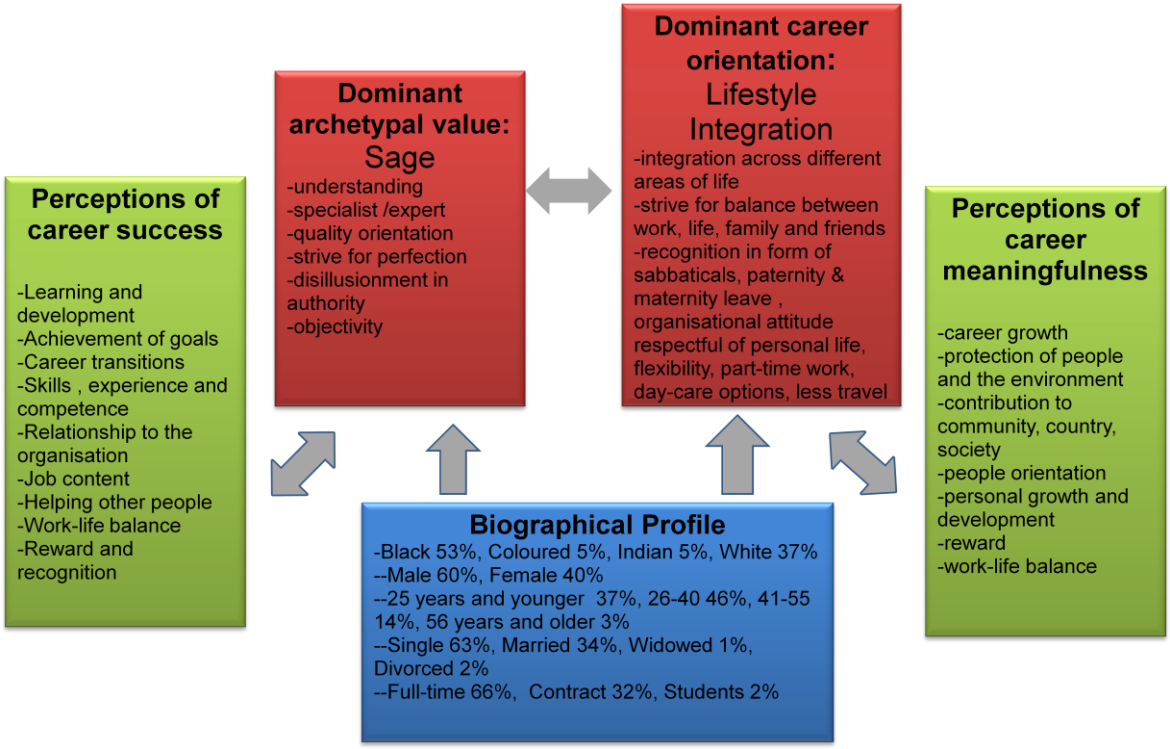

Figure 4.4. Example of a career counselling profile that can be utilised for facilitating career decision-making.

4.3.3 Recommendations for further research

Recommendations for further research in the field of Industrial and Organisational Psychology are outlined below.

In order to enhance external validity future research efforts should focus on obtaining a larger representative sample, across various occupational groups and economic sectors. The results of this are limited by the choice of sampling methodology. The sample could be expanded to include a broader representation of demographic variables, which would hopefully result in a balanced spread of representation of different archetypal values, career orientations, perceived career success and meaningfulness.

There is a need for more research concerning archetypal values, career orientations and perceived career success, specifically within the South African context. Further studies would be helpful for career counselling practices. The results of these studies could assist career counsellors in providing guidance to individuals making career decisions and facilitating personal and career growth and development that can lead to positive perceptions of career success and meaningfulness.

The study provided limited insight regarding the various archetypal values that are significantly associated with career orientations. Further research should focus on the relationship between archetypal values, perceived career success and meaningfulness in order to aid with the development of meaningful career counselling frameworks.

4.4 INTEGRATION OF RESEARCH

The dissertation explored the relationship between archetypal values, career orientations, perceived career success and perceived career meaningfulness. The dissertation shows that these variables play a critical role in building career decision-making competence and providing a career counselling framework that is responsive to the needs of individuals within the twenty-first century working environment.

The literature review indicated the existence of relationships between archetypal values, career orientations, perceived career success and perceived career meaningfulness. The contemporary world of work requires that individuals integrate their careers with their personal lives and personal development frameworks that impact on their career decision-making.

Cultivating an understanding of individuals' perceptions of career success and meaningfulness allows individuals to understand their motivations within the workplace. The exploration of archetypal values and career orientations reveals that individuals have unique preferences that drive them towards levels of perceived career success. It is important for organisations to understand these unique preferences as this understanding can assist them in adding value to the career development processes of their employees.

The empirical study explored the relationships between archetypal values, career orientations, perceived career success and perceived career meaningfulness. The study provided statistically significant evidence to support the central hypothesis regarding the existence of a relationship between archetypal values, career orientations, perceived career success and perceived career meaningfulness. The statistical analysis also revealed that different biographical groups (race, gender, marital status, employment status and age) have significantly different scores on some of these constructs.

In conclusion it is hoped that the findings of this study provided insight into the relationship between archetypal values, career orientations, perceived career success and perceived career meaningfulness. It is also hoped that industrial psychologists and career

counsellors will be able to effectively use these insights to enhance career decision-making and career counselling practices within the workplace. The final chapter of this study contains recommendations for future research. This study aimed to make a positive contribution to the field of Industrial and Organisational Psychology in the South African context.

4.5 CHAPTER SUMMARY

This chapter discussed the conclusions of both the theoretical and empirical studies. Possible limitations of the study were also discussed. The recommendations for future research exploring the relationship between archetypal values, career orientations, perceived career success and perceived career meaningfulness were discussed. The chapter concluded by presenting an integration of the research. The extent to which the study's results provide support for the existence of a relationship between archetypal values, career orientations, perceived career success and perceived career meaningfulness was emphasised.

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