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**Notes Overview**

IOP303V Career Psychology Summaries

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## IOP303V SUMMARIES

### CHAPTER 1 – THE MEANING OF WORK

**FOCUS:** The meaning of work (*Protestant work ethic; social values; work-family enrichment*)

**“individual meanings of work are derived directly or indirectly from socio-cultural influences which are embedded in historical contexts that over time lead to changes in the meanings at work” Explain this statement by discussing the meanings that are associated with work in pre-industrial times and the meanings given to work in the industrial and post industrial eras (15)**

• **Describe pre-industrial meanings of work**

- 3 meanings that are associated with work in the pre-industrial age are drudgery, work as instrumental to spiritual or religious ends and work as intrinsically meaningful for its own sake.
- Greeks & Romans – work as burden that contaminates the mind.
- Ideal – exercise mind to think of matters concerning philosophy, politics and art
- Manual labour – domain of slaves
- Today, contemporary society place high value on highly skilled labour, skilled crafts.
- Hebrew also regarded work as drudgery, but additionally as providing expiation of sin and regaining spiritual dignity.

- Early Christians shared view, but incorporated the meaning of work as charity in that one shares the fortunes of work with the needy.
- Catholic meanings included expiation, charity and purification. Also accepted that individual enriches himself through work, not as an end itself, but means to maintain life and ultimate life hereafter.
- Protestant views regarded work as a duty.
- Luther – man works to serve God and to serve God well was to work well, no matter what the nature of work.
- Calvin advocated morality consistent with acquiring wealth, abstaining from worldly pleasures, preserving wealth through savings and carefully using time with the view that time is money. Success is pleasing to God and one should improve one's station in life wrt class/profession.
- Ideology emerged emphasizing diligence, punctuality, deferment of gratification and primacy of work domain.
- Persian society saw work with an ethical connotation. Seen as virtuous in conquest of good over evil. Work good in keeping land fertile, acquiring property, and providing shelter.
- Eastern views saw work as instrumental in spiritual and character development. Islamic thinking saw those who earn honest living by their own labour and not begging receive the grace of Allah.
- The Buddhist writings physical labour & spiritual growth were seen as part of same process
- Japanese view of work based on Confucian model affirming mankind's goodness.
- During Renaissance in Europe the focus was on value of mental powers rather than physical powers with work meaningful in itself. Work seen as means of mastering nature and each person becoming its own master.
- In 19<sup>th</sup> century a universal meaning emerged in which work became the meaning for all progress – spiritual, material, and intellectual.
- **Describe how industrialization and post industrialization influence the meaning of work**
  - With industrialization, meaning was not self evident.
  - Industrialisation involved mass production of objects in factories, with structural changes in the work process
  - Division of labour became more extensive, work tasks fragmented and reduced to mechanic, repetitive functions that adversely affected workers personal commitment to their jobs
  - High rates of production, long working hours led to decline in will to work and seeking meanings outside work.
  - Post-industrialisation focus was on information rather than industry
  - Production associated with producing ideas in offices in addition to manufacturing objects in factories.
  - New technologies, computerization, communication and interaction of different cultures involved heterogeneity in beliefs and tasks in society.
  - Cultural climate of post industrialisation was referred to as post modernism and characterised by recognition of differences, plurality, paradox, and eclecticism involving various possibilities and choices.
  - Post industrialism regarded employees as being more enlightened with 5 characteristics:
    - Self-actualisation – being in accordance with one's values, focusing on personal, intellectual and emotional development & growth
    - Hedonism – right to enjoy life and benefits of work
    - Entitlementalism – entitled to certain things
    - Antiproduktivism – questioning cost of economic growth vs. depletion of natural resources
    - Anti-authoritarianism - right to question anybody who gives commands
  - Summary – evolution of meanings associated with work:

Era	Associated
Pre-industrial	<p>Work as drudgery</p> <p>Work as instrumental to spiritual or religious ends</p> <p>work as intrinsically meaningful for its own sake</p>
Industrial	<p>Mechnkic, mass productions lead to decline in will to work</p> <p>Meaning sought outside sphere of work</p>
Post industrial	<p>Information technology &amp; globalisation lead to multicultural viewpoints about meaning of work</p>
21's century	<p>Boundaryless, service driven, technology-intensive work environments</p> <p>Work meaning is a socially constructed product that is dynamic &amp; fluid &amp; expresses itself though the lens of job meaning, self meaning in a particular socio-cultural context, Heightened change and uncertain markets lead to search for meaning, higher purpose and spiritual sense making through one's work activities and life roles</p>

• **Work as a central life interest:**

- Fundamental factor – degree of importance that working has in the life of an individual
- Work occupies a large part of adult life
- Work as life interest does not refer to content of work but the rewards of working relative to outcomes of other life roles.
- People with high work centrality will see job performance as instrumental in obtaining other non-financial rewards like self worth, growth and personal satisfaction
- People with low work centrality will may perceive performance as relating to pay or material gain associated with the job
- Meaning of work is influenced by multiple view and multicultural world and certain work values will vary from individual to individual.

**How do values influence the significance that work or working has in people's lives (10)**

• **Describe the nature of values**

- Used to denote norms, beliefs, principles, preferences, needs, codes, criteria etc
- Seen as orientations that selectively determines behaviour and represent motivational goals that apply across context and time
- Guide behaviour & remain stable over time
- Develop as result of external socio-cultural forces & internal psychological factors that influence the individual
- Socio-cultural norms becomes personal objectives of individual that are transformed into values
- Individual values are orientations that are socially sanctioned
- Protestantism gave rise to work values & taken up in protestant work ethic, sanctioned by religion
- Work – moral value, each person has a calling to work, people should develop their talents, and all must work, including the rich.
- Idleness taboo, personal salvation achieved through industriousness & thrift
- Material welfare a sign of God's grace & not to be wasted on self gratification
- Associated with development of capitalism – search for profit, renewal of profit by commercial enterprise and rational organisation of labour
- Over time religious meaning of protestant work ethic declined and occupational achievement through hard work and thrift remained work values but seen as value to individual and not to God
- Protestant was associated with development of achievement motivation
- Protestant also spread to Asian countries e.g. Japan with high productivity
- Two norms derived from socio-cultural norms are obligations to society and entitlements of the working individual
- Obligation norms includes beliefs about duties of work:
  - Workers should be able to think of better ways of doing their jobs
  - They have a duty to contribute to society by working
  - Large portion of income should be saved
  - Monotonous work is acceptable if pay is fair
  - Workers should value the work they are doing, even if it is boring, dirty or unskilled.
- Entitlements concerns beliefs about the rights of working:
  - Job should be provided to every individual who wishes to work
  - Educational system should prepare every person for a good job
  - When skills becomes outdated, employers responsible for retraining
  - Changes in work methods should be discussed and approved by workers.
- In SA – cultural diversity & management important – ethnocentric approach has limitations
- SA study found goals relating to nature of work constitute 80% of the factors that influence people's satisfaction/dissatisfaction with their work including the need for:
  - Stable/perm employment
  - Meaningful work
  - Challenging, stimulating and demanding tasks that bring out the best
  - Tasks that provides new knowledge & skills
  - Tasks that provides an opportunity to make a difference in lives of others and interface with customers.

- **Work values that have an important influence on the meaning of work:**

Discuss how the variables that determine the meaning individuals give to their work influence their need for performance recognition, rewards, personal growth and development choice of career and the need for balance between work and personal life. (15)

What advice would you give today's employees about the frustration they experience in the organisation as a result of unfulfilled work needs? (10)

- Advancement
  - More importance to achievement – that is long term concern about doing things better, surpassing one's standard of excellence and wanting to do something challenging & unique
  - Often have an interest in their image or status and how they are viewed by others
  - Value prestige possessions and career success is important to them
  - Will seek advancement opportunities by volunteering for important assignments
  - Job performance & challenging job experiences have been found to be important predictors of people's positive evaluations of their promotability
  - Career devel. programs & established career paths NB
  - Characteristics of those high in advancement achievement are being success orientated and working hard which is associated with long working hrs.
  - Power
    - Capacity of a person to influence the behaviour of other people to act in accordance with one's wishes
    - Only exist where there is a relationship between 2 or more people/groups
    - Manager's most powerful groups in organisation as they control budgets and authority on how budgets should be allocated.
    - Dominant power groups in society & org. transmit values & goals to workplace through positions of power & control over economic activity
    - Power groups have different values and different meanings of work come into practice
    - Democratic power structures meaning of work revolves around human dignity, liberty, equality, & solidarity & have little meaning in autocratic power structures
    - Power groups determine the way decisions are made in org. e.g. decisions wrt change are made unilaterally by management or by participation by workers.
    - Power structures are constantly changing
    - Power was formerly concentrated in large centralized org. such as GVT, civil service
    - Power paths available through experience within the org. – essential in climbing the hierarchy to senior positions
    - Currently power spread over less hierarchical, decentralized org. like smaller specialized business units & coordinated work teams with specialized knowledge working together on a project or toward a common goal.
    - Org no longer host to individual's career, but because it provides the power structure on which individuals can build their career.
    - Individuals have now self ownership of careers and their actions will determine the structure and paths of their careers
    - This refers to a boundaryless career which refers to a sequence of job enactments that goes beyond single employment scenario
    - This is done by means of continuous learning
  - Status
    - Advancement & power closely related to status

- Status arise from tendency to categorise people according to work related factors
- Work determines the person's place in the status hierarchy of the community
- Status is ascribed by individuals to society, family, friends & co-workers according to material (financial income)and social achievement (prestige associated with job)
- Status aspirations can influence achievement aspirations and meaning of work for e.g. can be derived from more specialised responsibility such as moving from technical job to managerial position.
- Status aspirations differ in societal or occupational groups, some regard social status as a hierarchy which anyone can enter provided that they have the necessary abilities & ambitions and others regard it as a fixed aspect of life.

The meaning of work embraces the significance that work or working has in people's lives

Distinguish between the variables self-actualisation, competency, and spiritual  
Explain how these three variables influence the significance of work (

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**Why self-actualisation at work is so important and how does it relate to the crystallization of a self concept and how do these two concepts relate to meaning that work has in people's lives? (10)**

- Autonomy
  - Degree of freedom to organise life & work
  - Seek work situations that provides maximum freedom of org. constraints to pursue their professional competence
  - This result in compromising themselves less to org. as they generally expects less from org.
  - The value of autonomy corresponds to the notion of self directedness as manifested in people's need for self actualisation, competency and leisure.
    - Self actualisation
      - ❖ Process of inner directedness through which a person gives expression to his intrinsic nature
      - ❖ Characteristics – autonomy, independence, democratic orientation, feeling of connectedness, freshness of appreciation, feeling at ease = openness to experience
      - ❖ Contributes to one's sense of identity – what do I want to make of myself, what do I have to work with?
      - ❖ Involves self concepts and they find expression through self actualisation in work
      - ❖ Self concepts change over time as work structures change
    - Competency
      - ❖ Meaning & identity in work = career competency
      - ❖ Equip a person to adapt to change & contribute to satisfy org. requirements
      - ❖ Because of downsizing workers hired according to existing capabilities & a training not offered by org. & workers are less committed to org. – these workers supplement the core workers
      - ❖ Core workers are expected to be committed, but some who have the required skills are not committed to use it in org. and effective performance therefore fluctuates.

- ❖ Fluctuations in utilizing competencies have 3 modes – performance mode → quest for success & mastery of a job, learning mode → quest for novelty & variety for self improvement by acquiring new competencies beyond mere mastering of the job, development mode → quest for meaning by seeking work of life events that will be conducive to finding a calling or purpose.
- ❖ 3 modes applicable when career is seen as lifelong development
- Leisure
  - ❖ Activities falling outside work & not sustaining income but can constitute ways in which work is connected to non-work
  - ❖ No clear relationship, but work can have spillover to leisure – if work positive meanings, leisure will also be positive, but reverse also possible
  - ❖ Leisure can compensate for lack of meaning in work & pursuit of leisure can create values different to work values
  - ❖ Ways of organizing work influence the work/leisure relationship
  - ❖ Flexible working hrs causes time to become more meaningfully allocated to activities such as sport, hobbies, crafts amusements tourism, social relations & more leisure time means more time allocated to family & relationship changes
  - ❖ Leisure can involve work activities as well – making, selling, priding services sunning small businesses can provide meaning ito value of products & services self and in the context they are done
- Economic or material rewards
  - Associated with a need for job security, good salary & working conditions
  - Self concept are based on material outcomes – amount of money that is earned
  - Will seek work situations which provides opportunities for financial rewards & will strive for money by requesting pay rises, changing jobs for higher salaries
  - Origins in protestant work ethic of wealth accumulation and working hard
  - Reasons why people work hard despite having enough:
    - Working to have things – growing consumerism
    - Not to be left behind – lack confidence that today's earnings will be enough tomorrow
    - Working to confirm self worth – loss of work is loss of personhood
    - Working to use technology – anything less than full utilisation is wasteful. Technology seems to be governing how people work
- Social values
  - Sense of belonging
    - Work can provide a basis for integrating people into society by providing connections btw people
    - Freud – 2 important life functions – love well, work well
    - Freud – work essential aspect of life because it ties individual to reality of human society
    - Work involves membership to social groups thereby satisfying the need for affiliation and interpersonal contact and providing social identity
    - Connected to belonging is the feeling of being useful in society
    - It can be in terms of the work content, physical, mental or social tasks performs in the work context like supplying ideas, services being performed, or products that make them useful to society
    - The personal meaning of work is thereby aligned to context of societal meaning of work
    - Because of the interrelatedness of individual tasks & services with tasks & services of others extends the personal meaning to broader, more collective meaning – being part of a whole.
  - Work-family enrichment

- Extent to which experiences in one role improve the quality of life in the other
  - Work can enrich family life and family can enrich work
  - Availability of resources within a role enables that role to enrich another role, but stressors in a role will interfere with the other which may lead to work or family conflict
  - Work-family enrichment expands people's capacity to achieve effectiveness & get satisfaction from multiple life roles, but conflict limits this capacity
  - Work-family enrichment is part of work ethic that promotes a health work-life balance
  - Emphasis the importance of one's other life obligations
- Workplace spirituality
    - Recognises the employees inner life that nourishes meaningful work
    - Spirituality is the feeling of fundamental meaning of who you are and what you are doing and what contributions you are making
    - Represents the quest to unite inner life and outer world, search for a higher purpose
    - Spiritual journey is a process of focusing within, gaining an awareness of higher self and finding meaning and purpose in work & life
    - Closely related to emphasis on protean career & internal career experiences of individuals
    - Spirituality at work will require the following from employees, co-workers & managers:
      - Acting with integrity & authenticity
      - Treating people with respect
      - Encouraging a work-life balance
      - Connecting work to a larger sense of meaning and purpose
      - Creating a culture that embodies core values and ethical principles
      - Establishing decision making processes that include reflection on complex values at stake
      - Doing business in a socially responsible manner

## CHAPTER 2 – CHANGES IN ORGANISATIONS – IMPLICATIONS FOR CAREERS.

### FOCUS: Changes in organisations: Implications for careers (*nature of careers*).

What is the impact of recent changes in business environment on individual's careers – consider consequences of these changes on career management (25)

#### Implications of change for organisations

- Ability to change a challenge & progress relies heavily on this
- Future trends that can influence 21's century of work:
  - Increasing ageing yet active population – lifestyle changes keeping people fit till their 90's & financial pressure keeping them working
  - More varied household types
  - Multi-generations working side by side
  - Growing diversity in workplace
  - Spirituality at work – focus on higher purpose

How does traditional psych contract differ from new form of psych contract with employees and employers

<b>Traditional workplace</b>	<b>Modern workplace</b>
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Stable environment protected markets	Dynamic competitive environment, global unpredictable markets
Product driven	Service driven, technology intensive
Mechanistic, product, functional divisional structured	Flat, network, cellular structures
Hierarchical, multiple management levels	Knowledge and information-technology-driven learning organisations
Seniority based, time based promotions	Strategic collaboration with competitors
Command and central management style	Small component of core employees, big component part time casual contract staff
Uni-dimensional career movements - linear	Empowerment of people
Organisation responsible for individual career planning and development	Competency based outsourcing
Individual loyalty to organisation for lifelong and steady rowing employment	Diminishing loyalty for organisation
Job security, job for life	Increasing emphasis on work life integration
One or two career choices at early age	Individual investment in employability
	Career self management
	Life long learning
	Knowledge workers
	Composite and customised careers
	Repeated career choices at different age stages

	Careers as learning cycles (several organisations)
	Spirituality at work

- 12 predictions about the changing nature of work:
  - Social bonds between worker & company will decrease – dependencies on companies for livelihood will decrease due to large organisations not critically involved with the creation of value in the knowledge driven economy
  - People will combine teams – highly networked over duration of projects, stay in a project for the duration, when done break apart and form new teams with new projects
  - Back to guild structures – primary social org. model – responsible for recruitment of talent, mentoring, enforcing process professional quality standards
  - Work will take place in a greater range of locations – 60% of workforce work in multiple locations depending on task at hand, tools available and requirements of customer
  - Work spread out in time – normal 8hr workday will spread over 14hr window to accommodate collaboration across continents
  - Work more collaborative and less individualistic – people focus work on core competencies, what they do best, and everything else handed off to someone with complementary competencies
  - Work will morph into confederations with shared liability
  - Developing and delivering work support structures are a business in itself – need for new and different workforce support will become a new business opportunity
  - Stars will be producers not CEO's – small unit leader will replace CEO and will be the bride to bringing the product to the market
  - Success means mastering ambiguity – shift to knowledge & creativity as source of value will make change a permanent position
  - Value embedded in social capital
  - A shift from live to work, to work to live and enhance the quality of life.

To which generation do you belong? – how do you experience the changes in world of work, what can org. do to address career needs of members X & Y 10

21<sup>st</sup> century workforce - 5 workforce generations

- Silent generation – born 1922 – 1945
  - Most traditional, working fathers, traditional work ethics
  - Highly disciplined, hardworking, loyal, play by the rules, wisdom keepers, natural leaders & mentors
- Baby boomers – born 1946 – 1964
  - Education top priority
  - Raised in homes enjoying economic prosperity & strong nuclear family
  - Mothers homemakers & fathers breadwinners
  - Surrounded by issues from elder parents on one end and adult children on another and are being put more in a position of needing to parent the parents
- Generation X – born 1965 – 1976
  - Raised with a silver spoon & sense of entitlement
  - Often viewed as slackers with less involvement and pessimistic views of politics & other issues
  - Some very traditional, optimistic, hardworking, narrow minded belief in gender roles and stereotypes
  - High divorce rate & increased number of working mothers

- Characterised by traits of independence, resilience and adaptability
- Work well in multicultural settings
- Generation Y – born 1977 – 2000
  - Will be in force through first quarter of 21 century
  - Self confident – set goals and go for them
  - Desire structures & direction in workplace
  - High tech second nature
  - Mentor relationship btw a senior and Y will be good match
- Millennium generation – born since 2000
  - Influenced by historical & political events
  - Expect equal pay as an everyday occurrence & will be flexible
  - Comfortable with diversity

#### How does diversity influence work & family values (5)

#### Workforce distribution/composition

- Composition of labour force changed as result of 1994
- Today more woman & representative of all races with working couples increasing
- General trend that more qualified females are entering the labour force
- EE & affirmative action groups bigger part of labour force
- EE Act changed workforce distribution
- Biggest variables impacting labour force are HIV aid
- Less permanent job opportunities available and more casual or contract employment opportunities
- HIV AIDS prevalence in manufacturing sector among the high levels
- Still skewed racial employment profile
- Over time the move to more representative profile
- Unemployment key challenge
- Training to disadvantaged youth will enhance prospects of accessing labour market
- Skills development strategy and EE Act in place to correct gender & race inequalities in workplace

#### Implications of organisational change for careers

- New trends in career development as result of org changes due to global & regional influences
- Emphasis on multiple skills and moving away from traditional upward career path to moving across functional boundaries
- Project work important but demand skills & ability to adjust & function in multidisciplinary team
- Responsibility for own career – stability & security no longer exist, confronted by risk & uncertainty
- Security within the individual
- Employability = willingness to accumulate skills & reputation that can be invested in new opportunities as the arise
- Employability lies within knowledge, transferable skills, experience, unique attributes, and accomplishments
- Employability refers to person's ability to gain access to and be productive in workplace & is the set of composite traits & skills that permit a person to meet the demands in the workplace
- Subset of skills:
  - General employability – Emotional intelligence, career self-efficacy, career resilience & career decision making skills i.e. planning, preparing and adjusting to demands of workplace. Includes punctuality, honesty, reliability, dependability, initiative, helpfulness, cooperation, willingness to learn, sense of humor, moral integrity.

- Occupation specific skills – related to job requirements & roles, relates to previous experience, further education, training & development, basic life skills, problem solving skills, ability to work in teams
- Company specific skills – skills & attitudes that enable a person to adjust to specific context of the work i.e. company goals, mission, work values, preferred work styles set out in company policies & procedures.
- Entrepreneurial approach also important principle – ability to accept responsibility & continuous learning to be able to adapt to demands of everyday life.
- Includes recognition of areas that need developing & upgrading skills therefore becoming more versatile & competent.
- Pro-active career development helps a person to anticipate change & be better prepared when confronted by it.
- New trends like moving away from industrial to information age, different types of employment relationships that are developing like outsourcing are becoming more common.
- Changing values re work & family also contributing to career management - traditional loyalty involved being loyal to person next in hierarchy, today loyalty is defined into professional standards.
- Employees needs more diverse – people expect work to be more satisfactory at other levels i.e emotional, intellectual and spiritual level.

Can org expect loyalty from employees given the change in nature of employment relationships – discuss (10)

IMPLICATIONS OF CHANGING ORGANISATION FOR CAREERS IN 21'S CENTURY	
Protean careers	Shaped & managed by individual, consist of all varied experience in education, training, work in different Org, & changes in occupational field. Characterised by high degree of mobility, self resilience & internal career thinking
Boundaryless career	Flexible, mobile, movement between different global organisational contexts
Composite career	More than 1 working role & holding down more than 1 form of employment
Entrepreneurial career	Choosing self employment including establishment & management own business
Career progress & success	career progress = person's experiences of self growth, including upward movement, increased competence & experience & gaining broader experience across multidirectional career movements. Career success = objective & subjective sense of achievement & well being a person experience re career.

Lifelong learning	Acquiring knowledge, skills & abilities throughout life and career in reaction to & anticipation of changing performance criteria
Career resilience & adaptability	Ability to adapt to changing circumstances by welcoming job & organisational changes, looking forward to working with new & different people, having self confidence & willing to take risks
New knowledge & skills required	Knowledge economy & more complex & differentiated organisation resulted in employment of more specialists & knowledge workers
New employment relationships	Changes in workplace characterised by change in employment relationships, including long term insiders & outsiders and short term insiders & outsiders
Employability	Value its future employment opportunities which is determined by accumulation of knowledge, skills, experience, reputation which can be invested in new employment opportunities as they arrive
Individualism more valued than organisational loyalty	More proactive career agents who take responsibility for their career development. Loyalty is now redefined its employability and professionalism.
Diverse needs of employees	Socio-demographic & generational diversity in workplace require from workplace to offer career development support programmes that address the needs of an increasingly diverse workforce.
Traditional male & female roles challenged	Shift to non-traditional family structures is challenging stereotypes in workplace
New psychological contract	Mutual expectations & satisfaction of needs arising from relationship btw individual employees & org. Contemporary psych contract is a partnership relationship characterised by conditional attachment agreements

- Protean careers
  - Self directed approach & driven by own values
  - Managed by person, not organisation
  - Consists of varied experience in education, training, work, occupational field
  - Characterised by:
    - Psych success
    - Self direction
    - Freedom & autonomy

- Choices based on personal values
- Managed by individual
- Series of identity changes
- Cont. learning
- Chronological age unimportant
- Employability & work challenged provided by Org
- High level of self awareness
- Personal responsibility
- Freedom & growth valued
- High degree of mobility
- Internal career thinking
- Positive potential:
  - Relationship still win-win
  - Org not blindly trusted by employee with career
  - Common ground not relationship, but explicit task
  - Task focused relationship better for individual & org. & facilitates diversity necessary for future survival because emphasis is on task & not on gender, race, or traits of person performing the task.
- 3 forms of flexibility
  - New ways of career thinking – flexible career course characterised by moves between different lines of work
  - Flexibility into career space – enlarging it, allowing workers to integrate work & family issues
  - Workers can work from home – formal or informal
- Encourages workers to think differently about employer & employee relationship
- Problems:
  - Not everybody adapts to protean career
  - Lack of external control & individual responsibility frightens people
  - Some individuals cannot operate independently in such an environment
  - New career management competencies often required

A different working relationship, which emphasises individual responsibility and a broader range of skills, is becoming increasingly evident in the 21st century

Distinguish between the protean career, boundaryless career, composite career, entrepreneurial career. Give an outline of the common characteristics these forms of career share

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**What are the characteristics of the boundaryless career – how do they relate to the protean career and multi-directional career paths (15)**

- Boundaryless careers
  - Physical & psych movement away from current employer
  - Individuals have self ownership of careers
  - Manage career autonomously between jobs, companies and professions increasing their employment value
  - Mobility can be between jobs, companies, occupations, countries

- Boundaries erased between nations & individual self reliant – success measured by meaningful work & milestones in career.
- Careers cannot be constrained by org boundaries – individuals move btw org. if they have transferable knowledge, skills & abilities e.g. electronic engineer move btw several comp. firms
- Composite career
  - More than 1 working role and hold more than 1 job – manage time between jobs & companies
  - Composite work life forces individual to manage own time & efforts the same way a self employed person with several clients does
  - Not all ventures provide significant financial value
  - People will be better off trying different career ventures according to their possibilities, skills & talents in various creative ways, whether it is for financial gain or social gain.
  - Will stop thinking of having a “job”, but experimenting with work opportunities, discover more of them and love a meaningful life.

(b) The self-employed person can be regarded as an entrepreneur      Discu  
entrepreneurship and the characteristics of successful entrepreneurs      (1

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- Entrepreneurial career
  - Entrepreneurship means managing own business & requires personal sacrifice, innovation
  - Self employment takes willingness to action, experiment, constantly innovate as markets constantly changing
  - Skills and aptitudes of successful entrepreneurs
    - Persuasive powers
    - Problem solvers & decision makers
    - Good time management and organised
    - Can handle information effectively and can resolve conflict
    - Willing to take calculated & intelligent risks
    - Effective business management skills
  - Traits & qualities
    - Need for autonomy & independence
    - Need for achievement – being successful
    - High initiative & self leadership
    - Flexibility
    - Creativity
    - Ability to cope with adversity & change
    - Self confidence
    - Committed to goals & life purpose
    - Optimistic mindset
    - High motivation levels
    - Positive outlook on life
  - Attitudes & values:
    - Internal locus of control (belief that they can create own destiny)
    - High level of responsibility
    - High value on money, status, creativity and honesty
  - Skills & qualities can be learned
  - Due to downsizing people forced to become entrepreneurs
  - Females entering market – self employment more attractive because work and family life can be more balanced

- Main reason is to gain more autonomy, increased flexibility, generate own wealth, escape org. bureaucracies.
- Can also incur financial losses if not properly planned.

**Are the concepts of career progress and career success realistic in today's rapidly changing and uncertain workplace environment [10]**

- Career progress & success redefined
  - Characterised by mastering a job
  - Criteria = psychological success i.e. achieving personal goals, general sense of well being about career.
  - Re-skilling and lateral rather than upward moves
  - Survival today requires employees to base feelings of security on processes and not structures, on skills and not job titles, and satisfaction experienced from fulfilling a certain role rather than advancing the career ladder.
  - This can lead to career growth and individual becoming indispensable
  - Upward move now being replaced with moving across functional boundaries
  - Career success assessed by amount of learning that took place, outputs instead of inputs & marketable skill of individual.
- Lifelong learning
  - Crucial for all levels due to constant changes in all jobs and new skills are required
  - Cont learning is the process of acquiring new skills, knowledge, and abilities throughout career in anticipation of changing performance criteria
  - Must live up to new expectations, stay current, be able to change careers & org more often, adapt to new situations, must become perpetual learners.
  - If unable to, employees will find themselves sidelined by organisation
  - Individual learning important to achieve goals, and source of competitive advantage
  - Learning can be fostered in the following ways:
    - Creating a culture of cont learning in org by encouraging innovation and experimentation through networking via computer & person to person contact, teambuilding across hierarchies and focus on projects rather than functions.
    - Establish transfer of training climate where knowledge & skills acquired at training courses & reinforced when applied in organisation
    - Giving constructive fair, helpful and considerate feedback addressing individual performance
    - Managing performance by establishing future development and future job analysis that assist employee in identifying dimensions of leadership and management
    - Focus on professionalism to enhance excellence in employee's own area of expertise, preparing them for future jobs to improve their re-employability
    - Retraining displaced workers to equip them with coping skills and new skills & knowledge.

**How does career resilience relate to career progress and success in new business environment [10]**

**“Taking charge of one’s own career requires career resilience ” Briefly explain why concepts “career resilience” and “career adaptability” become important qualities in 21<sup>st</sup> century world of work**

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- Career resilience and adaptability
  - Needed to survive



- Defined as motive to be strong in face of inordinate demands, goal directed behaviour of coping and rebounding and of accompanying emotions & cognitions.
- Influenced by internal characteristics, external life contexts, circumstances and opportunities.
- Ability to adapt to changing circumstances
- Dedicated to continuous learning, committed to personal excellence, focused attitude, but also flexible, supportive or org goals
- Closely related to career adaptability
- Refers to person's readiness to cope with changing working conditions
- To grow towards career resilience one need to:
  - Take charge of career & know that it is an ongoing process
  - Develop people skills to improve interactions with others
  - Sharpen communication skills
  - Discover & adapt to changes
  - Be flexible
  - Embrace new technologies
  - Keep learning
  - No misconceptions about company when considering new job opportunity
  - Research options
  - Develop new capacities
- New knowledge & skills required for more technical complex work
  - Shift from industry based to knowledge based & increased complexity required more specialists & flexible skills
  - Able to do variety of things by staying generalized & specialised – if only 1 speciality will lose everything if specialty disappears
  - Churning of jobs → creating new, more tech advanced jobs combined with old low tech jobs
  - Produces new career path options
  - Requires continual adjustment
  - Knowledge workers = skilled & talented workers & org want to retain them
  - SA skills crisis esp. retaining knowledge workers
  - Brain drain → depletion & loss of intellectual & technical people
  - Competitive advantage → optimize workforce through comprehensive training & dev programs including investment in human capital development (HCD)
  - HCD = process to help employees become better at their tasks
  - Legislation = NQF, Nat. Human dev. Strategy, Skills development Act, establishing learning programmes in workplace like to prepare people for full occupational competence like PIVOTAL (Professional, Vocations, Technical, Academic Learning programs)

#### What can org. do to retain their knowledge workers [5]

- To retain knowledge workers, Org must:
  - Develop employees according to merit & not equity reasons
  - Competitive remuneration package
  - Develop high performance work culture where mediocrity & poor performance not tolerated
  - Invest in employees personal growth & career development by allowing them to participate in leadership development programs
  - Expose talented staff to all aspect of business
  - Recognise staff for their contributions
  - Ensure brand is respected

- New employment relationships – type of employment relationships:
  - Long-term insiders – Core employees:
    - Org built around employees, critical skills & expertise help focusing org & gave competitive adv. Stability promoted by keeping employees
  - Short-term insiders – careerists & jugglers
    - Careerist = making a career within industry is more important than within company
    - Juggles = Career not most important in life
    - Both short term insiders & characterised by not part of org. culture, even though part of company.
    - To employ company is more flexible because it does not have to invest that much into commitment & money
  - Long-term outsiders – pooled workers
    - Work as a substitute for another employee
    - Prefers to work shorter hrs
  - Short-term outsiders – temps & independent contractors
    - More flexibility to company & contractor due to flexibility into lifestyle options

**Security lies in employability rather than in employment Explain this statement by discussing the concept of employability Also, explain how job obsolescence and career plateauing relate to the notion of continued employability (10)**

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Why is it important for employees to sustain and improve their employability on a cont. basis

- Employability
  - Job security lies in employability
  - Refers to capacity & willingness to become & remain attractive in labour market & capability to be successful in a wide range of jobs
  - About being capable, keeping fulfilling work, having knowledge, understanding, skills, experience, personal attributes, realise own potential through sustainable & fulfilling employment experiences throughout life
  - Security threatened by modern org where structures more flat, downsize, fewer formal career opportunities.
  - Security shifted to individual
  - Employability can be viewed as person's value into future opportunities.
  - Multiple careers common & person should have competitive skills to obtain work when necessary.
  - Employability include qualification, subject knowledge, understanding & skills
  - Generic skills:
    - Interpersonal communication
    - Teamwork or citizenship
    - Problem solving & decision making
    - Initiative & enterprise
    - Planning & organizing
    - Self management
    - Emotional literacy
    - Adaptability & flexibility
    - Career development literacy

- Self efficacy & self confidence
- Positive self esteem
- Life- long learning attitude
- Technological literacy
- Individualism valued more than org loyalty
  - Traditions loyalty means loyal to person next in hierarchy
  - Modern loyalty is redefined into professional standards
  - Reasons:
    - Different leaders – chain of command not easily identified
    - Encouraged to challenge traditions & move to new directions
    - Decision making decentralized & lower levels expected to make own decisions
    - Increasing professionalism sets own criteria for performance & outclass those of management
    - People loyal to profession than to company because future depends more on own abilities & reputation
  - Job & career embeddedness = collection of forces to keep people in current employment situation & it will determine loyalty towards org.
- Diverse needs of employees
  - More diverse not only cultural or ethnic, but age, gender, sexual orientation, physical abilities as primary
  - Secondary diverse categories are education, income, marital status, religious beliefs, geographic location, parental status, physical & mental disabilities, behaviour styles.
  - Org must establish support programmes to accommodate career dev needs of diverse workforce
  - Must focus on bringing best talent, establish mentoring programs, holding managers accountable for meeting diversity goals, developing career plans for employees as part of performance reviews
  - Generations also conflicting values, attitudes & diverse career needs e.g. generation X – independent, baby boom or generation Y desires constant need for stimulation, entertainment & flexible work arrangements.
  - Career success means different things to different people – more value on balanced life & success not only into work contributions but family, community & self contributions
- Traditional male/female roles challenged
  - Gender stereotypes disappearing
  - Equal employment opportunities
  - More female in management positions & family responsibilities shared equally
  - 21's century workplace characterised by diverse household arrangements requiring flexibility from employers

**Changes in the workplace are often characterised by a change in employment relationships Explain the nature of employment relations and the new psychological contract in the 21<sup>st</sup> century** (1

May/June 2011

- New psychological contract
  - Defined = employees beliefs & attitudes about mutual obligations btw employee & org.

PERCEIVED EMPLOYEE ENTITLEMENT/EXPECTATIONS	PERCEIVED OBLIGATION TOWARDS ORGANISATION
Transactional	Producing work of adequate quality & quantity
Competitive salary	Self motivation
Benefits	Maintaining good interpersonal relationships with colleagues to achieve good working environment
Sufficient resources to do job	Self presentation
Job related training	Respect for authority
Career development	Being present and available during office hours
Support with personal or family problems	Punctuality
Fairness & justice in personnel procedures i.e. incentive pay allocation	Loyalty towards organisation
Consultation & communication with employees on matters affecting them	Not abusing organisation resources
Recognition of contributions	Honesty
Good relationships with supervisors & managers	Setting example to others
Respect	Keeping promises
Job security	Not committing misconduct
Promotional opportunities	Serving customers with respect, efficiency
	Not acting outside delegated authority
	Adapting to changes in work & work environment

### CHAPTER 3 – CAREER CONCEPTS & MODELS

**FOCUS:** Career concepts and career models (*career competency; inner value capital;*

*psychological career resources; objective and subjective career success*).

**What are the characteristics of the protean career (10)**

- Protean = shift away from traditional career
- Defined by person's own criteria of good performance or psych success
- Aspects of internal or subjective career included like attitudes, needs, values and perceptions that an individual has about a career & held together by basic values, career motives & needs, perceived talents.
- Contract with individual self & work
- Ability to transform yourself
- Many sidedness
- Versatile and adaptable
- Can redirect self if necessary

**Key career concepts are generally incorporated as distinct or relatively interchangeable explanatory constructs to understand people's career development in the contemporary world of work**

**Discuss these career concepts and explain the objective and subjective careers of individuals. Also illustrate the interrelationship between these career concepts by means of a figure** (15)

May/June 2011

**What are the different meanings that can be assigned to the concept of career (10)**

**What is the meaning of career success in the changing world or work? How does the concept of career success relate to career motivation and career maturity (15)**

**What is the meaning of career success in the changing world or work? How does the concept of career success relate to career motivation and career maturity (15)**

**Explain the terms intelligent careers and career competency (10)**

**Differentiate between objective and subjective or psychological career success and explain how these relate to the notion of the protean career** (10)

MAY/JUNE 2010

Intra-organisational career mobility opportunities have been found to be an important factor in retaining valuable, high-performing and talented employees since such opportunities address the needs of high-performing employees for further growth and career development within the company. Explain how career pathing, lateral and cross-functional movements and dual career paths can facilitate intra-organisational career mobility within a contemporary organisation that limits upward career progression (5)

OCT 2009

CAREER CONCEPTS		
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CAREER CONCEPT	DESCRIPTION	PRACTICAL APPLICATION
Career planning	Initiative when individual uses personal control and initiative over career. Engages in informed choices as to occupation, organisation, job, assignment, formulating goals & developing plans for reaching goals	Employees take control of careers, but org can help by providing career planning tools & workshops to give career counseling and guide employees to do self assessment & prepare a career plan
Career management	Ongoing process where employee takes action to obtain self knowledge, knowledge of employment opportunities, develop career goals, develop a strategy, implement & experiment, obtain feedback on effectiveness of the strategy & goals	Employer supports by providing facilities like workshops, career workbooks, training role, . Individuals must however primarily take control of career. Can also gain work experience through structured internship
Career development	Ongoing process by which individuals progress through series of stages each of which is characterised by a relative unique set of issues, themes or tasks	Joint effort btw org & employee, employee responsible for career planning & org for career development & support through job information, opportunities within which employees can grow
Career paths	Objective description of sequential work experiences as opposed to subjective personal feelings about career progress personal development or satisfaction	Upward movement in org or other org - promotions
Career self management	Ability to keep pace with speed of change in organisation & industry and ability to sustain employability through cont. learning & career planning & management efforts	Need to keep on learning as jobs may evolve into something different
Career competency	Individuals "knowing why" (values, attitudes, internal needs, identity & lifestyle), knowing how (expertise, capabilities, tacid & explicit knowledge), knowing whom (Networking relationships, how to find right people), knowing what (opportunities, threats, job requirements), knowing where (entering workplace, training, advancing), knowing when( timing of choices & activities) competencies, qualities which enable them to pursue meaningful careers	Having a sense of purpose, know where I am going and why

Career success	Objective & subjective sense of achievement a person experience regarding his career	Individuals perception of internal career success
Career motivation	Persistence & enthusiasm with which individuals pursue their career, even in the face of adversity based on their career identity career insight and career resilience	Passion for job, willingness to commit, how resilient a person are
Career commitment	Passion individuals have for chosen work role or personal career goal, including the strength of motivation to work in a chosen career goal	How committed a person are to his career goal, and positively linked to career satisfaction, performance effectiveness
Career maturity	Ability to make career decisions that reflect self reliance, independence and a willingness to compromise between one's personal needs and the requirements of one's career situation	Linked to career resilience, take career decisions
Career self efficacy	Degree of difficulty of career tasks which individuals believe they are to attempt and the degree to which their beliefs will persists despite obstacles	How well individual believe they can execute career tasks and the difficulty level

**What are the activities involved in career management? How does it relate to career planning and development? (15)**

### **Career models – planning and development career models**

**Career planning and management is a process in which iterative rounds of planning, action and reflection lead to updating personal career goals and possibilities Explain this statement by discussing the concept of career self-management. Also, elaborate on the various elements of a career planning or management model that can assist individuals in updating their career goals and possibilities (15)**

**MAY/JUNE 2010**

<b>CHARACTERISTICS OF THE 2 CAREER MODELS</b>	
<b>PLAN &amp; IMPLEMENT</b>	<b>TEST AND LEARN</b>
Linear process flowing from implementation plan	Circular process in which iterative rounds of action & reflection lead to updating goals & possibilities
Fixed end goal with ideal of identifying the end goal as clearly as possible at the outset	Career goal continuously changing with ideal of improving ability to formulate and test hypotheses about future possibilities along the way

<p>Deductive career planning and management process with progress in stages, each building on the preceding step. Starting point is analysis and reflection. Individuals use introspection to find an inner truth that can help identify the desired goal. An action plan is devised and implemented to get to that goal</p>	<p>Inductive career planning &amp; management process with progress on iteration with leaps of insight. Emphasis on taking action and experimenting with various future possibilities. Individuals learn from direct experience to recombine old &amp; new skills, interests and ways of thinking about themselves &amp; to create opportunities that correspond to the evolving self concept</p>
<p>Explicit knowledge required used as an input to career management process e.g. what jobs exist, what skills they like to use what areas interest them, what their personality is etc.</p>	<p>Implicit knowledge required which is continuously created through career management process e.g. what is feasible, what is appealing</p>
<p>Useful in facilitating career competency, career self efficacy, and career maturity to young adults and new entrants to world of work</p>	<p>useful in facilitating career adjustment and career resilience in adults dealing with career transitions</p>

**How will individuals go about planning & managing their careers in an uncertain constant changing workplace? (10)**

- (a) Differentiate between careers that will have to become more protean and careers which individuals have self-ownership (15)

**OCT 2009**

- Plan & implement career model - steps
  - Career exploration – collection & analysis of information re career issues, can help people become more aware of themselves & world of work, formulate career goals & decisions & develop strategies to accomplish significant goals.
    - Self exploration – seek info about self that can be valuable in career decision making
    - Environmental exploration – gather info about environment, investigation of occupations, organisations and family needs to obtain info to make a career decision
    - Awareness – complete and accurate perception of own qualities & characteristics of relevant environment in order to set realistic career goals.
  - Career goals – desired career outcome and can be seen from following outcomes (Elements)
    - Type of goal – distinguished by conceptual and operational nature. Conceptual is career ambitions of a person, values, interests aptitudes and preferences. Operational is the job the person concerned is aiming for & the way in which a person wants to achieve the conceptual goal.



- Functions of a career goal – Expressive function – pleasure gained when goals are achieved when related work is gratifying for the individuals who do it. Instrumental function – achieving one goal will enable the person to aim for following one.
- Period covered – long term can be anything from 7 – 10 years, short term btw 1 – 3 years, present more unpredictable goals require more frequent revision
- Characteristics of career goals – specific, flexible, measurable, attainable, congruence, acceptable.
  - Specificity – good goals are specific & indicate what they relate to
  - Flexible – changing world require flexible goal setting, environment not static, occupations disappear & new ones arise & this makes setting of long term goals inadvisable
  - Measurable – must be able to evaluate them – career appraisal can serve as aid to evaluate
  - Attainable – must be realistic & attainable & take into account qualities, needs & values of person whose career motives should be considered when formulating goals. No real experience can be obtained when setting easily attainable goals while too difficult to achieve will cause feelings of failure.
  - Congruency goals – Attainment of one goal should not preclude the attainment of another. Short term goals should be congruent with long term to identify education, training and experience needed to attain long term goals.
  - Acceptability – must be in line with perceptions & preferences. Through self exploration goal acceptability can be achieved which will promote career commitment.
- Importance of setting career goals
  - Prerequisite for career satisfaction and growth
  - Absence relates to career indecision = absence of a career goal as well as certainty attached to goal.
  - Types of career indecision:
    - People who lack information about themselves & work environment, prone to chronic indecision
    - Decidedness – people who decide on a career goal without prior career exploration, making a decision without sufficient knowledge of themselves and work environment
- Career strategy – sequence of activities designed to attain a career goal & divided into 7 categories.
  - Displaying one's current proficiency
  - Working long hours
  - Acquiring new skills
  - Taking advantage of opportunities
  - Developing an association with a colleague
  - Strengthening one's image
  - Taking part in company politics
- Career appraisal – feedback process, normally performance appraisals

The models of Otte and Kahnweiler (1995) and Coetzee (2005b) are modern test-and-learn career models

Assume that you are responsible for career guidance at your company. You are requested to assist an employee to plan his or her career by referring to the Twentieth century model and Career invention model. Discuss the elements of these two models. Also include illustrations of the models in your answer. (10)

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**Oct 2010**

Differentiate between the traditional plan-and-implement career models and modern test-and-learn career models. Also, discuss an example of a plan-and-implement model and a test-and-learn model by briefly outlining the steps involved in each of the models. Draw a diagram for each of the models to explain your viewpoints. (10)

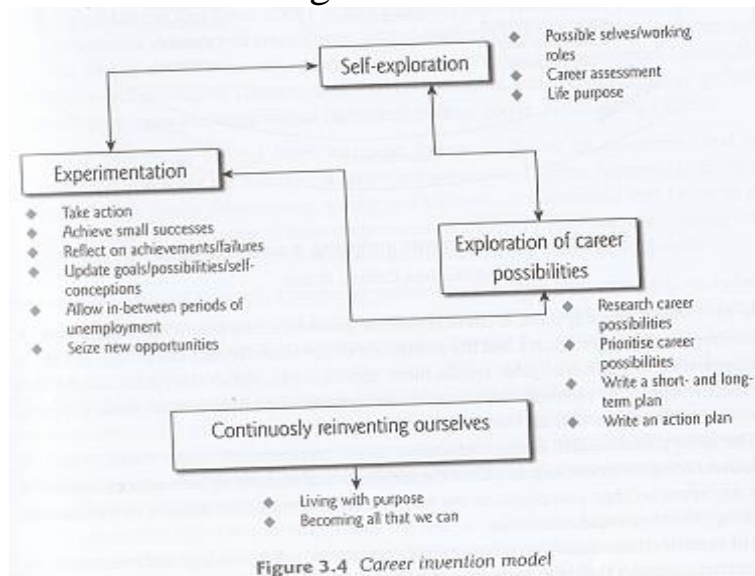
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**Distinguish btw traditional & contemporary definitions of a career (10)**

- Test and learn career models
  - 21's century career planning model - steps
    - Quest for personal development – becoming aware of inner depth in career planning, being in touch with inner feelings. This leads to self analysis and contributes to career planning where one finds answers in oneself rather than outside world. Careers change and this does not mean that jobs will change, but one can see present job in a new way.
    - Honour resistance – At times “stuck” and instead of ascribing it to lacking willpower try to discover reason e..g incompatibility btw needs & desires, or not listening to inner voice if plans inappropriate to external circumstances. Means to understand would be to talk to counselor or revising career plan
    - Clarify ideal future – not think into job title, but of ideal future role thus providing deeper knowledge of oneself, knowing aspirations, fears and desires.
    - Study self – not seeing self as configuration of traits, but being capable of creating meaning. Techniques include:
      - Psych assessment for recommendation on career issues
      - Analyse positive & negative past experiences
      - Early childhood memories analysed to find basis for career dreams & source of pleasure in work
      - Symbolic exercises to discover more profound unconscious motivations
      - Dream analysis & imagination to reveal emotions
    - Analyse past competencies – all capabilities in previous phases should be examined as this can result in discovering hidden skills
    - Analyse competencies needed in ideal future – skills required for career as some must be acquired still

- Draft tentative plan – plan by writing down goal, lists necessary to reach goal, what resources are needed
- Explore plan with others – Share results with trusted others for feedback
- Execute plan incrementally & reflect on learning – 3 guidelines:
  - Work on skills required for goal, choosing most urgent first
  - Make career choices that are consistent with future vision
  - Become aware of towards activities that individual wants to undertake
- Evaluate & reformulate plans – factors in plan revised annually by writing down reflections & discussing it with trusted friends. This will lead to flexibility, awareness of feelings of what was learned thus counteracting drifting.
- Career intervention model – based on principle that 21<sup>st</sup> century career is circular and individual have the power to change career path – Steps:
  - Self exploration:
    - Identify possible self or working role
    - Assess career interests, orientation, values, skills, knowledge, talents, abilities, career personality preferences, career assessment
    - Figure out what one really wants, dreams, desires and life purpose.
  - Explore possibilities
    - Research career possibilities & alternatives that match one’s career assessment & general self exploration, activity outcomes
    - Prioritising identified career possibilities
    - Write short & long term career plan
    - Write plan of action to explore & experiment with identified career options
  - Experimentation
    - Take action – find job
    - Achieve small successes
    - Reflect on achievements, failures and learn from them
    - Update goals possibilities and self concepts about skills abilities & possible selves
    - Allowing in-between periods of unemployment
    - Seizing new opportunities by taking action ( Steps repeated)
  - 21<sup>st</sup> century world of work is characterised by turbulence, uncertainty & rapid change.
  - Flatter org structured led to disappearance of traditional jobs
  - Individual’s career orientations & values guide career decisions.
  - Drivers (Career motivation, commitment, maturity, life purpose) energise individual drive to experiment with career possibilities
  - Enablers (transferable skills, talents, self knowledge, intentions) are characteristics that help a person to succeed in career
  - Harmonisers (Resiliency, Emotional intelligence, competence & coping resources) act as controls & keep drivers in balance.



- Contextual action model – based on action theory and address goal directed, intentional behaviour of people from an action system perspective.
  - People required to take action in daily life
  - Careers constructed through goal directed actions
  - Career development seen as action system that drives meaning through social interaction between individuals & others in social environment
  - Model emphasises role of individual as active career agents in development process which is regarded as career action project managed by individual
  - Support from family, career counselors, mentors, peers, supervisors in development process is seen as a project where individual & supportive others joined in action
  - Ability to act depends on relevant knowledge skills & experience to do so.
  - Perspectives of action:
    - Actual manifestation – external observable range of verbal & non verbal behaviours
    - Internal processes – conscious cognition (attitudes & core self evaluation) & emotions that direct, guide and accompany actions
    - Social meaning – actions understood by oneself and others in socially steered way
  - Levels & dimensions of action – 3 levels
    - Action elements (Intentions & desires)
    - Functional action steps
    - Goals
    - Functional steps foster movement towards goal – either as process or desired end state
    - Goals can be long or short term & part of action itself & seen as action accompanying processes
    - Action system 3 dimensions, 1 – hierarchical (super & subordination of actions towards goals), 2 – sequential (temporal ordering of actions e.g. apply for a job involve reading ad, prepare resume, interview), 3 – parallel (different actions & different goals can coexist)
  - Systems of action
    - Individual – short term cognitive, social & environmental anchored in daily life
    - Joint action – short term (As above)

- Project – mid-term, constituting a series of actions with common goal e.g. further education project
- Career – long-term, highly significant place in individual life

## CHAPTER 4 – CAREER CHOICE & COUNSELLING

**FOCUS: Career choice and counselling (Savickas's career construction theory; ethical standards; self-concept).**

**What value do content and process theories add to the career management process. Explain the advantages and disadvantages of each of the various theories**

### CONTENT THEORIES

- **Person-environment-fit theory (Trait & factor theory)** - Focused on assessment of characteristics of the person and the job - matching individual traits with requirements of occupations. Assumption that individuals have unique patterns of ability & traits that can be correlated to requirements of jobs. 3 pronged approach - 1) Self-knowledge, gain self understanding, 2) Job, occupation, environment knowledge, obtain knowledge about world of work, 3) Match individual & job, occupation & environment by integrating information about one's self and world of work, General approach used in all career theories based on match in individual to work environment so that they are successful & satisfied with their work. Led to development of assessment instruments like achievement batteries, intelligence, aptitude tests etc., Comes across as deceptively simple theory - limited approach because it is a mechanistic approach. No guide to counselor to which tests to be included in repertoire. Static, not developmental theory
- **John Holland (Trait Theory)** - Individuals choose situations & environments that satisfy their personality orientations. People search environments that will let them exercise their skills & abilities, express their attitudes & values, take on agreeable challenges & roles. Individuals attracted to occupational environment that meets personal needs & provides with satisfaction. Person first classified into resemblance of 6 personality types RIASEC model (Realistic, Investigative, Artistic, Social, Enterprising, Conventional) - closer resemblance, the more they have traits of that type. . Belief that people will stay in work that is similar to personality type. Stability depends primarily on dominance of personal orientation. 4 Basic constructs - congruence, consistency, differentiation, identity. Testing suggests validity. Useful because it provides an easy framework for conceptualising all occupations. Valid reliable instruments based on theory that can be used by career counselors (e.g. self directed approach, career attitudes & strategies inventory, RIASEC activities list etc.) Can be applied in career counseling, recruitment, personnel selection and placement. Greatest weakness is potential simplicity of its application which can lead to misuse of results. Less experienced counselors may allow test results to lead to recommendation of a limited number of career choice possibilities.
- **Rene Dawis & Lloy Lofquist (Trait Theory), Person-environment-correspondence theory (PEC)**- originally theory of work adjustment (TWA)& referred to as trait & factor approach to career counseling. TWA focused on adjustment to work & PEC on fit of a person to particular work environment. Work involves interaction btw individual & environment, individual required to perform & environment required to provide compensation incl. safety, comfort, congenial atmosphere, effective supervision & opportunities for achievement. 2) If requirements met correspondence is achieved. 3) 2 criteria, satisfaction of individual with environment & satisfaction of environment with individual. 4) Both satisfaction & satisfactoriness necessary for individual to remain in work environment. 5) Work adjustment predicted from correspondence btw individual personality & work environment. 6) Structure of individual work personality incl. skills & needs derived from values. Work personality style involves ways in which indiv. Interacts with environment including speed of responding, pace, rhythm, and endurance. Strength of theory lies in solid research foundation. Can also be applied to many issues regarding work adjustment e.g. problems concerning co-workers, superiors, boredom & incapacity to meet work requirements. Can also be used to assess resistance to change, flexibility & perseverance in org & indiv. Can also indicate how difficult an adjustment problem is & how much adjustment can be realistically expected.
- **Carl Jung (Trait theory)** Psychological type as major construct by which personality can be understood. Sensing & intuition opposite & related functions as both irrational psych functions, do not follow rules of reason & involve perception rather than judgment when conclusions are drawn. Thinking & feeling also opposite & related functions, both rational psych functions, influenced by reflection in accordance with laws of reason & involve judgment rather than perception when conclusions are drawn. 2 Psych processes not equal in strength. Measures by Myers-Briggs type indicator (Yield 16 psych types measuring judging & perceiving) and Jung personality questionnaire (yield 8 personality types from 4 scales each predominant rational & irrational function) Relation btw typical occupational trends & psych processes measured. Useful instruments for vocational counseling & guidance. Personality type theory assumes a developmental component so that individuals can adapt to new situations. MBTI helpful within context of 21st century work. Counselors can use each type to help identify more satisfying situations & roles & help people adapt to those that seem challenging to them.

## LIFE SPAN DEVELOPMENT THEORIES

The life-span development orientations to careers and career counselling take the view that choosing a career and managing one's career development involve a continuous process that carries on through life

Discuss the life stages, life-career rainbow and segmental model of the career development theory of Donald E Super

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**May/June 2011**

Explain the importance of the self-concept in career development by elaborating on Super's theory of the formation and implementation of self-concepts in occupational contexts Also, explain how individuals' self-concept relates to their life or work

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**MAY/JUNE 2010**

**Why is Super's concept of the "self-concept" so important in career counseling and career management? (10)**

- Super's career development theory (Life-span development theories) Career development seen as a process over 5 life stages from childhood to old age. Comprises the formation of & implementation of self concepts & aspects of reality such as social, economic and cultural factors. Self concepts are individuals own views of personal characteristic & develop through interaction with environment. Can change over time & changes influence the process of synthesis (Learning process) btw individual & reality. Life stages: Growth (Birth - 14) - development through contact with adults who becomes role models. Pleasant experiences lead to development of interests & self esteem, autonomy. If not develop, feelings of alienation & helplessness may result. Exploration (14-25) - first tentative career choices, tried out in holiday/part time work. Establishment (25-45) - period of trial in late 20's, stabilisation in 30's & final choice Maintenance (45 -65) - Continuation along established lines in work, some who did not achieve may stagnate; others want to reach further goals. Decline (65+) - decelerate work activities, change work roles, decline in physical & mental powers, selectively disengaging from work. Strengths are flexibility in incorporating cultural variables. Conceptually comprehensive, useful terminology for career counselors i.e. role concepts, career maturity & choices over life span.

## COGNITIVE BEHAVIOURAL THEORIES AND APPROACHES

- John Krumboltz, (Cognitive behavioral theories & approaches) Emphasis a change focused problem solving approach & cognitive processes through which people monitor their career behaviour. Career choice is seen as a decision making process in which learning plays a major role. Learning experiences are major determinants of personality and development. Decision making determinants - Genetic endowments (gender, race, physical appearance, physical handicaps which may set limits on career choice)& Special abilities (Inherited aptitudes, environmental factors like social, cultural, political & economical factors). Learning experiences incl. 2 types nl. instrumental (feedback, praise) etc. & associative learning (classical conditioning, e.g. Dr's earn a lot of money) Decision making outcomes - Self observation generalization is indiv. Perceptions of themselves into efficacy, interests, personal values. World View generalisations - environments applicable to other environments e.g. social contacts facilitate success. task approach skills - outcomes in decision making, skills & abilities used to cope with environment incl. information seeking, goal setting, generating alternatives Applied to career counseling by determining in which of the decision making outcomes an individual requires assistance. Techniques include cognitive strategies, in which thought processes may be changed to become adaptive.
- Mitchell, Levin, Krumboltz happenstance approach theory Used for career counseling. Unpredictable social factors environmental conditions & change events over life span to be recognised as important influences in clients lives Chance events can have pos & neg. consequences e.g. can lose a job as result of outsourcing only to find a better one. 5 critical client skills: 1) Curiosity (exploring opportunities, take advantage of options) 2. Persistence (way of dealing with obstacles) 3. Flexibility (Adapting & adjusting as events unfold) 3. Optimism (positive attitude, risk taking) Help clients look for solutions to circumstances & develop strengths based on past experiences.
- Hackett & Betz's theory of self efficacy Social learning applied to career choice. Social learning (Self-efficacy) seen as key concept in career decisions Mechanisms playing part in development of personal efficacy expectations are: Successful performance accomplishments, Vicarious learning, Emotional arousal, Verbal persuasion Mechanisms interact in complex ways in development of self efficacy & provide basis for integrating knowledge of woman's career development & interventions that can be implemented to influence woman's self efficacy thereby career choices. Cannot be seen as independent theory of career choice but emergent theory that presents self efficacy as a construct that can be linked to career issues.

## PSYCHODYNAMIC APPROACHES

- Edward Bordin Applies psychodynamic theory to career choice. Childhood experiences seen as basic to the relation btw personality and work. Realisation rooted in urge to play. Play is a satisfying activity that gives individual a sense of wholeness and joy. All individuals seek this and not only in work. Nature of play changes as individual develops. Closely related is compulsion. Experience regarding effort & compulsion determines the degree to which play & work are fused. Fusion influenced by external pressures of parents & caretakers & if pressures coupled with love, child internalises and concepts of conscience, duty. Compulsion is individual coming to terms with wishes & expectations of others. Personality development involved in career decisions are largely unconscious, they can be inferred from examining individuals life history, feelings, fantasies, dreams & imaginative wishes, desires from past, present & future. Effectiveness in career counseling will depend on skill of therapist

## **Discuss Tiedeman, O'Hara and Miller-Tiedeman's theory of the career decision-making process Also, explain how the development of the ego identity influences the decision making process (10)**

**MAY/JUNE 2010 AND IN OCT 2009**

- Tiedman, O'Hara life-career decision making theory Career choice & development seen as decision making involving development of ego-identity over life span Ego-identity viewed as self organising system that develops through differentiation (distinguish btw themselves & environment & different aspects of self like knowledge & ideas on occupations) and reintegration (aspects of self structured into meaningful wholes that contributes to the wholeness of the self). 2 decision making phases - anticipation & exploration. Anticipation includes exploration, crystallisation, choice, clarification. Implementation involves induction, reformation, and reintegration. By being conscious of personal reality individuals are empowered to form, reform and renew resources of lives. Life & career inseparable. Because life is career, you can flow with it, not fight or work against it. In essence you are doing what you want to do not what others think is best for you. Does not provide basis for predicting occupational behaviour. Provides a model for inner experience in decision making. Not Frequently researched.

### **RELATIONAL APPROACHES**

- Anne Roe's theory of parent child relations A career choice involves needs. Occupation can provide satisfaction on all need levels. Maslow's hierarchy of needs used to understand relevance of needs to occupational behaviour. Strength of needs & mode of satisfaction determined by parent-child relations. They involve satisfaction & frustrations that determine which needs will become the strongest motivators. Lower level needs (1'st 3 levels) will if frustrated become dominant & prevent development of higher level needs. Higher level needs (Other 5 levels) will if frustrated become motivationally insignificant. Need satisfaction & frustrations lead to development of personality variables like interests attitudes which are measured in occupations. 8 occupational groups & 6 occupational levels, the theory provides a 2 way system for classifying occupations (see page 130 & 131). System has valid applications in career counseling, development, research & teaching. Research findings do not support the relation btw parent-child relations & occupational choice

### **PERSON IN ENVIRONMENT PERSPECTIVES**

- Ecological model used to develop race/gender approach to career development. Human behaviour results from ongoing dynamic interaction btw person & environment. 4 Systems that make up environment - Micro system/person Mesosystem of family, peer group, school mates etc Exosystem of friends, family, extended family, neighbours, workplaces, media Macrosystem = sum of broad ideologies expressed by larger social media. Career behaviour determined by interrelationships btw 4 subsystems in a larger ecosystem & occur simultaneously on multiple levels. Recognises that by their nature, humans live interactional in a social environment. Model suggests that every person has a gender & race & factors shaped individual's career throughout life as opportunities/obstacles are encountered. Focus in career counseling is on changing interactions with environment involving clarification, affirming life options, managing multiple roles etc.
- Brown's theory of values Importance of values in career decision making Values seen as incorporating cognitive, affective & behavioural components & serve as standards by which individuals evaluate their own actions & actions of others (see page 133 for 6 propositions) Central theme is that individuals function holistically. Career counseling must incorporate interactions of various life roles & can be seen as an emerging theory of career choice.

### **POST MODERN PERSPECTIVES**

## **Discuss the use of narrative therapy as a postmodern approach to career counseling**

**May/June 2010**

**Which career choice theories can be usefully applied in the career and self exploration phases – explain (10)**

- Savickas's career construction theory Meaning on vocational behaviour & occupational experiences. Meaning on past memories, present experiences & future aspirations into a life theme. Subjective career guide who regulates & sustains vocational behaviour by patterning work experiences into whole that produces a life story. Career construction theory provides a way of thinking about how individuals choose and use work.  
This involves moving away from just working for money, but finding personal fulfillment – it is about meaning and mattering. From the perspective of development psychology, it examines the process of psychological adaptation and how individuals cope with vocational development tasks, occupational transitions and work traumas.  
From the perspective of narrative psychology, it examines the dynamics by which life themes impose meaning on vocational behaviour and why individuals fit work into their lives in distinct ways.  
Career construction theory seeks to explain occupational choice and work adjustment. The Global economy of the 21<sup>st</sup> century poses new questions about career, especially how individuals can negotiate a lifetime of job changes without losing their sense of self and social identity.  
The narrative approach is used to get to:
  1. Life Themes
  2. Vocational Personality
  3. Career adaptability. It encourages individuals to use work and other life roles to become who they are and the lives they have imagined. Counselors aim would be to help clients narrate and listen to their own life stories to give them meaning and purpose in what they do in life.
- Frankl's theory of existential guidelines Emerging post modern approach where counselors include existential guidance (according to Frankl's logotherapy) to help individuals recognise the role of human spirit and find meaning in life Logotherapist's approach is confrontational trying to get client to realise unique meanings of life & free will to meaning in searching & finding own destiny in life Emergent approach & applicable in diverse groups. Narrative theory & logotherapy offer common language for career development counseling.

**Career theories in practice** – several applications that will enable meaningful choices & derive meaning from career in modern workplace

Diagnostic framework to identify core needs of clients & apply principles that will facilitate career competency & career adjustment

**Differentiate between career counselling, career guidance and career placement career services and explain how these career services can assist individuals develop their career competency, career maturity and career self-efficacy** (1

**May/June 2010**

- Career counseling – Helps clients who need to develop career competency, career maturity & career self efficacy by addressing the career self – when confronted by environment with behavioral choices, people uses career self to respond with thoughtful decision making. Self reflection techniques & post modern approaches used to clarify choices through meaning making activities & life script analysis.
- Career guidance – relates to vocational self. Helps individuals who are undecided to articulate behavioural vocational choices. Emphasise vocational guidance techniques by trait & factor theories & use of MBTI tests & career anchors to get vocational identity & visionalise subjective career.
- Career placement – Helps people who chose occupational field to secure a position in that occupation. Helped to gather information, write resumes, search for employment, and prepare for interviews. Social learning theory used.
- Career therapy – for people who have trouble to develop a clear & stable vocational identity to examine what they need to feel secure. Psychodynamic & post modern approaches used.
- Career education – helps people who have problems to enact their subjective career intentions & goals. Career self management attitudes and competencies developed & readiness to cope with



life. Psych education, cognitive behavioral & development counseling used like happenstance of Super.

- Career coaching – assist people who encounter problems adjusting to occupational positions to learn better adaptive skills & become more career resilient. Ecological systems & cognitive behavioral theory used by exposing clients to career therapy, education & coaching.

In South Africa, as is the case in many other countries, the practice of psychologists and career counsellors are controlled by legislation and controlling bodies such as the Health Professions Council of South Africa

Discuss the ethical implications of using career tests and inventories

(10)

Oct 2010

What are the ethical and legal implications of using career tests and inventories (10)

- Controlled by legislation and controlling bodies like HPCSA – all practicing career counselors and psychologists must be registered
- Prof board for psychology (PsySSA) controls & applies the laws re psych training & professional actions, promote the interests of clients & psychologists through conferences, training, publications, newsletters & marketing actions
- Basic ideals & assumptions are based on recognition of the worth & dignity of individual irrespective of race, creed, sex, status, language and other personal factors
- Include understanding that every individual is unique
- Counselors & psychologists responsibility to use research methods & skills objectively & unbiasedly to understand human behaviour better & improve welfare of people
- Must maintain high standards & reflect qualifications & experience accurately, keep up to date on methods & practice & perform tasks professionally in a planned & responsible way
- Moral & legal standards compel psychologists & career counselors to be aware of sensitive issues & act in best interest of clients
- Psych tests involving people must be fair & undiscriminating
- Confidentiality & informed consent must be honoured –
  - confidentiality means that no info may be divulged except with client's consent
  - Informed consent is the clients autonomy & freedom of choice in anything that will take place & his right to be informed about any overt or covert procedures
- Welfare of individuals & groups paramount
- No action procedure of relationship must harm the integrity of the professional contract btw psychologist & client

## CHAPTER 5 – LIFE & CAREER STAGES.

**FOCUS:** Life and career stages (*career development needs of men and women; career*

*phase of women*).

Does everybody follow the same developmental path through adulthood? Is Super's model applicable to woman as well as men, single people as well as married people, why do you say this? (10)

How does a person's life/career stage influence his/her career development? (15)

Is notion of life/career stages still relevant to careers in 21's century – discuss (5)

### CAREER DEVELOPMENT IN CHILDHOOD

- Theory – circumscription & compromise – how childhood influences the career development behaviour of adults.
- Social identities established through work
- Self concept = 3 levels of identities – individual (Uniqueness & difference from others, Relational (define self into specific roles & include others in definition of self –identity), collective identity (define self into specific collective like groups, organisations & creating a desire to develop same qualities)
- Interests, values & skills influenced by shared environments. As people interact with their environments their genetically based temperament becomes more stable. As experiences are repeated, traits develop.
- Intelligence wise - adopted children become more like biologic relatives that they have not met rather like their adoptive parents.
- Choices re what to do & understand their role, people are influenced by an internal genetic compass. It is an internal guide as to what people generally prefer (Core life interests) e.g. children with drawing ability will choose more artistic activities.
- Another influence are external influences e.g. no money to pay for university to study for a medical degree
- People seen as active agents in own creation. Niches created in process of self concept – niche is life settings & roles individuals occupy.
- Key determinants of self concept development are social class, level of intelligence & experiences with gender typing. Vocational self concepts begins in early childhood & defined through 4 orientations to work:
  - Orientation to size & power (age 3-5y) – concrete thought processes, some sense of gender role & meaning of adulthood, show interest in certain types of careers based on perceived powers of those careers e.g. fireman, policeman, rock star etc.
  - Orientation to sex roles (age 6-8y) – self concept influenced by gender development, girls begin to rule out careers that they see as male dominated & vice versa
  - Orientation to social vocation (age 9-13y) – concepts of social class & awareness of self-in-situation, preference for level of work develop, talk about being doctors, lawyers etc.
  - Orientation to internal unique self (14 – early adolescence) – Introspective thinking, & greater self awareness & perceptions of others. Greater vocational perceptions focus on unique self with interests, abilities.
- Children's capacity for learning & reasoning increases with chronological age, from thinking intuitively in preschool to concrete in elementary years to abstract in adolescence and from being able to make simple decisions to multi-dimensional ones.
- Super – children develop concept of themselves which includes planfulness, career decision making and time perspective.
- Basic drive = curiosity which is satisfied with exploration as a lifelong activity which leads to acquisition and information.
- Career competencies that must be developed are:
  - Self knowledge
  - Educational & occupational exploration

- Career planning
- Can be done through:
  - Effective classroom guidance activities like peer relationships, understanding of self, communication skills
  - Developing individual & small group counseling addressing topics like self image, interpersonal concerns, family issues, behaviour problems
  - Assessment instruments like measures of ability, interests, academic achievement & skills
  - Fostering developmental process through career awareness lifelong growth of values, interests, skills that will influence future work roles.
  - Coordinating programs involving school & community resources, career related activities to promote self knowledge & skill development

### ADOLESCENT CAREER DEVELOPMENT

- Cognitive & social behaviour develops during adolescence (11-25) & starting of puberty - also exploratory period, begin to consider what their interests are & where talents lie.
- Second stage of development – adolescents are equipped with formal operational thinking to construct theories about aspects of world & self – crystallisation period – think more specifically are career options that can be realistically pursued as well as advantages & disadvantages.
- Third stage of development – they are able to conceptualise thoughts of others, but do not necessarily differentiate what is important to others (Meta cognitive ability used) – specification period – concrete decisions made about career they will enter & commit themselves to it.
- Fourth stage involves becoming socially conscious, specifically on moral level. Concerned with welfare of society its rules & roles of system
- Fifth stage of moral thinking involves rights that are agreeable to all in fair & democratic society – are acknowledged but cannot always integrate moral & legal aspects & it does not necessarily imply behaviour.
- Career resilience developed & career maturity (decisiveness & independence in planning & decision making skills)
- Career development competencies are:
  - Awareness of personal characteristics, interests, aptitudes & skills
  - Awareness of & respect for work diversity
  - Relationship btw school performance & future choice understood
  - Positive work attitude
  - Clear role of personal values in career choice
  - Educational & skill requirements for areas of interests distinguished
  - Effects of job or career choices on other areas of life recognised
  - Realistic assessment of potential in various fields
  - Prioritising skills in needs related to career planning developed
  - Future career roles refined
  - Specific educational requirements defined to achieve goals
  - Own values & life interests clarified as they relate to work & leisure
  - Final commitments made to career plan in school-to-work transition phase
  - Potential for change in own interests/values related to work understood
  - Career development as life-long process understood
  - Accept responsibility for own directions accepted.

**Some people in early life/career stage experience a crisis during early 20's & 30's. What factors are responsible for quarterly crisis, does everybody experience it & give reasons for answer (10)**

**Discuss the phases of early adulthood and life tasks that apply to Nomfundo.**

**IMPORTANT – READ CASE STUDY OF May/JUNE 2011 to answer above question**

Reflect on Thembi's psychological concerns and explain how these relate to the tasks and challenges of individuals in the early adulthood phase of their lives

**IMPORTANT – READ CASE STUDY OF Oct 2010 to answer above question and also asked in May/June 2010**

### **LATE ADOLESCENT AND ADULT CAREER DEVELOPMENT**

- Ongoing process going through series of stages characterised by unique set of issues, themes or tasks
- Major happening during late adolescence (18-25y) – exploration phase – developing occupational self image, assessing occupations, developing occupational choice, pursuing post school education, developing employability, obtaining job offers.
- Adult career development – 3 career stages:
  - Early – 25 to 40 – establishment & achievement phase, learning job, fitting in, and learning rules & regulations of job, sustaining employability.
  - Mid-career – 40 – 50 – bridge btw early & middle adulthood, reappraising early career, reaffirming/modifying career goals, making appropriate choices, remaining productive in work.
  - Late career 55 – retirement – remaining productive in work, maintain self esteem, preparing for effective retirement.
- Career development competencies include
  - Self knowledge
  - Educational & occupational exploration
  - Career planning

**Review the varied needs of women and men regarding their career development. Identify the unique challenges that Nomfundo has to face because of her gender (5)**

**IMPORTANT – READ CASE STUDY OF May/JUNE 2011 to answer above question**

### **CAREER DEVELOPMENT OF MEN & WOMEN**

- Woman's work still continue to be traditionally female 7 less well paid than men
- Careers are also constructed differently, but development the same, although men & woman face different challenges as they advance through careers
- Men: in 20's work to differentiate them from parents, in 30's seek career success and commitment, in 40's more in tune with inner self, mentoring role, rejuvenate in work or change career.
- Woman: Experience intense role confusion early due to gender stereotyping, tend to delay career aspirations in lieu of family responsibilities. Often multiple roles & responsibilities, & have a greater variety of career forms & lifestyle choices. Careers divided into 3 phases:
  - Phase 1: idealistic achievement – 20's – 30's – emphasis on personal control, career satisfaction, positive impact on others
  - Phase 2: Pragmatic endurance – mid 30's – late 40's – emphasis on doing what has to be done, managing multiple relationships & responsibilities. Characterised by less personal control & more dissatisfaction with org. & managers.

- Phase 3: Re-inventive contribution – 510 onwards – to organisations, families & communities without losing sight of self. Careers viewed as learning opportunities & chance to make difference to others.

**Why is the career establishment phase important for the young adult? What can organisations do to help the young adult during this critical period? (15)**

**Compare & discuss the life/career tasks & challenges of early middle & late life career stage (15)**

Discuss career establishment and career achievement as two overriding early career issues that have to be dealt with by the individual (15)

**OCT 2009**

### **EARLY LIFE/CAREER STAGE**

- Phases of early adulthood & life tasks
  - Achieving independence & responsibility
  - Commitment to occupational field, stabilise and establish a secure place in working world
  - 3 phases namely novice (17-33), transitional (Quarter life quandary) and settling down phase
  - Novice phase is about exploring adult world and creating stable adult life structure
  - Transitional lasts for 3 years – experience life as becoming more serious & a sense to change before it is too late
  - Settling down phase the self became engaged in world and fulfilled goals & aspirations
  - Promotion of primary importance during this phase
  - 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 & family life
  - Developing intimacy becoming committed and involved
  - Developing stable affiliations
  - Becoming employable & career resilient (dealing with job transitions & sustaining employability)
  - Dealing with quarter life crisis

Discuss the concepts "*occupational reality shock*", "*career establishment*" and "*career stabilisation*" and explain how organisational career development support practices such as induction and socialisation programmes, can assist new young employees like Thembi to adjust to the work environment (15)

Critically evaluate the importance of frequent feedback, supervisor support and mentoring in helping young adults in the establishment phase of their careers to fit into their jobs by elaborating on specific feedback strategies that supervisors and mentors can employ (15)

**IMPORTANT – READ CASE STUDY OF Oct/Nov 2010 to answer above questions – also asked in May/June 2010**

- Career establishment
  - Early career is period of establishment
  - Org must assist employees to fit in with their jobs & provide necessary training

- Employees must be willing to learn about self & job in order to evaluate job match
- Socialisation is integral part of establishment
- Psych contract must be established that will increase mutual acceptance & minimize uncertainties in employer & employee
- Realistic recruitment programme essential for facilitating adjustment & make period less traumatic
- Most difficult is first few days in company – effective orientation programme wrt company policies & procedures
- New employees expects high level of challenge & personal responsibility & few companies are prepared to meet them because of the fact that they need to gain experience & trust & therefore exercise strict supervision & control over new employees
- Early job challenge can be positive – research shown employees who are challenged perform better than those who are not
- Frequent feedback on performance essential & will make them feel accepted & develop competence.
- Positive feedback, not punished for mistakes reinforces the learning experience & performance feedback
- Feedback strategies: “Swim or sink” approach, or given a task which employee is certain to fail & given clear feedback on success
- Satisfaction of needs for competence & acceptance enables new employees to develop feelings of success – supervisor plays a direct role
- Mentoring related to early career promotions
- Tenure – role in establishment wrt performance. Positive relationship btw length of job experience & performance of early career managers – those with longer tenure achieve higher scales & larger profits
- Flexible work hrs can facilitate retention of employees
- New employees must learn about own development needs & determine if matched in org
- Must obtain info about self & org by carrying out tasks assigned, studying performance reviews, making observations, forming internal relationships
- Job transitions more frequent because org can no longer promise long term employment
- Career achievement
  - Established in advanced stage – because of desire for promotion & advancement in org
  - Early job challenge to test abilities
  - Take on more responsibility
  - Supervisor provide challenges to transfer responsibility & newcomers grow in job
  - Goals formed, new employees take part & feedback given
  - Construction of realistic career paths
  - Information on job opportunities
  - Self assessment promotion through workshops, seminars, discussion groups
  - Career plan developed through performance appraisal & feedback

**Some people experience a crisis during early/middle 40's. What factors are responsible, & does everybody experience it – give reasons. (15)**

### **MIDDLE ADULTHOOD LIFE/CAREER STAGE**

- Conscious ageing & acknowledgement of mortality
- Menopause for woman
- Psych benefit is more wisdom, autonomy, less driven by drives, terms with limitations
- Physical changes, stress, with related diseases

- Cognitive functioning characterised by being able to look at matters closely, able to see several points of view
- At the high of powers
- Life tasks:
  - Redefining identity, clarifying values & philosophy of life, adjusting to changes in family life, utilizing more leisure time, training & experiences more consolidated
  - Clarifying values & philosophy of life
  - Adjusting to changes in family life
  - Utilising more leisure time
  - Finding new occupational satisfactions
  - Sustaining employability
  - Dealing with career transitions
  - Finding balance btw agency & communion
  - Resolving psych polarities to achieve greater individuation (young & old, destruction & creation, masculine & feminine, attachments & separateness, generatively & stagnation)
  - Maintaining health & emotional well being
- Dealing constructively with mid-life crises
  - Late thirties, early forties – what have I achieved, where am I going?
  - Mental torments about disappointments, thwarted hopes, anxiety about health problems i.e. heart disease, obesity, cancer
  - Happens because individual denies unavoidable realities of middle years
  - Struggle with emotions
  - Critical issue are search for authenticity
  - Reappraisal of the past & long term career plans, dream compared to reality & if disparity, reassessment of long term goals will be done
  - Protean career gives individual responsibility to meet mid-career needs – realistic self assessment, learn new skills, sharing of skills & expertise
  - Org can assist with new career contract by shifting from traditional to protean career
  - Cont learning required for cont success rather than retraining experts as it is costly
  - Research found that woman who reached mid career achieved accomplishment & prepared for changes over next 10 years as priority as older kinds require less time & attention
  - Contemporary workplace demands pro-activity & creativity on part of mid-career person
- Org career development support
  - Employees helped to decide among 4 development directions: task development, specialist development, vertical development, niche development
  - Involve 3 levels of mid career development – job oriented, work maintenance, work growth mid career development
  - Org must help employees to manage careers during this stage by:
    - Helping them to understand mid career experiences
    - Provide expanded & flexible mobility opportunities
    - Let them utilise current job
    - Encourage & teach mentoring skills
    - Provide training & cont education
    - Broaden reward system
    - Allow for creativity

#### LATE LIFE/CAREER STAGE

- Dealing with socio-emotional losses
- Establishing satisfactory physical living arrangements

- Adjusting to changes concerning one's spouse
- Maintaining health & emotional well being
- Preparing for retirement
- Sustaining ego-identity
- Remaining a productive citizen

## CHAPTER 6 CAREER ISSUES (STUDY UNIT 7)

### FOCUS: Chapter 6: Career issues (*Career anchors; career development practices*).

Reflect on Nomfundo's career Identify and discuss her core career anchor type that influences her functionality in business (10)

IMPORTANT – READ CASE STUDY OF May/JUNE 2011 to answer above question

#### 1 CAREER ANCHORS (Figure 6.1)

- developed by Edgar Schein
- Developing career anchor in early years but some only aware of it during midcareer stage.
- When people tried jobs that felt unsuitable to them they refer to being "pulled back" to something that fitted better
- Individual must communicate with the organisation.
- Org and managers can:
  - ✓ Create flexible career paths, incentive and reward systems to accommodate various needs
  - ✓ Create and nurture culture that encourages self-insight and self-management
  - ✓ Analyse specific characteristics of different jobs and communicate them clearly

##### 1.1 Definition

- Career anchor develops as person's self-knowledge and a clearer concept about his career and his capabilities meet the demands of his chosen career.
- Career anchor provides basis for career decisions as person more content if job selection is consistent with his self-perception

##### 1.1.1 3 components

- ✓ Self-perceived talents and abilities based on actual success in work settings
- ✓ Self-perceived motives and needs based on opportunities for self-testing and self-diagnoses and experiences and feedback of others
- ✓ Self-perceived attitudes and values based on actual encounters between self and organisations norms & values

##### 1.2 Types

- ✓ Schein identified 8 categories within 3 distinct groupings along with their inherent motivations:

##### 1.2.1 Talent-based career anchors:

- ✓ Technical/Functional competence (Brousseau – “expert career pattern”)
- ✓ Here individuals need to exercise their skills in fields in which they are competent.
- ✓ Need challenges in their work that allows them to develop self-confidence.
- ✓ Can manage others in their technical area but not in general management.
- ✓ These people become subject matter experts.
- ✓ Want to be paid for their level of skill and want to be able to choose the benefits they want
- ✓ Prefer a professional promotional ladder parallel to the managerial ladder. Increase in scope of work is preferred to promotion in terms of rank.
- ✓ Opportunity for self-development in their field is highly valued and resources allocated to this is the recognition they prefer.



- ✓ Knowledge and skills within this field is becoming obsolete as training and education is not guaranteed. Individual and organization should take responsibility for the continuous training and updating of skills.
- ✓ General managerial competence (Brousseau – “linear career pattern”)
- ✓ Be in a position to integrate efforts of others for maximum output.
- ✓ The employee wants to be responsible and accountable for total results.
- ✓ Need to have competence in 3 basic fields:
  - ❖ Analytical competence – ability to analyse business problems
  - ❖ Interpersonal competence – ability to influence people towards a goal
  - ❖ Emotional competence – stimulated by emotional crises and like to exercise power
- ✓ Motivated by types of work characterized by high levels of responsibility, challenging and varied that require leadership skills and provide opportunities to contribute to success of organisation
- ✓ High income and bonuses for achieving organisational targets are valued.
- ✓ Great importance on rapid movement “up the ladder” to positions of increasing responsibility and authority – promotion and recognition.
- ✓ Entrepreneurial creativity
  - ❖ The employee wants to “prove to the world” that he can create an enterprise purely out of his own effort with ownership a priority and money a measure of success. They are willing to take risks to achieve this goal. They will work hard in a company to gain experience and leave when they can manage on their own. They must be free to be creative and perform work that is characterized by originality of thought.
  - ❖ They need visibility and public recognition in terms of sizeable enterprises, building fortunes, high personal visibility and public recognition.
  - ❖ Development of new products and services provide opportunities for people who are entrepreneur-anchored.
  - ❖ Today’s economy favors individuals with an entrepreneurial anchor, and people are more encouraged to develop their own business. Training should focus more on entrepreneurial skills and to prepare people for autonomous careers.
- ✓ People with an entrepreneurial career anchor don’t mind working long hours as for them it is what is required to “get the job done” and to be able to achieve.

### 1.2.2 Need-Based Career Anchors

- Autonomy/independence
  - ✓ The employee wants to be in a job that allows him flexibility about when and how to work.
  - ✓ not suitable for positions involving control and regulations – if forced into this will rather start own business
  - ✓ type of work must be time bound i.e. part time, full time or project work
  - ✓ Pay and benefits they prefer to choose their own benefits, merit pay for performance, immediate payoffs and bonuses.
  - ✓ more freedom and autonomy means promotion
  - ✓ Will turn down promotion if autonomy is restricted.
  - ✓ Types of recognition acceptable comprises things like medals, testimonials, prizes and awards
- Security/Stability
  - ✓ These employees are motivated by financial security (job and material)
  - ✓ Carries out work the way employer wants them to.
  - ✓ Achieve position in company that allows them to settle down and relax – because they possess right skills they may achieve desired aim.
  - ✓ Type of work characterized by stability and predictability with no relocation and little traveling.
  - ✓ Prefer to be paid in steady, predictable increments based on length of service.
  - ✓ prefers formalized promotion system that stipulates length of service required before promotion
  - ✓ wants to be recognized for loyalty and steady performance
  - ✓ Threatened by unstable and unpredictable world of work.

An organisational climate satisfaction survey revealed that employees who prefer the lifestyle career anchor had higher levels of dissatisfaction with working hours than employees who prefer the entrepreneurial career anchor

Explain the concept of a career anchor and discuss the career motives and values of the lifestyle and entrepreneurial anchors (10)

**OCT 2010**

- Lifestyle
  - ✓ The employee wants to make the major sectors of his life (personal, family and work) work together towards an integrated whole and therefore needs a career that provides flexibility. They are unlikely to aim for any promotion that would involve a geographical move, and enjoy general growth and see their jobs as part of their personal development progress.
  - ✓ Success is defined in broader terms than career success and the employee feels his identity is tied up with how he lives his life as a whole.
  - ✓ Benefits for the Lifestyle anchored person is flexible working hours, travel at times which suit family commitments and regards sabbaticals, paternity and maternity leave and day-care options as important.
  - ✓ A cross-generational and cross-cultural study of graduate management students was held and the lifestyle anchor which is rooted in the overriding need for a balanced home and work life, strongly dominated the results of the study. In a study of 123 honor students in the Industrial and Organisational Psychology Department of Unisa, also showed a high preference for the lifestyle career anchor. The possible increasing number of employees who value lifestyle will impact significantly on the relationship between organisations and individuals in meeting their respective work and career values. There has also been a significant shift of values and motivations in the workplace toward work-life balance.
  - ✓ While lifestyle career anchored people are focused on the balance between work and family and do not want to work long hours or “inconvenient” hours as they have a need for flexible working hours.

*1.2.3 Value-based Career anchors*

- Service/dedication to a cause
  - ✓ These individuals want to do work that achieves something of value rather than doing work that requires specific talents or skills.
  - ✓ Don't accept promotions unless new position meets the requirements of their value system.
  - ✓ Want types of work that allow them to influence the organisation or social policies according to their values.
  - ✓ Want fair pay and portable benefits
  - ✓ Respond best to promotion system that recognizes their contributions and prefer to be promoted into positions with more influence.
  - ✓ Need for recognition and support of their values by colleagues and superiors, wanting them to have a similar value system.
- Pure challenge
  - ✓ These employees thrive on testing themselves to the ultimate by achieving the impossible.
  - ✓ Aspire to be in the front line.
  - ✓ Get greatest job satisfaction out of trying to solve seemingly unsolvable problems and coping with the most difficult tasks.
  - ✓ Consider result of any work as either winning or losing and would not be satisfied with fairly high managerial position, unless allows them to continue achieving the impossible.
  - ✓ Don't look for easy ways to work and easy job means boring job.
  - ✓ Type of work, pay system, promotion system and types of recognition are all subordinate to whether or not job provides constant opportunities for self-tests.

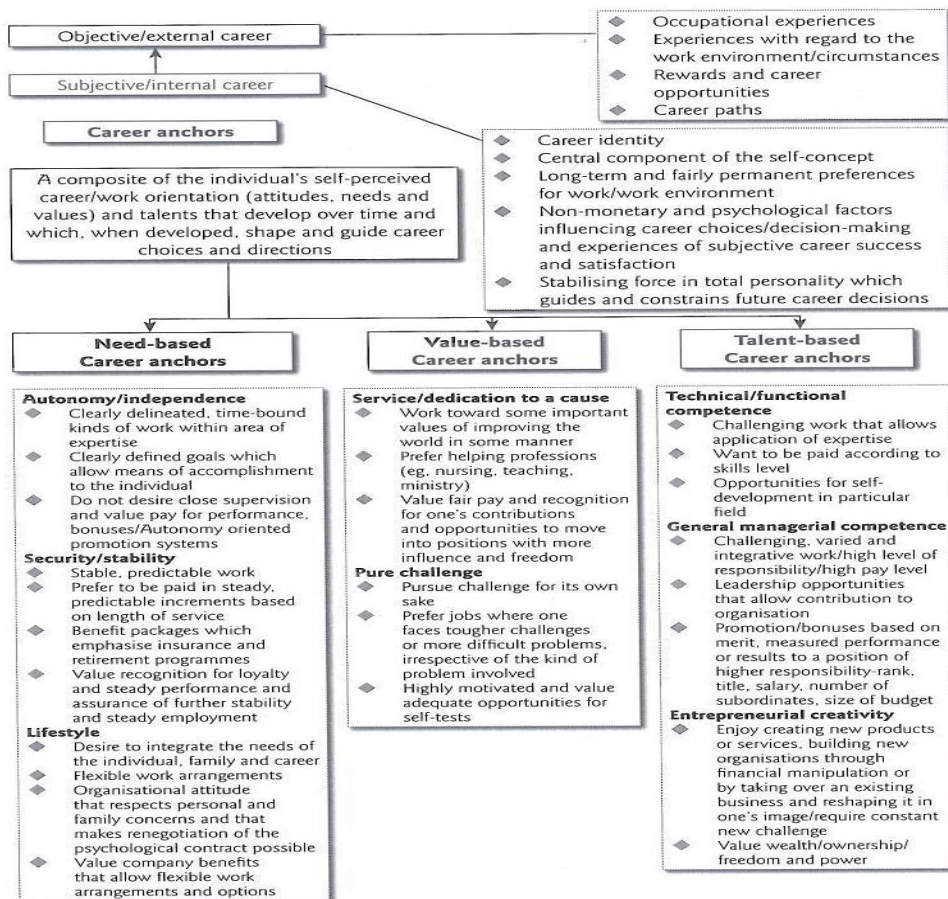


Figure 6.1 Integrated theoretical model of the construct career anchors (Coetzee and Schreuder, 2008)

### 1.3 Career anchors and career development

- determination of career anchor is process of self-discovery
- employees reaching thirty often realise their current careers are no longer what they want, this results in the experience called "quarterlife quandary"
- Based on previous experience, individuals now know their competence and their needs and wants they won't sacrifice.
- being aware of your career anchor can impact on career decisions and your personal life
- If organisation ignores primary career anchor of employees, employees may leave organisation to fulfill their career anchor
- organisations need people with divergent career anchors as they provide a flexible, diverse workforce
- Attracting, retaining and motivating good quality employees is achieved by the employee receiving ongoing development though the provision of advice on which career options to strive for given their skills, interests and perceived potential.
- important for individuals to be aware of their career anchors to ensure effective career development
- relationship between career anchors and jobs/occupations
- fit between employees dominant career anchor and their job perception, these employees experience higher quality of working life and job satisfaction
- Peoples career anchors are significantly related to their life satisfaction, job/career satisfaction, sense of happiness and perceptions of work as a valuable activity.

## 2 CAREER PATTERNS (Table 6.1)

- influenced by career anchors and other psychological factors
- work for organisation suited to person
- person's work should be in harmony with his values and motives
- Career success means different things to different people. An individual's values explain the career path they have chosen before and may indicate a likely future choice.
- person's view of an ideal career is based on his underlying motives

### **2.1 The linear career pattern**

- This person likes to climb the hierarchical ladder within a company and attaches great value to power, achievement, prestige and money.
- Value leadership efficiency and logistics management as performance factors and prefer rewards like promotion, executive bonuses, high salaries, quick recognition and incentives.
- This pattern is typical of a manager. Employees with this pattern are motivated by opportunities to make important things happen.
- These individuals are facing a less friendly environment at the moment because of organisational changes in which the career ladder has become shorter and their prospects of moving up it have decreased.

### **2.2 The expert career pattern**

- An individual under this pattern will stick to the career he has chosen and is unlikely to change it. The individual identifies with his work and values such as expertise, security and stability become overriding factors.
- These individuals tend to sharpen their skills and want to achieve recognition for their contributions in the specialised fields e.g. doctors, lawyers, specialists.
- Value quality, reliability, stability and technical competence as performance factors and rewards like fringe benefits, recognition and continual technical training.
- These individuals' job security and stable job descriptions are threatened by changes in organisations and the environment.

### **2.3 The spiral career pattern**

- This individual will have gained experience in a number of fields, involving major career changes and permitting him to acquire new skills while making use of prior experience.
- These people are often creative, strive for self-development and perform at their best in companies that are in a process of transition.
- Major career movements from one field to another may be made every five to seven years.
- Value creativity, teamwork and people development as performance factors and rewards like lateral assignments, cross training and creative latitude.
- As organisations have become much more turbulent, employees with spiral careers are much more greatly valued.

### **2.4 The transitory career pattern**

- These individuals thrive on variety and independence and may change careers frequently, possibly every two to four years.
- Value speed adaptability and innovation as performance factors and prefer rewards like immediate cash bonuses, independence and autonomy, special temporary assignments and job rotation.
- These people prefer the flexibility of working in their own time to the financial rewards of stable career patterns. These patterns are currently more acceptable in organisations.

Table 6.1 Characteristics of the four career patterns

Career pattern	Frequency of field change	Direction of movement	Career pattern motives
<b>Linear</b>	Infrequent Mobility mostly limited to movements within a field	Upward Individual moves upward rapidly to positions of higher authority	Power Competence Achievement Recognition Self-development
<b>Expert</b>	No change Individual remains within one field for duration of career	Minimal upward movement Individual stays in one position or makes two to three moves upward within a specialty or function	Expertise Security Competence Stability Autonomy Achievement
<b>Spiral</b>	Every five to ten years Individual makes a major change into a new field or occupation	Lateral Individual moves into new type of work that builds on current skills and develops new ones	Personal growth Creativity Developing others Prestige Recognition
<b>Transitory</b>	Every two to four years Individual makes frequent moves into entirely new jobs or fields	Mainly lateral 'Consistently inconsistent' pattern	Variety Independence Creativity Involvement Achievement

### 2.5 Career patterns and career development

- Traditional organisational culture favors employees with spiral and transitory careers less.
- Employees who are spiral or transitory oriented are more likely to progress in the current business environment where they are required to move and adapt quickly.
- Employees with linear and expert career patterns are less comfortable in present job situation and face an unfriendly environment.
- Organisations have different needs at different times and therefore a pluralistic approach to organization design that provide diverse career experiences would probably work best. It will maintain a mixed workforce to meet a variety of business demands.  
Organizations have expert structure and value expert competence but provide linear rewards.  
Organisations should aim for a fit between career culture of organization and career pattern of employee and can be done by training the employee or adapting the organizations policies.

Explain the three general marital patterns of dual-career families Also illustrate personal, environmental and relationship factors that affect the way in which couples combine their career and family roles (1

OCT 2009

### 3 WORKING COUPLES

- Dual-career couples = both partners are career-oriented and committed to a career while maintaining a family life together.
- Partners employed in occupations requiring special training and education and a high degree of commitment
- Dual-earner couples = both spouses involved in labour force where one may be pursuing a career while the other views his occupational involvement as a job or where both spouses consider themselves to hold jobs.
- Working couple = consists of any two people in an ongoing, committed relationship, where both partners work, where there may or may not be children and where decisions are influenced by the working situation of each partner.
- % of women entering marketplace is increasing - men no longer sole bread winners and women no longer only responsible for the household.

- Married women take on full-time career to supplement household income and satisfy own career expectations.
- taking on roles and gaining more self-knowledge adds to personal growth, also helps to gain clarity about demands and expectations regarding the roles
- main area of concern is to effectively fulfill all demands of their various roles e.g. parent, spouse, friend, career
- Work and family roles compete for time
- Role overload and role ambiguity can cause stress symptoms e.g. tension, anxiety, fatigue, burnout
- Conflict within the family, lack of career and family support can have detrimental effect on individuals working life.
- Behaviour-based conflict is patterns of role behaviour that may conflict with behaviour expected of a person within his different roles - e.g. work role - emotionally stable, self reliant, rational and home role - warm, loving, emotionally sensitive
- Organisation needs be aware of individual's lifestyle and career aspirations and his personal responsibilities and should act accordingly e.g. more accommodating policies.

### 3.1 Family factors

- Relates to behaviour of the partners and includes fairness, communication and mutuality between partners and work-family balance.
- Partners need to view their roles as fair and may include crossing over the traditional gender role. To be successful, communication and spousal support are important.
- Work-family balance is crucial. – “the extent to which an individual is equally engaged in and equally satisfied with, his work role and family role.” – Sum of time balance, involvement balance and satisfaction balance.
- Finding balance between work and family makes following demands on couples:
  - ✓ Quality communication
  - ✓ Setting priorities
  - ✓ Clarifying values
  - ✓ Concerning hobbies
  - ✓ Examining roles
  - ✓ Managing daily life
  - ✓ Managing stress
- Work-home interface is an interactive process in which a workers functioning in one domain is influenced by load reactions that have built up in the other domain. Consists of 4 dimensions:
  - ✓ Negative work-home interference
  - ✓ Negative home-work interference
  - ✓ Positive work-home interference
  - ✓ Positive home-work interference
- Consequences of work-home interference – 5 categories (Table 6.2)
  - ✓ Psychological consequences
  - ✓ Physical consequences
  - ✓ Attitudinal consequences
  - ✓ Behavioural consequences
  - ✓ Organizational consequences

**Table 6.2** Consequences of work-home interference

Consequences of work-home interference	Description
Psychological consequences	Work-related stress, burnout, psychological strain
Physical consequences	Somatic and physical symptoms such as headache, backache, upset stomach and fatigue as well as sleep deprivation
Attitudinal consequences	Job satisfaction, organisational commitment, marital satisfaction
Behavioural consequences	Increased consumption of stimulants like coffee, cigarettes and alcohol
Organisational consequences	Reduced job and life satisfaction, low organisational commitment and intentions to quit, stress and burnout, low levels of job performance and the prevalence of accidents

- Work-family issues are viewed as affecting company competitiveness and are therefore not only a problem for employees but also for organisations. Research found that employees of a family-supportive organization enjoy higher levels of career satisfaction and are more committed to organizational success.

**3.2 Family patterns (see Table 6.3)**

- Gilbert identifies 3 general marital patterns of dual-career families:
  - ✓ Conventional pattern – both partners are career-oriented but woman bears most of the responsibility for the children and household.
  - ✓ Modern pattern – parenting role is equally shared by the spouses but woman takes responsibility for the household, therefore men have close relationship with their children but still regard housework as woman’s responsibility
  - ✓ Role-sharing pattern – both spouses are actively involved in the household, their roles as parents and in their occupational pursuits.

**Table 6.3** Factors that influence how partners combine occupational and family roles

Factor	Examples
<i>Personal factors</i>	
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 as 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?
<i>Relationship factors</i>	
Equity and power	How are decisions made? What seems fair? How do partners come to agreements about household work, about parenting, about 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 and men’s expectations and roles? Do partners have similar life goals?
<i>Environmental and societal factors</i>	
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?
Employer’s views	Are policies family oriented? What is the general attitude toward employees who involve themselves in family life?
Availability and quality	Is childcare available? Does it meet parents’ childcare criteria for high-quality care?

**3.3 Work-family conflict**

- Couples managing different roles may find that the demands of one role makes it difficult to comply with the demands of another role.
- *Types of work-family conflict*
- Time based conflict
  - ✓ Work and family roles compete for the working couple's time.
  - ✓ Neither work nor family roles was significantly greater source of conflict for either men or woman.
  - ✓ Role Overload is the most consistent predictor of time based conflict – has numerous social roles and at least one requires excessive time commitment.
  - ✓ Excessive work-time, an inflexible work schedule and work involvement offers less freedom to meet demands of family role.
  - ✓ Characteristics of families likely to experience more work-family conflict – married, young children, number of children, lack of spouse support, stereotypical gender role attitudes.
  - ✓ Time pressures to role of parent linked to depression.
  - ✓ Job insecurity, time pressures at work, poor leadership relations and work-family conflict affected marital satisfaction through job exhaustion and psychosomatic symptoms.
- Strain-based conflict
  - ✓ Work role stressors like role conflict and role ambiguity can cause strain symptoms such as tension, anxiety, fatigue, depression, apathy and irritability.
  - ✓ “Strain in one role affects performance in another role”
  - ✓ Work-stressors identified = role overload, role conflict and ambiguity, lack of career progress, repetitive tasks, changing work environment, long hours, boring tasks, lack of work challenge, new job or poor job-person fit.
  - ✓ Research results showed:
    - ❖ Conflict within the family affects working life
    - ❖ Significant correlation between role conflict and emotional exhaustion
    - ❖ Burnout contributors in males were only work related but in females both work and non-work related factors
    - ❖ Male partners of working woman experience lower level of job satisfaction and quality of life
    - ❖ Dual-career females show lowest level of job involvement
    - ❖ Women with flexible work schedules report less strain than those with fixed schedules
    - ❖ Parents in bad mood after work, children reported a more negative attitude to school and lower levels of constructive behaviour
    - ❖ More warmth and acceptance, monitoring and limit-setting used by parents the less adolescents were involved in alcohol abuse and more positive their attitude to school.
  - ✓ Behaviour-based conflict
    - ❖ Certain patterns of role behaviour conflicts with expectations of behaviour in other roles. Conflict could be if manager is unable to adjust his behaviour when switching from role as an employee to that of husband and father.

**Social values are centred around relations with people and are affective rather than material Discuss the concept of work-family enrichment as a social value (5**

May/June 2011

### 3.4 Work-family enrichment

- Hammer and Hanson define as “process by which experiences in one role improve the quality of life in the other role”
- (refer to Chapter 1)

### 3.5 Organisational actions (table 6.4)

- In past if organization cannot meet employee's family requirements they would leave but this is not to the benefit to either party.



- Can individual have fulfilling career and satisfying family life – people too career-focused not interested in or a family or involved in the family and people too family-oriented are more focused to the family and will restructure their career around the family.
- The challenge is for individuals not to limit involvement with one role but to accommodate the other role and to pursue both roles with determination
- Employees who experience employer support are more likely to aspire to senior positions, more committed to organization, more satisfied with their careers, experience less conflict between work and family, are more likely to be parents and are more satisfied.
- Organizations assist working couples to find balance by :
  - Include commitment to work and family life balance in mission statement
  - Introduce work-life balance policies
  - Show more organizational sensitivity for home life
  - Provide training workshops on how to manage the work-home interface
  - Emphasise job performance rather than hours of work
  - Include spouses in career discussions
  - Introduce flexible benefits to assist employees with family needs
  - Be sensitive to needs of woman as they experience more constraints than men
  - Don't create environment where people are forced between career advancement and devotion to family
  - Revise relocation policies
  - Implement family friendly benefits e.g. travel policies
  - Demonstrate value of investing in a family-friendly organisation
  - Develop female managerial skills
  - Provide company resources for family recreational and educational use e.g. computers
  - Introduce family days to encourage families to visit organisation
  - Introduce alternative career paths
  - Provide greater flexibility by creating more permanent part-time jobs
  - Introduce newsletter with info on work and family issues
  - Establish support networks at home and at work
  - Invest in employees extramural activities
  - Conduct dual-career audit through company survey to identify extent of problems.

**Table 6.4** Organisational strategies and initiatives to reduce work-life conflict  
(based on Robbins and Judge, 2011:607)

Organisational strategy	Programme/ Policy initiative
Time-based strategies	<ul style="list-style-type: none"> <li>◆ Flexitime</li> <li>◆ Job sharing</li> <li>◆ Maternity and paternity leave</li> <li>◆ Transportation</li> <li>◆ Telecommuting</li> <li>◆ Paid time off for community service</li> </ul>
Information-based strategies	<ul style="list-style-type: none"> <li>◆ Work/life support (eg. mentoring and advice for parents entering the workforce)</li> <li>◆ Relocation assistance</li> <li>◆ Elder-care resources (eg. free consultations and personal family needs assessment from elder-care experts)</li> <li>◆ Counselling services (eg. lifestyle management coaching, worksite wellness, smoking cessation, disease management, HIV/Aids counselling)</li> </ul>
Money-based strategies	<ul style="list-style-type: none"> <li>◆ Insurance subsidies</li> <li>◆ Flexible benefits</li> <li>◆ Adoption assistance</li> <li>◆ Discounts for child-care tuition</li> <li>◆ Direct financial services (eg. loans for first-time home buyers)</li> <li>◆ Domestic partner benefits (eg. equal health coverage to same-sex partners of employees)</li> <li>◆ Scholarship, tuition reimbursement</li> </ul>
Direct services	<ul style="list-style-type: none"> <li>◆ On-site childcare</li> <li>◆ Fitness centre</li> <li>◆ School holidays childcare (eg. parents can send children to company's science/tech school programme for free)</li> <li>◆ On-site conveniences (eg. on-site car wash, dental care, dry cleaners, ATM and hair salon)</li> <li>◆ Free or discounted company products (eg. free BlackBerry and usage coverage for new employees; canteen services at reduced price)</li> </ul>
Culture-change strategies	<ul style="list-style-type: none"> <li>◆ Establishing work-life balanced culture</li> <li>◆ Training for managers to help employees deal with work/life conflict</li> <li>◆ Tie managers' pay to employee satisfaction</li> <li>◆ Focus on employees' actual performance, not 'face time'</li> </ul>

Career plateauing happens to just about everyone in the course of a career

Explain how career plateauing influences individuals' experiences of career satisfaction by discussing the sources of career plateauing. Also, suggest ten actions that organisations can take to address the issue of career plateauing (15)

OCT 2010

Distinguish between the concepts of career plateauing and obsolescence

OCT 2009

#### 4 CAREER PLATEAUIING

- Point in an individual's life where he does not get any more opportunities for promotion.
- individual is not unhappy in his job, but due to changing circumstances e.g. restructuring, downsizing, it may happen that there are no further possibilities for them to move upward in his current career or workplace.
- Happens to almost everyone at some stage in their career.
- increasing with companies restructuring, downsizing, changes in the business environment and employment equity having an impact on the organisations

##### 4.1 Other sources :

- lack of employee skills and inappropriate abilities,
- low need for career mobility,
- age,
- stress and burnout,
- Slow company growth decisions.
- mergers and takeovers,
- lack of intrinsic motivation and extrinsic rewards,
- competition,
- Choose to be plateaued because of personal or health risks.

##### 4.2 3 types :

###### 4.2.1 Structural

- Caused by organisational hierarchy where there isn't any more place to move.

###### 4.2.2 Content

- Employee knows the work so well that it becomes unchallenging, boring and routine

###### 4.2.3 Life

- Committed individuals feel unsuccessful in their work and they feel plateaued and trapped in life.

##### 4.3 Leibowitz identified 4 kinds of plateaued performers:

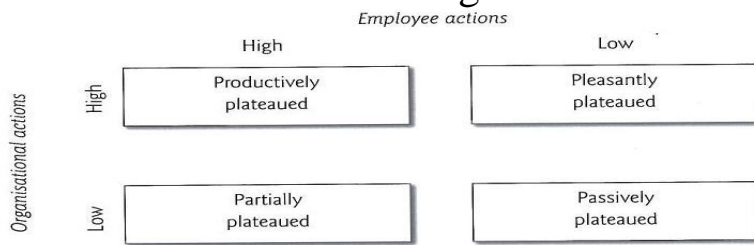


Figure 6.2 Four kinds of plateaued performer employee actions

#### 4.3.1 Productively plateaued

- Employees and organisations try hard to encourage stimulation and challenges.
- Achieved their ambitions and experience job satisfaction.
- They are proactive and willing to take risks and the organisations support them in these ventures.
- They are loyal and regarded as indispensable and their efforts are recognised by colleagues and supervisors.
- They are productive and perform but need to be motivated.

#### 4.3.2 Partially plateaued

- The employee maintains interest and involvement in the job although they feel that the organisation doesn't do anything for them.
- Usually subject matter experts and are valued by the organisation but the job seems routine to them.
- They appreciate new jobs to learn as it maintains the excitement.

#### 4.3.3 Pleasantly plateaued

- Not interested in training courses and opportunities for advancement.
- They are happy where they are and don't welcome change.
- Like routine and a well-defined place in the organisation.
- Stay with the organisation for a long time and are not innovators.

#### 4.3.4 Passively plateaued

- Employees feel they are in a rut and are unable to alter the fact.
- Been in the same job for more than five years and know it thoroughly and there is little opportunity for learning.
- Are not curious or creative and are not interested in the training courses on offer.
- Don't initiate change and have a narrow definition of their own jobs.

#### 4.4 Negative outcomes

- Low levels of job involvement and work motivation
- Low self-image
- Lower productivity and work performance
- Loss of employee moral
- Work related stress and strain

#### 4.5 Positive outcomes:

- Less embarrassing and stressful in current times than in previous years.
- Individuals investigate ways of moving beyond the career plateauing by looking for other opportunities to achieve goals.
- Plateaued workers have the opportunity to invest more in non-work activities for example families and community activities.
- Successful career plateauing is the challenge where individuals still perform effectively and experience job satisfaction despite the fact that their chances of promotion are limited.

#### 4.6 Organisations actions

Organisations can take some actions to address the plateauing problem, although there is no single answer to it. Some actions are:

- Change the climate through education
- Give candid feedback
- Offer job enrichment
- Establish a career plan and goals
- Encourage skill-based career paths
- Change the organisations structure
- Make promotion expectations more realistic
- Set up job rotation programmes to create lateral movement and broaden skills
- Encourage new ways of doing tasks
- Reduce the importance of promotion and increase the value of challenge

## 5 OBSOLESCENCE

- Degree to which an organizations professionals lack the up-to-date knowledge or skills necessary to maintain effective performance in either their current or future work roles.
- Not unique to midcareer, but it might be more pronounced and more devastating in midcareer
- caused by rapid changes in technology and change in the workplace
- Personal characteristics associated with low obsolescence are – high intellectual ability, high self-motivation and personal flexibility.
- Performance appraisal can be used to indicate levels of obsolescence in certain areas.

### 5.1 Models of obsolescence (Figure 6.3 & 6.4)

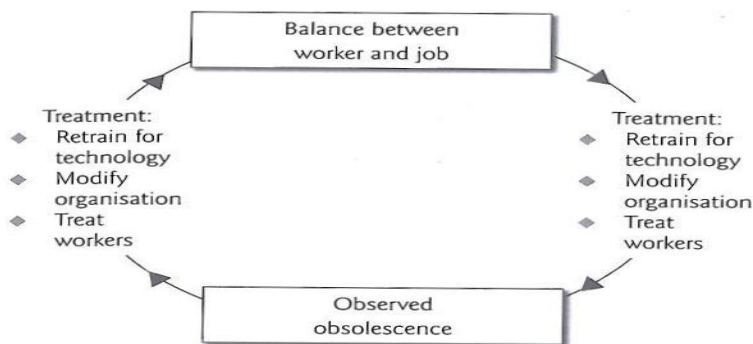


Figure 6.3 Worker obsolescence model

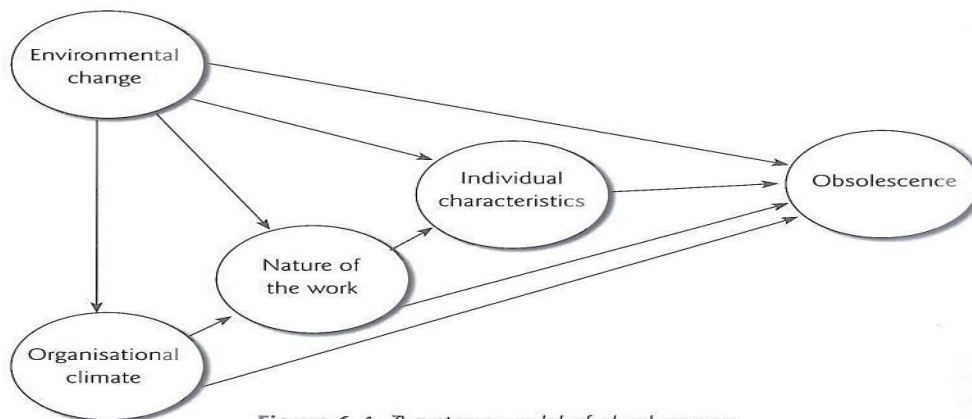


Figure 6.4 A systems model of obsolescence

- Worker obsolescence is a continuous process and there are a number of factors related to obsolescence.
  - ✓ Ideal balance between worker and job until disrupted by technological, organizational factors or behaviour of worker or a combination of these.

- ✓ After disruption, symptoms observed are tensions, frustration, depression, hostility etc
- ✓ Treatment follows symptoms usually by retraining, changes in organization, career assessment and counseling, long-range commitment to worker obsolescence and encouraging pursuit of learning and updating skills.
- Kaufman identified 4 broad components that constitute an open system model for explaining obsolescence:
  - ✓ Environmental change – changes in technology can force workers to learn new technology or face obsolescence.
  - ✓ Individual characteristics – general assumption obsolescence occurs with age, but not necessarily so. Cognitive ability can facilitate or inhibit obsolescence, and workers who suffer a lack of motivation fail to keep current in their field, despite having the ability.
  - ✓ Nature of the work – involves extent to which individual's knowledge, skills and abilities are required for the job.
  - ✓ Organizational climate – aspects such as interaction and communication, leadership style, management policy, rewarding professional growth and updating job skills.
  - ✓ Each component contributes to development of obsolescence but as a system they play a complex interactive role.

### **5.2 Organisational actions to prevent obsolescence**

- Ensure proper training and integration with demands of job innovation
- Educate workforce to become adaptable to change
- Implement performance management system to encourage growth and development
- Encourage continuous learning and updating skills
- 360 degree performance feedback
- Implement periodic changes in jobs
- Ensure continual job challenge and rotation
- Create work climate including communication
- Reward employees for performance, lifelong learning and development and success in jobs
- Provide participative leadership
- Provide challenging initial work

### **5.3 2 Types of change**

#### *5.3.1 Job changes*

- produce demands on technical professionals and managers to keep up to date
- include alterations in technology, occupational requirements, managerial methods

#### *5.3.2 Personal changes*

- Result from midlife transition and other experiences can cause:
- reduced level of achievement orientation
- lower level of interest in work which adversely influences an individual's desire to stay in his job

### **5.4 What can organisations do - model programme**

- thorough assessment of employees training and development needs
- design of feedback intensive developmental experiences e.g. training for upgrading technical, managerial and/or admin skills
- review and evaluation of the programmes effectiveness
- long-range planning to identify future retraining needs

## **6 JOB LOSS AND UNEMPLOYMENT**

- Job loss = any involuntary withdrawal from the workforce.
  - ✓ Can happen at any stage of a career
  - ✓ Cause by mergers and acquisitions, restructurings and downsizing, privatization, recession and EE

- ✓ Impacts on relationship with spouse and children as well.
- Unemployment = low educational and skills levels and other economic factors
  - ✓ Have major effect on emotional well-being of individuals and their families.
- Job loss more traumatic if following conditions are present:
  - ✓ Employee views the present employment as a job for life
  - ✓ Employee has few transferable skills
  - ✓ Employee has never worked anywhere else
  - ✓ Employee perceives himself to be unemployable
- understanding and skilful handling crucial for HR practitioner

### 6.1 Ways in which individuals are affected by losing a job

- loss of social contacts, friendships and support in the workplace and daily structure
- economic deprivation – loss of income
- changes in roles
- changes in self-esteem – feel rejected/unwanted
- increased stress
- changes in social support
- changes in family relationships
- deficits/illness – physical or psychological
  - ✓ men and women have different focus – men rely on problem-focused activities e.g. job search and women rely on symptom-focused activities e.g. social support
  - ✓ positive side, might find a job that provides better work-life balance or new opportunities
  - ✓ Kates et al suggest an integrated model that explains ways in losing a job affects an individual (Figure 6.5):

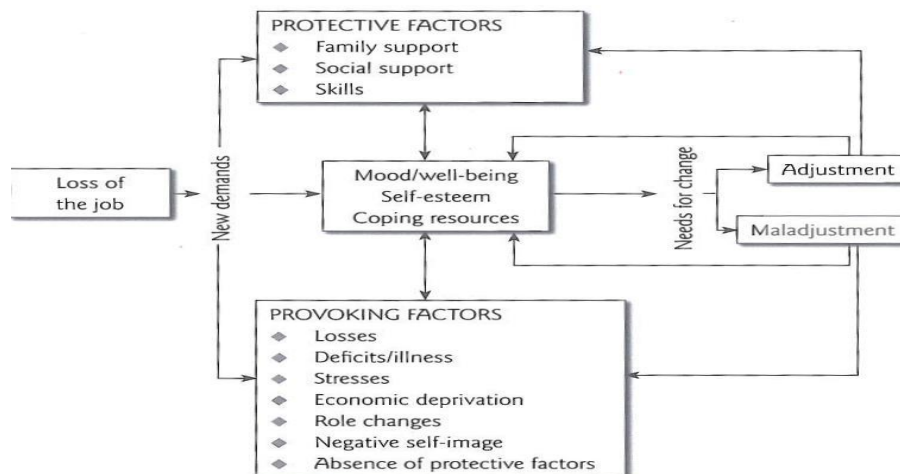


Figure 6.5 Factors affecting the outcome of losing a job

- ✓ *Provoking factors* – create further problems that makes individual susceptible to negative impact of job loss e.g. stress, poverty, negative self-image.
- ✓ *Successful adjustment* – reinforcement of *protective factors* that lesson adverse effects of job loss e.g. support, skills and financial resources – boost confidence and help individual cope with situation
- ✓ other factors must be added:
  - What the job means to the individual
  - The stages through which individuals pass after job loss
  - Personal and environmental factors that can worsen the loss or lighten it.

### 6.2 Stages of job loss - What to expect

#### 6.2.1 1st phase

- Shock, denial, disbelief, relief and relaxation.
- After initial shock individuals feel relief and stop worrying (especially if they were expecting it) they then relax and separate themselves from situation.

#### 6.2.2 2nd phase

- Concerted effort to look for another job – e.g. preparing and mailing CV's working with personnel agencies and following up contacts.
- receives maximum support from friends and family

#### 6.2.3 3rd phase

- occurs after months of unsuccessful searching – lasts about 6 weeks
- Uncertainty, self doubt, anger - high frustration, fear and anxiety experienced
- emotions have negative effect on relationships

#### 6.2.4 4th phase

- resignation and withdrawal - experience loss of drive - feel lost control of his life
- vital to seek support, vent their anger and make positive assessment of the situation
- people who find it difficult to talk about their feelings should be encouraged to write them down
- psychometric and career assessments may identify strengths person is not aware of
- with severe depression medication might help in short term - exercise is good option
- psychotherapy to deal with psychological issues
- group support is invaluable

### 6.3 Organisational actions

- Introduce training programmes to assist employees in managing stress and how to develop new opportunities
- The services of a coach can be important to increase self-awareness through exploring thoughts and feelings.
- Employee outplacement consultants help through initial shock and give advice on career moves
- Group training session for notifying managers to show them the "right way" to prepare for giving the "bad news".

### 6.4 Career assistance to retrenched employees

- Career counselors assist individuals with identifying their values and abilities, interests and career direction.
- General career counselor sees wide range of clients with wide range of needs e.g. high school pupil, someone wanting to explore different career options or retiree wanting employment
- Career transition counselor focuses on out-of-work candidates actively seeking employment.
  - ✓ Psychological and financial needs of unemployed are more immediate and demanding.
  - ✓ Counselor must be able to handle emotional venting, depression and sense of urgency the unemployed feel.
  - ✓ Emphasis is on job search strategy, setting up informational interviews, networking contacts and job interviews.

#### 6.4.1 Managing job/career transition

- 4 categories of typical career-transition services:
  - ✓ Executive career-transition services
    - ❖ executives, senior managers or highly paid professionals
    - ❖ one-on-one basis by experienced consultant who knows the business community
    - ❖ psychologist also available
    - ❖ counselors and trainers for additional coaching on specific job-search skills
    - ❖ full range of services candidate might receive is:
      - initial interview
      - opportunity to vent feelings

- one-on-one counseling
- individual assessment
- individual coaching
- psychological testing
- resume writing assistance
- financial planning advice
- assistance with goal setting
- job search strategy
- support group
- salary negotiation training and advice
- business plan evaluation
- family and spousal counseling
- library use
- computer use
- job postings
- interview training
- ✓ Professional and mid-level manager career-transition services
  - ❖ Employees mid to lower level managers and professionals
  - ❖ Group services and additional individual services
  - ❖ In-house career centres organize 1 to 3 day training sessions
  - ❖ End of programme one-on-one session for individual
  - ❖ Training may include:
    - Group ventilation of feelings
    - Identification of career values, interests and style
    - Identification of skills
    - Training in identifying network of contacts
    - Setting new goals
    - Training in resume writing and interviewing
    - Generalized personal financial planning advice
    - Training in salary negotiations
- ✓ Lower level employee career-transition services
  - ❖ In-house or external programmes for lower-level employee
  - ❖ Transition centre operating on self-help basis
  - ❖ Group training programmes sometimes provided - half to three day session focused on topics e.g. completing application form, compiling resume
  - ❖ Services and equipment provided at transition centre may be phones, desk space, library, job listings, support groups, job clubs, info on unemployment's services
  - ❖ Training may include:
    - Group ventilation of feelings
    - Resume writing
    - Completing application forms
    - Developing contact network
    - Assessment of career values, interests and goals
    - Interviewing skills
    - Salary negotiations
    - Skill identification
    - Job search skills
    - Phone skills, dress and etiquette
- ✓ Special services



- ❖ Visually or hearing impaired or mentally or physically challenged
- ❖ Employee assistance programmes available on a one-to-one basis for all who are affected by job loss
- ❖ Assistance programmes include services such as grief and individual image counseling to help with negative emotions and self-esteem problems

#### 6.4.2 The Career-transition centre

- Hub or home base of job-seeking candidate – source of information and inspiration
- Physical elements can include:
  - ✓ Library of business magazines, specialized periodicals, newspapers, reference books
  - ✓ Notice board with job positions and listings from companies in surrounding community
  - ✓ Copier to make copies of job postings, resumes and company info
  - ✓ Fax machine to send and receive information
  - ✓ Kitchen area for coffee, tea and soft drinks, refrigerator and microwave
  - ✓ Training/conference room
  - ✓ Individual or shared working space
  - ✓ Private counseling offices
- Activities include
  - ✓ Counseling sessions
  - ✓ Group training
  - ✓ Phone calls
  - ✓ Scheduling on-site interviews
  - ✓ Crises lines, 24 hour hot lines
- Psychological elements include
  - ✓ Business like atmosphere
  - ✓ Convivial environment that encourages individuals but don't allow them to become too comfortable

#### 7 CAREER DEVELOPMENT WITHIN THE CONTEXT OF EMPLOYMENT EQUITY

- greater emphasis on developing women, people of color and disabilities especially those with management potential
- career and succession planning must be re-evaluated to accommodate these groups
- career growth works best when individuals actively manage their careers and organisations provide support e.g. performance appraisal, mentoring, training and development, job design, succession planning

### CHAPTER 7 Career well-being

**FOCUS: Career well-being (*subjective well-being, outcomes of well-being; organisational interventions*).**

**Explain the difference between the disease model and the positive psychology model**

These two models are used to explain employees well being

-Disease model: This focuses on the employees ill-health & un wellbeing. Almost 96% of articles in scientific journals' in psychology focused on negative outcomes (e.g. Aggression, depression, burnout

etc). Even though the disease model produces accurate means for identification, classification & treatment of psychopathology, well being & optimal development have not been studied to the fullest.

-Positive psychology model: Refers to the science of subjective experiences, positive institutions & individual traits which improve the well being & prevent onset of psychopathology. Focuses on well being & happiness. Almost 96% of articles in scientific journals in psychology focused on positive well being (e.g. engagement, happiness, hope etc).

**Career well-being measures people's subjective career success as expressed by the positive and negative feelings about their careers**

**Explain the importance of subjective well-being in the context of careers. Also elaborate on the outcomes of well-being in the work context** (10

May/June 2011

**Distinguish between subjective, psychological & eudaimonic well being**

Subjective- These researchers assert that people react differently to the same situation & they evaluate conditions based on their unique expectations, values & experiences. Subjective well being refers to the subjective judgments of the quality of an individual's life with regards to both the present & relative frequency of both positive & negative moods & emotions over time, ones overall level of life satisfaction & satisfaction with specific domains (family, health, and finance). A person is well if they perceive themselves to be. The components of subjective well being:

- Moods & emotions: Represent people's evaluations of the events that occur in their lives. Pleasant & unpleasant affect form two independent factors
- Life satisfaction: This is defined as the degree to which the experience of an individual's life satisfies his or her wants & needs physically & psychologically.

Factors that influence subjective well-being: They are divided into bottom up processes & top down approaches.

- Bottom-up-processes: External events, situations & demographics. It's built on the notion that if a person's needs are fulfilled they will be well. Research shows that external objective variables & demographic factors accounted for a small percentage of variance in subjective well being.
- Top down processes: In this regard personality is one of the strongest & most consistent predictors of subjective well being; the explanations given for these are genetic factors & personality traits.

Psychological:

This is an objective approach to understanding well being in terms of the presence of an array of psychological qualities indicative of mental health. It focuses on the contents of one's life & the processes involved in living well. It consists of 6 dimensions:

1. **Autonomy:** This is self determination & independence, the ability to resist social pressure & act within one's own standards

2. Environmental mastery: The individual's ability to choose or create environments suitable to their psychic conditions & is defined as a characteristic of mental health.
3. Personal growth: Refers to the continued development of one's potential, seeing self as growing & expanding, being open to new experiences
4. Positive relations with others: defined as having warm, satisfying & trusting relations with others & understanding the give & take of human relations
5. Purpose in life: Having goals & a sense of direction, feeling that there is meaning to life & having objectives
6. Self acceptance: Possessing a positive attitude towards the self, acknowledging the good & bad in life & feeling positive about ones past life.

#### Eudaimonic well-being

This is the quality of life derived from the development of a person's best potentials & their applications in the fulfillment of personally expressive, self concordant goals. Central to this perspective is living in a manner consistent with ones daimon. Eudaimonic well-being refers to well being incorporating both subjective & objective elements. The objectives are behaviours involving the pursuit of eudaimonic goals such as self realisation. The subjective elements are experiences of feelings of personal expressiveness.

There are 6 dynamics:

1. Self-discovery: This is central to eudaimonic functioning & serves as a link to success in the process of identity formation
2. Perceived development of one's best potentials: Identify the potential that you able to become & strive to act on them
3. Sense of purpose & meaning in life: Try to find ways to put their talent & skills to be used in meaningful ways
4. Investment of significant effort in pursuit of excellence: The effort in meaningful activities must be greater than other activities a person engages in
5. Intense involvement in activities: Involvement in meaning activities should be more intense than routine activities
6. Enjoyment of activities as personally expressive: People high on eudaimonic well-being should report what they are doing in their lives is personally expressive of who they are & they should do so far more often than those with lower eudaimonic well being

**The three approaches to well-being, namely subjective, psychological and eudaimonic well-being can be integrated**

**Discuss the authentic happiness model that integrates these three approaches Als illustrate your answer by means of a figure (10**

MAY/JUNE 2011

**Explain the authentic happiness model – see formula on page 242 (Pleasure+Engagement+Meaning = Happiness**

The authentic happiness model integrates the subjective, psychological & eudaimonic approaches. Happiness is an important goal & consists of a sense of joy, satisfaction & positive well being

combined with a sense that one's life is good, meaningful & worthwhile. Authentic happiness has 3 components namely: pleasure, meaning & engagement.

- The first route to happiness is hedonic & entails the pursuit of pleasure through the experience of positive affect. Positive affect is a state of pleasurable engagement & reflects the extent to which one is enthusiastic, alert & active. People in a positive mood are seen as more smart as opposed to those in a negative mood. They are also better at problem-solving, making decisions, as well as having better diagnostic reasoning. Within limits people can increase their positive affect about the past, their positive emotions about the present as well as future. Increasing the pleasure component will not have a lasting effect on happiness for the following reasons:
  - Positive affect is heritable & emotions fluctuate within a genetically determined range
  - People quickly adapt to pleasure
- The second route to happiness is through pursuing gratification, which engages one fully in activities, such as reading a book, teaching etc. A person can take shortcuts to pleasure but no shortcuts to gratification. The pursuit of gratification requires one to use their strengths such as creativity; it can be both pleasant & unpleasant at times.
- The third route to happiness is to use strengths to belong to & in service of something larger than the self which gives life meaning. Meaningfulness is the extent to which one feels that work makes sense emotionally, that problems & demands are worth investing energy in, are worthy of commitment & engagement & challenges that are welcome.

#### **Define work engagement & describe its dimensions, psychological conditions & antecedents**

Engagement is defined as a positive, fulfilling, work-related state of mind that is characterised by vigour, dedication & absorption. Engagement is the willingness & ability to contribute to company success & the effort put into your work. Employees are engaged when many different levels of employees are feeling fully involved & enthusiastic about their jobs & organisations.

There are 3 broad conceptualizations of employee engagement: state, trait & behavioural engagement.

State: Overlaps with concepts such as job satisfaction, job involvement, organisational commitment & positive affect. Engagement can be directly observable in the work context.

Trait: Refers to an inclination to experience the world from a particular vantage point, including trait positive affectivity, the autotelic personality & personal initiative.

Behavioural: Indicated by discretionary effort & doing more & different things than expected.

#### Dimensions:

There are 3 dimensions:

Physical component: Refers to being physically involved in a task (vigour & positive affective state)

Cognitive component: Concerns alertness at work (absorption & involvement)

Emotional component: Refers to being connected to the job while working (education & commitment)

Psychological conditions:

Three psychological conditions impact on an individual's engagement:

- **Psychological meaningfulness:** The feeling that one is receiving a return on investment of one's self in a currency of physical, cognitive or emotional energy. It refers to the value of a work goal in relation to the ideals of an individual. A lack of meaningfulness can lead to estrangement from one's work.

Two factors contribute to meaningfulness:

1. Work role fit
2. Good co-worker relations

Employees who have a good relation with colleagues, treated with respect and having their efforts valued will find work more meaningful

- **Psychological safety:** Entails feeling able to show & employ oneself without fear of negative consequences to self image, status or career. Individuals who are working in a safe environment will understand the boundaries surrounding acceptable behaviours. Psychological safety might lead to engagement, because it reflects one's belief that a person can employ him without fear of negative consequences. The opposite would happen in an environment which is ambiguous, unpredictable & threatening. Employees in unsafe environments with threatening conditions are likely to disengage from work. Co-worker relations are important in psychological safety as well as supervisor relations.
- **Psychological availability:** This is the sense of having the physical, emotional or psychological resources to engage at a particular moment. It indicates whether the individual is ready or confident to engage in his/her work role given the fact that people are also engaged in many other life activities. Factors such as the individual's resources or work role insecurities might influence an individual's beliefs, which might have a direct influence on their psychological availability. When engaging in work individuals depend on their specific physical, emotional, cognitive resources to complete work related tasks. Lacking physical resources as well as overload leads to disengagement from work.

Various antecedents affect three psychological conditions which affect work engagement: Physical, emotional, cognitive

**Define burnout and stress and describe the dimensions, symptoms and causes thereof**

The term burnout was introduced by Herbert Freudenberger; he used it to describe the symptoms of emotional depletion and loss of motivation & commitment amongst volunteers with whom he was working. Burnout is defined as "a persistent negative, work related state of mind in normal individuals that is primarily characterised by exhaustion, which is accompanied by distress, a sense of reduced effectiveness, decreased motivation and the development of dysfunctional attitudes and behaviours at work". Exhaustion is a core indicator of burnout and a sense of reduced effectiveness a symptom alongside distress, decreased motivation & dysfunctional behaviours & attitudes.

Burnout consists of 3 interrelated yet distinct characteristics:

Exhaustion: Reduction in the emotional resources of an individual

Mental distance: Refers to interpersonal dimension of burnout & is negative or detached response to various aspects of the job and insensitive attitudes towards work, colleagues, clients or patients.

Low professional efficacy: A feeling of being unable to meet client's needs and to satisfy essential elements of job performance.

Exhaustion and mental distance constitute the two aspects of burnout.

#### *Factors associated with job burnout*

Job burnout occurs more in employees under 40 & is negatively related to work experience. As employees grow older there is less of an occurrence in burnout symptoms. Women tend to score higher on exhaustion and men on distancing & can be explained by sex role-dependent stereotypes. Unmarried people seem to be more prone to burnout & individuals with a higher level of education were more prone to burnout than less educated employees. Burnout doesn't occur due to boring work however chronic exhaustion can lead people to distance themselves emotionally & cognitively from work.

#### Occupational stress and burnout

Burnout can be considered as a particular type of prolonged job stress. An individual experiences stress when the demands of work exceed their adaptive responses. Burnout is seen as the final step in unsuccessful attempts to cope with a variety of negative stress conditions. Occupational stress is seen as the product of an imbalance between environmental demands & individual capabilities. The term stress describes either the external stimulus from the environment or the response of the individual or sometimes both.

#### *Types of occupational stressors: There are 7 types:*

- **Work relationships:** Most jobs demand a great deal of contact with other people at work and unhealthy relationships can cause stress. Good relationships can help one deal with stress
- **Work-life imbalance:** Work demands can interfere with people's personal lives & put a strain on relationships thereby adding stress
- **Overload:** When a person has to do more than time permits strain occurs.
- **Job insecurity:** The concern of losing one's job, it's a subjective experience which might differ from the objective reality. Job insecurity causes uncertainty & therefore is a stressor.
- **Control:** The experience of stress is linked to perceptions of control. Lack of influence in terms of work can be a stress.
- **Resources & communication:** To perform well employees need to feel they are adequately trained, equipped, valued and informed.
- **Pay and benefits:** The financial rewards in a job are important as that is the life an individual will lead.
- **Aspects of the job:** The nature of work could cause stress.

## Discuss five organisational interventions that may help to optimise people's sense of subjective well-being at work

May/June 2011

### Evaluate organisational and individual interventions to promote authentic happiness

Authentic happiness can be addressed through organisational & individual interventions

Organisational: One way to address the well being & authentic happiness of employees is to change the situation. The following organisational interventions could be considered.

*Assessment and evaluation of employees-* The objective of assessment is to have the right person in the right job. This means that the optimal fit must exist between the values and goals of the employees & those of the organisation. A psychological contract reflecting a optimal fit between the employee & organisation in terms of mutual expectations must be formed. It can be drafted by 1. Assessing the employee's values, preferences & goals, 2. Negotiating and drafting of a written contract that acknowledges these goals & provides the necessary resources, 3. Monitoring the goals from the written agreement

*Coaching programme for newcomers:* The first day in an organisation is vital in determining the level of employee engagement in the years ahead. The coach spends time with the employee on his first day, and weeks after.

*Career conversations:* A formal conversation in which managers sit with their reports on an annual basis to discuss career plans & advancements.

*Participation in large group meetings:* The level of engagement increase when employees representing all parts of an organisation gather together to give input to the organisation. These meetings can be used to review a vision, plan for the future, review progress to date or introduce a new programme.

*Job redesign & work changes:* The redesigning of jobs could reduce the exposure to psychosocial risks and could increase employee engagement. A meaningful job helps employees remain dedicated.

*Empowering leadership:* An important task of leaders is to optimise the emotional climate in their team. In order to stimulate a positive socio-emotional climate & thus to enhance engagement leaders should: Acknowledge and reward good performance, be fair towards employees because this will strengthen the psychological contract, put problems on the agenda & discuss these in an open & constructive way, inform employees as early as possible about meetings, coach employees by helping them with setting goals, planning work etc, interview employees regularly about their development.

*Training:* Training programmes that promote employee engagement should also be directed at personal growth & development.

*Effective communication and feedback:* Most organisations do well in terms of communication down from management to employees. Mechanisms for employees to communicate on a regular basis are often missing.

*Employee empowerment:* Employees need understand where their job fits into the big picture & how they can assist the business to succeed. They should be informed as to what competencies they need and skills.

*Career development:* Engagement levels rise when there is a formal career development system that includes components such as formal career tracks, mobility systems, training & development programmes.

*Interaction with co-workers:* Individuals will tend to experience a sense of meaningfulness if they're treated well. Co-worker interactions create a sense of belonging and a strong sense of social identity

Individual interventions: Can be implemented to increase the authentic happiness & well being of employees. The different happiness activities:

*Practicing gratitude and positive thinking:* The individual learns to practice gratitude, to cultivate optimism and to avoid over thinking & social comparison.

Activity 1-Practice gratitude: Thanking someone that plays an important part in your life.

Activity 2- Cultivate optimism: Looking at the positive.

Activity 3- Avoid over thinking and social comparison: Over thinking worsens problems & impairs the ability to solve problems. Social comparisons are harmful as they may lead to feelings of inferiority.

*Investing in social connections:* The individual learns to practice acts of kindness and to invest in social connections.

Activity 4-Practice acts of kindness: Be generous & willing to share will make you happy.

Activity 5- Invest in social connections: Invest in good relationships, happy people are good at friendships, families & intimate relationships.

*Managing stress, hardship & trauma:* The individual develops coping strategies & learns skills of forgiveness.

Activity 6- Develop coping strategies- Learn to cope with situations.

Activity 7- Learn to forgive: Forgiveness is suppressing ones motivations for avoidance & revenge & replacing them with positive attitudes.

*Living in the present:* The individual learns to engage in work activities, to savour life's joys and commit goals.

Activity 8- Engage in work: The individual should learn to engage in activities at work & find meaning in life and in work by using their strengths.



Activity 9- Savour life's joys: Savouring in any thoughts or behaviours capable of generating, intensifying & prolonging enjoyment.

Activity 10- Commit to goals: A happy person has a project either in their work, family, social lives, spiritual lives.

*Taking care of your body and soul:* The individual learns to take care of their body and soul

Activity 11- Practicing religion and spirituality: Spirituality refers to the search for the meaning in life through something which is larger than the individual self.

Activity 12- Undertake physical exercise and maintain a healthy lifestyle: Research shows that exercise was just as effective in treating depression as was Zoloft for people suffering clinical depression.

Activity 13- Act like you are happy

**Explain individual moderators of experiences at work**

**Review the outcomes of authentic happiness (or the absence thereof)**

## CHAPTER 8 ORGANISATIONAL CHOICE AND CAREER DEVELOPMENT SUPPORT

### **FOCUS: Organisational choice and career developmental support**

AIM: Organisational choices refers to an individual choice of a specific organization for which to work. Although there are tests and instruments to assist in making a career choice there are few to assist in choosing an organization. Organisational choice is a conscious decision and can be more easily reversed than career choice.

Organisational entry has 2 perspectives – individual and organizational perspective.

Individual perspective – individual to choose which positions and offers to accept.

Organisation perspective – organization to choose from prospective applicants.

### THEORIES OF ORGANISATIONAL CHOICE

- 1.1 Expectancy theory
  - 1.2 Unprogrammed decision making process
  - 1.3 Theories of position selection in organizations
- ✓ Objective factor theory
  - ✓ Subjective factor theory
  - ✓ Critical contact theory

1.4 Social Comparison theory

1.5 Super's theory

1.6 Other factors influencing organizational choice

### 1.1 EXPECTANCY THEORY

- Vroom's expectancy theory most often used. Based on motivational forces:
  - ❖ Expectancy – Individual expect a job offer
  - ❖ Instrumentality – perception of certain outcomes
  - ❖ Valence – extent to which the outcomes attract individuals
  - ❖ Compensatory in nature.

### 1.2 UNPROGRAMMED DECISION MAKING

Students had a mental picture of the organization they wanted to work for-a non compensatory model

### 1.3 THEORIES FO POSITION SELECTION IN ORGANISATIONS

- Individual determines which organization to work for
  - ✓ OBJECTIVE FACTOR THEORY: Choose by ranking and evaluating the measurable features e.g. Salary, type of work and opportunities for further development
  - ✓ SUBJECTIVE FACTOR THEORY: Basis of what an individual perceives personal and emotional needs to be and the extent to which the organization meets the perceived needs. Made on grounds of personal preferences and emotions.
  - ✓ CRITICAL CONTACT THEORY: Choices are neither objective or subjective. Final decision on contact with various organizations e.g. Friendliness of the interviewers, speed at which the application is processed.

### 1.4 SOCIAL COMPARISON THEORY

People compare themselves with people who are similar – sex, age, culture, status, etc. Research shows that friends usually make similar organization choices although job preference and qualifications differ.

### 1.5 SUPER'S THEORY

Theory of occupational choice. Self concept and organizational image is detrimental for organizational choice. Important to find the fit between self concept of the individual and the image of the organization. Super's theory of vocational choice can be extended to the issue of organizational choice. Factors that affect organizational choice – salary, opportunity for promotion, homogeneity, training, trust and nature of work.

### ORGANISATIONAL CAREER DEVELOPMENT SUPPORT PRACTICES

- Career development is different from previously because the business context has changed so much. In the contemporary environment, which is characterized by intense and unprecedented global competition, technological breakthrough and an immense speed and service and quality driven economies – organizations are turning towards extremely organic structures, knowledge and technology based learning systems and the empowerment of people. Individuals are therefore taking responsibility for their careers.
- Employees need to:
  - ✓ be given tools and services to help formulate career plans

- ✓ know direction of the business and skills required for the future
- ✓ keeping skills up to date
- Career development is a joint responsibility. The individual is the initiator and the organization is the supporter. Employee is responsible for career planning and the organization support to manage careers.

#### ORGANISATIONAL CAREER DEVELOPMENT SYSTEM

- The organizational career development system consists of activities and practices designed to promote career ownerships and insight, career goal and strategy development. Purpose is to manage its talent and develop and enrich the organizations HR for the employers and the organizations needs. It can help individual to improve their career management from the organization – avoid employee turnover, keep key talent and reduce costs. Taking an interest in employee – improve morale, increase productivity.
- If there is opportunity for career growth, development and learning – employees will stay with the organization instead of looking for jobs with other organizations. From the organizations view point – 3 objectives:
  - ✓ Meet immediate and future HR needs of the organisation
  - ✓ Inform the organization and the individual about potential career paths
  - ✓ Utilise existing HR programmes to the fullest by developing and managing individual careers with the organizations plans.
- A formalized organization career development system can create a positive career development culture that addresses issues such as product, competition, equity, talent retention, upskilling contributing to the financial profitability of the organization.
- The National Skills Development Strategy promotes establishment of career development culture through EE Act and Skills Development Act.
- The following career development support practices are valid for the contemporary organization and should form part of the organization career development system:
  1. Advertising internal job openings
  2. Formal education as part of career development
  3. Perform appraisal as a basis for career planning
  4. Career counselling, advising and discussions
  5. Lateral moves to create cross-functional experience
  6. Succession planning
  7. Retirement preparation programme
  8. Mentoring and executive coaching
  9. Dual ladder
  10. Customizing career progression and development
  11. Career booklets/pamphlets and career developments centres
  12. Assessment and development centres
  13. Career self management training and career planning workshops
  14. Orientation, induction and socialization
  15. Secondments
  16. Redeployment and outplacement programmes
  17. Special programmes for designated groups, dual career couples, expatriates, repatriates, high flyers and people on learnerships

#### Advertising internal job openings

- A method of informing employees of job vacancies by posting a notice in a central location. Employees have a specified period to apply. HR will review application, next step is the interview. Then a decision is made based on qualifications, performance and other criteria.

#### Formal Education

- Formal education is long term investment in people. Legislation such as the Employment Equity Act, Skills Development Act and the Skills Development Levies Act encourages employers to invest in the formal education of their employees as part of the National Skills Development Strategy to develop a competent and productive South African labour force. Career development ensures that an organisation is able to compete against international standards.

#### Performance appraisal

- It is emphasized due to 360 degree feedback practices. The use of varied sources (e.g. Employee self, supervisor, peer, subordinate, customer, vendor) has become known as the 360 degree evaluation. This evaluation rests on the assumption that performance information about an individual collected from different perspectives and fed back to that same individual will lead to individual development. Assessment of one's skills and development areas are important to determine effective career development interventions. Career enhancing strategies reflect a proactive approach to effective career self management, employee performance and career success. It empowers individuals to take ownership of their own careers and to take responsibility for their own career development and performance.

#### Career counseling, advising and discussion

- *Career Counseling*
  - ✓ Career counseling is a process that enables people to make career-related decisions and manage career-related issues.
  - ✓ Career counseling helps individuals to make or remake occupational choices, find jobs or achieve satisfaction and success in the workplace.
  - ✓ Career counseling assists individuals to articulate a career direction that allows them to achieve their potential.
  - ✓ Career counseling appears to be the most effective when it contains
    - individualized interpretation and feedback,
    - occupational information,
    - modeling opportunities,
    - building support of choices within the employees social network and
    - Written exercises.
  - ✓ Counselors need to be careful when selecting and applying career assessment instruments with regard to reliability, validity and ethical issues that need to be considered as required by the Employment Equity Act and the Health Professions Council of South Africa.
  - ✓ A common approach is the person-centered approach
    - *Person-centred approach to career counselling*
      - The Person-centred approach means that the counsellor is led to understand the root causes of the person's problem and can then help the employee to define and solve the problem and make decisions.
      - If employees have personal problems that prevent them from attaining their full potential for productivity and development the career issue is personalised and the resulting emotions are analysed.
      - The actual problem must be identified and gradually eliminated, enhancing employees' understanding of the problem and prompting them to take action.
      - The counselor remains in the background during the discussions.

- It is only when the employees have defined their own problems that the counselor will guide them through the process of solving them in their own way.
- Reflective listening is very important as it allows the employees to identify the actual problem.
- Employees are made to feel that somebody cares about them and that they are afforded an opportunity to voice their anxieties.
- It is only at a later stage that definite plans are made to solve problems, implement changes and identify the available options.
- The necessary steps to achieve results are identified, target dates are set and an evaluation schedule is drawn up.
- ✓ The counselor must be a well trained, sympathetic person who will gain the confidence of employees sufficiently to make them talk openly about their problems. The counselor must encourage employees to talk about themselves.
- *Career Advising*
  - ✓ Career advising is a method used to manage employee's careers. Professional training is not required to be a career advisor, but can fulfill the duties by using career advising models.
- *Career Discussion*
  - ✓ A career discussion is one of the most common methods to advise regarding careers.
  - ✓ A career discussion is a planned discussion between a manager and an employee who are attempting jointly to clarify developmental options in the employee's current job, examine career issues in light of current job performance and goals of the organisation and / or clarify future career options for the employee.
  - ✓ Managers needs to follow each step successfully: as follows]
    - Setting the stage
      - Creating an atmosphere that is conducive to the discussion. Privacy and pleasant atmosphere is required
    - Active listening
      - Managers must establish a relationship of trust so that honesty and frankness are engendered. A threefold aim:
        - ❖ To find out about employees concerns
        - ❖ To check that employees concerns have been correctly understood
        - ❖ To establish issues that is recurrent and important to employees.
    - Responding
      - Now the managers will express their own points of view and provide the information to give direction. This can be done by:
        - ❖ Summarising what the employee has said
        - ❖ Expressing the managers view of the employee
        - ❖ Pointing out inconsistencies in the employee's presentation
        - ❖ Provide specific info that influence the employees career plans
    - Developing alternatives
      - Manager should concentrate on providing information about career opportunities within the company and on solving the employee's problems.
    - Reaching joint conclusions
      - Summarise the main points of the discussion. Videos or role playing can be used.
      - To improve the effectiveness the interviewer should adhere to the following:
        - Show a read interest in the interviewee

- Establish a relationship of trust
- Give honest feedback on skills and potential
- Offer a wide range of career opportunities
- Manage the process effectively
- Attend to the interviewee's agenda, not his or her own, not deal with important issues at a moment's notice
- Follow up on promised actions
- Not take control away from the interviewee

#### Lateral moves to create cross-functional experiences

- This will characterize the career paths of managers, while job rotations and role changes will be frequent for professional and technical personnel.
- Lateral moves are on the increase due to the flattening of the organisations and upward mobility not always being freely available.
- Career pathing can assist employees in planning developmental activities such as informal/formal education, skills training and job experiences.
- Basic steps in career pathing are:
  - ✓ Determining abilities and end behaviours of the target job, as jobs change over time
  - ✓ Update and confirm employees records concerning skills, experience and career objectives
  - ✓ Undertake a needs analysis
  - ✓ Reconcile employer career desires, developmental needs and targeted job requirements
  - ✓ Identify the individual actions (work, education and training experiences) necessary for the individual to progress
  - ✓ Create a time oriented chart to guide the individual

#### Succession Planning

- Succession planning involves recording of potential successors for managerial and other critical positions within the organisation.
- Valuable when long term organisational planning occurs.
- It is important to determine who should first be considered when a vacancy arises or when job rotation is planned.
- Skills inventory is an important element of the succession planning process.
- A skills inventory provides certain types of information about an organisation's current management pool, potential managerial talent and employees who possesses critical skills without which the organisation may suffer severe losses.
- Skills inventory includes information such as present position, length of service, retirement date, education and past performance evaluations.
- A skills inventory can be used to fill vacancies that occur unexpectedly, for example, as a result of resignations or death.
- Skills inventories and succession plans are generally kept confidential and can be computerized.
- They are maintained by the human resource department for the use of top executives of the organisation.

#### Retirement Preparation Programmes

- Retirement preparation programmes as an organisational career management practice are directed at employees who are approaching retirement and who are about to leave the organisation.

- In the modern workplace, many people leave the organisation at an early age than the legal retirement age.
- This manifests high commitment of the organisation.
- Encouraging early retirement is a method of reducing the workforce, reducing the payroll and rewarding long-tenured employees.
- It also helps individuals to deal with the transition of work and retirement.
- Must focus on extrinsic and intrinsic elements.
  - Extrinsic include financial security, housing alternatives and legal issues.
  - Intrinsic include various psychological issues related to disengagement from work.
- These programmes should occur at least 5 years prior to anticipate retirement to allow adequate time to address all issues.
- Phased retirement programmes are considered for older workers by gradually reducing their work time and responsibilities e.g. Short term projects, part time work, work at home, flexible work patterns, etc. Spouse participation in retirement programmes can be beneficial and should be encouraged.

Research has shown that guidance and support from managers and leaders increase employees' motivation, job satisfaction and work engagement. Discuss *mentoring* as an organisational career development support practice. Also, explain how mentoring and the various *mentor roles* of managers can help managers to increase the guidance and support to employees (10)

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### Mentoring and executive coaching

- Mentoring is aimed at enhancing the development of people.
- It is the establishing of an informal partnership between an experienced and mature person (the mentor) and an inexperienced person (the mentee), which is built upon trust.
- It is a process in which the mentor offers ongoing support and development opportunities to the mentee.
- The mentor offers guidance, counseling and support, addressing issues and blockages.
- A strong two-way relationship is developed.
- Mentoring is developmental and a critical career development activity.
- Mentors can advise on development and share their own experience.
- Sharing views and ideas builds understanding and trust.
- The mentor and mentee relationship evolves into a friendship.
- Formal mentoring is arranged and overseen by the employer.
- Organisations can do the following to support mentoring:
  - ✓ Design formal mentoring programmes
  - ✓ Encourage an organisational learning and development climate
  - ✓ Ensure that the corporate structure supports mentoring relationships
  - ✓ Introduce sessions for potential mentors by focusing on mentoring functions
  - ✓ Investigate innovative programmes e.g. Electronic mentor
  - ✓ Use the existing pool of managers more creatively
  - ✓ Use top performers in the company effectively
  - ✓ Consider group mentoring – 1 mentor assigned to a team of 4-6 proteges

✓ Consider offering incentives to top managers

- Executive mentoring and coaching is rapidly expanding. Executive coaching is aimed at building a particular skill set. Executive coaching has been a follow up to poor ratings on 360-degree feedback appraisals. It includes feedback coaching, in-depth developmental coaching and content coaching.

#### ROLES OF MENTOR

- Advisor – assists in what to do and how to handle a specific situation
- Counselor – a person who the learner trusts and confides in
- Encourager – recommends actions and gives advice
- Subject matter expert – gives courage, hope, confidence, supports and celebrates successes
- Friend – supporter or ally
- Guardian – watches over, protects, cares for and defends
- Leader – directs or guides
- Motivator – excites or moves to another action
- Role model – a person followed/imitated owing to the excellence or worth of that role
- Knowledge developer-shares knowledge or insight
- Instructor – shows or guides another o do something
- Listens – encourage the mentee to talk about him/herself and give ideas
- Clarify – establish clear standards and expectations
- Provide awareness into insights regarding changes in industry, sector and profession
- Guidance – support or reservation related to learner goals. Provide ideas and input regarding opportunities
- Review development plan, offer suggestions and strengthen plan

#### ROLES OF MENTEE

- Self knower – Understands own needs, aspirations, goals, beliefs, values, interests and skills. Aware of personal style and behavior
- Owner – takes ownership of learning, career, personal development, choosing a mentor
- Portfolio builder – develops a portfolio that includes transferable skills and competencies
- Action taker – takes action, measures progress towards specific goals
- Evaluator – evaluates mentor – learner relationship, personal needs and aspirations.
- Communicate – talks openly about satisfaction/dissatisfaction
- Ask for information – accept feedback without becoming defensive
- Explore – seek advice on employment realities, changes in industry
- Develop strategies – use information to make options realistic, relevant and specific
- Plan – analyse development needs, identify development activity and submit plan.

#### Dual ladder

- It is a parallel hierarchy, created for professional or technical staff, which allows them upward mobility and recognition without occupying a managerial role.
- It is seen as the creation of multiple promotion paths that recognize, encourage and reward employees regardless of the career path they choose.

#### Customizing career progression and development

- Benko and Weisberg developed a model of career progression and development called Mass Career Customisation (MCC) that offers employees options for customizing career paths.
- It allows one to move in many directions – not limited to upward/downward progress.
- MCC framework is based on 4 sets of options of a career:



- pace(rate of progress),
- workload(quantity of output),
- Location/ schedule (where and when work is performed) and
- role (choices in position and responsibility).
- The MCC framework addresses individual's needs for achieving work-life balance without compromising their career options.
- Initially most employees will have a profile that looks more or less the same as others. However, over time, every employees MCC profile will exhibit its own path, recording the series of choices made over the course of the employee's career.
- There will be a wave of climbing and falling levels of contribution over time. E.g. an employee in the early life stage of his career may experience an accelerated career path with a full workload and being unrestricted in terms of location/schedule.
- Then, as he gets married and as children and his career progresses, his level of contribution may rise and fall. He may decide to dial down his career (slow down his career pace and restrict his location/schedule) for a period of time to enable him to deal constructively with his work-family life interface.
- He may also decide to dial up his career pace and location/schedule in part so that his wife can dial down and spend time at home with the kids before they go off to university.

#### Career booklets/pamphlets and career developments centres

##### Booklets / Pamphlets

- This is a formal presentation by the organisation on career-related information.
- Not all employees are exposed to career centers and workshops therefore career planning workbooks can be used.
- Workbooks are self-paced, self directed and designed to be completed by the individuals.
- Individuals can work through assessment exercises that will assist them in career planning.
- Advantage is that people can work at their own pace.
- A workbook usually covers the following aspects: self-assessment, examining career directions, finding a job that fits, preparing for a career development discussion and preparing a career development action plan.

##### On-line career development centre

- On-line centre makes booklets and pamphlets available to employees.
- Online services provide career and employment related information such as:
  - ✓ Job opportunities
  - ✓ Career development information
  - ✓ Job search guides
  - ✓ Resume preparation tools
  - ✓ Career related articles

#### Assessment and development centers

- These have been found to be reliable and valid tool for career development.
- Assessment centers are used for making decisions regarding employee redeployment such as promoting, evaluating and training individuals with managerial potential by exposing individuals to simulated problems that would be faced in a real-life managerial situation.
- Development centres are directed at the general development and enhancement of managers, preparing them for future roles.
- Centres are used to diagnose individual training needs, facilitate self-development.

- In a development centre identifying strengths and weaknesses is not to the purpose of selection.
- Development centres bring out current and potential skills, personal values, motivation, individuals to clarify what kind of career path they want to follow.

### Career self management training and career planning workshops

#### Career self management training

- Offered by organisation to help employees to upgrade their skills and learn new ones to ease the passage through critical career transition points:
- 3 most common being:
  - ✓ Organisational entry/the plateau/approaching exit
  - ✓ Organisational Entry:
    - Motivating induction, mentoring, formal further education and on-the job coaching, act as the first stage of career development.
    - Focus is on helping new employees gain or improve learning strategies and skills in career development
  - ✓ The plateau: focus on career counseling, joint planning and job redesign to help boost the commitment levels of employees who feel they are stagnating.
  - ✓ Approaching exit: focus on developing skills and attitudes to ease the passage through transition
- Career self management training aims to help individuals address 4 core questions to which each individual continuously seeks answers during a career:
  - ✓ Who am I (abilities and potential)
  - ✓ How am I view by others
  - ✓ What are my career options
  - ✓ How can I achieve my career goals

You were requested, in your role as career psychologist, to present to management a brief outline of the contents of a *career education workshop* you need to conduct with a group of new employees. Explain the *purpose* and *advantages* of a career workshop and give a brief outline of the *workshop contents* that will enable you to achieve the aims of career coaching. Also, give reasons for your answer (1)

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#### Career Planning Workshops

- A group interacts, share, and discuss personal information that leads to self analysis.
- To assist individuals in career planning.
- It offers a chance of discussion and feedback from others.
- Advantages of career workshops:
  - ✓ People are helped to manage their own careers
  - ✓ Individuals take personal responsibility for their career paths
  - ✓ Career options are created
  - ✓ Confidence and self esteem are engendered
  - ✓ Improve employability of participants
- *Preparing a career workshop* Although the contents differ components are in common
  - ✓ Individual assessment (information about self)

- ✓ Environmental assessment (information about work)
- ✓ Comparison of self perception with others (reality testing)
- ✓ Choosing among alternatives (decision making)
- ✓ Establishing and implementing the plan (action plan)
- The person responsible should be well prepared.
- All material should be carefully planned and designed well in advance.
- The organizer must ensure that there is enough material available for the delegates and that activities are planned according to a time schedule set out in an agenda.
- Sending information directly to the delegates prior to the workshop has advantages and disadvantages.
- Often some delegates fail to complete the material and do the required reading in advance, which results in frustration and wasted time for those who have.

Example of an agenda for a career workshop – page 311 of the textbook

### Conducting the career workshop - Phase 1

#### Opening

- The opening of the workshop is of prime importance.
- Create a warm and comfortable atmosphere.
- Stress the importance of the workshop for the individual as well as for the organisation.
- Delegates must feel that they are partners with the organisation in the process.

#### Introduction to participants

- Participants must introduce themselves.
- The expectations of the delegates are related to the goal and the objectives of the programme.

#### Self assessment

- Prominent part of the workshop.
- Assist individuals in clarifying who they are, what they can do and what they want to do.
- Self knowledge is a prerequisite of career planning.
- Individual's careers are founded on the type of person they are.
- Instruments that can be used for self assessment:
  - ✓ Personality: 16 Personality Factor questionnaire (16PF), Myers-Briggs type Indicator (MBTI) and Occupational Personality Questionnaire (OPQ)
  - ✓ Interest: Hollands's Self-Directed Search (SDS)
  - ✓ Career Anchors: Schein's Career Orientation Inventory and structured interview(COI)
  - ✓ Life Values: The Value Scale
  - ✓ Interpersonal orientation: Firo-B
  - ✓ Career patterns: Brousseau and Driver's Career Concept Questionnaire (CCQ)
  - ✓ Career adaptability: Savickas's Career Adaptability Inventory
  - ✓ Employability: Employability Inventories
  - ✓ Psychological Career Resources: Coetzee's Psychological Career Resources Inventory (PCRI)

### Conducting the career workshop (Phase 2)

#### Environmental assessment

- Aim is to strive for a better fit between individuals and their future jobs.

- Career counselors report that people often lack knowledge about the work options available in the labour market.
- It is important that although jobs are scarce, individuals should still be encouraged to do career planning and try to find a job that will best suit their abilities, values and skills.
- Employees should be fully aware of the strategy of the organisation and try to envisage how their own careers will be changing and which other careers will become more relevant.
- Sometimes people are also taught how to draw up a curriculum vitae and how to cope in an interview.

#### Reality testing

- During this session, the participants verify their personal perspectives regarding skills, abilities and options
- Information is examined and integrated in career decisions.

#### Establish Life and career goals

- Setting of life and career goals gives direction to the career planning process.
- Employees should set long and short term goals.
- Must set specific career goals before leaving.
- Goals should be put down on paper and should include the activities that will be necessary to attain them.

#### Action plan

- Objective of career planning is to achieve career goals that have been set.
- Therefore the development of the action plan is crucial.
- Focus of the action plan should be on training, development of the present position and on acquiring the necessary skills to increase employability.

#### Evaluation of workshop

- One way of measuring the effectiveness of a programme is to obtain the reaction of the participants

#### Orientation, induction and socialization

- This is where newcomers are introduced to the organisation, the job itself, their workplace and the policies and procedures of the organisation.
- It is a formal programme.
- New employees are always anxious and a well planned orientation programme can reduce anxiety.

#### Objectives of orientation

- ✓ Familiarizing new employees with the mission and objectives of the organisation
- ✓ Familiarizing employees with work methods and procedures
- ✓ Familiarizing new employees with the content and procedures of the job
- ✓ Explaining the requirements of the job to new employees
- ✓ Indicating the desired behavior that employees should show in the execution of their duties
- Effective orientation can lower personnel turnover, motivate employees and develop a positive attitude towards training and development.
- Induction and socialisation
- It is the process whereby all newcomers are introduced to the organisation.
- It is a process of learning and development.

#### Stages of socialisation - Anticipatory socialisation / Accommodation / Role Management

- Anticipatory socialisation
  - ✓ Takes place before the employee joins the organisation.
  - ✓ The accuracy of prospective employees picture of the organisation (realism)
- Accommodation
  - ✓ The employee gets to know the organisation and tries to participate in activities.
  - ✓ Employees learn new tasks, enter into interpersonal relationships with their colleagues, clarify their roles and evaluate their progress in the organisation.
  - ✓ At this stage the progress is measured by:
    - The extent to which employees feel competent
    - The extent to which the employee feels accepted by their colleagues
    - The extent to which the employees have agreed with the role definition
    - The extent to which employees and their supervisors agree on their progress and their strengths and weaknesses
- Role Management
  - ✓ Now we concentrate on the relations with other groups, both in the workplace and outside. At this stage progress is measured by:
    - The extent to which employees have learnt to deal with conflicts between their home life and work life
    - The extent to which employees have learnt to deal with conflicts between the various work groups

### Secondments

- Secondments are the temporary assignment to another area within the organisation.
- At a more advanced level, secondments can be taken outside the organisation.
- The stimulus for offering people secondments can be derived from the managers of employees, from mentors or from career counseling and performance appraisal systems.
- Secondments require long term human resource planning.
- In addition there is also the risk of losing successful managers to the company to which they are seconded.

### Redeployment and outplacement programmes

- This is a way of terminating employees that can benefit both the employees and the organisation
- Redeployment refers to the transfer of an employee from one position or area to another.
- It is usually coupled with training for the transition of new job skills and responsibilities.
- Outplacements refers to a benefit provided by an employer to help an employee terminate his or her employment and to find new employment opportunities elsewhere.
- The organisation gains by terminating the employees before they become deadwood, employees gain by finding new jobs and, at the same time, preserving their dignity.
- Skills assessment, establishment of new career objectives, resume preparation, interview training and generation of job interviews are services generally offered through an outplacement programme.
- The outplacement programme is generally supported by the career centre, which includes services such as training for those who notify terminated employees, office support, spouse involvement and individual psychological counseling.
- Most companies make use of outplacement consultants or a recruitment agency or provide immediate support to the employees concerned.

### Special programmes for designated groups, dual career couples, expatriates, repatriates, high flyers and people on learner-ships

- Special programmes are meant to support unique populations who have special needs in terms of development support.
- Designated groups refer to black people, women and people with disabilities and unique populations refers to expatriates and repatriates, high flyers and people on learner-ships.
- Designated groups have historically been discriminated against by being denied educational and developmental opportunities.
- Retention of high potential talent
  - ✓ The retention of high potential talent such as high flyers or key talent is increasingly receiving attention in the contemporary workplace.
  - ✓ People with talent and leadership potential are a scarce resource and because of the demographic reduction in workforce numbers, including the managerial layers, most organisations have introduced talent management practices and activities aimed at retaining their high potential pool of talent.
- Talent consists of individuals who can make a difference to organisational performance.
- Talent management entails the
  - ✓ sourcing(finding talent),
  - ✓ screening (sorting qualified and unqualified applicants),
  - ✓ selection (assessment/testing, interviewing, reference/background checking of applicants),
  - ✓ on boarding (offer generation/acceptance),
  - ✓ retention (measures to keep the talent that contributes to the success of the organisation)
  - ✓ development (training, growth, assignments),
  - ✓ deployment (optimal assignment of staff to projects, lateral opportunities, promotions)
- Employers who do not want to lose their talented staff invest heavily in a talent development strategy.
- A talent strategy and the human resource practices associated with it aim to attract, retain, motivate and develop the particular kind of talent an organisation needs in ways that build commitment, ensure competence and result in a contribution that the business finds valuable and that the individual regards as personally meaningful.
- Learnerships are structured learning programmes that combine learning at a training institute with practical, work-based learning.
- A person who successfully completes a learnership will have a qualification that signals occupational competence and is recognized throughout the country.
- Learnerships can make a critical contribution to the continuing career development, marketability and employability of individuals

**Ethical Dilemmas** - Some ethical principles that apply to organisational career development support practices are the following:

- ✓ Guarding against invasion of employee privacy
  - ✓ Guaranteeing confidentiality
  - ✓ Obtaining informed consent from employees before assessing them
  - ✓ Respecting employees rights to know
  - ✓ Imposing time limits on data
  - ✓ Using the most valid procedures available
  - ✓ Treating employees with respect and consideration
  - ✓ Not maintaining secret files on individuals
  - ✓ Avoiding fraudulent, secretive or unfair means of collecting data
- Employees can demonstrate ethical behavior by considering the following practices in their personal conduct at work:

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- ✓ Knowing and following the company's written policies
- ✓ Fulfilling contractual and job description responsibilities
- ✓ Following organisational and job goals and objectives
- ✓ Performing procedural rules
- ✓ Offering competence commensurate with the work and job to which one is assigned
- ✓ Performing productively according to required job tasks