

# Employees' graduateness and employability attributes in relation to their emotional intelligence and career anchors

## Contextualisation



Employers regard professionally qualified and high-skilled knowledge workers as important intangible assets (human and social capital) to gain a competitive advantage in a turbulent business environment.

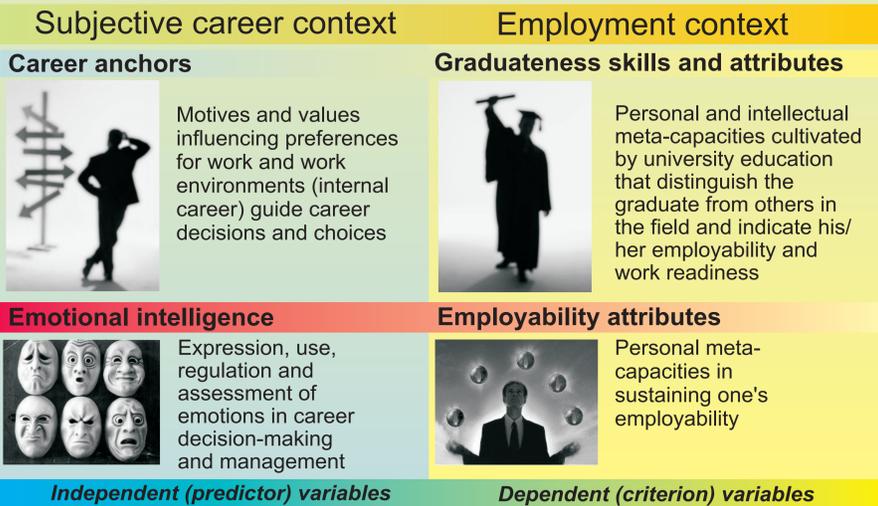


Employees' graduateness implies that apart from their degree-specific knowledge and technical skills, they are able to demonstrate a set of generic transferable meta-skills and personal attributes which are generally regarded as indicators of their employability and work readiness. Employees' employability attributes (as a subset of their graduateness) has been found to be significantly related to their graduateness.



In response to the more turbulent and uncertain career context, people seem to adopt a more proactive stance toward their careers by taking personal ownership for their career development and focusing on their subjective experiences of career success, their career aspirations driven by their motives and values, and continued employability. Emotional intelligence and career anchors have been related to people's employability satisfaction and proactive career behaviours.

Overview of the hypothesised interface between individuals' career anchors and emotional intelligence and their graduateness skills and attributes, and employability attributes



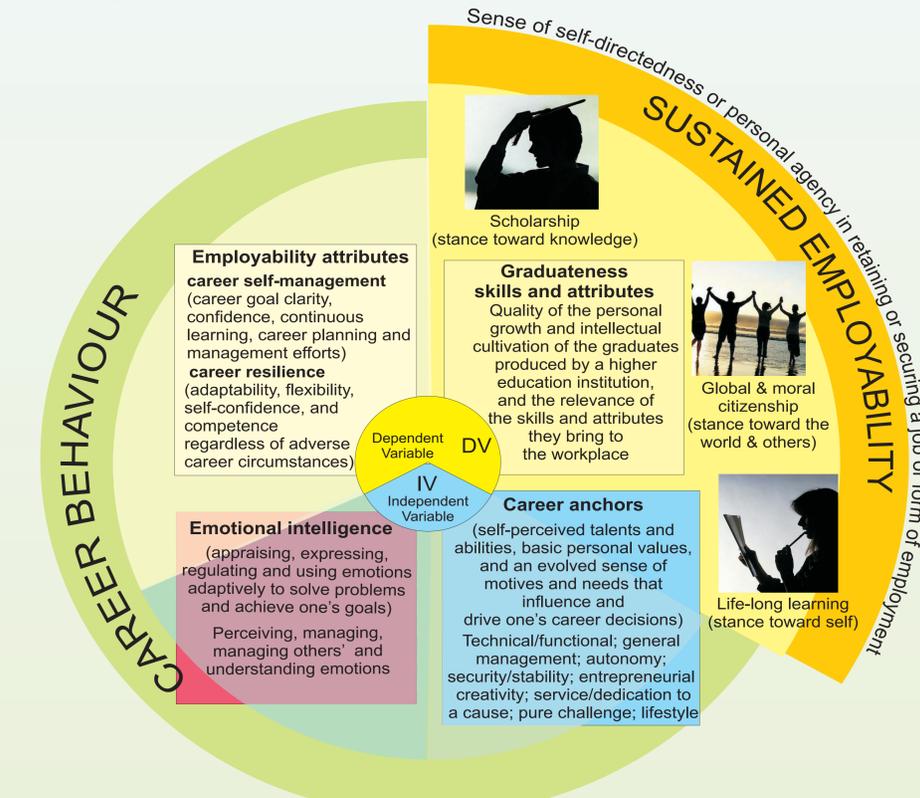
### Study objective

To determine whether employees' career anchors and emotional intelligence significantly predict their graduateness skills and employability attributes.

Measures	Sample	Research procedure
(1) Career orientations Inventory (COI) (Schein, 2006) 40 items, eight sub-scales. Cronbach's Alpha coefficients for each sub-scale range between 0.77 and 0.81 (high).	Convenience sample (N = 67) of adults employed in the South African service industry who were enrolled for further distance education (third year and post-graduate level studies in the economic and management sciences field at a higher education institution)	Ethical clearance from higher education institution Research Ethics Committee Web-survey
(2) Assessing Emotions Scale (AES) (Schutte, Malouff & Bullar, 2007) 33-items, 4 sub-scales. Cronbach's Alpha coefficients for each sub-scale range between 0.76 and 0.84 (high).	85% Blacks	Voluntary participation Informed consent
(3) Graduate Skills and Attributes Scale (GSAS) (Coetzee, 2010) 64 items and eight subscales. Cronbach's Alpha coefficients for each subscale range between 0.75 and 0.92 (high).	86% Females 33% Managerial/supervisory level jobs	Confidentiality and privacy
(4) Employability Attributes Scale (EAS) (Coetzee & Bezuidenhout, 2010) Cronbach's Alpha coefficients: career self-management (11 items) (.90) & career resilience (7 items) (.78).	72% Early adulthood stage (establishment career phase) (25-40 years)	

### Statistical analyses

Reliability	Descriptive statistics	Correlations	Inferential statistics
Cronbach's Alpha coefficients	Means Standard deviations Frequencies	Product-moment correlations $r = .05$ $r = .30$ (medium practical effect) (Cohen, 1992)	Multiple regression analyses $R^2 = .13 = .25$ (medium practical effect) and $.26$ (large practical effect) ( $F_p = .05$ ) (Cohen, 1992)



## Conclusions

### Career anchors and emotional intelligence as predictors of graduateness skills and employability attributes

A preference for the pure challenge career motives and values predict higher levels of scholarship-related (problem-solving/decision making skills, and enterprising skills), and global and moral citizenship behaviour (presenting and applying information skills, and interactive skills) and life-long learning (goal-directed behaviour and continuous learning orientation) graduateness skills and attributes.

A preference for challenging opportunities to create own enterprises, create or invent new products or services (entrepreneurial creativity motives and values), predicts higher levels of global and moral citizenship-related (presenting and applying information skills) and life-long learning (goal-directed behaviour and continuous learning orientation) graduateness skills and attributes.

A preference for a career that fulfil the personal value of serving a higher purpose and contributing to welfare of others (service/dedication to a cause), predicts a lower concern for scholarship-related graduateness skills (problem solving and decision making, and analytical thinking skills), global and moral citizenship (presenting and applying information skills), and life-long learning (goal-directed behaviour and continuous learning).

The ability to accurately appraise emotion in the self and others (perceiving emotions), predicts higher levels of scholarship-related (problem solving/decision making skills, analytical thinking skills, and enterprising skills), global and moral citizenship (presenting and applying information skills), and life-long learning (goal-directed behaviour and continuous learning orientation) graduateness skills and attributes. The ability to regulate one's own emotions (managing own emotions), predicts higher levels of moral citizenship graduateness behaviours (ethical and responsible behaviour).

### General conclusion

Employees' career motives and values and emotional intelligence are important to consider in cultivating the intellectual (graduateness) capacities and employability attributes required to sustain their employability in the contemporary world of work context.

## Limitations & Recommendations



### Practical contribution of findings

Despite the growing awareness of the importance of career motives and values and emotions in career decision making, there seems to be a paucity regarding research on how individuals' career anchors and emotional intelligence relate to their employability attributes and graduateness skills and attributes. The findings contribute new, original and novel knowledge to the field of career psychology and may be used to inform human resource practices concerned with optimizing the employability of employees. Career counsellors may also find the results useful in facilitating pro-active career behaviour in employees.

## Summary of results

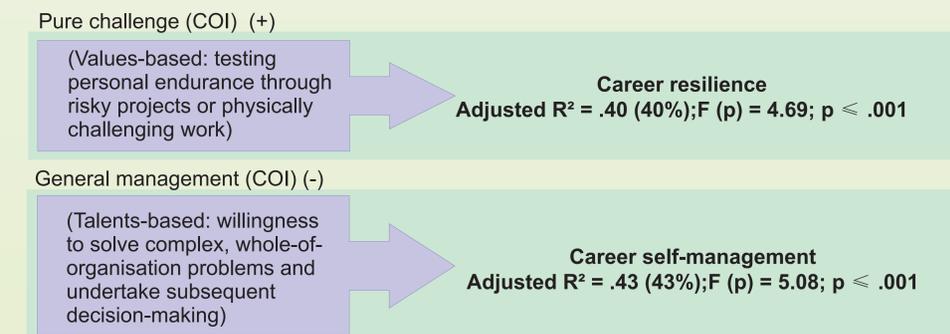
### Descriptive statistics

Career Orientations Inventory	Assessing Emotions Scale	Employability Attributes Scale	Graduatness Skills and Attributes Scale
Security/stability (M = 22.88; SD = 4.01), service/dedication to a cause (M = 22.00; SD = 4.22), and lifestyle (M = 21.59; SD = 5.03) are the three dominant career anchors of the participants. These career orientations are needs-based (security/stability and lifestyle), and values-based (service/dedication to a cause).	Highest scores on the managing own emotions (M = 38.14; SD = 5.42), perceiving emotions (M = 34.86; SD = 6.26), and managing others' emotions (M = 32.91; SD = 4.71) variables.	Highest mean score on career self-management (M = 51.59; SD = 6.45).	Highest mean scores on the goal-directed behaviour (M = 49.15; SD = 7.11), enterprising skills (M = 40.97; SD = 7.43) and problem solving/decision making skills (M = 38.70; SD = 5.77) variables, and the lowest mean scores on analytical thinking skills (M = 19.14; SD = 3.60).

### Correlations

	Significant and positive correlations	No significant correlations
<b>COI Career anchors</b>	GSAS (graduateness skills/attributes) variables. Correlations ranged between small (r = 24) and large (r = 65) practical effect size EAS (employability attributes). Correlations ranged between small (r = 28) and large (r = 56) practical effect size	General management vs GSAS analytical thinking skills and EAS career self-management variables. Service/dedication to a cause vs GSAS continuous learning and analytical thinking skills variables. Entrepreneurial creativity vs EAS career resilience
<b>AES Emotional intelligence</b>	Practical significance, the correlations ranged between moderate (r = 37) and large (r = 61) practical effect size (GSAS and EAS)	GSAS analytical thinking skills vs AES managing own emotions variable

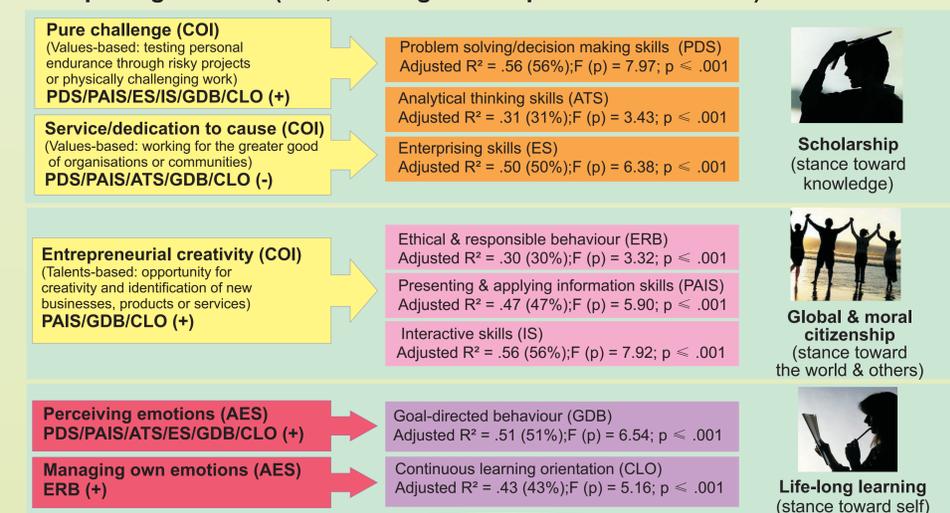
### Multiple regressions (COI, AES significant predictors of EAS)



**Conclusions: Career anchors as predictors of employability attributes**  
Career desires based on a variety of challenging opportunities to compete and win and self-tests to prove competence (pure challenge), predict higher levels of career resilience (confidence in ability to adapt to changing circumstances and being willing to take risks).

Career desires strongly based on a career that fulfils one's need for power and influence and advancement up the corporate ladder (managerial competence), predict a lower concern with engaging in continuous learning, and career planning and management efforts.

### Multiple regressions (COI, AES significant predictors of GSAS)



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