Careers: An Organisational Perspective

AMG Schreuder

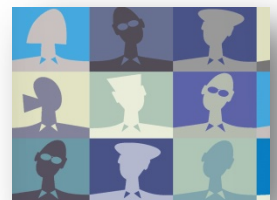M Coetzee

The Meaning of Work   (Chapter 1)

Learning Outcomes

After studying this chapter you should be able to:

- describe pre- and post-industrial meanings of work;

- discuss work as a central life interest;

- describe the nature of values;

- discuss how the Protestant work ethic influenced the meaning of work for contemporary society;

- discuss the work values of advancement and economic/material rewards influence the significance of work in people's lives;

- explain how work contributes to feelings of belonging and being useful in society;

- discuss the concept of work-family enrichment as a social work value;

- describe competencies currently important in work and how these relate to the work value of autonomy;

- discuss how spirituality affects the meaning of work; and

- explain the importance of diversity in the modern workplace

Evolution of meanings associated with work

Pre-industrial era	▪ Work as drudgery ▪ Work as instrumental to spiritual and religious ends ▪ Work as intrinsically meaningful for it's own sake
Industrial era	▪ Mechanistic, mass productions lead to decline in will to work ▪ Meaning sought outside sphere of work
Post-industrial era	▪ Information technology and globalisation lead to multi-cultural viewpoints about the meaning of work
21st Century	▪ Boundaryless, service driven, technology intensive work environments, heightened change and uncertain markets lead to a search of meaning, higher purpose and spiritual sense-making through one's work activities and life roles

Psychology of Working

Basic human needs fulfilled by working

- Survival and power
- Social connectedness
- Self-determination

Sources of work meaning

- Individuation
- Contribution
- Self-connection
- Unification

Variables that determine the meaning of work

A sense of belonging in society	The feeling of being useful in society through one's work by supplying ideas, services and products that are useful to society
Values	The norms, beliefs, principles, preferences, needs, interests, intensions, codes, criteria, world-view or ideology of individual's and societies which determine modes of work behaviour and work forms
Power structures	Dominant groups in society and organisations that transmit values and goals to the workplace by virtue of their positions of power and control over economic activity
Status	Social and material achievement that determine and individual's place in the status hierarchy of the community
Central life interest	Work is viewed as of central imortance in an individual's life
Leisure	Activities that fall outside the context of work and which are not necessarily instrumental in sustaining income
Self-actualisation	An inner-directedness through which individuals give expression to their intrinsic nature by self-enrichment, psychological growth and seeing meaning in being.
Competency	Individual's skills, knowledge and attitudinal values which enhance their employability and ability to adapt to change and which contribute to satisfying job and organisational requirements
Spirituality at work	The search for spiritual wholeness within the context of the workplace, involving the search to discover one's true self, higher life purpose and meaning through work activities and life roles. This implies creating a work environment of trust, respect and ethics where diverse groups of individuals can do their best work

Values influencing the Meaning of Work

Advancement

Autonomy

Economic/material rewards

Social values

Workplace spirirtuality
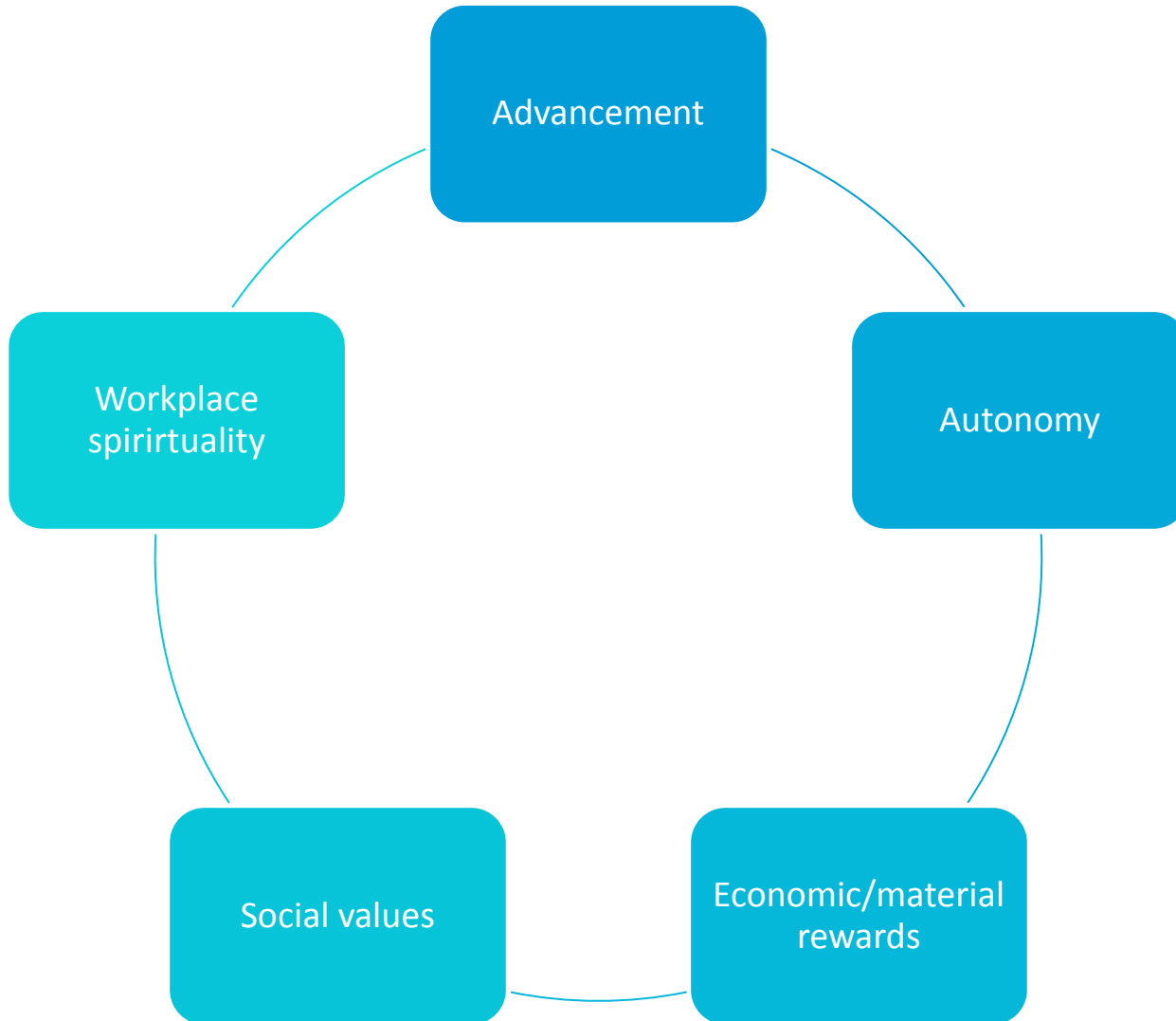
Changes in Organisations: Implications for Careers (Chapter 2)

Learning Outcomes

After studying this chapter you should be able to:

- explain the changes in organisation with regard to structure and workforce; and

- explain the various implications of the changing organisation for careers.

Differences between the traditional and modern workplace

Traditional workplace

- Stable environment, protected markets
- Production driven
- Mechanistic, product, functional, divisional structures
- Hierarchical, multiple management levels
- Seniority-based, time-based promotions
- Command and central management style
- Uni-dimensional career movements (linear)
- Organisation responsible for individual career planning and development
- Individual loyalty to organisation for lifelong and steady growing employment
- Job security, job-for-life
- One or two career choices at early career age

Modern workplace

- Dynamic, competitive,environment, global and unpredictable markets
- Service driven, technology intensive
- Flat, network, cellular structures
- Knowledge and information technology driven learning organisations
- Strategic, collaboration with competitors
- Multi-cultural organisations
- Small component of core employees, big component art-time, casual, contract staff
- Empowerment of people
- Competency-based outsourcing
- Self-directed teams
- Multi-directional career movements
- Diminishing loyalty for organisation
- Individual investment in employability
- Increasing emphasis on work-life integration
- Career self-management
- Life-long learning
- Knowledge workers
- Composite careers
- Repeated career choices at diferent age stages
- Careers as learning cycles (several organisations)
- Spirituality at work

Source: Adapted from Baruch (2004) and Thite (2001)

Twelve predictions regarding the changing nature of work

1. Social bonds between worker and company decrease
2. People combine into teams
3. Back to guild structures
4. Work will take place in a greater range of locations
5. Work is spread out in time
6. Work is more collaborative, less individualistic
7. Corporations morph into confederations with shared liability
8. Developing and delivering work support structures are a business in itself
9. The stars are "producers", not CEO's
10. Success means mastering ambiguity
11. Value embedded in social capital
12. A shift from live to work to work to enhance the quality of life

Global Trends that will influence Workplace 2025
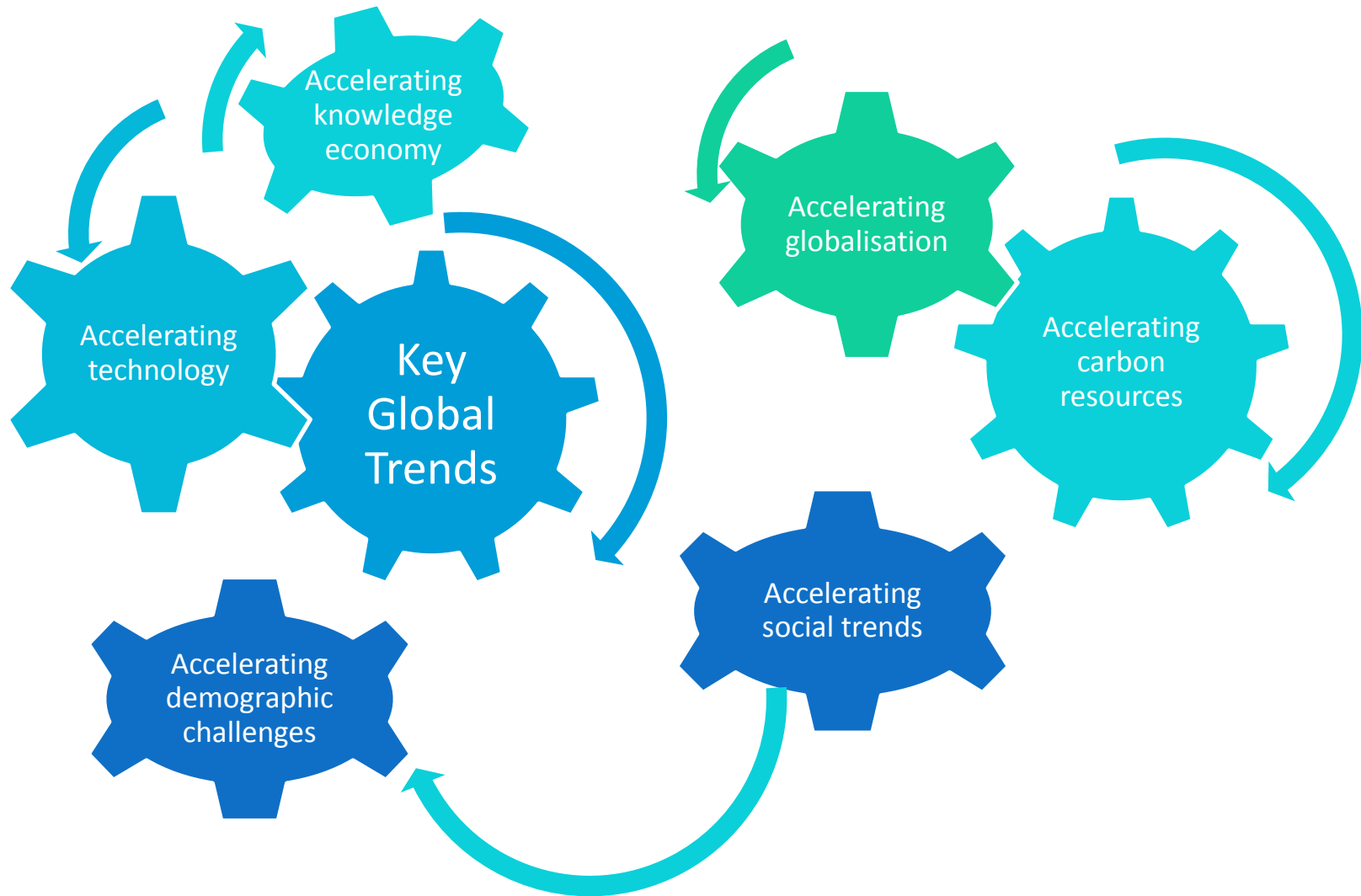
Career Management in the 21st Century

GLOBAL

Continuous learning
Competency
Resilience

Multi-cultural
Boundaryless
Technology

Knowledge Worker
Technical expertise

Ethics
Workeracy

Spiritual Intelligence
Emotional Intelligence
Self-employment

MULTI-CULTURAL

NATIONAL

Technology
Knowledge
Self-employment

PRODUCTIVE CITIZENSHIP

National Skills Development Strategy
Sustainable Development
Unemployment

AIDS / HIV
Employment Equity
HEALTH (virus)

ORGANISATION

MULTI-CULTURAL

Psychological
contract
Employment
agreements
Career
management
support

Youth
Unemployed
Equity
Disabled
Women

Learnerships
Learner
support
Working couples
Work –
family values

Knowledge
worker
Retention
of talent
Succession
planning

Temporary work
agreements
Employability
Continuous learning
Applied competence

PRODUCTIVITY

Job loss
Retirement
Obsolescence

Boundaryless
Protean career
Psychological
success
Career competency
Career resilience

DEVELOPMENT STAGES

SELF-IDENTITY

COMPETENCY

BIOGRAPHY

Career anchors
Career patterns
Career support
Life planning

First Adulthood/
Midlife transition
(26)30-45 years

Second Adulthood/
Late Adult transition
45-65 years

MATURITY

Early adult
transition
17-(25)30 years

Middle Adulthood/
Age of Mastery
45-59 years

Late Adulthood/
Age of integrity
65-85+years

The Need to Understand the Changing World of Careers

Career Success

• Vertical Movement • Externally motivated • Getting secure and belonging • More rewards	• Laterally • Internally motivation • Getting free (autonomy) • More competencies and growth

Career Paths

• Workers expect organisation to predict their career paths upwards • Life long employment	• It is a mutual discussion on growth strategies lateral moving • No more life long employment – seven to eight career changes

The Changing Organisation

" We can't promise how long we'll be in business

We can't promise that you won't be bought by another company

We can't promise that there will be room for promotions

We can't promise that your job will exist until you reach retirement age

We can't promise that the money will be available for your pension

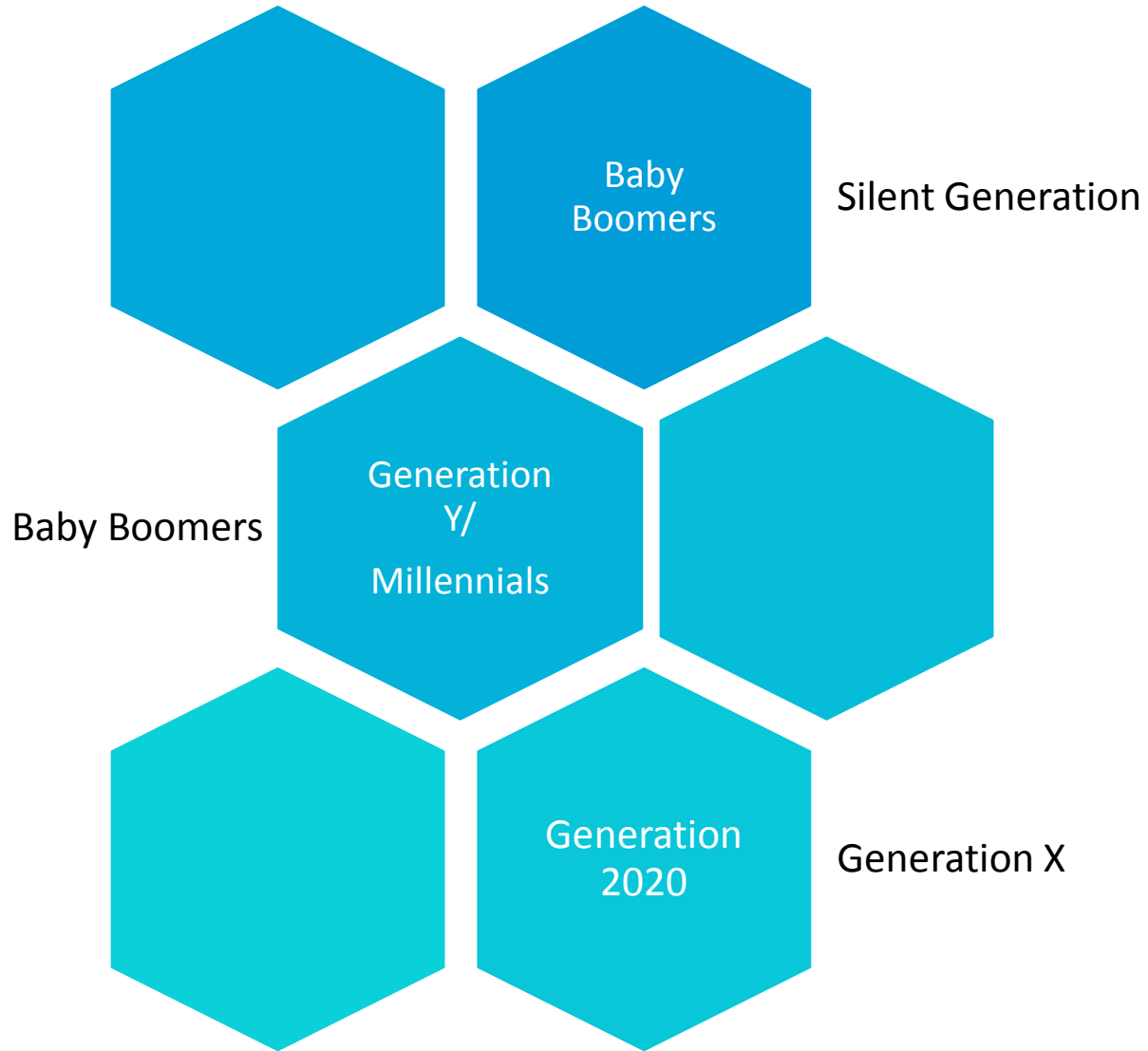We can't expect your undying loyalty and we aren't sure we want it"

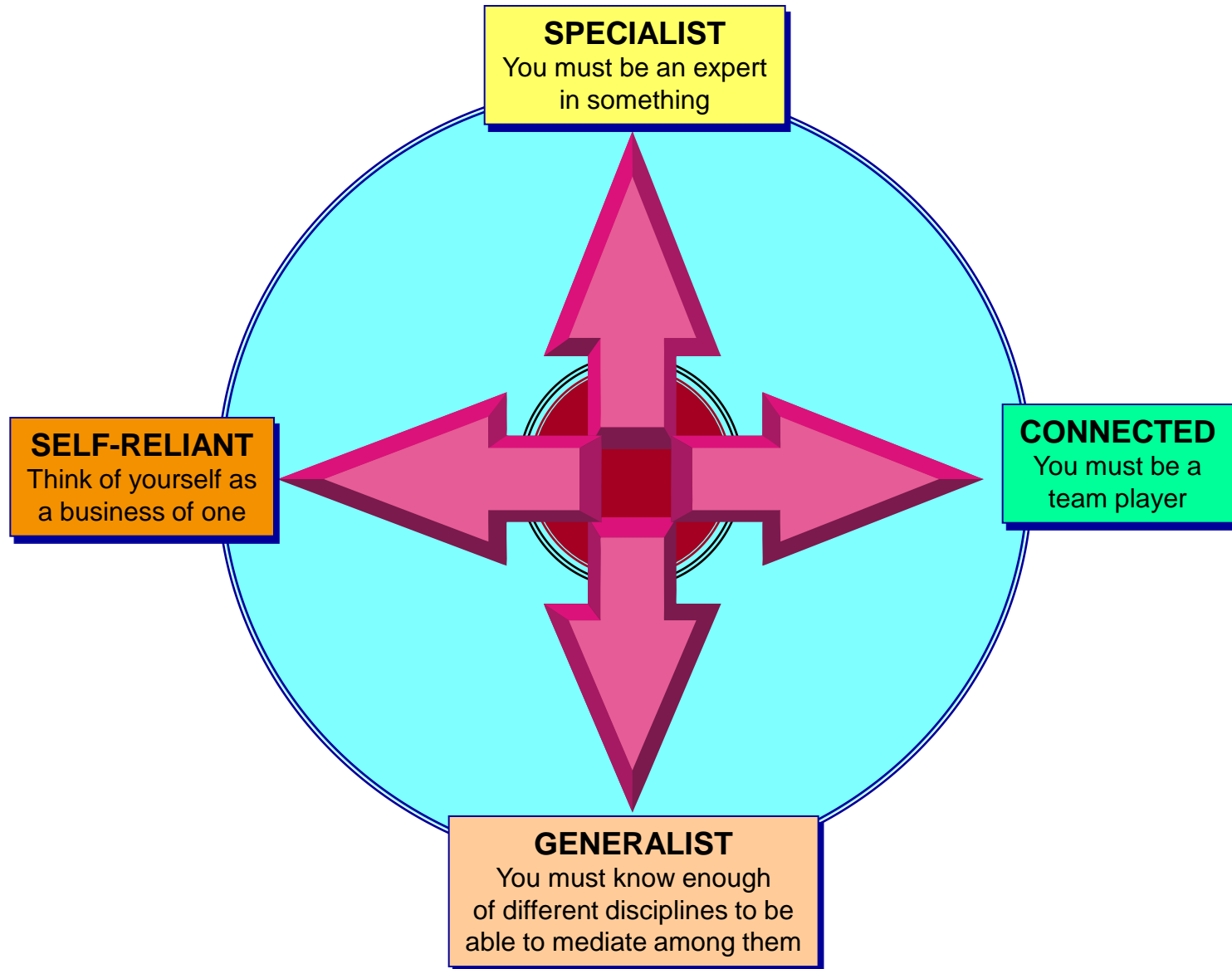| Career Aspect	Traditional Paradigm	New Paradigm
Job security	▪ **Job security is largely guaranteed (company policy)** ▪ **Security lies in positions, organisations and in being employed**	▪ **No job security and no promise of lifetime employment** ▪ **Security lies in the person and being employable**
Career advancement	▪ **Advancement measured in positions and levels attained**	▪ **Career renewal takes place in tasks and skills mastered**
Career development responsibility	▪ **Reliance on organisations**	▪ **Self-reliance or self-managed**
Movement between employers	▪ **Entire career could be sustained by one employer over an individual's life span**	▪ **More inter-organisational movements beyond single employers** ▪ **Intra-organisational mobility which features frequent job rotation, developmental assignments and transitions**

Career Aspect	Traditional Paradigm	New Paradigm
Career development	■ Continuous upward or linear mobility through promotions and job changes ■ Emphasis on stability, hierarchy, clearly defined positions for career progression	■ Limited *linear* progression and more *cyclical* and *lateral* movement ■ Increasingly discontinuous and unstable work lives
Career identity	■ Fully internalise company values, goals and link identities to organisation ■ Employment-context-based- "I am an IBM engineer"	■ Identity develops around a person's skills & competencies ■ Employer-independent –" I am software engineer"
Validation	■ Career success is measured by high salary and occupational status (externally defined)	■ Marketability is drawn from outside the present employer through portable skills and reputation (internally defined)
Psychological contract	■ Contract between person and organisation is *relational*: exchange of both monetary and non-monetary benefits (mutual loyalty, support, career-rewards)	■ Contract is shifting from *relational* to *transactional* where the employer contracts for application of specific skills and compensates skill holder for satisfactory performance

Generational Diversity

Baby Boomers

Silent Generation

Generation Y/ Millennials

Baby Boomers

Generation 2020

Generation X

The New Compass Points of a Manager's Career

SPECIALIST
You must be an expert in something

SELF-RELIANT
Think of yourself as a business of one

CONNECTED
You must be a team player

GENERALIST
You must know enough of different disciplines to be able to mediate among them

Source:W. Kiechell III, "A manager's Career in the New Economy," Fortune, 4 April 1994:70 .Copyright Time Inc.

Implications of changing world of work on careers

PROTEAN/BOUNDARYLESS CAREERS	Self-managed career (protean) and a career characterised by flexibility, mobility and movement between different global organisational contexts (boundaryless)
COMPOSITE/ PORTFOLIO CAREERS	Having more than one working role or holding more than one form of employment
ENTREPRENEURIAL CAREERS	Choosing self-employment as a career option which could include establishing and managing one's own business
CAREER PROGRESS AND SUCCESS	Career progress refers to individual's experiences of career growth which may include moving upward; increasing competence and expertise and gaining broader experience across multi-directional career movements. Career success refers to the objective and subjective (psychological) sense of achievement individuals experience regarding their careers
CONTINUOUS LEARNING	The process by which one acquires knowledge, skills and abilities throughout one's career in reaction to, and in anticipation of, changing performance criteria
CAREER RESILIENCE/CAREER ADAPTABILITY	The ability to adapt to changing circumstances by welcoming job and organisational changes, looking forward to working with new and different people, having self-confidence and being willing to take risks
NEW KNOWLEDGE AND SKILLS REQUIRED	A more complex and differentiated organisation results in the employment of more specialists and knowledge workers
NEW EMPLOYMENT RELATIONSHIPS	Changes in the workplace are characterised by a change in employment re;ationships. These relationships include long-term insiders; short-term insiders; long-term outsiders and short-term outsiders.
EMPLOYABILITY	A person's values in terms of future employment opportunities
CHANGING WORK AND FAMILY VALUES	The multicultural, multigenerational workforce and shift to nontraditional family structures give rise to diverse employee needs.
THE NEW PSYCHOLOGICAL CONTRACT	The mutual expectations and satisfaction of needs arising from the relationship between individual employees and their organisations. The contemporary psychological contract is a partnership relationship characterised by conditional attachment arrangements

Career Concepts and Career Models (Chapter 3)

Learning Outcomes

After studying this chapter you should be able to:

- define and explain the different career concepts;

- Explain career development in the context of the South African Framework for Cooperation in the Provision of Career Development (information, advice and guidance) Services

- discuss the career management model of Greenhaus et al (2010);

- discuss the 21st century career-planning model of Otte and Kahnweiler (1995);

- discuss the career invention model of Coetzee (2007);

- discuss the contextual action model of Young et al (2005);

- distinguish between the traditional plan-and-implement and modern test-and-learn career models; and

- apply the principles of the various concepts and models in your personal life and career development.

Definition of Careers

TRADITIONAL CAREER

Sequence of jobs, roles, positions during working life

CONTEMPORARY CAREER

Significant learnings and experiences that identify an individual's professional life, direction, competencies and accomplishments through positions, jobs, roles and assignments.

Individuals fit careers to their aims, desires and competencies

Key Career Concepts 1/2

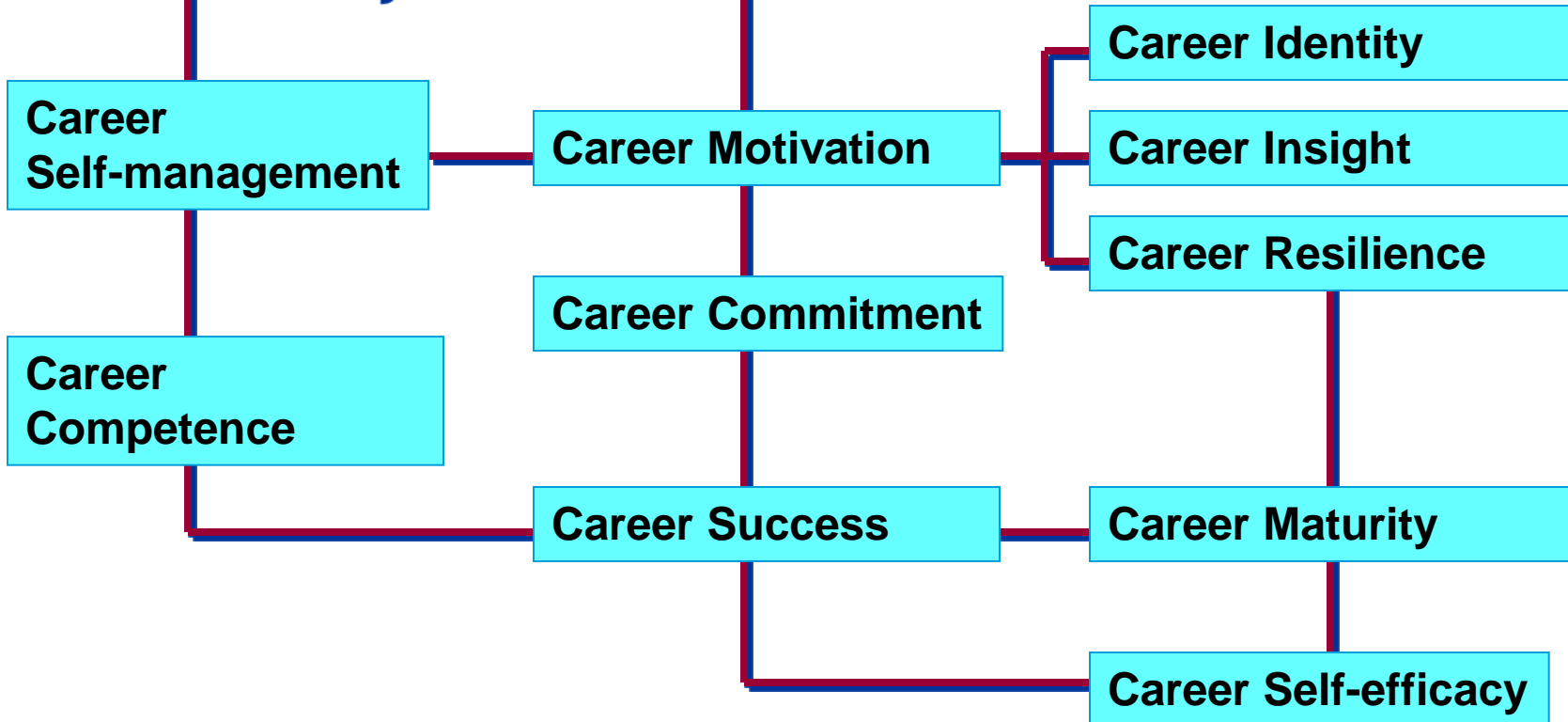| CAREER CONCEPT	DESCRIPTION
CAREER MANAGEMENT	The ongoing process whereby the employee obtains (1) Self-knowledge; (2) knowledge of employment opportunities; (3) develop career goals; (4) develop a strategy; (5) implement and experiment; and (6) obtain feedback on the effectiveness of the strategy and the relevance of the goals.
CAREER PLANNING	Process by which individuals obtain knowledge about themselves (their values, personality, preferences, interests, abilities), information about employment opportunities, formulate goals and develop a plan for reaching those goals.
CAREER DEVELOPMENT	The ongoing process by which individuals progress through a series of stages, each of which is characterised by a relatively unique set of issues, themes or tasks.
CAREER PATHS	Objective descriptions of sequential work experiences, as opposed to subjective, personal feelings about career progress, personal development or satisfaction.
CAREER SELF-MANAGEMENT	The ability to keep pace with the speed at which change occurs within the organisation and the industry and to prepare for the future through continuous learning and career planning efforts.
CAREER ADAPTABILITY	The psycho-social readiness and resources for coping with current and imminent developmental career/vocational tasks, changing work and working conditions, occupational transitions and work traumas

Key Career Concepts

CAREER CONCEPT	DESCRIPTION
CAREER COMPETENCY	Individuals' "know-why" (values, attitudes, internal needs, identity and life-style); "know-how" (expertise, capabilities: tacit and explicit knowledge); "know-whom" (networking relationships; how to find the right people); "know-what" (opportunities, threats and job requirements); "know-where" (entering a workplace, training and advancing); and "know-when" (timing of choices and activities) competencies and qualities which enable them to pursue meaningful careers.
CAREER SUCCESS	The objective and subjective (psychological) sense of achievement individuals experience regarding their careers.
CAREER MOTIVATION	The persistence and enthusiasm with which individuals pursue their careers, even in the face of adversity, based on their career identity, career insight and career resilience.
CAREER COMMITMENT	The passion individuals have for their chosen work roles or personal career goals.
CAREER MATURITY	The ability to make career decisions that reflect decisiveness, self-reliance, independence, and a willingness to compromise between one's personal needs and the requirements of one's career situation.
CAREER SELF-EFFICACY	The degree of difficulty of career tasks which individuals believe they are to attempt and the degree to which their beliefs will persist, despite obstacles.

Interrelationship between the key career concepts

Objective career

Subjective career

Career Paths	Career Management	Career Planning
		Career Development
Career Self-management	Career Motivation	Career Identity
		Career Insight
		Career Resilience
Career Competence	Career Commitment	
	Career Success	Career Maturity
		Career Self-efficacy

Characteristics of the Traditional Plan-and-Implement Career Models

- Use a ***linear process*** in setting career goals, from which flows an implementation plan.

- The end goal is usually ***fixed*** with the ideal of identifying the end goal as clearly as possible at the outset.

- Career planning and management process is ***deductive***, with career progress in stages, each building on the preceeding step. The starting point is ***analysis and reflection***: Individuals use ***introspection*** to find an inner truth that can help identify the desired end goal. An action plan is devised and implemented to get to that goal.
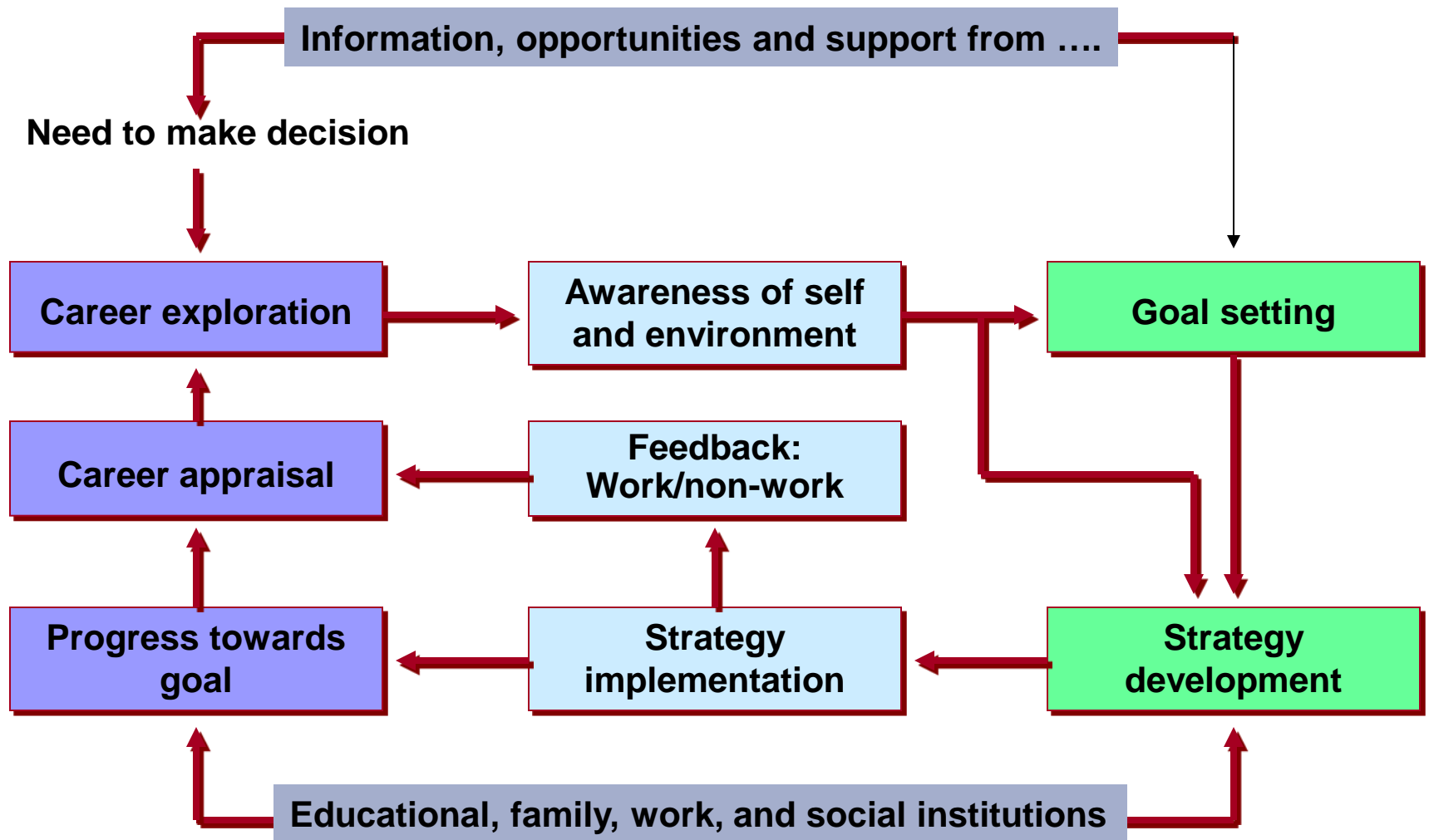
- Individuals require ***explicit knowledge*** which is used as an input to the carer management process: e.g. what jobs exist, what skills they like to use, what areas interest them, what their personality is, etc.

- Useful in facilitating ***career competency, career self-efficacy*** and ***career maturity*** in particular young adults or new entrants to the world of work.

Characteristics of the Modern Test-and Learn Career Models

Use a **circular process** in which iterative rounds of action and reflection leads to updating goals and possibilities.

Career goals are continuously **changing** with the ideal of improving one's ability to formulate and test hypotheses about future possibilities along the way.

Career planning and management process is **inductive**, with progress by iteration with leaps of insight. The emphasis is on **taking action** and **experimenting** with various future **possibilities**. Individuals learn from **direct experience** to recombine old and new skills, interests, and ways of thinking about themselves, and to create opportunities that correspond to the evolving self-concept.

Individuals require **implicit knowledge** which is continuously created through the career management process: e.g. what is feasible, what is appealing.

Useful in facilitating **career adjustment** and **career resilience** in adults dealing with **career transitions**.

A Career Management Model

Information, opportunities and support from ….

Need to make decision

| Career exploration | → | Awareness of self and environment | → | Goal setting |

Career appraisal ← Feedback: Work/non-work

Progress towards goal ← Strategy implementation ← Strategy development

Educational, family, work, and social institutions

Life Planning in the 21st Century

Career Invention Model

Self-exploration

- Possible selves / working roles
- Career -assessment
- Life purpose
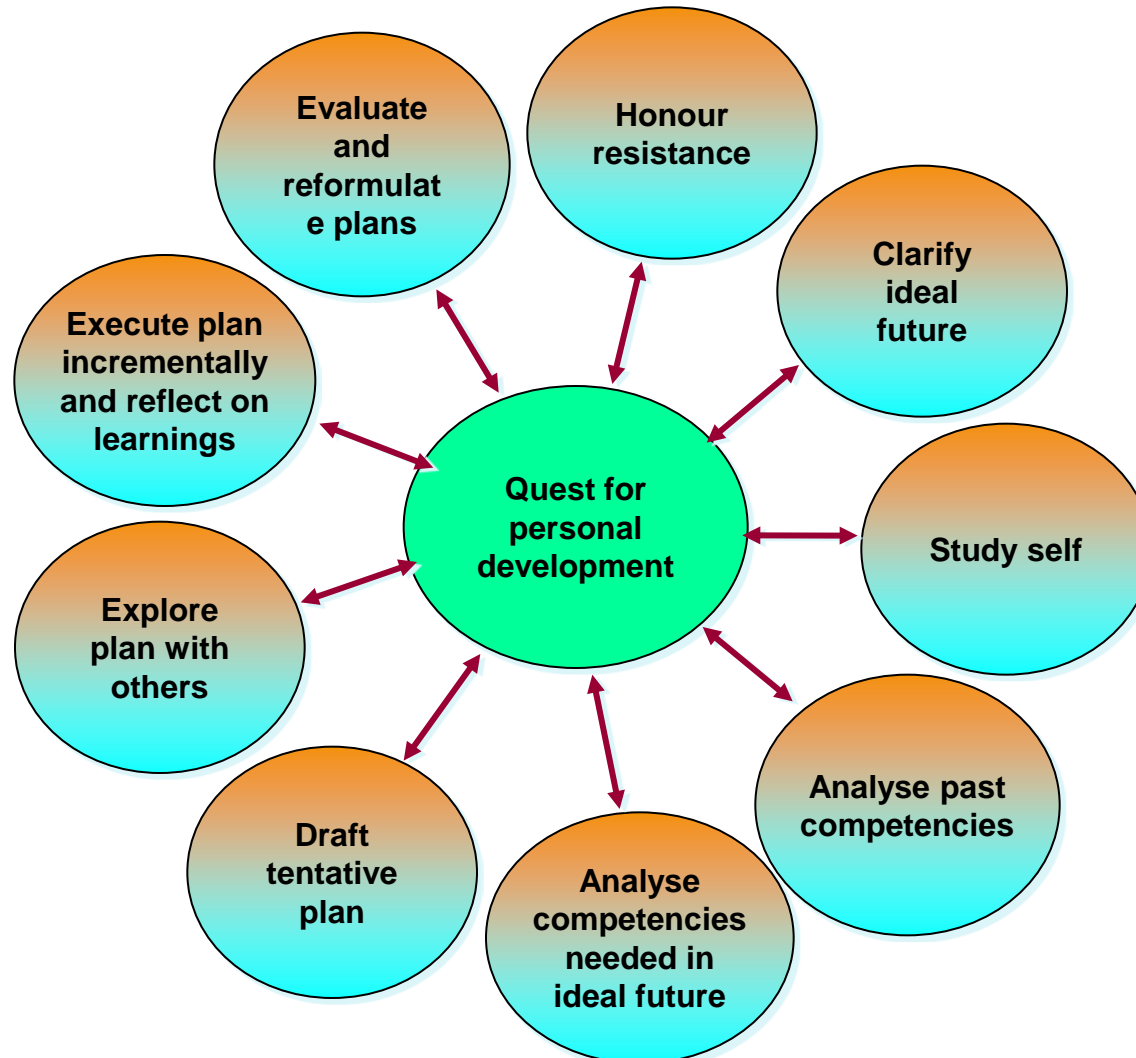
Experimentation

- Take action
- Achieve small successes
- Reflect on achievements/ failures
- Update goals/ possibilities/ self-conceptions
- Allowing "in-between" periods of unemployment
- Seizing new opportunities

Exploration of Career Optiopns

- Research career options
- Prioritise career options
- Write a short- and long-term plan
- Write an action plan

Continuously Reinventing ourselves

- ➢ Living with purpose
- ➢ Becoming all that we can be

Characteristics Underlying a Successful Career

21st Century World of Work

Turbulence

Rapid Change

Uncertainty

De-jobbed

Boundaryless

Flatter Structures

Enablers

Transferable Skills and Talents
Self-Knowledge
Intentions

Drivers

Career Motivation
Career Commitment
Career Maturity
Life Purpose

Career Orientations

Harmonizers

Career Resiliency
Emotional Intelligence/Competence
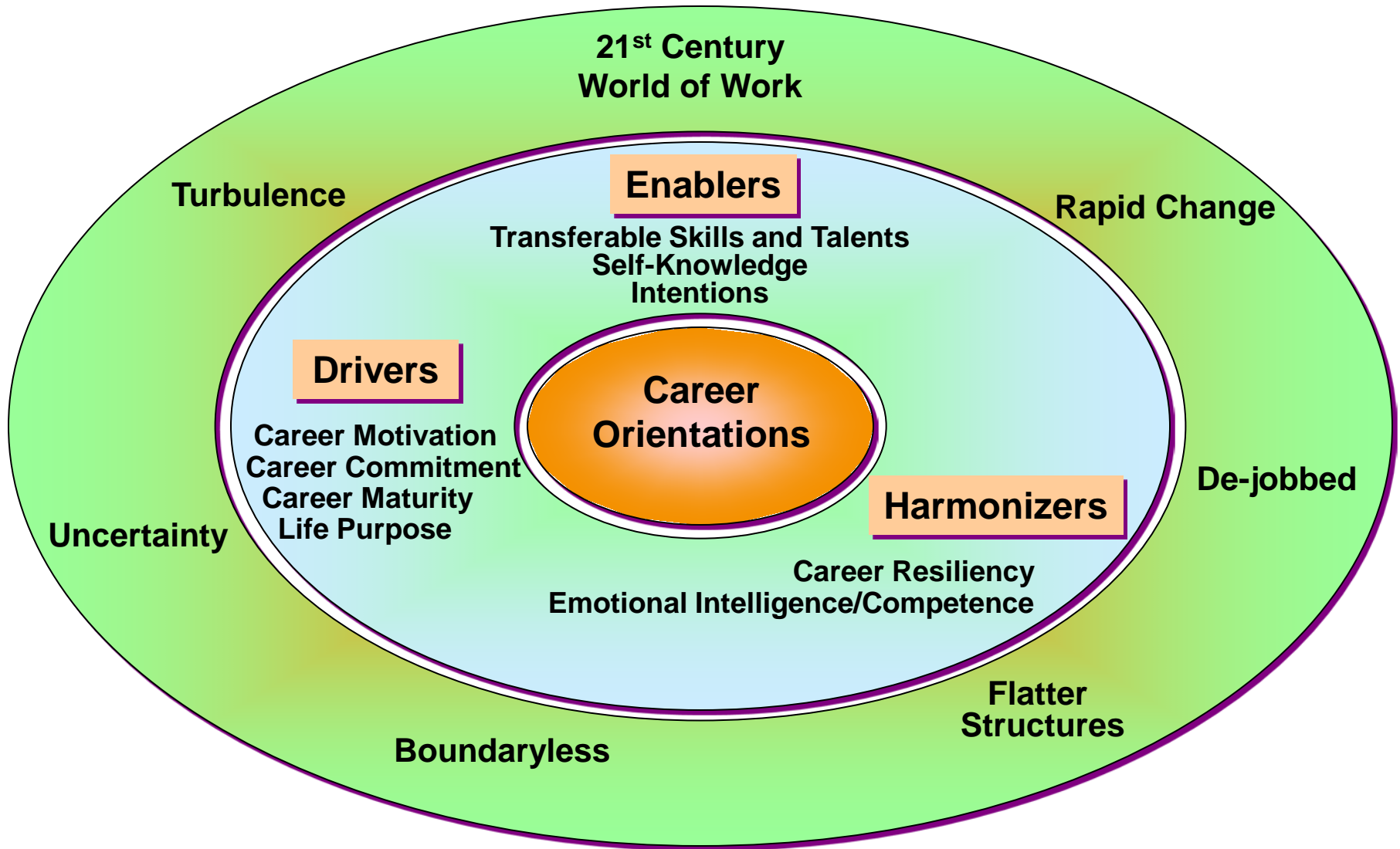
Career Choice and Counselling
(Chapter 4)

Learning Outcomes

After studying this chapter you should be able to:

- Discuss the trait-and-factor/person-environment-fit approaches;
- Describe the categories of types and relationships between types in Holland's theory;
- Describe the psychological processes that constitute types in Jung's theory and indicate their relevance to occupational choice;
- Explain Dawis and Lofquist's view of how the fit between the individual and work contributes to work adjustment;
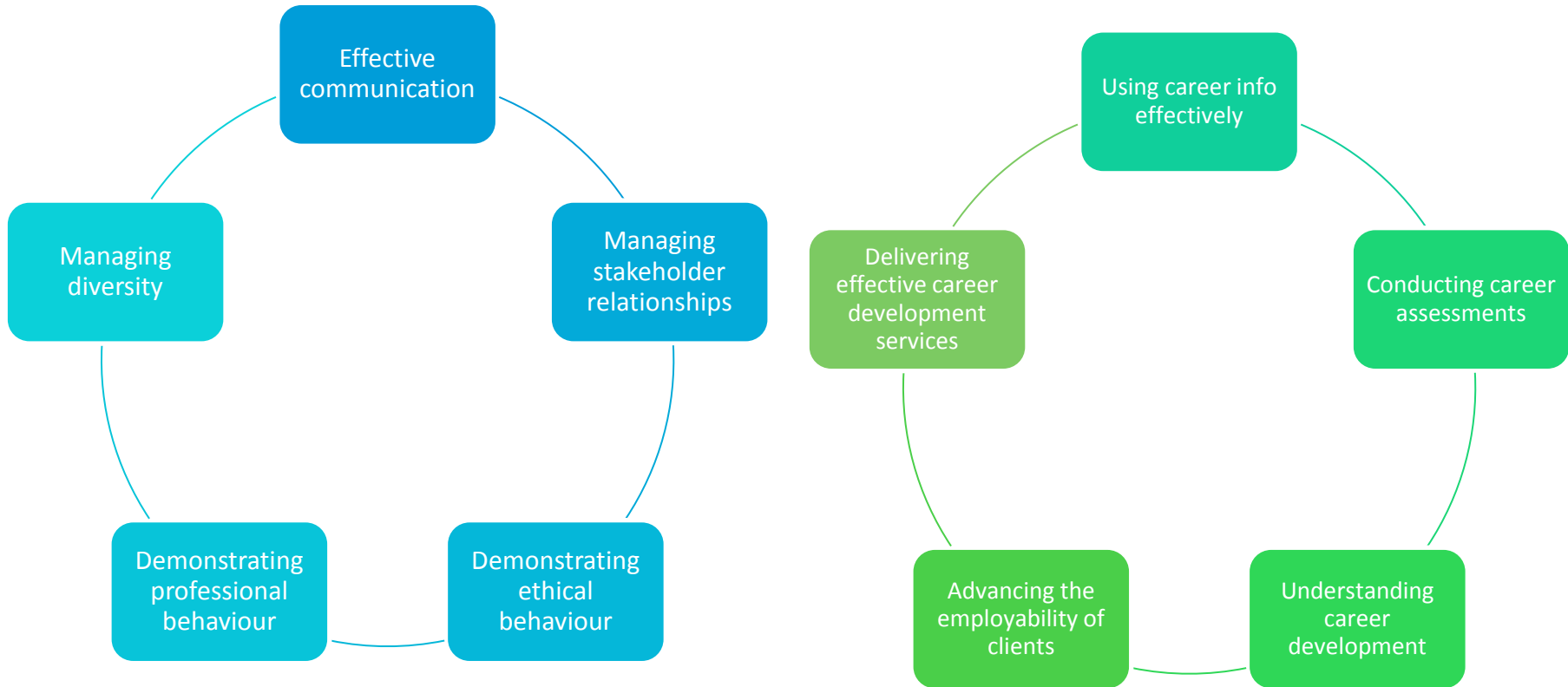- Explain Super's views on self-concepts, career maturity, career adjustment and life stages;
- Discuss the cognitive-behavioural approaches to career decision-making;
- Describe the determinants and outcomes of the decision-making process in Krumboltz's theory;
- Explain how self-efficacy expectations are involved in differential career development of men and women in Hackett and Betz's model;
- Discuss the life-career theory of Tiedman, O'Hara and Miller-Tiedeman;
- Explain the influence of childhood experiences on career choice and decision-making a discussed in Bordin's theory;
- Explain the role of needs and parent-child relations in Roe's theory;
- Discuss the person-in-environment perspective of Cook, Heppner and O'Brien;
- Describe Brown's view of values in career choice;
- Describe the contribution of Savickas's career constitution theory and logotherapy to career development counselling in the modern workplace;
- Differentiate between the three waves of career development theory and intervention;
- Discuss the application of the various career theories in practice; and
- Discuss ethical considerations in career counselling.

Career counselling is:

a one-to-one interaction between practitioner (or counsellor) and client, usually ongoing, involving the application of psychological theory and a recognised set of communication skills. The primary focus is on helping the client making career-related decisions and deal with career-related issues.

Core Competencies for Career Development Practitioners in South Africa

- Effective communication
- Managing stakeholder relationships
- Managing diversity
- Demonstrating professional behaviour
- Demonstrating ethical behaviour

- Using career info effectively
- Conducting career assessments
- Delivering effective career development services
- Understanding career development
- Advancing the employability of clients

Overview of the major career choice theories

CONTENT THEORIES	PROCESS THEORIES	POST-MODERN APPROACHES
- Trait-and -factor approach (F. Parsons) - Roe's theory - Holland's theory - Bordin's theory - Dawis & Lofquist's theory - Krumboltz'z theory - Hackett & Betz's theory - Brown's theory	- Ginzberg's theory - Super's theory - Tiedermann,O'Hara & Miller-Tiederman's theory	- Creating narratives based on Narrative therapy/Career construction - Contextualisation of career development - Existential career counseling based on Frankl's Logotherapy

THEORETICAL APPROACH: **TRAIT FACTOR**

MAIN ASSUMPTIONS

- We possess unique configurations of character traits that stabilise after adolescence and are either inhibited or developed as a result of the interaction between us and our environments
- Each career requires a unique pattern of personality traits if a person is to perform satisfactorily in that occupation
- Satisfactory performance, in turn, contributes to a higher degree of need fulfilment
- If needs are not met satisfactorily, this could lead to a change in occupation
- Once both aspects have been identified (mainly through psychological tests and inventories), the two sets of characteristics can be matched to find an optimal ' goodness of fit' between the person and his or her environment (Williamson 1965)

CRITIQUE

The configuration of factors and relationships between traits, which co-determine career choice, are not taken into account and the process of choosing a career is not explained satisfactorily (Brown 1990). 'Trait-and-factor theory would have us believe that career counseling was a purely cognitive matching process. No feelings. No fears and anxieties … No false assumptions. No hopes and aspirations. No family involvement. No status considerations. No racial or gender stereotyping. No religious or community pressure' (Krumboltz 1993:146

THEORETICAL APPROACH: **STRUCTURAL**

MAIN ASSUMPTIONS

• People in different careers have differing personality traits. These differences in traits originate in the 'patterning of early satisfactions and frustrations' (Roe & Lunneborg 1990:75) Roe believes that our genetic make-up and childhood environments lead to the development of specific personality types, and that, together, these influences lead to the choice of careers.

CRITIQUE

Interaction between 'socio-demographic variables' and career choice (Brown 1990:351) is not explained satisfactorily. The focus is on career choice, rather than on career development.

THEORETICAL APPROACH: STRUCTURAL

MAIN PROTAGONISTS: HOLLAND'S THEORY OF TYPES (Sharf)

MAIN ASSUMPTIONS

Four basic assumptions apply:
- Most people can be categorised into six personality types, namely realistic, investigative, artistic, social, enterprising or conventional. Our behaviour is indicated by the way in which we relate to the environment.
- Work environments can be categorised similarly into the same corresponding categories.
- People 'spontaneously' search for environments that will allow them to 'exercise their skills and abilities, express their attitudes and values, and take on agreeable problems and roles' (Weinrach & Srebalus 1990:41)
- Our behaviour is co-determined by an interaction between our personalities and our environments. People who occupy an environment characterise that environment.

It is assumed that analysis of our career choices can help to reveal our underlying motivations, insights and degrees of self-understanding.

CRITIQUE

Holland's Self-Directed Search (SDS) represents a major contribution towards bridging the gap between career- counseling theory and practice. However, because the SDS uses raw scores, women fall into the Social and Artistic categories more often than into the Realistic and Conventional categories, rendering the scale sexist. Holland also fails to explain how personality develops and changes. Futhermore, the concepts of 'differentiation' and 'consistency' are highly debatable and should be omitted. Lastly, the impact of the constellation of economic and environmental factors has not been taken into account.

THEORETICAL APPROACH: **DEVELOPMENTAL**

MAIN PROTAGONISTS: **GINZBURG'S ADOLESCENT CAREER DEVELOPMENT** (Sharf)
SUPER'S LIFE-SPAN THEORY

MAIN ASSUMPTIONS

- Ginzburg and others theorise that career development is a process that ends in the making of an occupational choice. The ideal represents an optimal choice between our ideals and opportunities. (This is referred to as 'the fit between …. changing career goals and the realities of the world of work' (Ginzburg 1984:180)
- Ginzburg and others try to explain our choices of occupations from a developmental standpoint.
- To a large extent, our self-concepts determine or shape not only our career choices, but also the degree to which we will experience self-fulfilment in careers.

CRITIQUE

The developmental theory assumes special significance in the light of the importance of the adolescent phase in the career-counseling and decision-making process. The concepts used are particularly useful when we work with adolescents.

Super borrowed a number of concepts from existing theories, rather than making an original contribution to personality theory (Crites 1981; Nel 1992)

The developmental approach is probably mainly suitable for the needs of the American middle-class.

The theory is not 'unified'.

Socio-demographic factors have not been taken into account to a satisfactory extent, for instance, reasons for discrimination in the workplace and differences in the career patterns of individuals from lower socio-economic groups.

A segmental model of career development
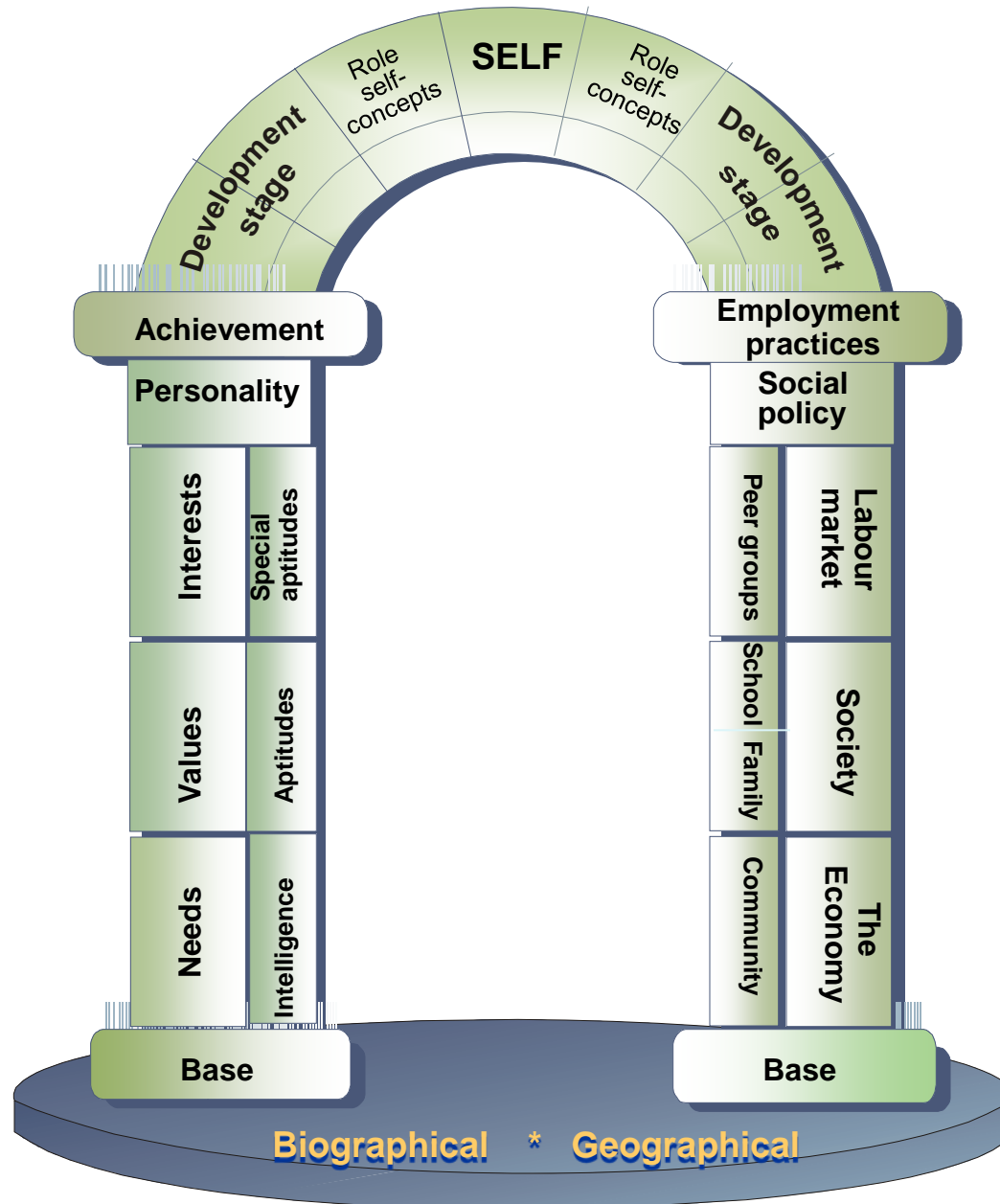
SELF

Role self-concepts

Development stage

Achievement

Personality

Interests

Special aptitudes

Values

Aptitudes

Needs

Intelligence

Employment practices

Social policy

Peer groups

Labour market

School Family

Society

Community

The Economy

Base

Base

Biographical * Geographical

THEORETICAL APPROACH: DEVELOPMENTAL

MAIN PROTAGONISTS: **GOTTFREDSON**

MAIN ASSUMPTIONS

- Gottfredson deals explicitly with the career issues of women in an attempt to explain the 'well-documented differences in aspirations by social groups (eg. race, sex, social)' (Gottfredson 1983:204). Self-concept, which includes level of intelligence, gender, interests, values, abilities and socio-economic status, is assumed to play a key role in determining our career choices. We 'form cognitive maps of occupations based on (1) the masculinity or femininity of the occupation, (2) the prestige of the occupation, and (3) fields of work' (Beale 1998:298)

CRITIQUE

The emphasis that Gottfredson's theory of career development places on gender (sex-role stereotyping) and social class background does not figure in most other theories. Implementing this theory and freeing information supplied by educational institutions and counselors of gender bias, might 'provide an atmosphere in which wide varieties of interest can develop, regardless of sex … ultimately [affecting] the child's self-concept and ability to make career decisions' (Sharf 1997:169)

THEORETICAL APPROACH: **SOCIAL LEARNING**

MAIN PROTAGONISTS: **KRUMBOLTZ**

MAIN ASSUMPTIONS

- An intricate configuration of learning experiences and task-approach skills facilitates an individual's preference for certain activities, including a career. This theory attempts to explain the ways in which we acquire career and educational preferences and skills, and how we select our courses and careers (George & Cristiani 1990:224).
- A counsellor's positive reinforcement, which facilitates self observation as well as world-view generalisations, plays a pivotal role in the career decision-making process (Mitchell & Krumboltz 1996). The use of role models, however, also provides potentially invaluable, associative learning opportunities (Mitchell and Krumboltz 1990). Finally simulation (Krumboltz 1970; Sharf 1997) of a career experience provides potentially crucial, experiential experience provided that the client is exposed to the entire scope of a career, and not just menial. less important aspects.

CRITIQUE

Krumboltz does not explain career changes (the theory is not developmental) (Brown 1990). However, an attempt is made to explain hoe prospective career decision-makers experience their environments and 'redefine themselves and their environments in the process' (Brown & Brooks 1990:7). Of particular importance is the view that the choice or preference by itself does not facilitate linearly an individual's becoming a 'particular kind of worker or student' (Herr 1996:22) Rather, this is influenced by a number of environmental factors, many of which are beyond the control of individuals (Krumboltz, Mitchell & Gelatt 1975). The work of Krumboltz and his colleagues has to a lerge extnt underpinned the work of self-efficacy.

THEORETICAL APPROACH: DECISION-MAKING: INDIVIDUALISTIC

MAIN PROTAGONISTS: MILLER-TIEDEMAN, TIEDEMAN AND O'HARA

MAIN ASSUMPTIONS

- Developmental theorists such as Ginzburg and Super influenced Tiedeman.
- The process of decision-making is descriptive, rather than prescriptive, based on individuals and their life processes an needs.
- The emphasis is on our life processes in career development, as well as continued self-exploration and self-renewal. Not only is the decision-making process stressed, but also our potential to remain in control of our circumstances.
- Career is regarded as 'an exciting journey, rather than … a goal oriented drudgery that is imposed on individuals by society' (Miller-Tiedeman and Tiedeman 1990:309)
- Career development is seen as the process of forming a career identity. We go through systematic processes of problem solving before we make carer choices. These processes begin when we experience problems or needs and have to make decisions.

CRITIQUE

This theory is characterised by the respect Tiedeman and his colleagues show for the individual and his/her uniqueness and complexity (Sharf 1997). Guidance facilitated by this approach assists clients in sharpening their own skills, developing and strengthening their self-concepts and self-understandings, and helping them to accept responsibility for their own decisions.
The individual person's impact on the environment or context, however, is not taken fully into account.

THEORETICAL APPROACH: EMERGING THEORIES: SOCIAL LEARNING THEORY

MAIN PROTAGONISTS: CAREER DECISION-MAKING SELF-EFFICACY

MAIN ASSUMPTIONS

- Career self-efficacy (CSE) and career decision-making (CDM) are components of social-cognitive career theory (SCCT) in response to the 'cognitive revolution' (Borgen, in Watson, Foxcroft & Eaton 2001:2).
- The distinction between the content and process of career choice is increased – how we choose is regarded as more important than what we choose.
- This theory emphasises cognitive processes (such as self-efficacy), which regulate our actions, and it is based on Bandura's social learning theory.

CRITIQUE

In its essence, this theory tests the value of a general learning theory for career-related behaviours. However, it has not been researched as thoroughly as the preceding theories. The relationship between CSE and CDMSE and age or grade, for instance, has not been shown satisfactorily.

Gender-related research has not yielded satisfactory results and research across cultures is lacking (Lent, Hackett & Brown 1999:229). This theory explains 'many career-related behaviours, stress reactions, phobias, social skills, coping behaviours, achievements, etc '(Herr 1996:24)

THEORETICAL APPROACH: SOCIOLOGICAL AND ECONOMIC PERSPECTIVES

MAIN PROTAGONISTS: CAPLOW, BANDURA, BLAU AND DUNCAN

MAIN ASSUMPTIONS

The role of social organisations is emphasised. The following theories are emphasised:
- Accident theory holds that individuals choose careers based on chance opportunities.
- Status attainment theory emphasises the relative impacts of achievement and social status upon our career choices
- Race, sex and family values or influences are seen as instrumental in predicting our career choices (Sharf 1997)
- Human capital theory explains that we invest in our own education and training in order to maximise our lifetime career earnings
- Dual economy theory contends that firms and labour markets are divided into at least two groups (primary and secondary)
- Adolescents should realise that many careers will not be available to them unless they gain experience and receive higher training
- 'Counsellors should have detailed knowledge about the jobs, hiring practices, pay scales, etc. of local employers …[this] will help clients understand the long range implications of taking relatively dead-end jobs, which pay low salaries and have a rapid turnover and little chance of advancement' (Sharf 1997:410-411)

CRITIQUE

Sociological and economic perspectives on career development assume significance because they highlight the effects that market-related (social and economic) factors have on our career development.

THEORETICAL APPROACH: POSTMODERN PERSPECTIVES

MAIN PROTAGONISTS: SAVICKAS

MAIN ASSUMPTIONS

In the 21century, innovative leadership, which will encourage or express an ethic or self-development, is needed (Maccoby 1981). The post modern approach facilitates a move towards perspectivity instead of objectivity and away from a career ethic and career development to an ethic of self-development. Teamwork, interpretivism, values, active participation in the community and success through co-operation and contribution comprise this development ethic (Savickas 1993;1996) The following six innovations in the area of career counselling have become manifest:

• No more experts (Lather 1991)
• Enable rather that fit
• Rewrite the grand narrative
• Career is personal
• Career counselling theory is not counselling theory
• Stories rather than scores - the aim is to facilitate clients -
  • becoming authors of their own careers
  • identifying themes and tensions within the story line
  • establishing which skills they will need to write the next chapter (Savickas 1993:213)
   The assessment phase is deemed essential in defining and understanding the client's world-view and the

therapeutic value of implementing story-telling and 'restorying' (Krieshok, Hastings, Ebberwein, Wettersten & Owen 1999:212) is emphasised

CRITIQUE

The innovations proposed by Savickas are highly compatible with the postmodern trend in general, and the person-centered perspective in particular. The approach adds a personal flavour to the process of career counseling. This approach provides potential protection against inaccurate diagnosis and incorrect application of technology, including tests and inventories. It is also aligned with various methods of data gathering and hypothesis testing (Lent 1996) It still has to be proved that this approach is successful for use with groups. The economical use of time also needs to be proved to be possible.

A Diagnostic Framework for Career Services

PURPOSE	LOCUS OF CAREER SERVICE			OUTCOME
	CAREER SELF	**VOCATIONAL SELF**	**ENVIRONMENT (LIFE ROLES)**	
Facilitate Career Competency	***Career Counseling*** Client Need: To learn more about subjective views of life, develop personal and vocational identity, crystallise occupational field and ability level preferences, mature/deepen personality Purpose: To crystallize vocational identity and envision a subjective career by facilitating self-reflection and cognitive restructuring, elaboration of self-concept through introspection & discussion of subjective career Model(s): Person-centered (Rogers) Post-modern (e.g. Narrative Approach)	***Career Guidance*** Client Need: To articulate behavioural repertoire (interests, abilities, preferences, motives, anchors) and translate it into vocational choices and options (congruent occupational fields and levels) Purpose: To translate self-concepts into occupational titles for clients who possess clear and stable vocational identities but have no vocational destiny in mind Model(s): Trait & Factor theories (e.g. Holland) Tests and inventories (e.g. MBTI/ Schein's Career Anchors/ Driver's Career Patterns)	***Career Placement*** Client Need: To implement vocational choice & secure a position in a chosen occupation Purpose: To reduce employment seeking anxiety, increase assertiveness, counter mistaken beliefs, coach exploratory behaviour, increase social skills and refine self-presentation behaviour by assisting clients who are ready to implement a choice with information gathering, writing resumes, networking, searching for forms of employment and preparing for interviews/guidance on self-employment/learnerships Models: Social learning theory (e.g. Krumbolts) Career Management Model (Greenhaus et al)	Career Self-efficacy/ Career Maturity
Facilitate Career Adjustment	***Career Therapy*** Client Need: To form a personally meaningful vocational identity Purpose: To help clients who experience motivational problems (e.g. job loss/career transitions/midlife/late life/ quarter life crises) excessive indecisiveness, anxiety and conflicts to develop a clear and stable vocational identity by examining personal motives and recurring problems, & modifying distorted motives Model(s): Personal & Career Counseling Models (e.g. Psychodynamic approach of Bordin) Existential/meaning centered approach – Logotherapy – Frankl)	***Career Education*** Client Need: To learn to better manage one's motivation and implement one's self-concept, enact one's subjective career intentions (life/career stage challenges) Purpose: To assist the development of self-management attitudes(foresight/ autonomy) and competencies (planning/decision-making) and readiness to cope with vocational development tasks (life/career stages developmental tasks), fostering coping attitudes and competencies Model(s): Developmental (e.g Super) Decision-making theory (Miller-Tiedeman & O'Hara) 21st Century Career Planning Model (Otte & Kahnweiler)	***Career Coaching*** Client Need: To adjust to/cope with challenges of occupational position (e.g. organisational culture, job requirements, co-workers, entering the world of work, accelerated career development challenges, work-family imbalances, limited progression routes) Purpose: To teach adaptive mechanisms through mentoring and coaching (skills training) Model(s): Organisational Development Organisational Career Management System (Support practices, e.g. mentoring) Theory of Work Adjustment (Dawis)	Career Resilience

Schemata for vocational behaviour

CAREER SELF

- subjective career
- self-concept
- life themes
- values, beliefs
- career attitudes
- career education
- competencies
- career competency

VOCATIONAL SELF

- response behaviour (vocational requirements/ challenges & life / career stage developmental tasks)
- environmental awareness
- career maturity
- career resilience

LIFE ROLES

(Environment / Occupational stimuli / Form of employment)

- work
- family
- friends
- love

DRIVES

(motives / interests / anchors / patterns / preferences

Life and Career Stages (Chapter 5)

Learning Outcomes

After studying this chapter you should be able to:

- Differentiate between the concepts of life stages and developmental career stages;
- Differentiate between the various developmental career stage activities and tasks of career adaptability
- Explain contemporary non-age normed psychosocial career preoccupations
- explain how development in childhood can affect adult career development behaviour;
- explain the career development tasks of the adolescent;
- explain the career development tasks of late adolescence and adulthood;
- Explain the concept of emerging adulthood;
- differentiate between the career development of men and women
- describe the characteristics and life tasks of the early adulthood life stage;
- describe the establishment and achievement phases of the early adulthood life stage;
- describe organisational and individual actions for assisting with early career issues;
- describe the characteristics and life tasks of the middle adulthood life stage;
- explain what individuation involves; relate generativity to the mid-life stage;
- discuss the mid-life crisis;
- describe organisational actions for assisting with mid-life/career issues;
- describe the characteristics and life tasks of the late life/career stage;
- discuss retirement in terms of motivation and adjustment;
- describe theories that explain retirement;
- indicate the nature of organisational pre-retirement programmes; and
- describe factors that can influence early retirement.
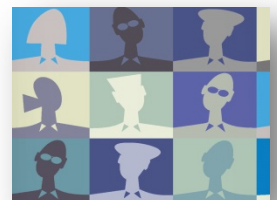
Life and Career Stages

Life stage

Age-normed

Psychobiological developmental turning points in one's life

Childhood

Adolescence

Emerging adulthood

Adulthood (early, middle,late)

Career Stage

Developmental career stage activities and tasks of career adaptability in emerging adulthood and adulthood (early, middle, late):

Exploration

Establishment

Management

Disengagement

Life - Career Stages and Issues

Life-career Stage	Establishment, 17 - 25	Advancement, 26 - 39	Maintenance, 40 - 59	Retirement, 60+
Work-related demands	Obtaining job-related skills and knowledge	Becoming an independent contributor	Developing the skills of others	Sharing work experiences with others
Primary psychological needs	Depending on others for rewards	Depending on self for rewards	Depending on others for need satisfaction	Letting go of work identity
Primary need fulfillment	Security	Achievement, autonomy	Esteem	Self-neutralisation, self-revitalisation

SOURCE: Based on DT Hall, Careers in Organisations (Santa Monica, Calif.:Goodyear, 1975) See also J.Gibson, J Ivancevich and J Donnelly, Jr, Organisations, Behaviour, Structure, Processes, 8th ed.(Burr Ridge, III: Irwin, 1994)

Life tasks and challenges of the early, middle and late life/career stages
1/3

LIFE/CAREER STAGE	KEY LIFE TASKS/CHALLENGES
EARLY LIFE/CAREER STAGE	■ Achieving independence and responsibility ■ Developing self-reliance or autonomy ■ Establishing one's identity ■ Finding a place in and contributing to society ■ Making an impact on one's environment ■ Becoming established in an occupation and in family life ■ Developing intimacy, becoming committed and involved - developing stable affiliations ■ Becoming employable and career resilient (dealing with job transitions and sustaining employability) ■ Dealing constructively with quaterlife crisis

Changes during the Early Career

ESTABLISHMENT THEMES	ACHIEVEMENT THEMES
Fitting in	Moving up
Dependence	Independence
Learning	Contributing
Testing competence	Increasing competence
Insecurity	Self-confidence
Seeking approval	Seeking authority

Life tasks and challenges of the early, middle and late life/career stages
2/3

LIFE/CAREER STAGE	KEY LIFE TASKS/CHALLENGES
MIDDLE LIFE/CAREER STAGE	◾ Refining one's identity ◾ Clarifying one's values and philosophy of life ◾ Adjusting to changes in family life ◾ Utilising more leisure time ◾ Finding new occupational satisfactions ◾ Sustaining employability ◾ Dealing with career transitions ◾ Finding a balance between agency and communion ◾ Resolving psychological polarities to achieve greater individuation: young/old; destruction/creation; masculine/feminine; attachment/separateness; generativity/stagnation ◾ Dealing constructively with midlife-crisis ◾ Maintaining health and emotional well-being

LIFE/CAREER STAGE	KEY LIFE TASKS/CHALLENGES
LATE LIFE/CAREER STAGE	Dealing with socio-emotional losses Establishing satisfactory physical living arrangements Adjusting to changes concerning one's spouse Maintaining health and emotional well-being Preparing for retirement Sustaining ego-integrity Remaining a productive citizen

Career Issues   (Chapter 6)

Learning Outcomes

After studying this chapter you should be able to:

- define career anchors;
- describe the different career anchors;
- describe the different career patterns;
- define the notion of working couples and describe the different family patterns;
- define work-family conflict and describe the different types of work-family conflict;
- explain the concepts of work-family balance and work-life flexibility, including the demands these make on working couples;
- describe actions to be taken by organisations to accommodate employees in balancing family and work needs;
- define career plateauing;
- describe the different sources of career plateauing;
- describe the different types of career plateauing;
- discuss organisational actions to be taken to address plateauing;
- define obsolescence;
- illustrate and discuss different models of obsolescence;
- name organisational actions to be taken to reduce obsolescence;
- explain job loss and unemployment;
- describe the effects of job loss and on the individual;
- describe ways in which individuals are affected by losing their jobs;
- describe the stages of job loss; and
- discuss organisational actions to be taken to assist laid-off people.

Characteristics of the eight career anchors   *1/2*
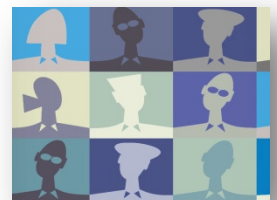
Career Anchor   ## *Characterisitics*

1 **Technical / functional competence**

- Identity build around content of work-the technical/functional skill in which the individual excels
- Challenging work that allows application of expertise

REWARDS
- Want to be paid according to skills level
- Opportunities for self development in particular field

2 **General managerial competence**

- High levels of responsibility
- Challenging, varied and integrative work
- Leadership opportunities that allow contribution to organisation
- measure self by pay level - desired to be highly paid

REWARDS
- Bonuses for achieving organisational targets
- Promotion based on merit, measured performance, or results
- Promotion to a position of higher responsibility - rank. title, salary, number of subordinates, size of budget

3 **Autonomy / Independence**

- Clearly delineated, time-bounded kinds of work within area of expertise
- Clearly defined goals which allow means of accomplishment to the individual
- Do not desire close supervision

REWARDS
- Pay for performance, bonuses
- Autonomy oriented promotion systems

4 **Security / Stability**

- Stable, predictable work
- Concerned about the context of the work and the nature of the work itself
- Prefer to be paid in steady, predictable increments based on length of service
- Benefit packages which emphasise insurance and retirement programs

REWARDS
- Seniority based promotion systems with published ranks spelling out how long a person must serve in any given grade before promotion is preferred
- Recognition for loyalty and steady performance
- Assurance of further stability and steady employment

Career Anchor   ## Characterisitics

5 **Entrepreneurial creativity**
- Enjoy creating new products or services, building new organisations through financial manipulation, or by taking over an exciting business and reshaping it in one's image
- Obsessed with the need to create, requiring constant new challenge

REWARDS
- Wealth
- Ownership
- Freedom and power

6 **Service / Dedication to a cause**
- Work toward some important values of improving the world in some manner
- prefer helping professions (e.g. nursing, teaching, ministry)

REWARDS
- Fair pay
- Recognition for one's contribution
- Opportunities to move into positions with more influence and freedom

7 **Pure challenge**
- Pursue challenge for its own sake
- Jobs where one faces tougher challenges or more difficult problems, irrespective of the kind of problem involved
- Highly motivated

REWARDS
- Adequate opportunities for self-test

8 **Life-style**
- Desire to integrate the needs of the individual, family and career
- Flexibility
- Organisational attitude that respects personal and family concerns and that makes renegotiation of the psychological contract possible

REWARDS
- Company benefits that allow options for traveling or moving when family issues permit, part-time work if life concerns require it, sabbaticals, paternity and maternity leave, day-care options, flexible work arrangements

Characteristics of the four career patterns

CAREER PATTERN	FREQUENCY OF FIELD CHANGE	DIRECTION OF MOVEMENT	CAREER PATTERN MOTIVES
LINEAR	Infrequent Mobility mostly limited to movements within a field	Upward Person moves upward rapidly to positions of higher authority	Power Competence Achievement Management Regognition Self-development
EXPERT	No change Person remains within one field for duration of career	Minimal upward movement Person stays in one position or makes two to three moves upward within a special function	Expertiise Security Competence Stability Autonomy Achievement
SPIRAL	Every five to ten years Person makes a major change into a new field or occupation	Lateral Person moves into new type of work that builds on current skills and develops new ones	Personal growth Creativity Developing others Prestige Recognition
TRANSITORY	Every two to four years Person makes frequent moves into entirely new jobs or fields	Mainly lateral "Consistently inconsistent" pattern	Variety Independence Creativity People Involvement Achievement

Factors that influence how partners combine occupational and family roles

Factor

Examples

PERSONAL FACTORS

- **Personality**
  How important is a partner's need to dominate, to be emotionally intimate, to be tops in his or her field?
- **Attitudes and Values**
  What are a partner's views about rearing a child, about women being successful as men professionally?
- **Interests and Abilities**
  How committed is a partner to occupational work, to family relations? Are both partners satisfied with their occupations and career plans?
- **Stages in careers**
  Is one partner peaking and the other thinking about retirement?

RELATIONSHIP FACTORS

- **Equity and power**
  How are decisions made? What seems fair? How do partners come to agreements about household work, parenting and money?
- **Partner support**
  Can partners count on each other for support in most areas?
- **Shared Values**
  Do partners share the same views of women's an men's expaectations and roles? Do prtners have similar life goals?

ENVIRONMENTAL AND SOCIETAL FACTORS

- **Work Situation**
  Are work hours flexible? Is there evidence of sex discrimination or other kinds of gender bias? Are policies prohibiting sexual harassment in place and understood?
- **Employers Views**
  Are policies family oriented? What is the general attitude toward employees who involve themselves in family life?
- **Availability and Quality of child-care**
  Is child-care available? Does it meet parents' criteria for high-quality care?
- **Support Systems**
  Do family members live nearby? Are friends and colleagues also in dual-wage families? Is the community responsive to the needs of employed parents?

Source: Gilbert, LA (1994) 'Current perspectives on dual career families'. Current Directions of Psychological Science, 3 (4), 102. Cambridge University Press.

Work-Family Role Pressure Compatability

WORK DOMAIN	ROLE PRESSURE INCOMPATIBILITY	FAMILY DOMAIN
Illustrative Pressures		**Illustrative Pressures**
Hours worked / Inflexible Work Schedule / Shiftwork → **Time**	Time devoted to one role makes it difficult to fulfill requirements of another role.	**Time** ← Young children / Spouse employment / Large families
Role Conflict / Role Ambiguity / Boundary-spanning Activities → **Strain**	Strain produced by one role makes it difficult to fulfill requirements of another role.	**Strain** ← Family Conflict / Low spouse support
Expectations for Secretiveness and Objectivity → **Behaviour**	Behaviour required in one role makes it difficult to fulfill requirements of another role.	**Behaviour** ← Expectations for Warmth and Openness

Negative Sanctions for Noncompliance

Role Salience

Four kinds of plateaued performers

EMPLOYEE ACTIONS

ORGANISATIONAL ACTIONS

	HIGH	**LOW**
HIGH	PRODUCTIVELY PLATEAUED	PLEASANTLY PLATEAUED
LOW	PARTIALLY PLATEAUED	PASSIVELY PLATEAUED
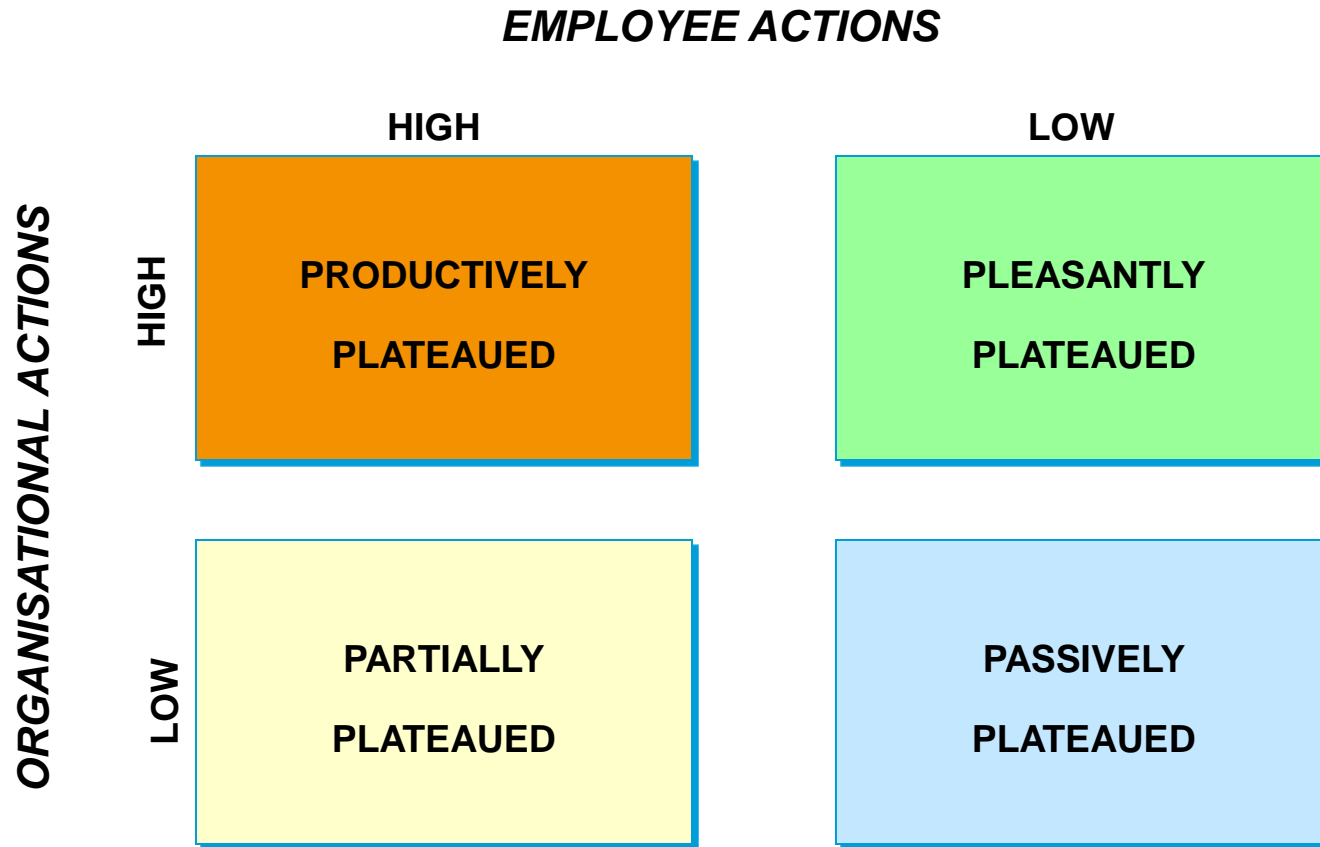
Career Plateauing: Organisational Actions

- Change the climate through education
- Create an equitable personnel policy
- Change the structure of the organisation
- Encourage plateaued workers to identify their own challenges
- Pay for performance
- Set up job rotation programmes to create lateral movement and broaden skills
- Set up communication channels to ask plateaued employees what would motivate them
- Mutual job switches (temporary or permanent)
- Give candid feedback
- Redesign jobs to create more flexibility
- Provide exposure for all personnel, not just for the stars
- Encourage new ways of doing tasks
- Be honest to employees about their chances of advancement
- Reduce the importance of promotion and increase the value of challenge
- Reanalyse the selection system
- Provide career information systems
- Job enrichment
- Policies facilitating lateral cross-functional moves
- Reassess performance appraisal systems
- Encourage involvement in decisions and activities
- Use manager's experience and knowledge in ways that go beyond their jobs
- Shift linear-career-pattern people to other patterns

Work Obsolescence Model

Source: Bracker & Pearson, 1986: 113
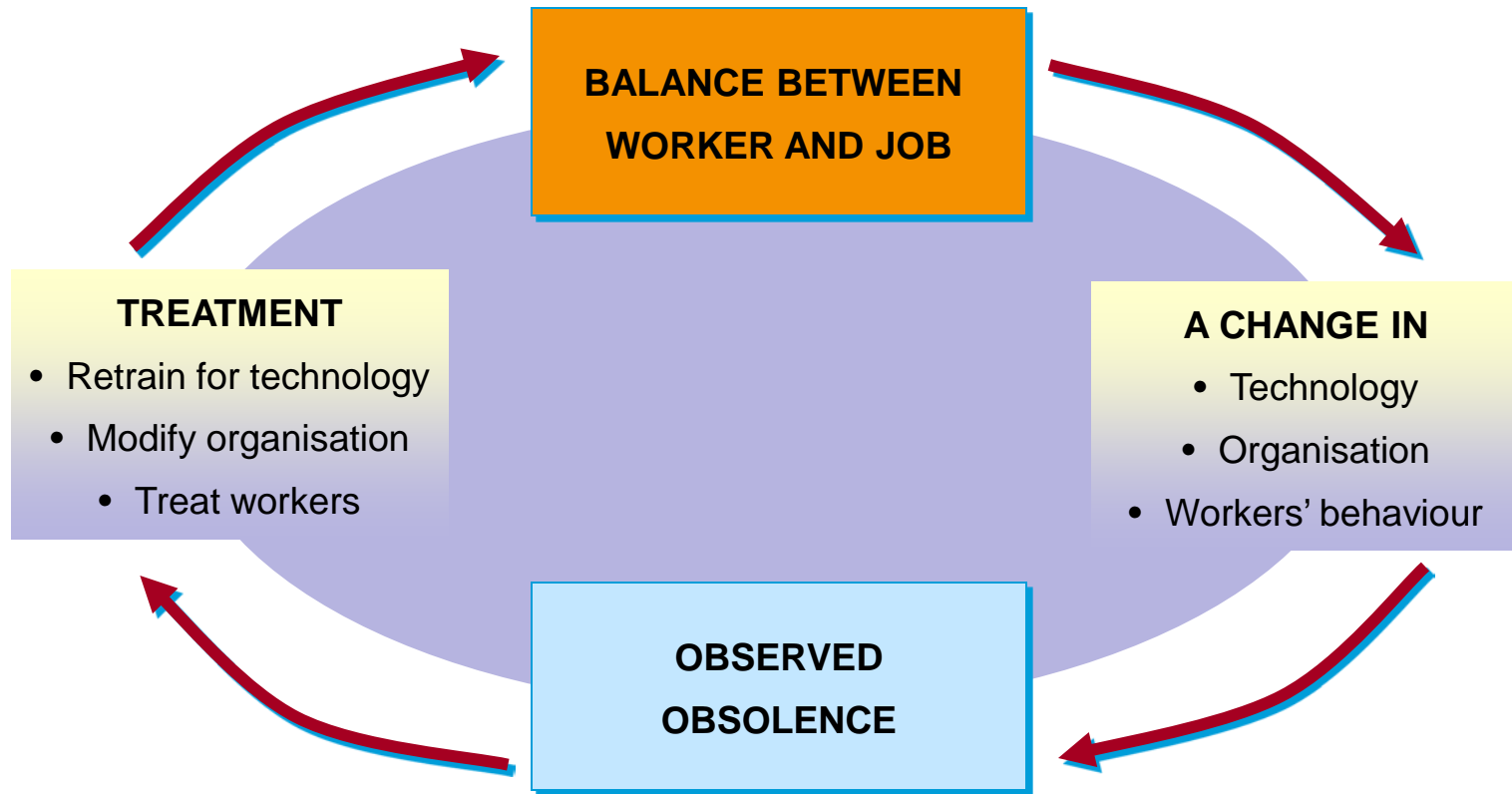
Factors affecting the outcome of losing a job

PROTECTIVE FACTORS
- Family support
- Social support
- Skills
- Resources
- Positive self-image
- Absence of provoking factors

Loss of the job

New Demands

**Mood / well-being
Self-esteem
Coping resources**

Need for Change

Adjustment

Maladjustment

PROVOKING FACTORS
- Losses
- Deficits / illness
- Stresses
- Economic deprivation
- Role changes
- Negative self-image
- Absence of protective factors

Source: Kates et al., 1990:88.

Stages of Job Loss

1   FIRST STAGE

- **This stage is shock, relief and relaxation**
  Initiaslly it is a shock, but often employees have been expecting it for a while and, when it happens, they get a feeling of relief and stop worrying. Finally individuals relax and separate themselves from the situation

2   SECOND STAGE

- **This stage is referred to as a period of concerted effort**
  During this stage the unemployed spend all their time and energy in finding another job. During this time individuals also receive the maximum support from their friends, family and partners. Research also indicates that professionals in mid-career are the most vulnerable to stress during Stage II

3   THIRD STAGE

- **This stage is characterised by vacillation, self-doubt and anger.**
  Individuals enter this stage after months of unsuccessful job searching. They doubt their ability to find a job and anxiety starts to increase. This srage is also characterised by high levels of frustration and anger that affect relationships. This period lasts for about six weeks
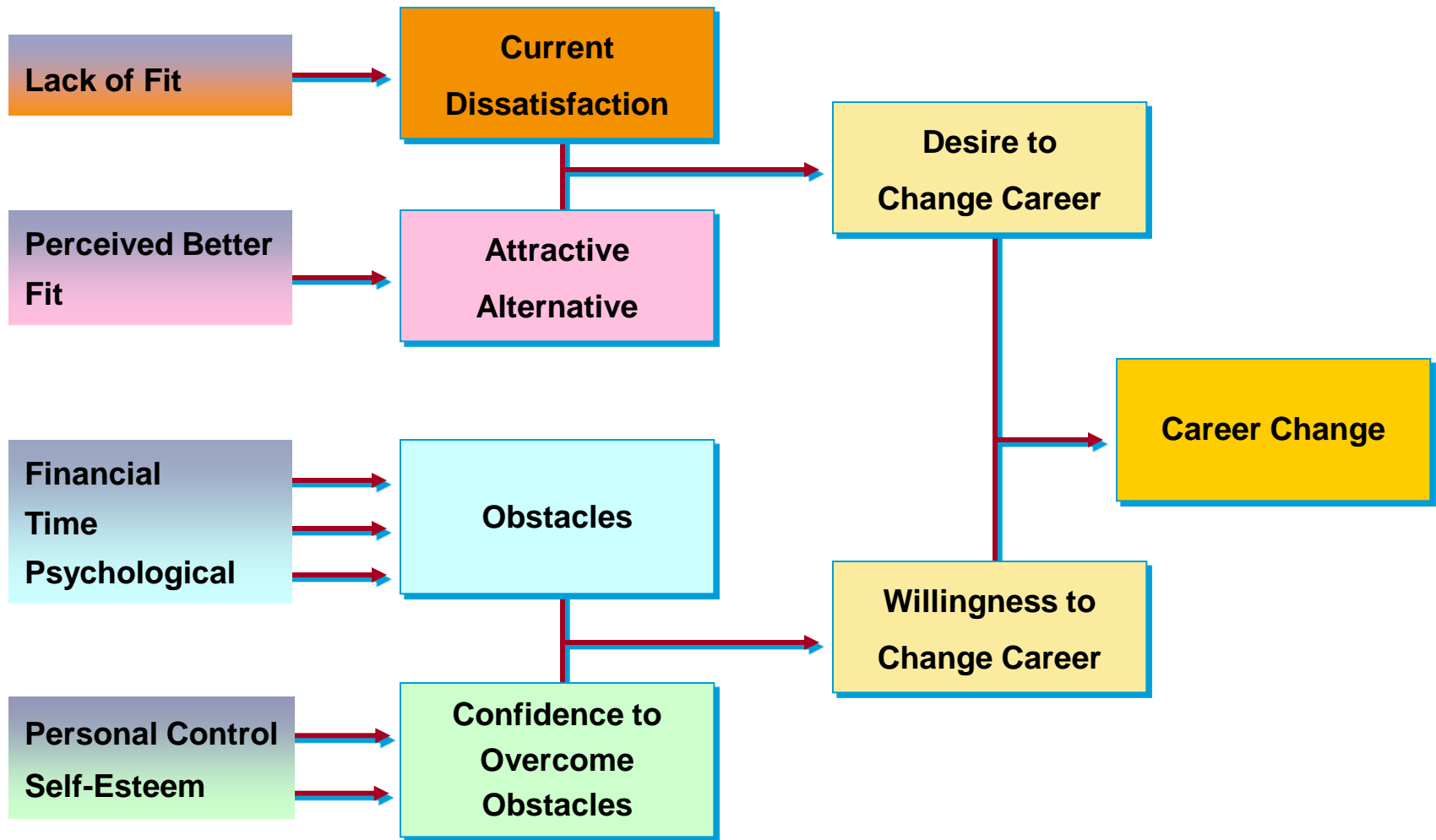
4   FOURTH STAGE

- **This stage is characterised by resignation and withdrawal**
  Psychologically withdrawal tends to "stabilise, being characterised by a loss of motivation as a reaction of not being able to find work". Individuals experience a loss of drive and start to feel that they have lost control of their lives

Determinants of Career Change

Job Loss: Organisational Actions

- Training programmes can be introduced. Laid-off workers should be taught through such schemes how to manage the stress and take control of the future and how to develop new opportunities (McKnight, 1991)

- Employee outplacement consultants can help employees through the initial shock of job loss and give advice on career moves (Cascio, 2003)

- Group training sessions for the notifying managers will allow these managers to practise appropriate behaviours as well as to prepare for a very difficult management task. Such a group training session may cover the following (Knowdell et al., 1994)

  - Discuss emotions associated with death and divorce, and a job loss model such as the one presented by Kates et al. (1990).

  - Discuss and practice techniques that will enable managers to be objective and emotionally controlled, while at the same time expressing genuine and appropriate feelings.

  - Discuss and practise specific sentences that confirm that the termination is final and irrevocable.

  - Discuss and role-play reactions and responses to the employee who does not accept the fact that the termination is final and irrevocable.

  - Brief all parties regarding the item that should be covered with the employee (that is, severance payment, severance policy, insurance options, retirement benefits, unemployment compensation, career/job transition counseling and assistance).

1 **Executive Career Transition Services**

- an initial interview
- an opportunity to vent his or her feelings
- one-on-one counseling
- individual assessment
- individual coaching
- psychological testing
- résumé writing assistance
- financial planning advice
- assistance with goal setting
- a job search strategy
- a support group
- salary negotiation training and advice
- business plan evaluation
- family and spousal counseling
- library use
- computer use
- job postings from executive and senior level search services
- interview training

2 **Professional and Mid-level Manager Career Transition Services**

- group ventilation of feelings associated with job loss
- identification of career values, interests and style
- identification of skills
- training and identifying a network of contacts
- setting new goals
- training in résumé writing and interviewing
- generalised personal financial planning advice
- training in salary negotiations

3 **Lower Level Employee Career Transition Services**
Transition centre training in:

- group ventilation
- résumé writing
- completing application forms
- developing a contact network
- assessment of values, interests and goals
- interviewing skills
- salary negotiations
- skill identification
- job search skills
- phone skills, dress and etiquette

Career Wellbeing   (Chapter 7)

Learning Outcomes

After studying this chapter you should be able to:

- explain the difference between the disease model and the positive psychology model;

- distinguish between different approaches to well-being;

- explain psychological states associated with flourishing at work;

- evaluate the antecedents of flourishing at work;

- identify the role of personality traits in flourishing at work;

- review the outcomes of flourishing and languishing at work; and

- evaluate organisational and individual interventions to promote flourishing at work.
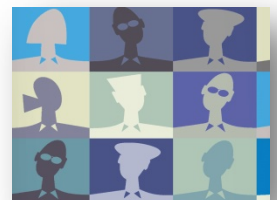
Approaches to Career Wellbeing at Work

Job Stress Process

Stressors

- ▶ **Organisational Characteristics**
- ▶ **Job Demands**
- ▶ **Role Characteristics**
- ▶ **Interpersonal Relationships**
- ▶ **Working Conditions**
- ▶ **Career Concerns / Transitions**
- ▶ **Nonwork Pressures**

Personal Characteristics

Perceived Stress

Appraisal of Situation

Coping & Support

Strains

Physical

Emotional

Behavioural

Work Outcomes

Job Dissatisfaction

Reduced Job Involvement

Absenteeism

Turnover

Work Ineffectiveness

Illustrations of Environmental Stressors

1 ORGANISATIONAL CHARACTERISTICS
- Centralisation, low participation in decision making
- Poor communication
- Pay inequities

2 JOB DEMANDS
- Time pressure and deadlines
- Responsibility for people
- Repetitive work

3 ROLE CHARACTERISTICS
- Role conflict: caught between conflicting expectations
- Role ambiguity: lack of clarity about expectations or performance
- Role overload/underload: too much or too little work

4 CAREER CONCERNS/TRANSITIONS
- Change of job, employer, location
- Obsolescence
- Career plateau
- Bias in workplace
- Loss of employment
- Retirement

5 INTERPERSONAL RELATIONSHIPS
- Conflict within and between groups
- Competition
- Inconsiderate or inequitable supervision

6 WORKING CONDITIONS
- Crowding
- Noise
- Eacessive heat or cold

7 NONWORK PRESSURES
- Family conflicts
- Life changes, for example, divorce, illness or death of loved one, birth of child

A Holistic Model of Wellness

ROLE DEMANDS
- Role conflict
- Role ambiguity
- Work-home

INTERPERSONAL DEMANDS
- Diversity
- Leadership
- Team pressures
- Trust

PHYSICAL DEMANDS
- Temperature
- Air quality
- Illumination

WORKPLACE POLICIES
- Promotion/Benefits
- Discrimination
- Downsizing

JOB CONDITIONS
- Overload
- Routine jobs
- Job security

SAVORING

EUSTRESS
- Hope
- Meaningfulness
- Manageability
- Positive affect

Individual Differences
- Optimism
- Hardiness
- Sense of coherence
- Locus of control

COPING

DISTRESS
- Anger
- Burnout
- Frustration
- Negative affect
- Anxiety

OUTCOMES
- Physical health
- Mental health
- Performance
- Marital quality
- Friendship

Occupational Stressors in South African Organisations

Stressor	Educators (Schools)	Insurance Employees	Technikon Staff	Educators (Universities)
Work-Life Balance	4	1	2	7
Resources and Communication	2	1	4	2
Work Relationship	4	4	5	4
Overload	5	4	5	7
Job Security	6	9	4	2
Job Characteristics	5	2	2	2
Control	3	4	5	2
Pay and Benefits	4	9	6	9

Ranking of Severe Stressors in South African Organisations

(1 = Most Severe; 5 = Less Severe)

EMERGENCY HEALTH TECHNICIANS		PROFESSIONAL NURSES	
Inadequate salary	2	Demands of clients/patients	3
Poorly motivated co-workers	5	Health risk posed by contact with patients	5
Lack of specialised personnel	4	Insufficient personnel to handle workload	1
Insufficient personnel to handle workload	1	Poorly motivated co-workers	4
Unnecessary call-out and public abuse	3	Fellow workers not doing their jobs	2
EMPLOYEES IN A CITY COUNCIL		**POLICE OFFICERS**	
Insufficient personnel to handle assignment	1	Excessive paperwork	5
Poorly motivated co-workers	5	Fellow workers not doing their jobs	2
Poor or inadequate equipment	2	Inadequate salary	3
Inadequate salary	3	Poorly motivated co-workers	4
Lack of opportunity for advancement	4	Staff shortages	1

Job Demands and Job Resources

JOB DEMANDS

	LOW	HIGH
HIGH (JOB RESOURCES)	EASY JOB	CHALLENGING JOB
LOW (JOB RESOURCES)	BORING JOB	STRESSFUL JOB
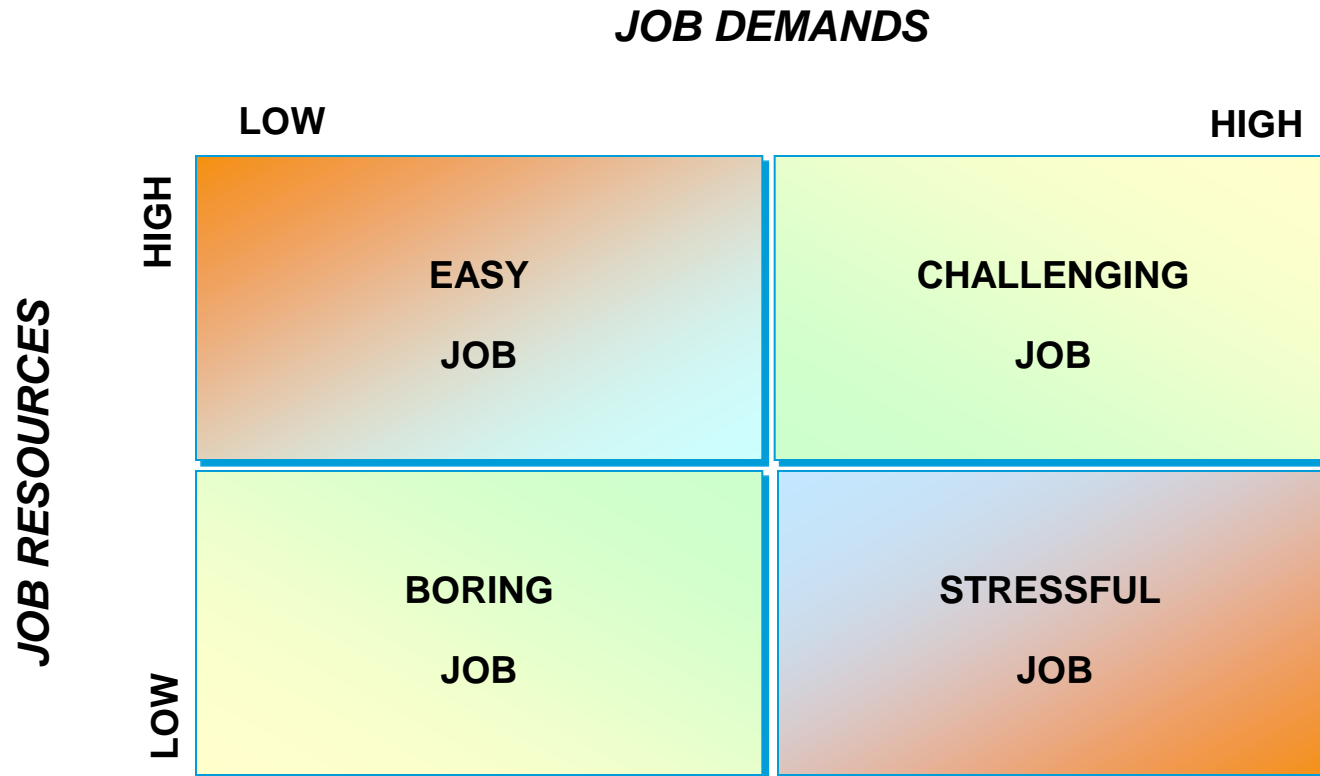
The Dual-Process Model of Job Burnout
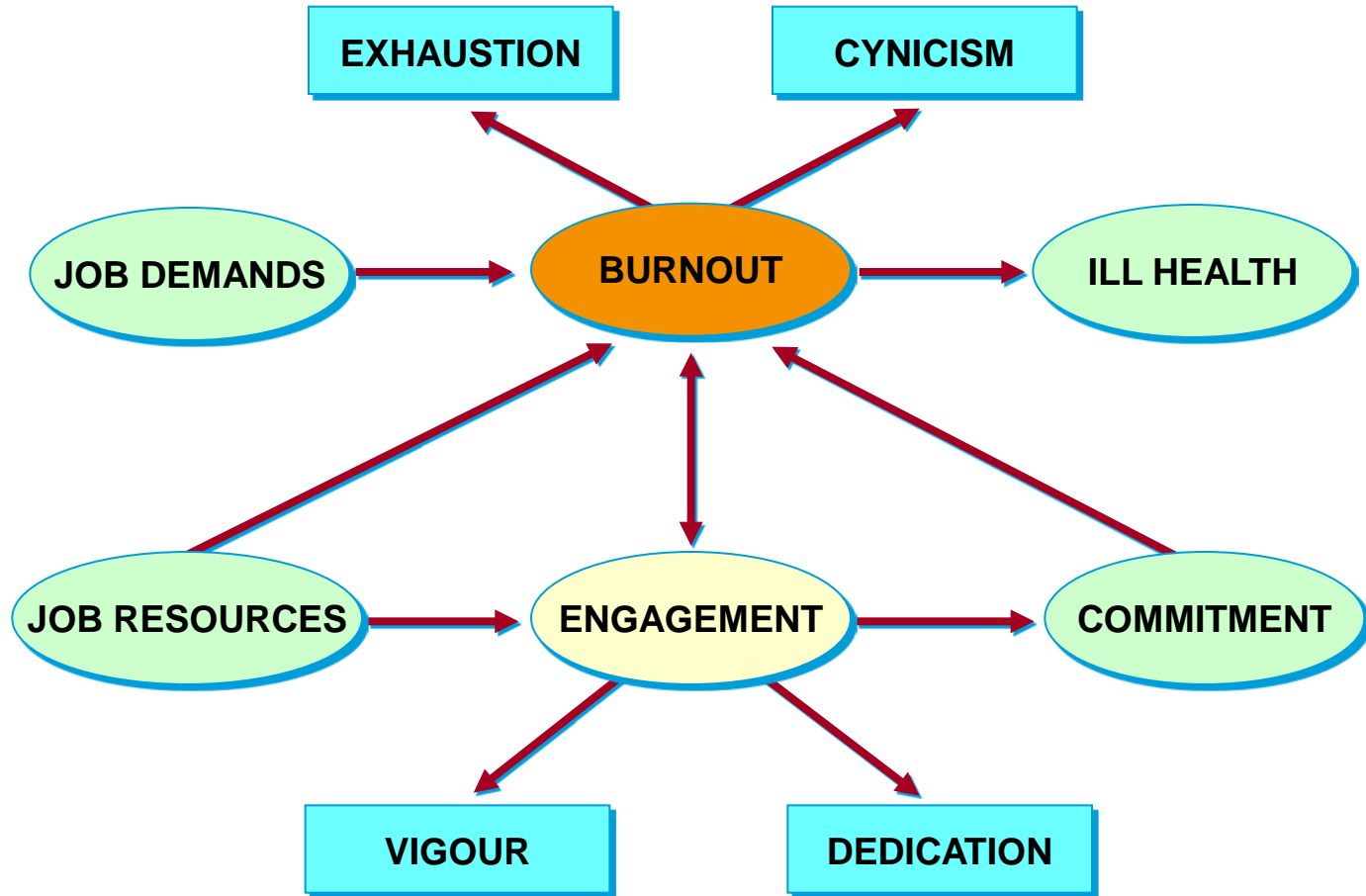
The Dimensions of Burnout
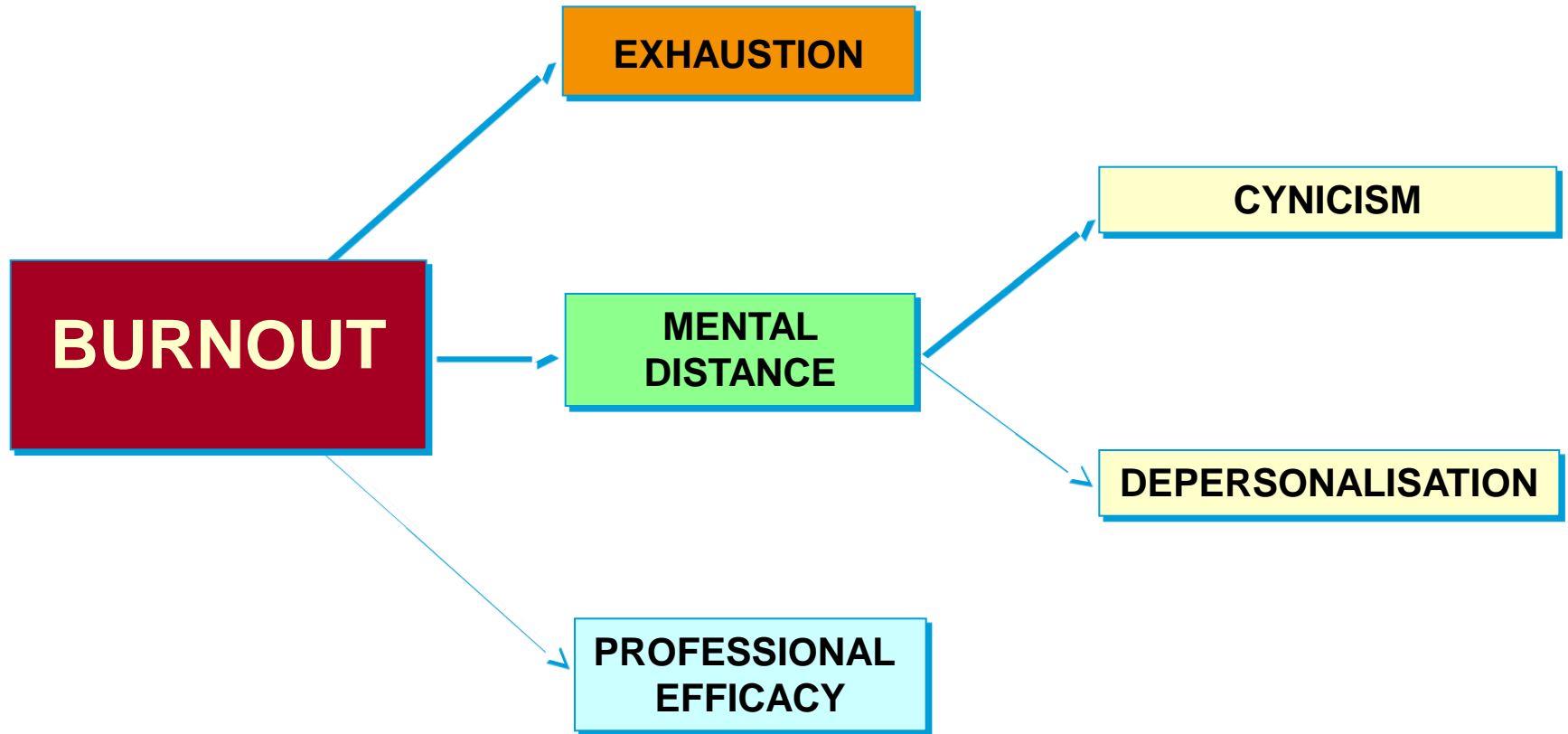
The Six Dimensions of Wellness
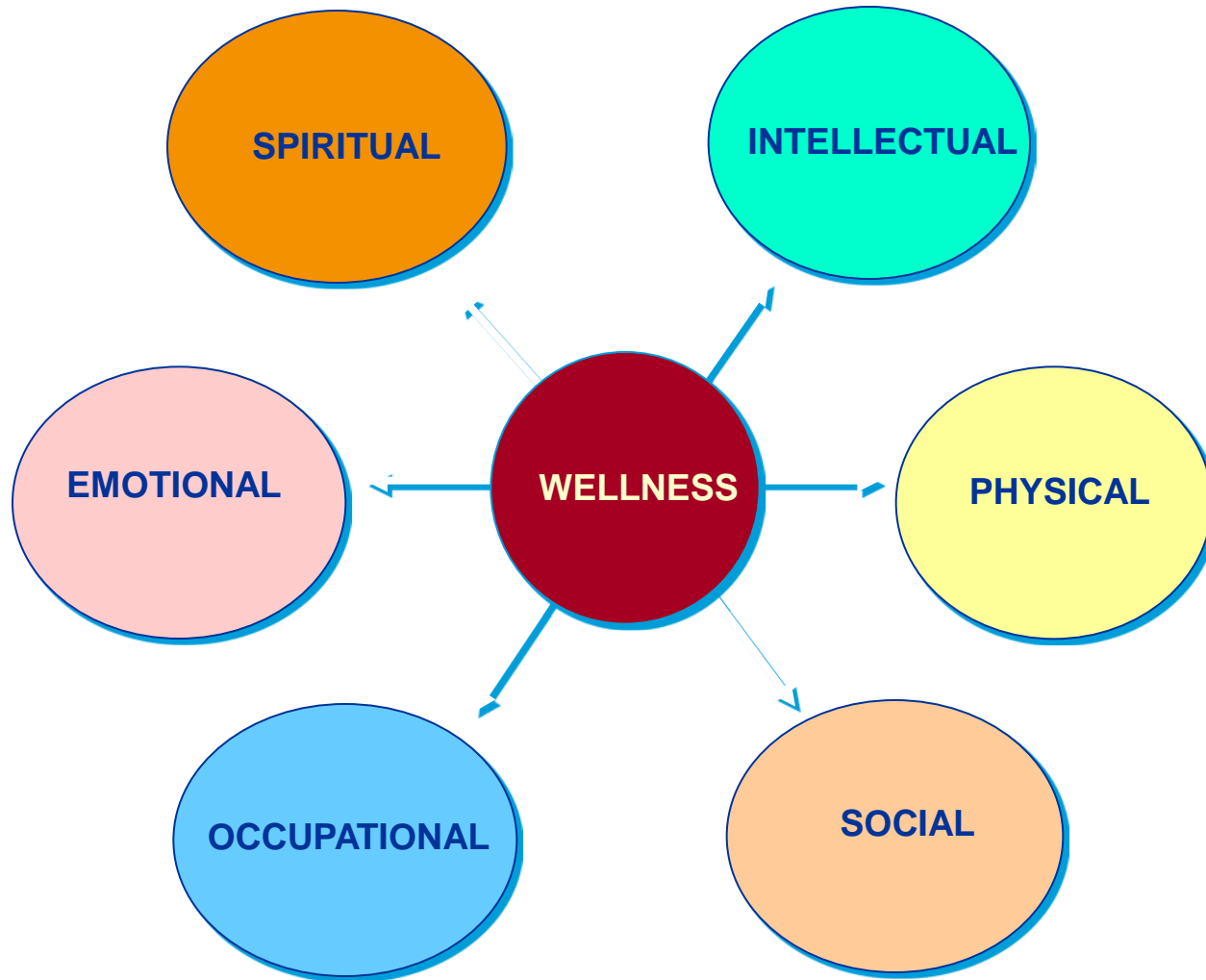
Theories of occupational stress

Theory of occupational stress	Basic premise
Person-environment fit approach	A lack of person-environment fit leads to distress
Demand-control model	High-strain jobs are related to symptoms such as depression, job dissatisfaction, and increased numbers of sick days absent from work.
Cognitive appraisal approach	Stress depends on an individual's cognitive appraisal of events and circumstances and on the ability to cope, these being the end result of a person's transaction with the environment. An individual's coping strategy is constantly changing to manage specific demands that are appraised as exceeding the person's resources.
Preventive stress management	Both individuals and organisations are responsible for managing stress

Variables influencing individuals' sense of health and well-being at work

OCCUPATIONAL STRESS
Non-specific responses of the human body to any demand made on it (Selye, 1956).
Typicall, the result of an *imbalance* between *environmental demands* and *individual capabilities* (Lazarus & Folkman, 1984)

OCCUPATIONAL DISTRESS
Type of stress resulting from chronically demanding situations that produce *negative health outcomes* (Landy & Conte, 2004)

OCCUPATIONAL EUSTRESS
Type of stress that provides *challenges that motivate* individuals to work hard and meet their goals (Landy & Conte, 2004)

JOB BURNOUT
***Extreme state of psychological strain* resulting from a prolonged response to *chronic job stressors* that exceed an individual's resources to cope with them (Landy & Conte, 2004)**

WORK ENGAGEMENT
***A Positive, fulfilling, work-related state of mind* that is characterised by vigour, dedication, and absorption. Rather than a momentary and specific state, engagement refers to a more *persistent and pervasive affective-cognitive state* that is not focused on any particular object, event, individual or behaviour (Schaufeli and Bakker, 2003)**

Personality variables influencing individuals' career experiences *1/3*

PERSONALITY VARIABLES	DESCRIPTION	CAREER EXPERIENCES
Big Five Personality Traits **Neuroticism** **Extraversion** **Openness to Experience** **Agreeableness** **Conscientiousness**	Neuroticism: Tendency to experience negative emotions such aas anxiety, depression or sadness, hostility, and self-consciousness, as well as tendency to be impulsive Extraversion: Tendency to experience positive emotions, and tend to be warm, gregarious, fun-loving and assertive Openness to Experience: Inclined to be curious, imaginative, empathetic, creative, original, artistic, psychologically minded, aesthetically responsive and flexible Agreeableness: Reflects a proclivity to be good-natured, acquiescent, courteous, helpful, flexible, co-operative, tolerant, forgiving, soft-hearted and trusting Conscientiousness: Tendency to be habitually careful, reliable, hard-working, well-organised and purposeful.	Predictors of job performance Correlates with experiences of job burnout Active coping strategies are associated with emotional stability, Extraversion, Opennesss to Experience and Conscientiousness, while passive coping strategies were associated with Neoroticism, low Agreeableness and low Conscientiousness
Sense of Coherence	A global orientation that expresses the extent to which one has a pervasive, enduring though dynamic feeling of confidence that (1) the stimuli deriving from one's internal and external environments in the course of living are structured, predictable and explicable; (2) the resources are available to one to meet the demands posed by these stimuli; and (3) these demands are challenges worthy of investment and engagement.	Individuals with a strong sense of coherence are able to make cognitive sense of the workplace, and experience their work as consisting of experiences that are bearable, with which they can cope, and as challenges that they can meet.

Personality variables influencing individuals' career experiences *2/3*

PERSONALITY VARIABLES	DESCRIPTION	CAREER EXPERIENCES
Self-efficacy	Beliefs in one's capabilities to mobilise the motivation, cognitive resources, and courses of action needed to meet given organisational demands Also, beliefs of individuals in their capabilities to affect the environment and the way in which they control their actions to produce the desired outcomes. Self-efficacy is a belief in the probability that one can successfully execute some future action or task to achieve some result	Inefficacious thoughts could cause distress and depression, leading to reduced levels of satisfaction. High self-efficacy includes repeated success at a specific task, the accumulation of successful experiences leading to positive self-images
Locus of Control	Perception of the individual of his or her ability to exercise control over the environment. Those characterised by an internal locus of control believe they have control over their environment and their personal successes, whereas those with an external locus of control view their lives as controlled by external factors such as chance or powerful others	Individuals with internal locus of control often feel thwey can manage situations in work context. They depend on themselves for direction. Individuals with external locus of control look at others for direction and tend to withdraw or react aggressively to work frustrations

Personality variables influencing individuals' career experiences *3/3*

PERSONALITY VARIABLES	DESCRIPTION	CAREER EXPERIENCES
Optimism	Associated with good mood, perseverance and health. Learned optimism relates to an optimistic explanatory style. Dispositional optimism is defined as a global expectation that good things will be plentiful in the future and bad things will be scarce	Optimists tend to approach challenges with confidence and persistence, while pessimists are doubtful and hesitant. Optimists assume they can handle adversity successfully. They experience less distress than pessimists who typically anticipate disaster
Coping	The efforts individuals make to manage situations they have appraised as potentially harmfully or stressful. Coping also refers to perceptual, cognitive or behavioural responses that are used to manage, avoid or control situations that could be regarded as difficult	Problem-focused coping is directed at managing and improving an unpleasant experience or reducing the effectsthereof. Emotion-focused coping is directed at reducing the effects of stressful feelings caused by an unpleasant experience through relaxation, the use of alcohol and drugs, social activities and/or defense mechanisms.

Organisational Choice and Career Development Support (Chapter 8)

Learning Outcomes

After studying this chapter you should be able to:

- explain the concept organisational culture;

- explain the concept organisational entry;

- explain the factors that influence individuals' choice of an organisation by means of different theories;

- explain the importance of organisational career development support by referring to the organisational career development system;

- discuss the different career development support practices; and

- describe ethical principles regarding organisational career development support.
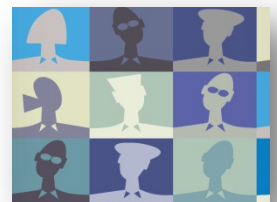
Theories of organisational choice

Factors influencing organisational choice

Nature of work
e.g. intellectual aspects, recognition, job satisfaction relationships

Starting salary / remuneration package

Opportunity for promotion

Organisational reputation
Trust
Good leadership
Way change is managed training internal communication system
Corporate culture & policies

Factors influencing organisational choice

Homogeneity

Evaluation of site visit
Perceptions of' location
Host likeableness

Informal sources

Process and outcome variables of socialisation

Anticipatory socialisation		Accommodation		Role management		Outcomes
• Realism • Congruence	→	• Initiation to the task • Role definition • Congruence of evaluation • Initiation to the group	→	• Resolution of outside life conflicts • Resolution of conflicting demands at work	→	• General satisfaction • Mutual influence • Internal work motivation • Job involvement

Figure only from: Feldman, D C (1976). A contingency theory of socialisation. Administrative Science Quarterly, 21 (3), 434

STAGE 1

- Confronting and accepting organisational reality
- Confirmation/disconfirmation of expectations
- Conflicts between personal job wants and the organisational climates
- Discovering which personal aspects are reinforced, which are not reinforced, and which are punished by the organisation

STAGE 2

- Achieving role clarity
- Being initiated to the tasks in the new job
- Defining one's interpersonal roles
    - with respect to peers
    - with respect to one's boss
- Learning to cope with resistance to change
- Congruence between a newcomer's own evaluation of performance and the organisation's evaluation of performance
- Learning how to work within the given degree of structure and ambiguity

STAGE 3

- Locating oneself in the organisational context
- Learning which modes of behaviour are congruent with those of the organisation
- Resolution of conflicts at work, and between outside interests and work
- Commitment to work and to the organisation stimulated by first-year job challenge
- The establishment of an altered self-image, new interpersonal relationships, and the adoption of new values

STAGE 4

- Detecting signposts of successful socialisation
- Achievement of organisational dependability and commitment
- High satisfaction in general
- Feelings of mutual acceptance
- Job involvement and internal work motivation
- The sending of 'signals' between newcomers and the organisation to indicate mutual acceptance

The recruitement process

Job analysis (Obtain information from job description and job specification)

Internal sources

External sources

Internal methods (job posting, job bidding)

External methods (Advertising, head hunting, etc.)

Individual recruited

The selection process

Preliminary interview	**Rejected**
↓ *Accepted*	
Application blank	**Rejected**
↓ *Accepted*	
Employment tests	**Rejected**
↓ *Accepted*	
Interviews	**Rejected**
↓ *Accepted*	
Reference checks	**Rejected**
↓ *Accepted*	
Physical examination	**Rejected**
↓	
Physical examination	**Turn down applicant**

Career Management System Practices in the 2000s

Career management practice and system	Strategy	Advantage	Example
Advertising internal job openings	Publishing of vacancies within the organisation's boundaries	Indicates a preference for internal promotion and recruitment	Postings on notice boards, newsletters or distribute via e-mail and intranet
Formal education as part of career development	Selecting people with high potential and of designated groups to attend formal training programmes of study	Fast track formal development competent labour force	Skills Development Act Executive and management development programmes (E.G. MBA)
Performance appraisal as a basis for career planning 360-degree Performance appraisal system	Establishing a link between performance appraisal and career development. Approach to gain feedback from various sources such as peers, subordinates, manager and customers	Give an indication of people ready for promotion Provide feedback to the employee from different points of view	Performance appraisals Personal development plans 360-degree performance and development solutions
Career counseling / advising / discussions	Establishing two-way communication between the employee and the employer	Direct manager has good knowledge of the employee's skills, behaviours and attitudes	Line managers are trained in counseling techniques
Lateral moves and cross-functional experiences	Job transitions on the same hierarchy level to create cross-functional experience.	Creating opportunities by moving on a horizontal level	Project teams. Rotation in various positions on the same level
Succession Planning	A framework to determine the possible replacement of senior employees	Identify potential of people. Provides a long term planning view	Development Boards, panels or review committees
Retirement preparation programmes	Present pre-retirement workshops with a targeted population	Erase the transitions of older employees in terms of elements such as finance, health, leisure and social contact.	Retirement workshops with employees and spouses. Counseling
Mentoring	Building of relationships between a mentor and junior employee	Provide the junior employee with an advisor, tutor and 'godfather' in the workplace	Formal mentorship programmes. Informal advice or role model. Career workbooks Career discussions

Career Management System Practices in the 2000s

Career management practice and system	Strategy	Advantage	Example
Dual ladder	Upward mobility and recognition for technical or professional staff, not interested in managerial positions	Rewarding and retaining high performing employees by providing alternatives to management	Technical or specialist career paths
Booklets and/or pamphlets and career development centre	Formal communication to employees regarding career issues	Releases direct manager from sharing career information to new employees	Career centres. Career newsletters. Career information kiosks on the intranet
Assessment and development centres	Evaluation of potential of present and future managers and identification of general development areas in preparation for future roles	Effective selection tool for managerial recruitement or indicator of managerial potential and development requirements	Assessment centre Development centre
Career planning workshops	Short term workshops focusing on specific career management aspects	General career development programmes, which are offered by organisations themselves, or by professionals, to assist individuals in career planning	Career mastery workshop Career planning workshop Career management course
Introduction / socialisation	Introducing new people to organisational aspects such as behaviours, attitudes, norms, culture and systems. Also refer to as introduction or socialisation	First contact with career practice in the organisation the employee experiences.	Formal orientation workshops Informal on the job socialisation
Secondments	Temporary assignment to another area within the organisation or even another organisation	Acquires a different perspective of the organisation, the industry and even business in world	6/12/18 month secondments
Redeployment and outplacement programmes	Programmes to support individuals during phases of restructuring, downsizing or job losses.	Support the employee in finding new or alternative jobs	Outplacement agencies
Special programmes	specific programmes to support special populations in the organisation	Attend to the specific needs of employees on special related issues.	Diversity training Learnerships Quality of life programmes Ex-patriates and re-patriates programmes

Conducting a Career Development Discussion   1/2

Adapted from Coetzee & Stone, 2004

1

Set the Stage

- Explain to the employee that the purpose of the discussion is to:
  - ▶ Discuss career/development goals and development plans
  - ▶ Raise any concerns regarding the development programme
- Explain the flow of the discussion, e.g.
  - ▶ The topics to be addressed
  - ▶ The importance of two-way communication and support e.g. "This discussion is intended to benefit you. I am a resource. Ultimately, your learning process/career is your responsibility, and I want to help".

2

Active Listening and Responding to explore Career Programme Goals

- Ask the employee to share his/her self-assessment first
  - ▶ What is important to him/her i.e values
  - ▶ Likes/dislikes i.e. interests
  - ▶ Abilities, i.e. competencies and personal qualities
- Review the employee's individual development plan – ask questions to get clarification on all points and to ensure full understanding

Adapted from Coetzee & Stone, 2004

3

Develop Alternatives and Plan of Action

- A specific plan of action is required for each development goal Managers can help by:
    - ▶ making a mutual decision about the employee's development needs
    - ▶ identifying how the developmental needs will be met, e.g. through workshops, special assignments or additional coaching.
- Determine whether growth opportunities are provided
- Offer new assignments and special projects that will help the learner develop, e.g
    - ▶ leading a project team
    - ▶ analysing complicated data
    - ▶ making key presentations
    - ▶ getting involved more directly with stakeholders, clients and customers
- Agree on the employee's developmental needs and how they will be met
- Anticipate barriers to achieving developmental needs and how they will be met
- Brainstorm ways to overcome these barriers

Adapted from Coetzee & Stone, 2004

4 | **Reach Joint Conclusions**

- Specify what actions are needed to accomplish each goal and assign each action a deadline Some actions associated with a career goal are:
  - ▶ Discussing a development plan with a spouse or friend
  - ▶ Learning a new technical skill
  - ▶ Completing a programme
  - ▶ Talking to a key resource in another part of the business

5 | **Finalise the Plan**

- Agree on follow-up details, and set a date to review progress

Roles of Mentors

(Coetzee & Stone, 2004)

ADVISOR	Gives an opinion about what to do or how to handle a specific situation
COUNSELLOR	A person who is close to the learner, who the learner trusts, and to whom the learner confides personala isues and concerns on a more confidential level
ENCOURAGER	Recommends actions or gives advice
SUBJECT MATTER EXPERT	Gives courage, hope or confidence to another; helps and gives support; and celebrates successes
FRIEND	Supporter or ally; a person at the other end of the journey
GUARDIAN	Watches over, protects, cares for and defends
LEADER	Directs or guides
MOTIVATOR	Excites or moves another to action
ROLE MODEL	A person in a specific role to be followed or imitated owing to the excellence or worth of that role
KNOWLEDGE DEVELOPER	Shares knowledge or insight; shows or guides another to do something

Roles of Mentees

(Coetzee & Stone, 2004)

SELF-KNOWER	Understands own needs, aspirations, goals, beliefs, values, interests, competencies and skills; is aware of personal style and behaviour and of how these influence the relationship
OWNER	Takes ownership of learning, career, choosing a mentor, preparing for discussion and personal development
PORTFOLIO BUILDER	Develops a portfolio that includes transferable skills and competencies
ACTION TAKER	Does concrete action planning and takes action; measures progress towards specific goals
EVALUATOR	Evaluates mentor-learner relationship, personal needs and aspirations, and initiates new relationships

Conducting Review Discussions: Roles of Mentor and Mentee

(Coetzee & Stone, 2004)

CONDUCTING PROGRESS REVIEW DISCUSIONS		
MENTOR'S ROLE	**MENTEE'S ROLE**	**ORGANISATIONAL RESULTS**
LISTEN • Encourage learner to talk about self • Listen to results of learner's self-assessment • Ask questions to clarify learner's assessment • Give ideas on resources for further exploration	COMMUNICATE • Talk openly about satisfaction/dissatisfaction • Use resources to assess values, interests, skills • Communicate results of assessment to mentor • Consider own talents and abilities	Clear understanding by mentee and mentor of mentee's values, interests ans skills
CLARIFY • Establish clear standards and expectations • Give feedback with supporting evidence and rationale • Add information overlooked by learner	ASK FOR INFORMATION • Ask for feedback on realism of self-assessments and on formative assessments by assessor • Accept feedback without becoming defensive • Ask for clarification and specific examples	Mentee gains a clear understanding of mentor's perceptions of his/her skills and development needs
LOOK AHEAD • Give views about current problems regarding development programme and about career options and challenges • Link learner with others who have relevant information • Provide awareness and insights regarding changes in industry, sector, organisation and profession	EXPLORE • Seek advice on organisational realities, employment realities/options and career implications • Follow up on network and alliance building • Seek data on changes in industry, sector, organisation and profession	Organisation's strategic direction linked to career opportunities
GIVE GUIDANCE • Relate changes/challenges/options to learner career/employment/further education goals • Express support or reservation related to learner goals • Provide ideas and input regarding opportunities	DEVELOP STRATEGIES • Select multiple career/employment/further education options • Use information to make options realistic, relevant and specific • Communicate goals to mentor	Clearly defined multiple mentee career/employment/further education goals that are realistic and relevant to the organisation and the mentee
REVIEW • Review development plan • Offer suggestions to strengthen plan • Refer to resources that can assist with implementation • Schedule reviews • Debrief development plan assignments	PLAN • Analyse development needs • Identify development activities and complete a written plan • Submit plan for mentor review • Move froward to implement plan	A written plan for mentee development leading to constructive action and follow through

Model of a Human Resource Planning & Development System

ORGANISATIONAL ACTIVITIES

MATCHING PROCESSES

INDIVIDUAL ACTIVITIES

Organisational Planning:
Strategic (Long-Run)
Operational (Short-Run)   **A**

Performance Appraisal:
Present Performance
Future Potential   **C**

Individual Work History:
Types of Assignments
Development Activities   **G**

Human Resource Planning:
Types of Jobs
Number of People   **B**

Human Resource Inventory:
Skills and Talents   Performance Levels
Potential   Career Stage and Needs   **D**

Assessment of Present Human Resources
vs. Organisational Needs   **E**

Individual Self-Assessment:
Career Anchors
Work Involvement
Career Stage and Needs   **H**

Specific Human Resource Plans:
Staffing Plans   Development Plans
Recruitment Plans   Monitoring Plans   **F**

Specific Individual Career Plans   **I**

Dialogue:
Jointly Negotiated Plans for Job Rotation Development, etc.   **J**

Monitoring of Implementation:
Evaluation, Replanning, Research   **L**

Implementation of Plans:
New Jobs or Development Activities for Present People
New Recruitment   **K**