UNIT 2   CAREER SYSTEM

Objectives

After completion of the unit, you should be able to:

l   understand the concept of career system;

l   discuss the career development perspective;

l   list the career transitions and phases;

l   describe the job transitions and career concerns;

l   discuss different career paths;

l   describe career problems; and

l   understand different strategies for career development.

Structure

2.1   THE CONCEPT OF A CAREER

What is career? This question often leads to confusing and ambiguous answers. In choosing a career, is the job or the work or the profession you are embracing? Is a career determined by the functional requirements of an organization, or is it something that the individual experiences? As a concept, does it have only short-term applicability or does it speak of something that spans a lifetime? Is a career something that can be separated from family relationships and other non-work activities? When does one start career?

Traditionally, only a few professions – doctor, lawyer, minister, statesman, and the like – were considered to have careers. More recently however, the concept of career has been extended to include many other work-related roles. A distinction can be made between a job or occupation and a career. The concept of a job focuses on aspects

external to the individual; it can be described separately from the person. A career includes these external aspects. However, it simultaneously demands consideration of internal (to the individual) or subjective aspects including individual attitudes and self-concepts. A career, then, it experienced by a person and like any other experience, is both similar to the experiences of others but also different because of individual variations.

Using these ideas, we can state that a career consists of the sequence of work-related activities an adventure that an individual experiences, perceives, and acts on during a lifetime. A career is individually experienced, perceived, and is associated with work-related activities. However, it is influenced by, and exercises influence on, all other life activities – familiar and social included. It cannot be observed at a single point in time; rather it is a process that covers the lifetime of the individual.

There are a number of commonly held views that are not necessarily associated with the concept of a career. A career need not imply upward mobility. There are liner careers, to be sure, but also other types-doctor, lawyers etc. that do not necessarily lead to progression up a hierarchy. Careers are not associated with one organization. Although some people spend their entire working life in one company, many others are highly mobile and will pursue their careers in many different organizations. Finally, career success cannot be externally measure by such things as rank, salary, and speed of promotion. Although these factors may affect an individual's self-perceptions of career success, there are many other factors that might affect individual perceptions. For example, one person may see her career primarily as the means to provide money to have a particular life style while another person may view it as an end in itself. These two individuals would likely evaluate career events differently.

The concept of a career being individually perceived and experienced raises the idea of free choice. This right of choice, however, also carries the responsibility for accepting the consequenes of these decisions. A person has the opportunity and responsibility for career an life choices. Using external criteria as a measurement of career success and waiting for someone else to plan and chart your career is inappropriate. The Concept of personal choice suggests that you and you alone can take this responsibility.

2.2   A CAREER-DEVELOPMENT PERSPECTIVE

Emphasis on the individual's choice regarding career decisions does not mean that these take place in isolation. In career development, there is a continual matching process between the organization and the individual. The organization needs to recruit, train, motivate, manage, and develop human resources in order to maintain its effectiveness through survival and growth. At the same time, people need to find work situations that provide challenge, security, and opportunities for development throughout their entire life cycles. A psychological contract is developed and continually renegotiated throughout the career of the individual in the organization. Figure 1 provides an illustration of this matching process. The outcomes for the organization are drawn in terms of productivity, creativity, and effectiveness. Individual outcomes can be measure by satisfaction, security, personal development, and integration of work with other aspects of life. Ideally, this matching process leads to a mutually beneficial relationship.

It is useful to think of investing one's career in a work organization.
Your major investment is in your career. The amount of money spent preparing for useful and productive career is substantial. Life-time earnings as a result of this career are even more significant You should be great deal more careful about this investment decision than any other. Many people adopt a passive stance regarding career development.

2.3 CAREER TRANSITIONS AND CHOICES

Career development is not a one-shot process of deciding on a job and work organization in your early twenties and then sitting back to let nature take its course. It is a lifelong endeavour that requires substantial self-assessment and analysis and, in turn, provides challenges and opportunities. Most of us face many career transitions or breakpoints. It is a breakpoint in which established relationships are severed and new ones forged, old behaviour patterns forgotten and new ones learned, former responsibilities abandoned and new ones taken on. In short, breakpoints require the individual to discover or reformulate certain everyday assumptions about their working life.

In our society, people are facing many careers transition. They are changing their professions, organization's and geographic locations. We also face career transitions because of changes in ourselves-our attitudes, values, motivations, and preferred life styles. For example, a young adult may have a different internal orientation towards his career than the long-term middle-aged employee. External forces, such as economic advertise, changing technologies, and company takeovers or reorganizations may force individuals to make career changes. Each transition requires career decisions. These are perhaps some of the most important and difficult decisions facing people during their lifetime. Here is a sample:

1) Deciding on career to pursue.

2) Obtaining education and training necessary for career.

3) Selecting a beginning job to fulfill career plans.

4) Developing a strategy for obtaining a specific position in an appropriate organization.

5) Selection job offer from among alternatives.

6) Deciding the assignments and tasks to pursue within the organization.

7) Developing a career path, such as technical or managerial.

8) Obtaining a position in another location or with another organization.

9) Preparing for the next position. Strategies for continuing education and development.

10) Continuing self-appraisal and development of career goals.

11) Deciding to step down or move laterally during latter part of career.

12) Selecting the time for retirement and strategy of disengagement.

In career – development seminars it is interesting to note the large number and great diversity of career decisions. No one seems to have difficulty in coming up with at least one issues and most have many. This is apparent regardless of the level or function in the organization. The president may be concerned with when he should retire and how to disengage smoothly. The young engineer is concerned with her next project assignment and how this will affect her future promotions.

One will face many career transitions and choices, and one needs to manage the decision-making process. These choices should be made in the context of long-range career plans. This does not means that you cannot take advantage of good luck and chance opportunities. However, a good fortune in careers seems to come most frequently to those who positions themselves to take advantage of opportunities. It is not too early to recognize that you will make many career choices and that your life-time satisfactions will likely be enhanced if you develop long-range plans.

"What will it take for your to support investments in our workforce such as in career development processes?" Concern was clear in the voice of the HR (human resource) professional posing this question of organizational leaders during a recent exchange. It was greeted with the reply "just show me the financial benefits." So often as career development of HR professionals we accept as an article of faith the value of investing in career development because we see the benefits anecdotally for individuals. It is not so easy for organizational leaders struggling with the challenge of allocating limited resources. Investing in career development here may mean foregoing needed hardware over there. With career development frequently viewed as a nice-to-have, not surprisingly it is difficult to begin organizational career development processes and even more difficult to sustain them. Let's look at why this can change in the future, why the nice-to-have of organizational career development can become a need-to-have.

Until the late 1990s in most sectors of the US economy there were more people than jobs. This changed in the late 1990s as the growth rate of the labor force continued its drop from a peak in the late 1970s. This led to a widely felt shortage of people. While the slowing economy has eased this in the short term the future trend is clear, in many sectors there will be fewer people than jobs. The chronic shortages we see today for healthcare workers will be mirrored in other sector of the economy. People will have many more options and choices. They will leave organizations that fail to address their primary needs. Recent studies show the major reason people consider leaving an organizational is lack of career development support. As the balance of power shifts to more equality between the individual and the organization, so the importance of providing career development support elevates. It will be needed to build the bond of affiliation between the individual and the organization. It will be needed for the organization to secure employment continuity, also for the financial health of the organization.

Let us now examine the theoretical position adopted regarding career development.

Theories of adult development and career stages

In a world that was more stable, if not necessarily simpler, it made sense to look at life as a series of fairly predictable stages, which people pass through as they mature and grow old. Thus, the stages were closely linked to chronological age an, in addition, the path that people took tended to be different according to their gender. Most of the occupationally related theories tend to reflect traditional male life courses: a period of preparation for work in education; a period of establishing occupational identity and one's working "niche"; a plateau or period of stability for many; for some, a period of increasing status and power; and at last, a gradual process of decline and disengagement from work. For women, the stagaes were mainly defined by their biology, with very little said about the time after mid-life except for the "empty nest syndrome". Even before the changes in the nature of work and gender roles in Western countries, there were very many people who did not fit these stereotypical life courses. Their relevance is even more dubious now.

One of the favourite theories of adult development is that of Erickson (1968). This is because his views are not unduly gendered, they fit one's personal experience very well, and they are basically optimistic – most of adult life can be a period from growth and creative striving. For Erickson adolescence and early adulthood is a time for establishing a sense of identity – who one is and where one is going. The next developmental task is to develop intimacy and commitment to another person or some important cause, whereas from the age of about 35 people want to accomplish something of lasting value. This may involve brining up a family or contributing to the community or society. In any case, there is concern for the next generation. In

maturity (age 65+) the task is to feel satisfied with one's choice and one's life. At each of these stages there can be positive and negative outcomes depending on how well the major developmental task has been handled. For instance, at the identity stage one can either emerge with a strong self-mid-life a failure to establish intimacy or concern oneself with the next generation can lead to people treating themselves as their own children with a selfish and superficial lifestyle; at the maturity stage one can feel satisfaction with one's life or full or regrets about past mistakes, now too late to rectify.

In his early work Super (1957) proposed four similar age-linked stages more clearly related to employment:

l   **Exploration (15-24):** Involves increasing self-awareness and investigation of the world of work to find occupations that fit.

l   **Establishment (25-44):** The person eventually finds a occupational niche and strives for success.

l   **Maintenance (45-65):** The person strives to maintain his or her position in the face of technological change and competition from younger people.

l   **Disengagement (65+):** People gradually distance themselves from the world of work and become observes rather than participants.

There are similarities between these two theories. Super is rather more pessimistic: Middle age is a time for "hanging on" to what you've got rather than for growth. In his later writings. Super (1980.1990) developed a more flexible framework by identifying six roles can assume a different level of importance or priority and people can be at different stages within them. Take, for instance, a woman who decides to change the course of her life once all her children are in full-time educations. As a homemaker she may be in the maintenance stage. As a mature student she may be in the establishment stage, while as a citizen and worker she may be at the exploratory stage, may be becoming interested in social issues and considering career options. With a busy schedule she may be relatively disengaged as a leisurite.

Even so, flexibility in role priorities does not adequately describe or explain how people cope flexibility with their work role along throughout life, which is increasingly being expected. In addition, can these theories account adequately for individual differences? A successful career women without children has a number of choices she can make as she approaches mid-life. She can shift her priorities completely and "downsize" her career to concentrate on homemaking and childcare: she can decide to become a parent but accord equal priority to her work role; or she could decide not to have children and maintain work as her priority. Erickson's (1968) framework could explain why many women feel the urge to have children later in life (quite apart from biological imperatives) and why men often devote far more time to second families after divorce than they ever did to their first. Both are expressions of "generativity" – the need to become involved with the next generation. A very strong work identity developed earlier may incline some to continue to make work a priority with or without parenthood. If they chose not to have children, then the work itself may satisfy generativlty, as for instance in teaching, politics, or other occupations that have a strong impact on the future. Or people may find that they become involved with mentoring or succession planning at work or with voluntary community work. Failure to work at the task of generatively would lead to a regretful old age in Erickson's scheme, so an egocentric lifestyle can also be explained, provided that such people do feel regretful in old age.

Other theories have emphasized the role that transitions play in lives. Levinson and his co-workers (1978) have provided the most influential model. Levinson et al. proposed that there are major transitions at about age 30, 40, 50, and 60. The "mid-life" crisis at around age 40, for instance, results from the realization that one is no longer young

and that time is beginning to run out. This may prompt a major reappraisal of one's life and the choices that have shaped it. By this stage people have a realistic idea of how much further they are likely to progress and whether their career and other ambitions will be achieved. This may trigger fundamental changes in one's occupation and other important aspects of one's life. Or the person may reaffirm their previously made commitments, and Sugarman (2001) reviews evidence that this may be the more common reaction. Whatever the choice, the rest of adult life is a progress of implementing and living with mid-life decisions.

Gilligan (1982) criticized the male bias in these theories and proposed a theory based on interviews with women. She argued that the different socialization of boys and girls led them to have very different concerns. For boys the aim is to achieve separation and independence; for girls the aim is to achieve interconnectedness and reciprocity. The challenge for women is therefore to move from an exclusive concern for "caring for others" to a more balanced concern with "caring for oneself". Both Levinson et al.'s (1978) and Gilligan's theories can explain why both men and women sometimes undergo major transitions in middle adulthood. In Gilligan's case, after years of homemaking and caring for others, women may suddenly launch into caring for themselves, e.g., in a university course and a whole new career.

The frameworks are so general they appear to be able to explain any eventuality. But this may be the point. Why should we expect something as complex as human lifespan development to fit into simple frameworks? Remember that an understanding of lifespan development has to be informed by a variety of different perspectives and each on its own is inadequate. There is a need for mature thinking here – we need to be able to tolerate contradicting risky business ventures. They can often seem less willing to take this stance when dealing with their workforces, when they seem to want simple frameworks that prescribe "levers" which will affect everyone in the same way.

Sugarman (2001) makes clear that lifespan developmental psychology "challenge the frequently implicit assumption of a growth-maintenance-decline model of development". To give some anecdotal examples of the inadequacy of the "maintenance and decline".

The stages are more like cycles, which people can repeatedly engage in at any age, provided they are well and circumstances permit. The stage theories were more applicable in a world where most people's lives were more circumscribed, their horizons were narrow, and people grew old quickly. Of course, all too many people still suffer these conditions and get trapped into the life course their earliest decisions have dictated, so the theories can still have some currency and usefulness.

Box 1: Case Study

Gordon Pollard had worked as an engineer for United Aerospace Corporation for 20 years. He had joined the company in 1962, immediately after receiving his B.S. degree in aeronautical engineering. He was fortunate to get in on the ground floor with the inauguration of the jet age and the development of commercial and military aircraft. The company had been very successful in designing, producing, and marketing jet aircraft and was one of the world's leaders in this field. In his early career, Gordon had held a variety of engineering jobs in different divisions. After a few years he became more specialized in working on navigational systems. He could trace his career with the company through the development of many new aircraft models. He was proud of his own and the company's accomplishments.

Recently, the aircraft industry had been jolted by a number of adversities. First, the oil embargos and the continuing crisis in the Middle East and raised jet-fuel prices

significantly. The dramatic increase in interest rates severely limited the ability of airlines to purchase new aircraft. The aircraft controllers strike in the summer of 1981 certainly didn't help the industry, nor did deregulation and subsequent rate wards. Many airlines were in severe financial straits and several, including Braniff, were forced into bankruptcy.

Corporation was particularly hard pressed. It had recently lost a major air force contract for a military transport plane and was finding competition very stiff in a commercial aircraft market from the European aircraft builder. It had lost a number of large sales from airlines in other countries to Airbus and it looked as if it might lose even more. Gordon had been with the company through many ups and downs but nothing quite like this. The company had already had a significant reduction in employment and things looked very bleak for the future. There were rumours that several other airlines might cancel their orders and Gordon knew that the project he was currently working on was very likely to be terminated if things got any worse. Gordon had talked the situation over with his boss, Peter Miller, who assured him of the company's high regard for his abilities and performance. However, there was no guarantee that they would continue to have position for him.

Gordon began quietly looking for other career opportunities. He didn't want to leave the area because his two children were in school and his wife had a good job with a local bank. However, due to the general economic recession, there was considerable unemployment in the area and good jobs were not easy to find. Besides, Gordon had been involved in highly specialized work and there really weren't many demands for his skills. He was 44 years old and had never really looked for a job.

Finally, he was able to line up another opportunity with a fledgling electronics firm. The position didn't pay as much as his current job and opportunities for further advancement were uncertain. There were risks involved in taking the new position, but there were certainly risks in trying to tough it out at United Aerospace. Gordon was in a dilemma. He had always enjoyed his work the United Aerospace. Gordon was in a dilemma. He had always enjoyed his work with United and was loyal to the company. Had things gone well, he would have been satisfied to complete his career there. But, now that there was a strong likelihood that he might be laid off and he had the other offer he faced a major career choice.

Read the given case and think what would you have done in such circumstances. It would help you to understand why we just not do a job but make a career.

We are all individuals, and the decisions we make have to suit our individual personalities, needs and satisfactions. Whether you have give a lot of thought to your future career or not, this handout is designed to give your some very practical assistance in making your career choices. The golden rule is not to feel pressured into making a quick decision.

Feeling that you are under pressure can actually make it more difficult to sort out ideas in your own mind. Career decision making can be a slow process. Begin by trying a few constructive activities.

Whatever degree you have studied, you have an element of choice in the career that you follow. Initially, try not to say "what job can I do with this degree subject?". Instead, try to start off by looking very broadly at a variety of jobs. Eventually, you will need to come back to your degree subject, but at first you need to be able to let your ideas run freely. You may well constrained if you limit your research to jobs that relate directly to your degree.

People face important personal issues revolving about their own career development. You have been (and may always be) involved in your own career

planning and development. You have decided to go to college and may have selected a degree major. You have had various work-related experiences and have probably formed images of what you want o do in your life's work. You will always be facing some issue of career planning and development; you probably won't make decisions that will remain in force throughout your working life. Many of us are faced with various types of career decisions at different stages. Notice that in your conversations with others you rarely find a person who is not facing some sort of career questions.

The vignette illustrate a career issues. Gordon Pollard's decision on whether or not to leave the company for which he had worked for 20 years. You may have experienced situations similar to several of the vignettes. A career is something that is very personal to each of us. It is based on our unique experiences in the world of work. We cannot look at it as a separately entity; it is a fundamental part of our existence. Considering career issues can be very exciting because they are so personal and important to each of us. Careers can also be very unpredictable.

2.4 COGNITIVE AGE : A CONCEPTUAL EXPLANATION

However, some researchers are arguing that instead of using chronological age when investing priorities, values, and attitudes throughout the lifespan, we should use other measures of age. The concept of "cognitive age" has been developed, which has at its heart the old age, "you're as young as you feel". Barak and Schiffman (1981) argue that the individual's identity and behaviour may depend not just on chronological age but on the perceived or subjective age – the cognitive age. They found that as the person's chronological age increased, the greater the discrepancy between the age they thought and felt themselves to be and their age in terms of years became.

In developed nations, improvements in general health and life expectancy mean that people who are now in their 50s can have very different outlooks on life and levels of fitness from their counterparts of 40 years ago. Clarke, Long, and Schiffman (1999) have added two more dimensions to Barak and Schiffman's original instrument to measure cognitive age. These are "health age" and "think age", which refer respectively to how the person feels in terms of perceived physical condition and in terms of thinking process. They found a consistent tendency for people to classify themselves as younger on all the dimensions of cognitive age but the "think age" dimension contributed most to the overall cognitive age score. The lower the "think age" score, the younger the overall cognitive age score.

Chronological age is a rather crude measure of time since birth which can hide a multitude of individual differences in vigour, energy, enthusiasm, fitness, and so on. Cognitive age could be a facet of personality related to openness to experience. People who retain their curiosity, flexibility, and zest for new experiences later in life are likely to have a cognitive age considerably lower than their chronological age and the former may be a much better guide to attitudes and behaviours and therefore as a basis of lifespan development frameworks. In fact, consumer psychology provides evidence that cognitive age is a much better guide to people's buying habits, leisure pursuits, and so on, than chronological age. Employees might consider this when they are encouraging ageism in the workplace and thereby discarding a wealth of experienced, productive workers who may be the repositories of company history and culture.

2.5 JOB TRANSITIONS AND CAREER CONCERNS

Given the new realities, understanding how people manage job transitions and the turbulence in their working lives is probably more useful from a practical point of view than grand theories of adult development. Nicholson and West (1988) found that the frequency with which managers changed jobs was increasing and some of these moves could be quite dramatic, involving changes of both status and function. Over a decade later, Rice (2000) reports on a survey of UK managers which indicates that this trend has accelerated. Nearly 43% of this sample said that their loyalty is now to themselves and not to their organizations in that they did not expect to be with their present employers 2 years from now; "For a large minority, ruthless self-interest has become the number one survival strategy".

Nicholson (1990) proposed a **four-stage process of job transition:** preparation, encounter, adjustment, and stabilization. Successful negotiation of one stage influences the outcomes of the next. Preparation occurs before the person starts the job and involves a process of information exchange and negotiation similar to Herriot's (1989) social model of selection. Both sides have a vested interest in presenting themselves in the stimulated work on the effectiveness of realistic job previews which have been found to reduce turnover in new employees and increase the job satisfaction of those who stay.

The encounter stage is essentially a matter of gathering information about the organization and the job and "how things get done around here". Sometimes this information is gathered explicitly by asking questions or consulting written sources but simply observing and listening to what is going on seems to be an effective strategy. Some people are better at gathering and assimilating information than others and some organizations appoint established staff to act as mentors to help the newcomer.

Adjustment occurs when people understand the new work environment and now consider how they are going to perform their jobs in the medium to long now consider how they are going to perform their jobs in the medium to long term. Schein (1971) defined three basic approaches the person could adopt:

Custodianship: The person accepts the role as given.

Content innovation: The person accepts the role/goals but finds his or her own way of implementing them.

Role innovation: Both the role and the methods to enact them are redefined.

Van Maanen and Schein (1979) believe that how the person is socialized into the organization can influence the approach they will adopt. Organizations probably reward "custodians" most because they conform to the existing culture. Nevertheless, organizations are likely to claim that they value content innovators more.

The stability phase is when the person is firmly established in the job. Paradoxically, many people spend least time in this stage before moving on. Their careers are therefore a constant sequence of transitions. People may start off with a false sense of competence but quickly realize that a steep learning/relearning curve is needed. This may lead to a happy or unhappy outcomes depending on the person's capacity to deal with the kind of difficult transition effectively. The danger of this kind of "dangerous transitions" increases as people move employers more often in search of career advancement and the old tired and tested, measures career advancement routes disappear. Organizations are therefore more at risk of appointing unsuitable people to senior positions. The old "law" of people being promoted to their level of incompetence becomes an even greater risk than before.

Others find themselves "plateaued" in a job – unable to move on even if they want to. Some people may decide that this suits them well since they do not want more challenges and responsibility, but for others this is a source of frustration and dissatisfaction.

Many solutions to a "plateaued" career involve development of one sort or another, for instance training if there is a lack of skill, secondment to another department if there is a lack of experience, coaching if there is a specific problem. So we return to the role of assessment and appraisal, or a continuous cycle of adjustment, which depends on continuous development. A possible integration is given in Box 2 which also includes some practical suggestions for people's needs at different stages in the cycle. Though there is a little that is new in this integration, the simple fact that the stages could involve iterative cycles or an entire working life depending on circumstance gives it much greater flexibility in describing people's working lives. With a little adjustment, it could be applied to other life roles. The main point is that

Box 2

A possible integration of lifespan development and job transitions theory	
Stages/transitions	**Associated needs/actions**
Exploration (Super) Preparation (Nicholson) Selection as a social process / constructive perspective (Herriot, Anderson, & Cunningham-Snell)	Self-assessment Careers guidance Further education/training courses Realistic job previews
Establishment (Super) Encounter/ adjustment (Nicholson)	Feedback/appraisal Self-development/career management Mentoring
Maintenance (Super) Stability (Nicholson) Generativity (Erickson)	Feedback/appraisal Career management and development Assessment for potential
Disengagement Career plateau (retiring on this job) Unemployment Retirement	"Plateau" Solutions, e.g. coaching, careers guidance Succession planning
Extreme old age or incapacity	Retirement planning Return to exploration stage
	Long-term care

disengagement – and the various forms this can take – does not have to be the final stage but can be start of a new cycle. (See Box-2)

2.6   WHAT PEOPLE WANT IN THEIR CAREERS

We have stressed the importance of matching individual needs with job opportunities. A fundamental question is "What do I really want from my career?" Traditionally, jobs were thought of as the means for making money and earning a living. Although money and fringe benefits are still important, many people have developed new expectations about their work life. A challenging position that provided for personal development and achievement seem to be the goal of many.

In a survey 23,003 readers of Psychology Today magazine responded to a job satisfaction, questionnaire. This sample of respondents tended to be younger, better education, higher paid, and with a higher concentration of professional managers

compared to the national work force. They represented the type of people that many college graduates of today will be like to twenty years from now.

Box 3: Importances and Satisfaction with Various Aspects of Jobs

"How satisfied are you with each of the following aspects of your job? And how important to your is each of them?		
	Importance	**Satisfaction**
Chances to do something that makes your feel good about yourself	1	8
Chances to accomplish something worthwhile	2	6
Chances to learn new things	3	10
Opportunity to develop your skill and abilities	4	12
The amount of freedom you have on your job	5	2
Chances you have to do things you do best	6	11
The resources you have to do your job	7	9
The respect you receive from people you work with	8	3
Amount of information you get about your job performance	9	17
Your chances for taking part in making decisions	10	14
The about of job security you have	11	5
Amount of pay you get	12	16
The way you are treated by the people you work with	13	4
The friendliness of people you work with	14	1
Amount of praise you get for job well done	15	15
The amount of fringe benefits you get	16	7
Chances for getting a promotion	17	18
Physical surrounding of your job	18	13

Source: Patricia A. Renwick, Edward E. Lawler, and the Psychology Today Staff, "What you really Want from Your Job," Psychology Today, May 1978, P.56

Box 3 shows two rankings: (1) the importance of various characteristics of their jobs, and (2) the degree of satisfaction for each job characteristic. The striking impression from these responses is the importance attached to self growth and development and the low importance attached to job security, fringe benefits, physical surroundings, and pay. These responses seem to reinforce the view that status and self-actualization are the dominant needs for people in managerial and professional positions. It is also interesting that people are most satisfied with their social relationships on the job, security, autonomy, and fringe benefits. They were least satisfied with the chances of getting a promotion, feedback on performance, and pay.

What factors do college graduates think are most important in their career choices? A review of responses from graduates of business schools concerning their reasons for choosing a particular job, suggest an interesting and consistent pattern. We have reviewed a number of these surveys and they reflect similar responses. Box 4 shows the responses of MBAs from one school, the University of Washington. The students were asked to rank factors that influenced their job choice. The strongest factors were an intellectually stimulating job that provided an opportunity for advancement and challenging responsibilities in the beginning. The initial salary of the job was far down the list of importance. Commitment to work is different than in the past. It is less directed toward working for a particular organization or even in a particular occupation. People seem to be more interested in their own personal career development. They are more concerned with challenge, advancement, autonomy, and

decision-making opportunities than the young people in the 1960s. The have higher expectations and consequently will make greater demands for career satisfaction. No longer will fair pay and good working conditions be enough.

Box 4: Key Factors Affecting Job Choices for M.B.A. Graduates, 1982

Job Choice Factors	Rank in Importance
Intellectual Challenges	1
Opportunity for Advancement	2
Early Chance of Responsibility	3
Location, Living Conditions	4
Transferability of Experience	5
Compatibility with people in Company	6
Firm's Reputation	7
Independence/Autonomy	8
Salary or Other Compensation	9
Family Consideration (dual careers, etc)	10
Travel Requirement	11

Career Anchors

As a result of education of education, early or organizational, socialization, and work experience, an individual develops certain knowledge about the match between self and job. Schein (1978) use the term career anchors to explain this concept.

The early career can therefore be viewed as a time of mutual discovery between the new employee and the employing organization. Through successive trails and new job challenges, each learns more about the other. Even more significantly, however, the new employee gradually gains self-knowledge and develops a clearer occupational self-concept. This self-concept has three components, which together make up what one may call the person's "career anchor."

1) Self-perceived talents and abilities (based on actual successes in a variety of work settings);

2) Self-perceived motives and needs (based on opportunities for self-tests and self-diagnosis in real situations and on feedback from others);

3) Self-perceived attitudes and values (based on actual encounters between self and the norms and values of the employing organization and work setting);

4) Schein developed this concept of career anchors after a longitudinal study of alumni of the Sloan School of Management at the Massachusetts Institute of Technology. He interviewed students when they graduated and then again 10 to 12 years later after they had established definite occupational self-concepts. The career anchor functions in the individual's work life as a way of organizing experienced and identifying one's area of contribution over the long run. It determines those types of activities where the individual feels competent. Schein identified five distinct categories of career anchors:

Anchor 1 – *Managerial Competence.* The individual seeks and values opportunities to manage. There is a strong motivation to rise to positions of managerial responsibility.

Anchor 2 – *Technical/ Functional Competences.* The individual seeks and values opportunities to exercise various technical talents and areas of competence. Interested primarily in the technical content of the job – whether the work is finance, engineering, marketing, or some other functional area.

Anchor 3 – *Security*. The individual is motivated by the need to stabilize the career situation. This person will do whatever is required to maintain job security, a decent income, and the potential of a good retirement program.

Anchor 4 – *Creativity*. The individual has an overarching need to build or create something that is entirely his or her own. It is self-extension – through the creation of a new product, process, or theory, a company of their own, a personal fortune as an indication of achievement – that seems to be the career objective of these people.

Anchor 5 – *Autonomy and Independence*. The individual seeks work situations that will be maximally free of organizational constraints to pursue their professional competence. Freedom from constraints and the opportunity to pursue one's own life and work style appears to be a primary need.

One should read these descriptions carefully and try to assess one's own value in terms of these career anchors. How do you see yourself in the future? Do you anticipate a highly specialized career based on technical/functional competence, as in accounting, financial analysis, or computer systems? Or, will you develop general managerial competence? Perhaps you will seek autonomy and independence, in which case you might opt for a career as a management consultant or entrepreneur. Schein's research and other findings suggest that, in order to have a successful career, there needs to an effective match between the career anchor-an individual's abilities, motivation, and self-perceived attitudes and values – and the requirements of the job.

It is a worth nothing the three specific areas in which successful managers feel a high-level of competence (Schein, 1978):

1) **Analytical competence:** The ability to identify, analyze, and solve problems under conditions of incomplete information and uncertainty.

2) **Interpersonal competence:** The ability to influence, supervise, lead, manipulate, and control people at all levels of the organization towards the more effective achievement of organizational goals.

3) **Emotional competence:** The capacity to be stimulated by emotional and interpersonal crises rather than exhausted or debilitated by them, the capacity to bear high levels of responsibility without becoming paralyzed, and the ability to exercise power without guilt or shame.

Schein makes the point that we do not firmly develop career anchors until after we have been involved in a work situation for an extended period. His respondents had been working for 10 to 12 years. "Career anchors clearly reflect the underlying needs and motives which the person brings into adulthood, but they also reflect the person's value and, most important, discovered talents. By definition there cannot be an anchor until there has been work experience, even through motives and values may already be present from earlier experience" (Schien, 1978).

2.7   DIFFERENT CAREER PATHS

Our society and its work organization have a wide variety of task requirements and this leads to many diverse career opportunities. People move in and out of organizations and often change their occupations. The concept of career paths must deal with many diverse routes.

The most obvious career path for most people is one of vertical mobility up the hierarchy. There are different skills requirements at different levels in the hierarchy. At the lowest level, the primary job skills are technical: understanding the equipment,

technology, procedures, processes, and other techniques. A variety of technical careers are available in most organizations, whether in engineering, accounting, financial analysis, marketing research, or production. These jobs require specialized education, often acquired in business schools or schools of engineering. It is quite likely that you will start at this specialized-training level in your first permanent positions. In some organizations that have a dual ladder for promotion – technical orientation. However, in most organizations, moving up require a shift in career interests. The primary skills for first-line and middle management are leadership and effective interpersonal relationships. The functions are less technical and deal more with relationships among people. Movement into a managerial position is likely to be one of your most important career transitions and will require you to display or develop new skills. Even the best of training in technical skills will not be sufficient in making this transition.

The transition from middle to upper management requires another major shift-from interpersonal to conceptual skills. The top manager needs to develop broad conceptual skills that help in relating the organization to its environment, to develop broad strategic plans, and to design the organization for effective implementation of strategies. Effective leadership skills are important in establishing the general organizational climate. Here, right-brain thinking, emphasizing innovation and creativity, tend to be more important than left-brain technical thinking.

This movement up the hierarchy may be the appropriate path for some; it cannot be achieved by most people. Organizations have a pyramidal structure with many more positions at the bottom than at the top. There are many opportunities for technical and middle management careers, but few spaces at the top. If this were the only career path available, there would be many dissatisfied and disillusioned people.

Driver (1979) cites four basic career paths:

1) Transitory – no clear pattern

2) Steady State – lifetime occupation

3) Linear – steady progression in a career ladder

4) Spiral – planned search for increasing self-development

The transitory pattern is typical of young people when they enter the job market. There is no clear pattern and the emphasis is on finding a job to provide income. The individual typically has a number of different jobs, and career moves are typically lateral. There is frequently little loyalty to the job or to the occupation. Although many people start their work life in this transitory phase, most people move on in their development into other patterns. However, there are some people who spend their entire work lives in the transitory stage. This pattern can be highly successful for some. The transitory entrepreneurial types thrives on starting new ventures, and as soon as activities become stabilized moves on to something else. A transitory entrepreneurial career can be highly unstable with many success and failures. The classic example is the entrepreneur who has made and lost millions a number of times. A few of you may follow this career pattern.

The *steady-state pattern* is typical of many professional – and craft-type occupations, such as physicians, dentist, electrician, and carpenter. It frequently takes a long training period to attain a steady state. In a craft or profession, years of training and upward movement from apprentice to craftsman may be needed, but once the desired role is attained, it is held for life. The steady-state person may have to work hard for long periods to attain this role. The steady-state pattern may also develop later in life for the individual who has had upward mobility but is now blocked from further

advancement. The term plateaued is used to describe this pattern.

The linear pattern is typically thought of in career development. This pattern involves a steady upward advancement through managerial, professionals, or political levels. A critical factor separating this pattern from steady state maintenance is the nearly insatiable upward striving that is manifested. The linear pattern is characteristic of high achievers and usually requires significant sacrifices of other interests to career advancements. Family and other activities may often be orchestrated to support this upward career drive. Linear-type careers are most subject to disruption, particularly at mid careers. The pyramidal nature of most organizations means that increasingly smaller numbers of people can move upward. Many liner careers stabilize or plateau and the individual is blocked from further advancement. For the aggressive, achievement-oriented, upwardly mobile individual this can result in a career crisis. The individual has been forced to change from a linear to a steady-state career.

The *spiral career pattern* is most interesting. It offers the greatest opportunity for diversity of experiences. It may involve many lateral and diagonal as well as vertical moves. The project-organization form offers the opportunity for employees to be associated with a particular project tasks for a period of time and then to move back onto a linear track. This pattern seems to be internally driven by a desire for self-growth that moves the individual toward greater self-development and awareness. Driver Suggest that there are at least two types of spiral patterns: (1) an internal spiral-who stays within an organization or professional field, yet moves around creatively in search of self-development, and (2) an external spiral – who more dramatically switches organizations and fields. There is substantial evidence to suggest that the internal spiral pattern is more appropriate for reaching top executive levels than is a strict linear path.

Different career concepts are appropriate for various type of organizations. For example, both the linear and the steady state career patterns fit well with the traditional bureaucratic organization, where positional roles are well-defined and career paths and definite. In contrast, the transitory and spiral career concepts fit more appropriately with the more organic, less-structured organization. The entrepreneurial organization is an example. The spiral pattern seems to fit with many high-technology and artistic organizations. It is also appropriate where organizations use the project, program, and matrix forms.

There is also evidence that organizations are changing. May organizations are developing more adaptive/organic forms that permit and even encourage spiral-career patterns. New forms of work, such as flextime, job sharing, and working at home appeal to the transitory career pattern. The spiral pattern is evident when people change organizations and careers later in their work lives.

In our society it is important that there are a wide variety of jobs that fit in with these various career concepts in order to more effectively utilize human resources. The traditional concepts of a steady-state career, a craft of profession for a lifetime, or a linear path are still with us, but increasingly we are developing alternative job designs that appeal to the transitory and spiral-career patterns. With the decline in the growth of the labor force, organizations will have to be much more creative in design work to fit the career patterns of the available people.

2.8 CAREER PROBLEMS

Success in a career is just one part of your overall life. Many professionals managers have had what might be described as highly successful careers, but apparently with great sacrifices to family and personal life. Some people hold the view that a successful management career demands sacrifice personal and family relationships.

This idea presents a dilemma – you can have one or the other, but not both. There has been little real evidence to indicate a pattern. There are many so-called war-stories of the sacrifices that are necessary to be successful, but there are also many examples of successful mangers and professionals who lead rewarding and fulfilling family and outside work lives. We support the view expressed by Bartolome and Evans (1980) in Box 5 that what happens in one's work life can have profound effect on family and other relationships. It is difficult to shake off major job dissatisfactions at 5:00 p.m. and not have them carry over into private life. We cannot segment our lives into work and nonwork segments; there is a strong synergistic effect.

Box 5

After counfless exchange with manages and their wives and after careful analysis of research data, we concluded that the major determinant of work's impact on private life is whether negative emotional feelings aroused at works spill over upto family and leisure time. When an executive experiences worry, tension, fear, doubt, or stress intensely he is not able to shake these feelings when he goes home, or stress intensely, he is not able to shake these feelings when he goes home and they render him psychologically unavailable for a rich private life. The manager who is unhappy in his work has a limited chance of being happy at hours – no matter how little he travels, how much time he spends at home, or how frequently he takes a vacation.

When individual feel competent and satisfied in their work – not simply contented, but challenged in the right measure by what they are done – negative spillover does not exist. During these period executives are open to involvement in private life; they experience positive spillover. When work goes well, it can have the same effect as healthy physical exercise.

Source: The Harvard Business Review, Excerpt from "Must Success Cost So Much?" by Fernando Bartolome and Paul A. Lee Evans (March-April 1980)

You will face career issues and problems throughout your lifetime. At the current stage you may be preoccupied with obtaining and education or finding a job. You may discount the potential for future career problems and presume that a clear track lies ahead. People who have moved into middle-and top-management positions continue to experience career problems. It may be of interested to note what a group of 811 top managers and 383 middle managers saw as the factors most likely to impede their future career advancement as shown in Box 6. The top managers saw the lack of communicative and other interpersonal skills as the chief factors impeding future career advancement. In contract, middle manager felt that the factors impeding their career advancement were the fewer higher managerial jobs available, inadequate career planning and guidance, and being too closely identified with a particular organizational faction. Interestingly, top executives seemed to attribute lack of career advancement to personal factors, such as skills and talents, while middle manages generally attributed lack of advancement to external factors.

Certain problem areas stand out such as those of the young manager, the plateaued manager, and couples pursuing dual careers. Job stress and its effect on performance and satisfaction has also become an increasingly important issues. While it is impossible to cover all possible career problems, we will discuss some of the more pervasive ones.

Box 6: Factors Most Likely to Impede Future Career Advancement

Factors	Ranking by Top Management (N=811)	Ranking by Middle Management (N-383)
Lack of adequate managerial talents and/or professional skills	1	4
Lack of adequate communicative and other interpersonal skills	2	5
Being too closely identified with a particular organization faction or power group	3	2
Inadequate career planning and guidance	4	3
Fewer managerial jobs resulting from organizational streamlining	5	1
Factors such as sex, age, race, or matte involving private life or personal habits	6	6
Retirement practices	7	9
Competition from better-educated managers	8	7
Competition from younger or more aggressive managers	9	8

Source: Adapted, by permission of the publisher, from Manager to Manager II: What Managers Think of Their Managerial Careers, and AMA Survey Report, by Robert F, Pease, p.31

Career Problems of the Young Manager or Professional

Organizational socialization is the process of becoming an accepted member in an organization. The individual learns new values and appropriate ways of behaving and what is expected by the organization. As the employee moves from entry levels into the managerial hierarchy new career issues and problems develop. The exact timing of this move varies greatly. Most college graduates and MBAs do not go directly into managerial positions. There is some time spent in a learning, training, and technical role. In many organizations it is likely to be two to five years before they more into the lower levels of management.

One key observation is that the most important individual in the career development of the young manager is his or her own immediate manager. The "boss" does a great deal to set the climate for the young manager. It is the boss who most typically makes the assignments and evaluates performance. If your manager is highly respected in the organization and seen as powerful by others, she can have a major influence. The skilled and supportive manager can provide excellent coaching and guidance. Most successful executives have had mentors who provided primary support during their careers. In most organizational situations the mentoring relationship is more likely to be man-to-man than woman-to-woman or mixed genders. This is current reality of not having sufficient numbers of women in higher executive positions and is one of the subtle forces making it more difficult for women to advance. Mentors are important and women have more difficulty in developing a mentoring relationship.

Rarely does the young professional or manger find the perfect boss. Developing an effective relationship with your superior is not just his or her responsibility. Too often we feel that the superior should lead, motivate, reward, coach and generally support us as subordinates. Too infrequently, we recognize that the relationship is mutual and

that we also can manage the boss. Reflect for a minute about your last work situation. Did you think consciously about managing your boss? Did you look for ways that would support and motivate your boss to act according to your expectations? Did you look for ways to reward you boss for effective performance? It is vitally important that your understand your manager and yourself. What are your boss's strengths and weaknesses and how can you complement these? As a subordinate, your also have equal responsibility to manage the relationship with your boss if it is to be successful.

Even with support from a mentor and a good interpersonal relationship with your superiors, you are likely to find a number of career problems typical of younger manger and professionals:

Underutilization of potential: The major complaint of young manager and professionals in organizations is the feeling that their talents and skills are not being effectively utilized. Hall calls this 'the syndrome of unused potential" (Hall, 1967,). College graduates, and particularly business school students, are often trained to think like top managers and to solve strategic problems. The are frequently highly motivated and have high expectations for a challenging job and early advancement. However, existing manager have often spent years working up the ladder and feel that younger employees should prove themselves before are given more important jobs.

Insufficient performance evaluation and feedback: This is associated with the syndrome of unused potential. Many younger mangers report a lack of feedback on their performance; they want to know where they stand and how they are doing on the job. One of the characteristics of people with high achievement motivation is the need for feedback on performance. Lack of feedback can cause anxiety and frustration. Too frequently , higher mangers assume that newer employees have a good sense of their performance and contributions and don't see the need to be redundant in providing information. This feeling is not limited to new workers but is characteristic of all employees. We know that good feedback on performance can help any individual learn and develop.

Political aspects of organizations: By their very nature organizations are political systems. The new manager and professional often has difficulty in coming to terms with this reality. Much of his or her back ground and training has assumed rational solving of technical problems in artificial and nonpolitical settings. When faced with the realities of a political system, many young managers are incentives or hypersensitive. The don't want to play the power game but want to be evaluated purely on their technical merits, failing to recognize that the ability to exert influence behind every effective organizational activity. As a manger you cannot remain outside the political arena. The new manager must face these political realities and learn to use them.

Feelings of dependence: Young mangers must also come to grips with dependency relationships. They typically are dependent on superiors for support and guidance; at the same time they may represent a threat to the established manager. The bright young newcomers may have many concepts and ideas unfamiliar to their managers. The young manager is also dependent on his or her subordinates. It is unlikely that the young manager will have the technical skills and local knowledge possessed by subordinates.

This dependence on others may create problems for the young manager. He or she has been engaged in a life-long struggle to gain independence from parents, teachers and school systems and has developed a strong desire for autonomy and independence. It is vitally important for effective managers to manage these dependencies through the acquisition and skillful use of power.

The primary reason power dynamics emerge and play and important role in organization is not necessarily because managers are power hungry, or because they want desperately to get ahead, or because there is an inherent conflict between managers who have authority and workers who do not. It is because the dependence inherent in managerial jobs is greater than the power or control given to the people in those jobs. Power dynamics, under these circumstance, are inevitable and are needed to make organizations functions well (Kotter, 1979).

Loyalty issues and ethical dilemmas: Many young managers are confronted with issues of loyalty – to themselves, their superiors and colleagues, and the organization. Most superiors and organization expect loyalty from employees and particularly from manager. The issue of loyalty frequently creates ethical dilemmas. Unfortunately, there is no single guideline to follow. Does ethical behaviour mean economic self-interest, obeying the law, adhering to religious principles, being loyal to a superior, supporting the organization, or obtaining the greatest good for the most people? The young manger frequently faces conflict and must choose the particular ethical principle to be followed. Younger employees are most vulnerable to these issues of loyalty and ethical dilemmas.

Plateauing and Obsolescence

After a number of years of advancement many individuals will come up against the inevitable; that many managers will be plateaued at a certain level with further advancement difficult, at best.

Many factors contribute to this plateauing. In periods of steady growth, many opportunities for advancement. Many people had excellent careers by growing with the organizations. In periods of slow growth or decline, this career strategy is less likely to be fruitful.

Basic demographic factors in the US for e.g. have also influenced the number of qualified people competing for higher positions in organizations. The high birth-rate period between 1945 and 1965 produced a bumper crop of people in the 25-40 age group who are competing for better positions. The increased number of women who have the education and aspirations to move higher in organizations has contributed to move completions. There is evidence that many people are feeling plateaued and blocked off from further advancement. Survey results indicate that one of the major dissatisfaction among managerial and clerical employees is the lack of opportunity for advancement.

Obsolescence is frequently associated with plateauing although they are not the same. Plateauing refers to the lack of further advancement because of limited personal, managerial, or technical skills or because of limited opportunity. Obsolescence is related to the failure to learn and develop new knowledge and skills necessary to perform the job effectively. Obsolescence occurs when office managers fail to keep up with computer developments and resist the introduction of new technologies into their operations. Obsolescence may occurs when office managers fail to keep up with computer developments and resist the introduction of new technologies into their operations. Obsolescence may occur for the engineer or scientist who is assigned to a specialized project and fails to keep up with other development in the field. The specter of obsolescence face all of us. The only answer is a continual educational and career development program. Fortunately, as one moves up the hierarchy, less emphasis is generally placed on technical skills and more on human relations, interpersonal, and conceptual skills. However, with rapid changes in attitudes and values, the manager may become obsolete in human – relations skills as well as technical skills. The manger (or coach, teacher, or counselor) who tries to deal with people the same way that he did twenty or thirty years ago is likely to experience great difficulties.

There are several alternative outcomes to the process of leveling off in career advancements. It is inevitable for most people to reach a level in the organization where their likelihood of further advancement is limited. This is natural and not necessarily a problem. What is bad is the possibility of becoming obsolete, obstructionist and ineffective. **There are at least two type of plateauees:** the solid citizens who remain effective performers and those ineffective plateauees who do not meet expectations key managerial challenges is to prevent solid citizens from gradually losing motivation to perform effectively and slipping into the ineffective category.

In many organists the solid citizens are neglected. Their loyalty, motivation, and interested in the organization are often taken for granted. Managers often fail to provide them feedback and rewards for their performance. If there is not perceived consequence of good behaviour, that behaviour gradually becomes extinct. By not providing positive feedback and rewards for effective performance, we may drive people into the ineffective category.

In many organizations it is difficult, to get rid of ineffective plateauees because of contractual obligations, tenure, and seniority. Besides, dismissal of the long-term employee is often distasteful. It is important that organizations develop means for identifying people who are likely to be ineffective plateauees, and to create effective career guidance and development program. Prevention of low performance is much easier than correcting it.

It is also important to recognize how organizational norms can affect behaviour and performance. The idea that one goes up or out leaves little room for the effective plateauee. Leaveling out is not failing in one's career and it should be given more respectability. It seems to us somehow that an organization is wrong if it makes the majority of its people feel like failure.

2.9   INDIVIDUAL STRATEGIES FOR CAREER DEVELOPMENT

Careers result from the matching of the individual with the organization. Sometimes people sit back passively and wait for the organization to make all the moves. Although organizations should take more responsibility for the development of human resources, they cannot take full responsibility for each individual's career development. If you are willing to let the organization totally determine your work life, it will do so. But his will create too much organizational control and restrict your autonomy. The self management of career will help you determine your own destiny and increase your independence. In many career decision, the individual is the only one with appropriate information. You know what you want from life and work and the price you will pay to achieve this. You know what tradeoffs you rill be willing to make. You know under what circumstances you are likely to be effective and ineffective. You have a substantial amount of personal information, But, it is essential in managing your career not to deceive yourself. In all cases you should be honest and realistic. For example , if your are not willing to pay the price in terms of the time and energy that it takes to get to the top in a certain organization, don't' kid yourself into thinking that other factors are holding you back. With this in mind there are certain steps in a successful self-management of careers program.

1)   **Start now:** You have already made decisions that will have an impact on your career. Don't make the mistake of thinking, " I will develop career plans after I finish my education and things get settled down." You will always have uncertainties concerning your career and self-management can actually help to reduce these uncertainties.

2) **Know thyself:** The central – knowing yourself. You should take a personal skills inventory to determine your strengths and weaknesses. You should clearly asses your own value and beliefs.

3) **Analyze career opportunities:** You are now ready to look at the other source of the match: What are the career opportunities? There are many sources of official information concerning occupations such as the U.S. of Occupational Titles, and The College Placement Annual. You can pick up useful information from friends and relatives concerning occupations. Spend a few hours browsing to determine what it is potential employers are seeking.

4) **Establish career goals:** Armed with information about yourself and about organizations and occupations, you are now ready to develop more specific career goals establishing goals can have an important effect on performance. Career goals should be measurable and should be measurable and should be short and long term. Goals should stretch your performance but he achievable. Success in meeting career goals leads to even higher aspirations and improved performance.

5) **Obtain feedback:** It is important to think about how you will obtain feedback on performance and goals attainment. While you are in school you usually get definite and precise feedback on your academic performance through the grading system. In many jobs, it is more difficult to obtain feedback. You can begin now by obtaining feedback from others concerning your self-analysis and current career planning.

6) **Manage your career:** Self-management of your career is not a one-shot operation, it should occur continually over your entire working life. You should be looking for and taking advantage of opportunities and developing relationships with others, particularly potential mentors. There should be a continual process of evaluating and modifying career goals and plans over time. It is important to seek out projects and jobs that are challenging and provide high exposure. There is danger in becoming competent in a narrow job and being so indispensable that there are no replacements. It is also important to retain flexibility and not be tied completely to a particular job, department, or organization.

2.10 ORGANISATIONAL STRATEGIES FOR CAREER DEVELOPMENT

Business and other organizations have become more aware of the importance of career-development programs in the effective management of human resources. Many practical issues are directly related to career issues, such as reducing turnover of newly hired employees, developing high-potential candidates for managerial positions, minimizing the problems of ineffective plateauees, and providing opportunities for many upward aspiring employees. Planning and counseling activities can do a great deal to provide early identification of career-related problems. Many organizations have established career counseling workshops and career guidance specialists.

Van Maanen and Schein suggest a number of specific things that organizations can do for more effective career development programs:

Improve Manpower Planning and Forecasting Systems: Careful manpower planning will help in the recruiting of the right number and type of new employees and identify the developmental needs of present employees to fill future positions.

Improve Dissemination of Career Option Information: There should be good information concerning the career paths that employees may follow. What are the options for career development within organization?

Initial Career Counseling in Connection with Performance Appraisal: One of the key aspects of periodic performance appraisal is career counseling. In addition to appraising past performance this is an excellent time to discuss employee's goals and expectations regarding his or her career and for the manager to discuss the opportunities available and to establish development plans.

Support of Education and Training Activities for All Levels of Employees:
AS employees gain experience they will identify areas where they need additional education that is prerequisite for further career growth. It is important that the organization have clearly defined policies concerning time off and financial support.

Job Posting: It is important, particularly in larger organizations, to make special efforts, to provide all employees with information concerning job openings. If people know about these openings, more qualified people will likely apply and the selection will be more appropriate. In addition, this procedure provided workers with information concerning what is necessary for advancement. It also stimulates employee' interest in career planning and development.

Special Assignments and Job Rotation: Providing special assignments and job rotation allows the individual to experience new situations and test competencies. It also allows the organization to learn firsthand how the individual will perform in a different setting. These special assignments can be of particular importance of the plateaued employee who many need the stimulation and challenge of a different assignment.

Career Development Workshops: An increasing number of organizations are formalizing their career-development activities in workshops and seminars. These workshops are clear indications that the organization cares about individuals' careers. A central assumption of these workshops is the joint responsibility of the individual and the organization for career development.

Sabbaticals, Flexible Working Hours, and Other Off-Work Activities:
The traditional concept of a 40-hours-per-week job continuing for 40 years with two to three weeks' annual vacation is becoming obsolete. Organizations need to develop greater flexibility in the utilization of human resources. Some organizations are experimenting with the idea of giving employees longer periods of time off to pursue personal interests. The sabbatical leave to get away from the job and to develop new life interests may be a possible answer to the boredom and apathy of middle-aged, plateaued manages. Flexible working hours may help the two-career family cope with job requirements and personal needs. Job sharing has been tried in a number of organizations and has worked effectively.

Flexible Reward and Promotional Systems: Organizations are too limited in their thinking about rewards and success criteria. In the financial area, there is a growing trend toward giving employees a choice among several forms of financial reward. It is clear that organizations need to develop multiple ladders for promotion and rewards; not all people want to be in the line hierarchy. The promotional system should reflect the desires for spiral as well as linear careers. Above all, people should be rewarded for effective performance in current-level jobs. If the organization only holds out the reward of promotion for the few who can make it up the hierarchy, there are going to be a number of dissatisfied, poorly motivated, and low-performing individuals.

Development of Assessment Centers: A number of organizations have developed formal assessment centers that are used to evaluate the potential for advancement of employees. In recent years it has become a more common practice to use assessment centers not only for selection of people for advancement but also for career planning and development purposes. One of the pioneering programs was developed at American Telephone & Telegraph that combines the selection process with a more

comprehensive career-development program. General Electric Company has developed an assessment centre approach for college graduates and MBAs who have been in task oriented work situations to assess their potential for moving into management. Career counseling and planning is a basic part of GE's approach. Individuals are brought to a centralized assessment center facility for two to seven days, where they are observed in simulated managerial roles. These people have proven performance at the technical level but their managerial potential is unknown. The assessment center attempts as nearly as possible to simulate the kids of situations and elicit the kids of behaviour that are typical in managerial positions. Usually a number of observers, including line managers and trained observers, serve as assessors. A wide variety of simulated situations, such as role playing, business games, in-basket exercises, leaderless group discussions, conflict resolving sessions, and problem-solving exercises, can be used. The primary purpose of these programs is to see how the individual might perform in a managerial role.

Not all experience with assessment centers have been successful. There have been problems when too much emphasis is places on the results for promotion to managerial positions. Predictions of managerial potential from assessment-centre results are not infallible and should not be used as the exclusive basis for selection and promotion. There is danger that potentially effective people might be written of and labeled as not fit for promotion. Effective assessment centers emphasize career-development aspects. Individuals should be provided feedback on their performance, followed by career counseling and planning that focuses on how the employee and the organization can alleviate any deficiencies and develops action steps.

2.11 MAKING DECISIONS

To make decisions, you need to know enough about the various possibilities. You probably would not choose between six different holidays without knowing something about all of them. The same applies to jobs. One person may love something that your would hate and vice versa, so you need to use any advice or information from others to form your own opinions. Allow yourself some time each week to devote to career activities. Timetable it if you can.

Start your research with "you". Find out more about who you are and what you have to offer. This exercises does involve some work, but after a number of years of study, you are no doubt familiar with the link between doing the background work/research and results! If your spend some time on this your will discover a lot of new things about yourself, or remember things you had forgotten. Writing things down is an important part of the decisions making process.

Self Assessment

Begin your assessment by considering:

a) your achievements

b) your skills and abilities

c) your personal values

d) your interests

e) any known disabilities

f) personal and family circumstances

a) **Your achievements:** Reflect on your achievements – the easiest way to start is with your academic achievements at school or at university. In many situations, particularly for new graduates with little or now work experience, it is important to go

back to school days. Some employers feel quite strongly that a pattern of achievement at that stage is likely to be repeated in later years.

Think about what led you to choose your course of study, and the kids of strengths you have developed along with specific knowledge gained. Try to identify which courses you enjoyed most and resulted in your best achievements.

Now, think about your other achievements, eg. responsibilities accepted in organizations, within your family, vacation work, socially, etc. You are more than a degree statistic and have other roles in addition to "student" or "graduate". Recall those positive comments that friends, classmates or colleagues at work have made.

b) Your Skills And Abilities: "But I haven't got any skills", you might be saying to yourself. Of course you do! We all do! We all do! You might recognize them by other names – talents, gifts or aptitudes. Skills are the essence of what we contribute to the word. Advising, coaching, communication, analyzing, researching, organizing, painting, repairing….recognize them? These are only a few of the hundreds of skills you possess. Here are just some skills to think about:

Have you these skills?

Acting	Gathering	Producing	Mediating
Eliminating	Performing	Translating	Drawing
Motivating	Supervising	Conceptualizing	Reviewing
Selling	Classifying	Initiating	Adapting
Arbitrating	Preparing	Publicizing	Enforcing
Explaining	Team-building	Typing	Negotiating
Organizing	Compiling	Co-ordinating	Setting-up
Sorting	Improving	Integrating	Arranging
Budgeting	Programming	Reconciling	Filing
Generating	Traveling	Writing	Overseeing
Persuading	Conducting	Judging	Speaking
Supplying	Inspecting	Developing	Building
Hypothesizing	Purchasing	Repairing	Handling
Presenting	Umpiring	Maintaining	Planning
Testing & proving	Counseling	Distributing	Coaching
Completing	Interpreting	Restoring	Identifying
Improvising	Recording	Mentoring	Problem-solving
Promoting	Detailing	Risking	Training
Treating	Rehabilitating	Administering	Composing
Consolidating	Lecturing	Establishing	Increasing
Inspiring	Directing	Observing	Proof-reading
Questioning	Research	Singing	Trouble-shooting
Unifying	Meeting	Assembling	Constructing
Creating	Driving	Fixing	Installing
Interviewing	Modeling	Painting	Reasoning
Recruiting	Scheduling	Studying	Upgrading
Leading	Advising	Calculating	Investigating
Devising	Evaluating	Saving	Detecting
Reporting	Operating	Synthesizing	Relating
Managing		Collecting	Listening
Dramatizing		Illustrating	Displaying
Retrieving	Formulating	Processing	Resolving
Editing	Perceiving	Transcribing	Memorizing
Monitoring	Summarizing	Computing	Diagnosing
Selecting	Checking	Influencing	Representing

Analyzing	Predicting	Providing	Referring
Examining	Teaching	Tutoring	Learning
Ordering	Communicating	Controlling	Recommending
Solving	Implementing	Instructing	
Auditing	Designing	Working	

Note it is unlikely any one person will all these skills. Even more significantly, it is unlikely any one job requires in equal measure all these skills. Remember you used you abilities and skills to complete those achievements you have already thought about.

Work through this list thinking situations in which you have demonstrated these skills – highlight skills that you would enjoy using on a regular basis as part of your ideal job.

c) Your Personal Values:

What are the most important things to you?

What turns you on.. and off?

What are you committed to?

What comprises happiness for you?

What degree of integrity do you need in your life and work?

How much power and responsibility do you want in the work place?

How much of yourself do you want to put into your work – are you seeking to live to work or work to live, or a balance between both?

d) Your Interests: Think about the things you like doing – list 20 things you love to do, and then pick your favorites.

Your first job may not involve many of these but if you haven't taken time out to think along these lines it will probably involve even fewer!

Give some thought to areas which most interterm you, i.e. administrative, artistic, computational, literary, mechanical, musical, outdoor, persuasive, scientific and / or social service.

e) Disabilities: Be honest with yourself about known disabilities or physical impairments that may impact upon what you want to do – allergies, color blindness, back problems, etc. It doesn't always man you can't do a particular job, but you need to be aware of how you would manage any obstacles which could restrict you from doing the work successfully.

f) Personal and Family Circumstances: Be realistic, Face up now to the impact of these on your employment in terms of hours, financial commitments, limitations with regard to location or personal commitments etc.

More on Skills

Employment look for functional skills (marketable skills) in a new graduates and often presume you have acquired these skills during your years of study. A valuable exercise is to list your academic activities you are experiencing/have experienced as a student and then try to translate them into functional skills.

Activity	Can be translated to functional skills in:
Structuring your time so as to meet deadlines for projects	Work programming; meeting deadlines
Completing research projects	Collection and analysis of data
Presenting tutorial or seminar papers	Oral communication
Writing essays	Analytical skills-creative or report writing
Collecting information to write research papers	Locating and using resources

There are many personal skills or attributes which may be develop during your time at university and which some people consider to be part of an all-round education. These include the ability to work as a member of a team, and ability to get on well with other people, competitiveness and a sense of direction.

You can also develop specific vocational skills through campus activities. Such activity may include helping run a student newspaper, organizing and chairing meetings, persuading people to join in activities and tutoring. Part-time work to support yourself financially, from waitressing (tact, energy, carrying out requests correctly) to working in a shop (always valuable if you hope to go into marketing or indeed into any work where you have to deal with clients regularly) to data entry (accuracy, and eye of details) and so on also provides valuable work experience. All activities say something about you and they differentiate you.

Information Management Skills

Sort and evaluating data

Compile and rank information

Apply information creatively to specific problems or tasks

Synthesize facts, concepts and principles

Organize information effectively

Design and Planning Skills

Identify alternatives courses of action

Set realistic goals

Follow through with a plan or decision

Mange time effectively

Predict future trends and patterns

Accommodate multiple demands for commitment of time, energy and resources

Make and keep a schedule

Set priorities

Research and Investigation Skills

Use a variety of sources for information

Apple a variety of methods to test the validity of data

Identify problems and needs

Design an experiment, plan or model that systematically defines a problem

Identify information sources appropriate to special needs or problems

Formulate questions relevant to clarifying a particular problem, topic or issue

Communication Skills

Use various forms of styles or written communication

Speak effective to individual and group

Use audio-visual formats to present ideas

Convey a positive image to others

Develop effective listening skills

Human Relations and Interpersonal Skills

Interact effectively with peers, supervisors

Express own feelings appropriately

Understand the feelings of others

Show commitment to others

Teach a skill, concept or principle to others

Analyze behavior of self and others in group situations demonstrate effective social behaviour in a variety of settings and under different circumstances

Work under pressure

Critical Thinking Skills

Identify quickly and accurately the critical issues when making a decision or solving a problem

Identify a general principle that explains related experience or factual data

Define the parameters of a problem

Identify criteria for assessing the value of appropriateness of an action or behaviour

Adapt own behaviour and concepts to changing conventions and norms

Apply appropriate criteria to strategies and action plans

Create innovative solutions to complex problems

Analyze the inter-relationship of events and ideas from several perspectives

Management and Administration Skills

Analyse tasks

Identify people and resource materials useful in the solution of a problem or task

Motivate and lead people

Organize people and tasks to achieve specific goals.

Personal/Career Development Skills

Analyse own life experiences

Transfer the skills developed in one environment (eg. university) to another environment (e.g. work)

Match knowledge about own characteristics and abilities to information about job or career opportunities

Develop personal growth goals that are motivating

Identify and describe skills acquired through education and life experience

Identify own strengths and weaknesses

Predict and accept the consequences of own actions

Comprehend written material

Communicate: write effectively, read, listen, make effective speeches and presentations

Identify problem areas and make decisions

Develop alternative approaches to problems

Analyse and evaluate ideas

Use library and research facilities

Supervise and lead

Co-operate with a work team

Persuade others to accept your ideas

Help people with their problems

Organize time effectively

Follow well-defined instructions

Work on projects

Establish goals and follow through

Undertake detailed and accurate work

Relate to a wide variety of people

2.12   LEARNING APPLICATIONS ACTIVITIES

1)   Write a vignette based on your own experience (or the experience of a friend or relative) that illustrates an issue of career development.

2)   a) Review the vignette *Disillusionment.* What were some of the factors that contribute to John Wilkenson's dissatisfaction with this career progress?

    b) If possible, interview a recent college graduate who has taken a similar position with an accounting firm to obtain his or her observations and feelings about the job.

3)   a) Review the Vignette *A Career Dilemma.* What do you think Gordon Pollard should do?

    b) Share your analysis and recommendations with three or four colleagues.

4)   Step 1: With one or two colleagues who have similar career interests, interview an individual in a position you aspire to in 10 or 15 years. Ask about his or her major career problems and personal development strategies.

Step 2: Based on this interview, reevaluate your own career planning. Share your ideas with the group.

5)   Step 1: Based on readings, interviews of others, or personal observation, describe a person who has followed each of the four basic types of career paths: (1) transitory; (2) steady state; (3) linear; and (4) spiral.

Step 2: Share these descriptions with three of four colleagues.

6)   Review the description of the five types of career anchors. Assess your own position in relation to them.

2.13   SUMMARY

Career development is a life long endeavour that requires substantial self assessment and analysis and in turn provides challenges and opportunities. There are different theories of career development, which provides insight into stages of career development. In this unit, what people want in their careers has also been discussed. At the end of the unit different individual and organisational strategies for career development have been discussed.

2.14   SELF ASSESSMENT QUESTIONS

1)   Explain the concept of career system and discuss the career development perspective with illustrations.

2)   Discuss the job transitions and career concerns of an employees.

3)   Describe what an employee wants in a career and discuss different career problems.

4)   Discuss different strategies for career development.

2.15   FURTHER READINGS

Apter, M.J. (1989). Reversal Theory: Motivation, Emotion and Personality. London, Routledge.

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