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**Notes Overview**

IOP303V Career Psychology Exam Notes

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## IOP303V – Career Psychology

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**Chapter 1: The meaning of work**

## Work values

The term 'values' is used interchangeably to denote norms, beliefs, principles, preferences, needs, interests, intentions, codes, criteria, world-view or ideology. Such terms suggest that **values can be seen as orientations or dispositions that selectively determine modes of behaviour and life forms, including work behaviour and work forms. Values guide the selection or evaluation of behaviours and events, remain stable over time and are generally ordered in terms of relative importance by different people.** Values develop as a result of external socio-cultural forces and internal psychological factors that influence the individual.

The Protestant work ethic postulated that work has moral value, that each person has a calling to work, that people should develop their talents and that all, including the rich, should work. This work ethic is associated with the development of capitalism. Over time, much of the religious meaning of the **Protestant work ethic declined. Occupational achievement through hard work and thrift remained work values, but were seen as of intrinsic value to the individual.** Protestant values such as self-reliance and mastery are transferred to children by child-rearing practises, which lead to *achievement motivation*.

**Two norms seen as necessary in conceptualising the meaning of work are the individual's obligation to society and entitlements of the working individual.** The obligation norm includes beliefs about the duties of work, namely that workers should be expected to think of better ways to do their jobs; that it is one's duty to contribute to society by working, that a large portion of income should be saved, that monotonous work is acceptable if pay is fair and that workers should value the work they are doing. Entitlements concern beliefs about the rights of working, namely that a job should be provided to every individual who wishes to work, that the educational system should prepare every person for a good job if they exert reasonable effort, that, if workers' skills become out-dated, their employer should be responsible for retraining and re-employment and that, when changes have to be made in work methods, the superior should ask workers for their opinions.

**Since value can have an impact on work performance, performance values per se are important in research on values. Measured performance values include the work ethic, pursuit of excellence, status aspiration, and authoritarianism, the need for material gain, mastery and competitiveness.**

**The relation between values and the meaning of work can be direct or indirect and imperceptible and can be complicated by the fact that the meaning of work associated with values does not necessarily constitute the goal of work.**

## Advancement

**People who value making advancement in their work and their career attach much importance to achievement (the long-term concern about doing things better, surpassing one's standard of excellence and/or wanting to do something challenging or unique), upward mobility, making progress, development, power (the concern about having control, impact or influence over others) and status.** Those high in power motivation often have a high interest in their image or status and how they are viewed by others. They also value having prestige possessions and career success as important. They will actively seek for achievement opportunities by requesting to be considered for promotion or by volunteering for important assignments. Job performance and challenging job experiences have been found to be important predictors of people's positive evaluations of their promotability.

**Characteristics of those high in advancement and especially rewards has led corporate decision-makers to put increasing profits before a concern for people.** Individuals work more hours because of the economic / material rewards associated with organizational success, supply a sense of worth which

offset the sacrifice of personal time. This results in organizations pushing for higher productivity by rewarding those willing to spend more time at work.

### Self-actualisation

Self-actualisation is a process of inner-directedness through which the individuals give expression to their intrinsic nature. It involves the tendency to enrich oneself by psychological growth and by seeing meaning in being.

Characteristic associated with Self-actualised people:-

- Democratic orientation
- Feeling of connectedness with others
- Freshness of appreciation; feeling at ease with complexity and ambiguity

Self-actualisation contributes to one's sense of identity. Identity centres around questions such as:-

- What do I want to make of myself?
- What do I have to work with?

It involves one's self-concept and these self-concepts can find expression through Self-actualisation in work.

### Power

Power refers to a capacity that a person has to influence the behaviour of other people so that they act in accordance with one's wishes. People in organisations can acquire power if they are able to provide an important resource that creates dependency on the part of other groups. *Dominant groups* in society and organisations transmit values and goals to the workplace by virtue of their positions of power and control over economic activity.

### Status

Advancement and power are also closely related to the need for status. Status arises largely from the tendency to categorise people according to work-related factors. Work therefore determines the individual's place in the *status hierarchy of the community*. Status is generally ascribed to individuals according to material achievement (financial income they generate) and to social achievement (the prestige associated with a type of job).

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## Social values

Social values are centred around relations with people and are affective (emotional) rather than material. It relates to the value of benevolence (having a concern for the welfare of others and preserving and enhancing the welfare of people). Having a sense that one belongs in society and work-family enrichment are two of the important needs associated with social values.

### Spirituality at work

The search for spiritual wholeness within the context of the workplace, involves the search to discover one's true self, a higher life purpose and meaning through one's work activities and life roles – implying the creation of a work environment of trust, respect, and ethics where diverse groups of individuals can do their best work.

Spirituality represents the quest to unite one's inner and outer world, to provide meaning and purpose to one's life. The search, and consequent realization, provide an individual with a sense of alignment and order – a spiritual cohesiveness, which instills a sense of rightness and well-being.

Because work is a central part of peoples' existence, much of this search for spiritual wholeness occurs within the context of the workplace. In the modern workplace many people are increasingly embarking upon a spiritual journey, seeking to discover their true selves through the search for a higher purpose that provides meaning to their lives.

Spirituality also represents the emerging values, priorities, and skills related to the meaning that work represents in peoples' lives in the modern workplace. Spirituality refers to a set of whole-system, time-honoured, life-affirming and unifying values which enable the human spirit to grow and flourish.

Spirituality or higher purpose is a growing movement in the modern workplace and a rising priority for employees and should not be confused with organized religion. Spirituality in the workplace means creating an environment of trust, respect, and ethics where diverse groups of individuals can do their best work.

Spirituality at work will require the following from employees themselves, their co-workers and managers:-

- Acting with integrity and authenticity
- Treating people with respect
- Encouraging a work / life balance
- Connecting one's work to a larger sense of meaning and purpose

### Sense of belonging in society

The feeling of being useful in society through one's work by supplying ideas, services or products that are useful to society. Work can provide a basis for integrating people into society by providing connections between people.

Two important life functions in life:

- To work well
- To love well

Work involves membership of social groups, which is a means of satisfying the needs for affiliation and interpersonal contact and of providing social identity. Allied to belonging in society is the feeling of *being useful in society*. Workers on any level can feel useful in society if the activity that they perform is accompanied by a sense of involvement in society. The personal meaning of work is aligned to the context of a societal meaning of work.

The interrelatedness of individuals' tasks or services of others also extends the personal meaning of work to a broader collective meaning – individuals see persons as being part of the whole.

### Work-family enrichment

The notion that work and family roles can benefit one another has been referred to as enrichment. Work-family enrichment refers to the extent to which experiences in one role improve the quality of life in the other role, where quality of life includes high performance and positive affect. The relationship between work and family is viewed as bi-directional: work can enrich family life (work-to-family enrichment) and family can enrich work life

(family-to-work enrichment). Resources that promote work-family enrichment include: skills and perspectives, psychological and physical resources (self-esteem and hardiness), social-capital resources (information and influence), flexibility and material resources (money).

The availability of resources within a role enables that role to enrich another role, whereas the presence of stressors in a role causes that role to interfere with another role, which may lead to work-family conflict. **Work-family conflict is produced by simultaneous pressures from work and family roles that are mutually incompatible.** As a result of these incompatible role pressures, participation in one role is more difficult by virtue of participation in the other role.

**While work-family enrichment expands people's capacity to achieve effectiveness and derive satisfaction from multiple life roles, work-family conflict limits this capacity.** The tendency of individuals to experience a higher level of enrichment than conflict is a positive sign that reflects a more optimistic view of the work-family interface.

**Work-family enrichment is increasingly becoming part of a work ethic that promotes a healthy work-life balance. This work ethic emphasizes the importance of working smarter than harder and embracing apart from one's work, also one's other life obligations.**

Studies have shown that achieving a balanced home life and work life is becoming a higher priority for many people. This conclusion is supported by Schein's (1996) and Coetzee and Schreuder's (2008) research findings which show that a growing number of people are endorsing a 'lifestyle' career anchor, where the individual's career is seen as an integral part of his or her total lifestyle.

## Chapter 2: Changes in organizations: Implications for Careers

The ability to deal with change effectively is a major challenge for both organisations and individuals. The organisation's progress and survival rely heavily on its ability to adapt to change, but at the same time, it needs to implement change in such a way that it is guaranteed a productive and satisfied workforce. The following two activities will help you to gain a better understanding of the implications of change on organisations, and consequently on career development.

The differences between the Traditional and the Modern Workplace  
(Table 2.1, p28)

<u>Traditional Workplace</u>	<u>Modern Workplace</u>
<ul style="list-style-type: none"> <li>Stable environment, protected markets</li> </ul>	<ul style="list-style-type: none"> <li>Dynamic, competitive, environment. Global unpredictable markets</li> </ul>
<ul style="list-style-type: none"> <li>Product driven</li> </ul>	<ul style="list-style-type: none"> <li>Service-driven, technology-intensive</li> </ul>
<ul style="list-style-type: none"> <li>Mechanistic, product, functional, divisional structures</li> </ul>	<ul style="list-style-type: none"> <li>Flat, network, cellular structures</li> </ul>
<ul style="list-style-type: none"> <li>Hierarchical, multiple management levels</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge and information-technology-driven learning organisations</li> </ul>
<ul style="list-style-type: none"> <li>Senior-based, time-based promotions</li> </ul>	<ul style="list-style-type: none"> <li>Strategic, collaboration with competitors</li> </ul>
<ul style="list-style-type: none"> <li>Command and central</li> </ul>	<ul style="list-style-type: none"> <li>Multi-cultural organisations</li> </ul>
<ul style="list-style-type: none"> <li>Uni-dimensional career movements (Linear)</li> </ul>	<ul style="list-style-type: none"> <li>Small component part-time, casual, contract staff</li> </ul>
<ul style="list-style-type: none"> <li>Organization responsible for individual career planning and development</li> </ul>	<ul style="list-style-type: none"> <li>Empowerment of people</li> </ul>
<ul style="list-style-type: none"> <li>Individual loyalty to organization for lifelong and steady growing employment</li> </ul>	<ul style="list-style-type: none"> <li>Competency-based outsourcing</li> </ul>
<ul style="list-style-type: none"> <li>Job security, job-for-life</li> </ul>	<ul style="list-style-type: none"> <li>Self-directed teams</li> </ul>
<ul style="list-style-type: none"> <li>One or two career choices at early career age.</li> </ul>	<ul style="list-style-type: none"> <li>Multi-directional career movements</li> </ul>
	<ul style="list-style-type: none"> <li>Diminishing loyalty for organization</li> </ul>
	<ul style="list-style-type: none"> <li>Individual investment in employability</li> </ul>
	<ul style="list-style-type: none"> <li>Increasing emphasis on work-life integration</li> </ul>
	<ul style="list-style-type: none"> <li>Career self-management</li> </ul>
	<ul style="list-style-type: none"> <li>Life-long learning</li> </ul>
	<ul style="list-style-type: none"> <li>Knowledge workers</li> </ul>
	<ul style="list-style-type: none"> <li>Composite careers</li> </ul>
	<ul style="list-style-type: none"> <li>Repeated career choices at different age stages</li> </ul>
	<ul style="list-style-type: none"> <li>Career as learning cycles (several organisations)</li> </ul>
	<ul style="list-style-type: none"> <li>Spirituality at work</li> </ul>

### The 21st century workforce

In the 21<sup>st</sup> century, companies will face many generations active in the workforce simultaneously, mainly due to increased longevity and people looking to remain on the job years past what used to be considered retirement age.



By 2050 four to five generations will be working together in full force. Finding and keeping the best and the brightest from all the generations will be the challenge of the 21<sup>st</sup> century.

Note: don't think the generations are necessary, I included it because he mentioned it in discussion class.

### ***The Silent Generation: Born 1922 to 1945***

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Most traditional: working father, nuclear families and traditional work ethics. They tend to be highly disciplined, hardworking and loyal employees. Wisdom keepers and natural workplace leaders.

### ***The Baby Boomers: Born 1946 to 1964***

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Took the steadily increasing affluence that their parents were enjoying after WWII and ran with it. Education became top priority. Many Boomers grew up in homes enjoying economic prosperity and strong nuclear families, most of their mothers were homemakers, most of their fathers were the family breadwinners. Boomers are surrounded by issues from elder parents and adult children.

### ***Generation X: Born 1965 to 1976***

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Considered a generation raised with even more of a silver spoon and a sense of entitlement and much less political interest than the Baby Boomers. Often viewed as slackers with less involvement in and more pessimistic views about politics and other issues. High rate of divorce and increased number of working mothers led to them being characterised by traits of independence, resilience and adaptability. Also work well in multicultural settings.

### ***Baby Boom Echo (Generation Y): Born 1977 to 2000***

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Entering the workforce now, will be in force through 1<sup>st</sup> quarter of 21<sup>st</sup> century, seen as largely self-confident group, they like to set goals and go for them, multi-taskers and team players, hi-tech is 2<sup>nd</sup> nature to them, they desire structure and direction in the workplace.

### ***Millennium Generation: Born since 2000***

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Refers to babies born since turn of 21<sup>st</sup> century. Historical, political and entertainment events will influence them in major ways. Will be comfortable with diversity, will expect equal pay as an everyday occurrence, and will be flexible and interested in carving out their own niche both at home and at work.

Successful companies will proactively seek generational diversity in their employee base for a number of reasons: an appreciation of the corporate and life wisdom of the older workers, valuing of the fresh ideas, independence and fearlessness of younger workers and realisation of importance of opening up opportunities across the generations to tap the individual wisdom and unique skills the different generations have to offer.

## **Implications of the changing organisation for careers in the 21<sup>st</sup> century**

The traditional working relationship in which the employee offers loyalty, trust, conformity and commitment to the organisation in return for job security, promotional prospects and training opportunities is no longer obvious. **A**

different working relationship, which emphasises *individual responsibility* and a *broader range of skills*, is becoming increasingly evident. The characteristics of the contemporary working relationship are:

- less security
- individuals managing their own careers
- performance-related pay
- a flexible employment scenario
- little trust between employee and employer, and
- performance being substantially rewarded

The implications of the present changing work environment for careers and career management are examined.

<b>Protean careers</b>	<p style="color: red;">A career shaped and managed by the individual. It consists of all the person's varied experiences in education, training, and work in several organisations and changes in occupational field and is characterised by a high degree of mobility, self-reliance and internal career thinking.</p> <p>Career management becomes the individual's responsibility, organisation can only assist. Self-directed approach driven by one's own values.</p> <p><u>Implication</u>: a mixed approach, keeping some elements of the traditional career, will emerge as more and more careerists become 'protean', anticipated that the protean group will become larger as more people adapt to demands of the environment.</p>
<b>Boundaryless careers</b>	<p>A career characterised by flexibility, mobility and movement between different global-organisational contexts, individuals have self-ownership of their careers, they manage their careers in a relatively autonomous fashion between jobs, companies and professions, and in the process, their employment value is increased.</p> <p><u>Implications</u>: in practise the contrast between traditional and boundaryless careers may not be as clear as in theory. 'Boundarylessness' cannot necessarily be applied to all occupations and work setting – it may be applicable to technical occupations, knowledge and professional occupations and work settings, but not necessarily to the boundaries that affect middle-managers in medium-sized organisations..</p>
<b>Composite careers</b>	<p>Having more than one working role or holding more than one form of employment. People can no longer afford to limit themselves to only taking or passing up jobs.</p> <p><u>Implication</u>: workers in the 21st century will stop thinking of themselves as 'having' a job but will increasingly think of themselves as 'experimenting' with job opportunities which allow them to discover more about themselves and live meaningful lives.</p>
<b>Entrepreneurial careers</b>	<p>Choosing self-employment as a career option which could include establishing and managing one's own business, requires sacrifice, innovation and taking to create something of value to society.</p> <p><u>Implication</u>: uncertain and uneven cash flow, proper career planning critical in contemplating the entrepreneurial career and achieving the success the one aspires</p>

	<p>to, effective career planning must take into account challenges that one will have to face when pursuing entrepreneurial career</p>
<p><b>Career progress and success redefined</b></p>	<p>Career progress refers to individuals' experiences of career growth which may include moving upward, increasing competence and expertise and gaining broader experience across multidirectional career movements. Career success refers to the objective and subjective (psychological) sense of achievement and well-being individuals experience regarding their careers.</p> <p><u>Implication</u>: these are strange concepts for employees and not always accepted, as more individuals become 'protean' and achieve success, others will also be encouraged to redefine their career progress and success. Organisations can help employees to regard activities such as job rotation and lateral moves – characteristics of the protean career – not as failures but as signs of career success</p>
<p><b>Lifelong learning</b></p>	<p>The process by which one acquires knowledge, skills and abilities throughout one's life and career in reaction to and in anticipation of changing performance criteria. In order to live up to new expectations, stay current in the labour market, be able to change careers and organisations more often, adapt to new situations easily and work in new relationships with the organisations, employees must become perpetual learners.</p> <p><u>Implication</u>: individual learning is important for obtaining individual goals and an important source of competitive advantage for organisations.</p>
<p><b>NB!! Career resilience and career adaptability</b></p>	<p>The ability to adapt to changing circumstances by welcoming job and organisational changes, looking forward to working with new and different people, having self-confidence and being willing to take risks. Career adaptability is closely related to career resilience and refers to individuals' readiness to cope with changing work and working conditions. Adaptive individuals are proactive by displaying curiosity and exploring possible selves and future scenarios.</p> <p><u>Implication</u>: measurement of career resilience will become more important</p>
<p><b>New knowledge and skills required</b></p>	<p>The knowledge economy and a more complex and differentiated organisation result in the employment of more specialists and knowledge workers. Economy relies heavily on intellectual capabilities rather than on physical inputs or natural resources.</p> <p><u>Implication</u>: high pace of technological and scientific advancement requires organisations and individuals to continuously adjust to this advancement as both jobs and skills can become obsolete as technology changes. To address requirements of knowledge economy and current skills shortages the South African government has introduced new legislative mechanisms such as National Qualifications Framework Act, Skills Development Amendment Act to guide skills development of people in the workplace. Organisations need to develop strategies for the retention of knowledge workers with scarce and critical skills such as develop employees according to merit and not only for equity reasons, offer competitive remuneration packages, develop high performance work culture in which mediocrity and poor performance is not tolerated.</p>

<p><b>New Employment Relationship</b></p>	<p>Changes in the workplace are characterized by a change in employment relationships. These relationships include long-term insiders, short-term insiders, long-term outsiders and short-term outsiders.</p>
<p><b>Employability</b></p>	<p>A person's value in terms of future employment opportunities, which is determined by the accumulation of knowledge, skills, experience and reputation, which can be invested in new employment opportunities as they arise. Employability is about being capable of getting or creating and keeping fulfilling work and having the knowledge, understanding, skills, experience and personal attributes to move self-sufficiently within the labour market and to realise one's potential through sustainable and fulfilling employment experiences through the course of one's life. While employment means a guaranteed job, employability can be viewed as the person's value in terms of future opportunities.</p> <p><u>Implication:</u> large organisations no longer offer stability and security as in the past; people are now confronted with risk and unpredictability. Security has thus shifted from the organisation to the individual and is no longer in employment but in employability. To remain employable demands from the individual a commitment to the on-going development of skills and abilities to such an extent that the individual is able to offer what is required in the future.</p>
<p><b>Individualism more valued than organisational loyalty</b></p>	<p>Individuals become more proactive career agents who take responsibility for their career development. Their loyalty is now redefined in terms of their employability and professionalism.</p> <p><u>Implication:</u> professional standards and personal ethics are the criteria that are beginning to replace corporate loyalty.</p>
<p><b>Diverse needs of employees</b></p>	<p>Socio-demographic and generational diversity in the workplace require from workplaces to offer career development support programmes that address the needs of an increasingly diverse workforce. More value is being placed on a balanced life and success is increasingly defined in terms not only of one's contributions to work but also in terms of one's contributions to family, community and self.</p> <p><u>Implication:</u> organisations need to establish special support programmes to accommodate the career development needs of an increasingly diverse workforce</p>
<p><b>Traditional male and female roles are being challenged</b></p>	<p>The shift to non-traditional family structures is challenging gender stereotypes in the workplace. The 21st century workplace is increasingly characterised by diverse household arrangements which require flexibility from employers, i.e. unmarried partners, same-sex couples, single father households</p> <p><u>Implication:</u> many employers have already taken steps to allow special work schedules, time off when needed and other considerations such as day care and relocation packages to address the needs of the various household types</p>
<p><b>NB!! The new psychological contract (unwritten contract between</b></p>	<p>The mutual expectations and satisfaction of needs arising from the relationship between individual employees and their organisations. The contemporary</p>

<p><b>employee &amp; employer)</b></p>	<p>psychological contract is a partnership relationship characterised by conditional attachment arrangements.</p> <p><u>Implication:</u> present working environment requires that the psychological contract is rewritten more often, as organisations are not in a position to make future promises. The employment relationship in the 21st century is a shift toward partnership and self-reliance for employees, where employees assume significant responsibility for their careers and jobs. This partnership relationship is characterised by conditional attachment arrangements. The 21st century organisation offers career empowerment to the employee by investing in the education and development of its people, developing a variety of multidirectional career paths based on flexibility and offering alternative work arrangements and work-family policies.</p>
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**TUT201 highlights employee relations and psychological contract**

**Conclusion**

Changes in organisations are the result of external pressures. The 1<sup>st</sup> democratic election in SA had a tremendous impact on every sector. The political, economic and business scene changed dramatically and is set to change further. These expected changes must ultimately affect the careers of workers and career development in organisations.

The challenge is to remain adaptable and employable and individuals should regard themselves as entrepreneurs, despite being permanently employed. The career of this century is about experience, skill, flexibility and personal development. It does not involve predefined career paths and employment security.

Organisations should guard against being insensitive to the psychological impact of the new work environment on people. People have social needs to satisfy and work is regarded by many as a source of creativity, identity, mastery and fulfilling a higher purpose. The psychological impact of the nature of future jobs should also be investigated, as many jobs appear to involve electronic rather than face-to-face control.

**Chapter 3: Career concepts and career models**

**Career concepts**

*Career planning*

An initiative where an individual exerts personal control and initiative over their career and engages in informed choices as to his or her occupation, organisation, job assignment and self-development by conducting self-assessment, formulating goals and developing plans for reaching those goals. Career planning can be described as the process by which individuals:

1. Obtain knowledge about themselves – values, personalities, interests
2. Obtain information about the working environment
3. Make an effort to achieve a proper match by determining short and long-term career goals either on their own or with organisational assistance

Career planning is important because the consequences of career success or failure are linked closely to each individual's self-concept, identity and satisfaction with career and life. The responsibility of career planning rests primarily with the individual.

Self-knowledge is a prerequisite for successful career planning. This involves knowledge of one's interests, skills, values, strengths, and weakness. People who know themselves well can make more rational decisions.

### **Career Management**

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Career management can be described as an on-going process whereby the individual:

- Obtains *self-knowledge* – interests, values, abilities
- Obtains a *knowledge of employment opportunities* – jobs, work, roles
- Develops career goals
- Develops a *strategy*
- *Implements* the strategy and *experiments* with various employment possibilities
- Obtains *feedback* on the effectiveness of the strategy and the relevance of the goals

Career management process involves making realistic choices which includes greater attention to one's own skills and the demand for those skills in the labour market.

Career management support should therefore include guidance and counselling regarding not only interest assessment but also facilitation decision making, enhancing the fit between the individual's ability and the demand for those skills and how the individual could acquire the required skills. Skill acquisition plays a critical role in occupation goal attainment.

Career management training for new entrants should include:

- Self-knowledge
- Occupational knowledge
- Technical skills

Career management is the *shared responsibility* of the employer and the employee

### **Career development**

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The on-going process by which individuals' progress through a series of stages, each of which is characterised by a relatively unique set of issues, themes or tasks.

### **Career paths**

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Objective descriptions of sequential work experiences, as opposed to subjective, personal feelings about career progress, personal development or satisfaction.

### **Career self-management**

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The ability to keep pace with the speed at which change occurs within the organisation and the industry and the ability to sustain one's employability through continuous learning and career planning and management efforts. Career agency is an individual's capacity to act for themselves and speak on their own behalf. It is characterised by the personal initiative to take control of one's career with a sense of self-efficacy and self-confidence and proactively seeking and exploring new information about a career that will enhance the fit between self, the environment, one's work values and life interest.

### ***Career competency and intelligent careers***

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Intelligent careers require career competency from individuals. Career competency refers to abilities regarding:

- the 'know why' – values, attitudes, internal needs
- the 'know how' – skills, expertise, capabilities, explicit knowledge
- the 'know whom' – networking relationship, how to find the right people
- the 'know what' – opportunities, threats
- the 'know where' – entering the workplace training
- the 'know when' – timing of choices and activities

These qualities that make up an individual's career competency, better fit the contemporary workplace era where people navigate their own careers, opting to various choices, and where they are not confined to a single employer.

### ***Career success***

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Career success can be defined as the real or perceived achievements individuals have accumulated as a result of their work experiences. The objective and subjective (psychological) sense of achievement individuals experience regarding their careers. Career success is not only characterised by vertical progress and by mastering a job. Psychological success, that feeling of achieving personal goals, is becoming the criteria for career success.

In order to survive in this environment, employees need to base their feeling of security on processes rather than on structures, on skills instead of job titles, and on the satisfaction experienced from fulfilling a certain role rather than advancing up the career ladder. This approach can lead to career growth and to the individual becoming indispensable to the organisation.

Traditional view of career path is being replaced by the notion of moving easily across functional boundaries.

Career success is further assessed by the amount of learning that has taken place over a period, outputs instead of inputs, and by the marketable skills of the individual.

Career success can be increased if individuals do something they feel passionate about and if new career goals are achieved.

Technical specialisation, cross functional and international experience, collaborative leadership, self-managing skills and flexibility are critical factors to future career success.

### ***Career motivation***

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The persistence and enthusiasm with which individuals pursue their careers, even in the face of adversity, based on their career identity, career insight and career resilience.

***Career commitment***

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The passion individuals have for their chosen work roles or personal career goals, including the strength of their motivation to work in a chosen career role.

***Career maturity and career self-efficacy***

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Career maturity is a concept that is linked to career resilience. Individuals who make career decisions that reflect decisiveness, involvement, independence, task orientation and willingness to compromise between needs and reality have usually achieved a high degree of career maturity.

Career self-efficacy refers to the degree of difficulty to career tasks, which individuals believe they are to attempt, and the degree to which their beliefs will persist, despite obstacles. Also refers to the degree to which individuals’ beliefs can be transferred to other tasks necessary for making career decisions.

**Table 3.1 Key Career Concepts**

<b><u>Career Concept</u></b>	<b><u>Description</u></b>
Career Planning	An initiative where an individual exerts personal control and agency (initiative) over their career and engages in informal choices as to his or her occupation organization, job assignment and self-development, formulating goals and developing plans for reaching those goals.
Career Management	The ongoing process whereby the employee takes action to obtain (1) self-knowledge, (2) knowledge of employment opportunities, (3) develop career goals, (4) develop a strategy, (5) implement and experiment and, (6) obtain feedback on the effectiveness of the strategy and the relevance of the goals.
Career Development	The ongoing process by which individuals progress through a series of stages, each of which is characterized by a relatively unique set of issues, themes or tasks.
Career Paths	Objective descriptions of sequential work experiences, as opposed to subjective, personal development or satisfaction.
Career Self-management	The ability to keep pace with the speed at which change occurs within the organization and the industry and the ability to sustain one’s employability through continuous learning and career planning and management efforts.



Career Competency	Individuals' 'knowing why' (values, attitudes, internal needs, identity and lifestyle), 'knowing how' (expertise, capabilities, tacit and explicit knowledge), 'knowing whom' (networking relationships, how to find the right people), 'knowing what' (opportunities, threats and job requirements), 'knowing where' (entering a workplace, training and advancing) and 'knowing when' (timing of choices and activities) competencies and qualities which enable them to pursue meaningful careers.
Career Success	The objective and subjective (psychological) sense of achievement individuals experience regarding their careers.
Career Motivation	The persistence and enthusiasm with which with which individuals pursue their careers, even in the face of adversity, based on their career identity, career insight and career resilience.
Career Commitment	The passion individuals have for their chosen work roles or personal career goals, including the strength of their motivation to work in a chosen career role.
Career Maturity	The ability to make career decisions that reflect decisiveness, self-reliance, independence and a willingness to compromise between one's personal needs and the requirements of one's career situation.
Career Self-efficacy	The degree of difficulty of career tasks which their beliefs will persist, despite obstacles.

In discussion class the lecturer mentioned following: know difference between plan-implement and test-learn models, he also mentioned the plan-and-implement career model a lot so I think you should learn to explain fig 3.2. table 3.1. understand the concepts, also look at past assignment questions and exam questions where they ask to compare the two (see below)

## Career models

One major consequence of boundaryless careers and multi-directional career paths is the emergence of test-and-learn career planning and development models.

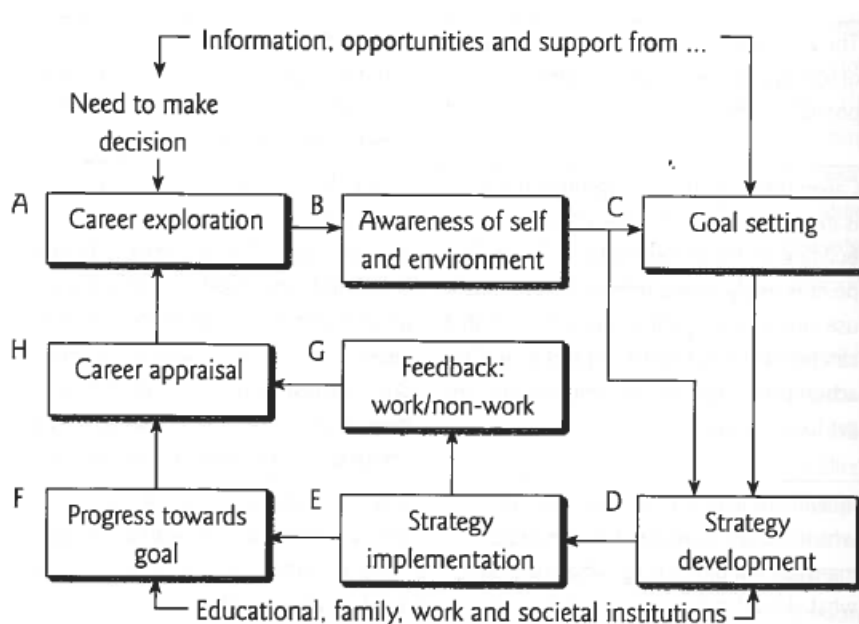
The traditional Plan-and-Implement Career Models view career management as a linear process in which dissatisfaction with the status quo leads to setting a goal, from which flows an implementation plan. The end goal is fixed, with the ideal of identifying the end goals as clearly as possible at the outset. Individual require explicit knowledge about themselves and the working environment as an input to the career-management process. Career management consists of devising and implementing an action plan to get to that goal.

In contrast, the modern Test-and-Learn career Models view career management as developmental process that is circular in nature. Career planning and management is a process in which iterative rounds of action and reflection lead to updating personal career goals and possibilities. The emphasis is on change that accompanies frequent career transitions with the ideal of improving individuals' ability to formulate and test hypotheses about future possibilities and multiple work roles or identities they could explore along their life journey.

**Differentiate between the characteristics of the plan-and-implement and test-and learn career management models**

Plan-and-Implement career model	Test-and-learn career model
Use linear process in setting career goals, from which flows an implementation plan	Use a circular process in which iterative rounds of action and reflection lead to updating goals and possibilities
The end goal is fixed	Career goals are continuously changing
Career planning process is <i>deductive</i> , with process in stages, each building on the preceding step.	Career planning and management process are <i>inductive</i> , with progress by iteration with leaps of insight. Emphasis on <i>taking action</i> and <i>experimenting</i> with various future <i>possibilities</i> .
Individual require explicit career knowledge which is used as input to career management process	Career aspirants require <i>implicit</i> career knowledge which is continuously created through the career management process
Useful in facilitating <i>career competency</i> , <i>career self-efficacy</i> and <i>career maturity</i> in particular young adults or <i>new entrants</i> to the world of work	Useful in facilitating <i>career adjustment</i> and <i>career resilience</i> in adults dealing with <i>career transitions</i> .

A plan-and-implement career model



NB

Figure 3.2 A career management model

In Greenhaus, JH, Callan, GA and Godshalk, VM (1997, 2000, 2010)

The extent to which organisations are willing to share information with employees and support them in their efforts will to a great extent determine the success of this model. Individuals can use this model to make informed decisions about their careers.

The various steps that you need to use are:

- career exploration (self and environmental)
- goal setting
- strategy development and implementation
- career appraisal

The career-management model postulated by Greenhaus et al. (2000) is an example of a Plan-and-Implement Career Model. This model is particularly useful to individuals in the early life/career stage.

### *Career exploration*

Career exploration is the collection and analysis of information regarding career-related issues. Career exploration can help people become more aware of themselves and the world of work, formulate career goals and decisions and develop strategies necessary to accomplish significant goals.

Career exploration can be divided into self-exploration and environmental exploration.

#### *Self-exploration*

Individuals seek information about themselves (personal qualities) that can be valuable in career decision-making. *Self-knowledge* is the cornerstone of successful career planning.

#### *Environmental exploration*

Enables the individual to gather information about the environment. Should consist of at least an investigation of occupations organisations and family needs.

### *Career goals*

A career goal is a desired career-related outcome that a person intends to attain. The *conceptual career goal* sums up the career ambition of a person, his or her values, interests, aptitudes and preferences. An *operational goal* is the job that the person concerned is aiming for.

The *expressive function* of a career goal is the pleasure gained when goals are achieved and when the related work is gratifying for the individuals who do it because they can make use of their experience. An *instrumental function* is when achieving one goal will enable a person concerned to aim for the following one.

### *Characteristics of career goals*

#### **Specificity**

Good goals should be specific and should indicate what they related to, the time frame for accomplishing them, and the desired results, e.g. to become a Human Resources Director in 5 years in the motor industry at an annual package of R750.000-00.

#### **Flexibility**

A changing world requires organisations to be flexible in their goal setting. The environment is not static; occupations disappear while new ones arise. As we grow older our needs and preferences change. This unpredictability requires flexible career goals.

#### **Measurability**

Goals must be specified in such terms that it can be evaluated. Career appraisal, which gives feedback on career-related issues, can serve as an aid to evaluating career goals.

#### **Attainability**

Career goals should be realistic and attainable. The feedback obtained by career appraisal can be used to determine attainability of a career goal.

#### **Congruency goals**

Career goals should be congruent which means that the attainment of one goal should not preclude the attainment of another. Short term goals should be congruent with long term goals in the sense that they should identify the education, training and experience needed to attain the long term goals.

#### **Acceptability**

Individuals are most likely to follow career goals that are in line with their perceptions and preferences. Through the process of self exploration goal acceptability can be achieved, which will promote career commitment.

#### *Importance of setting career goals*

*Career indecision* refers to the absence (or presence) of a career goal, as well as the degree of certainty attached to the goal. Employees are *career undecided* if they have either: (1) not established a career goal; or (2) established a goal with which they experience substantial uncertainty and discomfort. Employees are *career decided* if they have established a career goal with which they experience relative certainty and comfort.

#### *Career strategy*

A career strategy is a sequence of activities designed to help an individual attain a career goal. The aim of career strategies is to assist people in attaining their career goals. Career strategies can be divided into seven categories:

1. displaying one's current proficiency
2. working long hours
3. acquiring new skills
4. taking advantage of opportunities
5. developing an association with a colleague
6. strengthening one's image
7. taking part in company politics

There is no single strategy that works every time. The career goal of the employee will determine the strategy to be applied. The procedures and practises within an organisation will influence the degree of effectiveness of any particular career strategy.

#### *Career appraisal*

Career appraisal is the process by which people acquire and use career-related feedback. Career appraisals give individuals feedback on how they are progressing in their career and on the extent to which they are attaining their career goals. The aim of career appraisal is to allow people to assimilate new information about themselves and

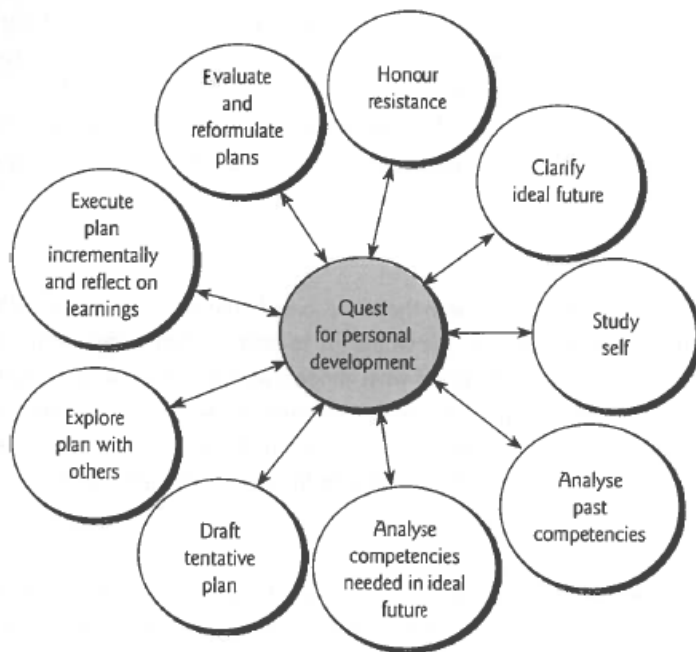
their environment. To do this, they require feedback to test whether a particular career strategy will bring them closer to their goal and whether they are pursuing an achievable goal. Career appraisal thus helps to make career management a more flexible process.

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### Test-and-learn models

The Test-and-Learn Career Models emphasise the changing nature of individuals' careers and the quest for personal development, finding a purpose in life, and finding personal meaning in work. Both the 21st Century Career-Planning Model postulated by Otte and Kahnweiler (1995) and the Career-Invention Model postulated by Coetzee (2006) are examples of Test-and-Learn Career Models.

#### *The 21st century career planning model*

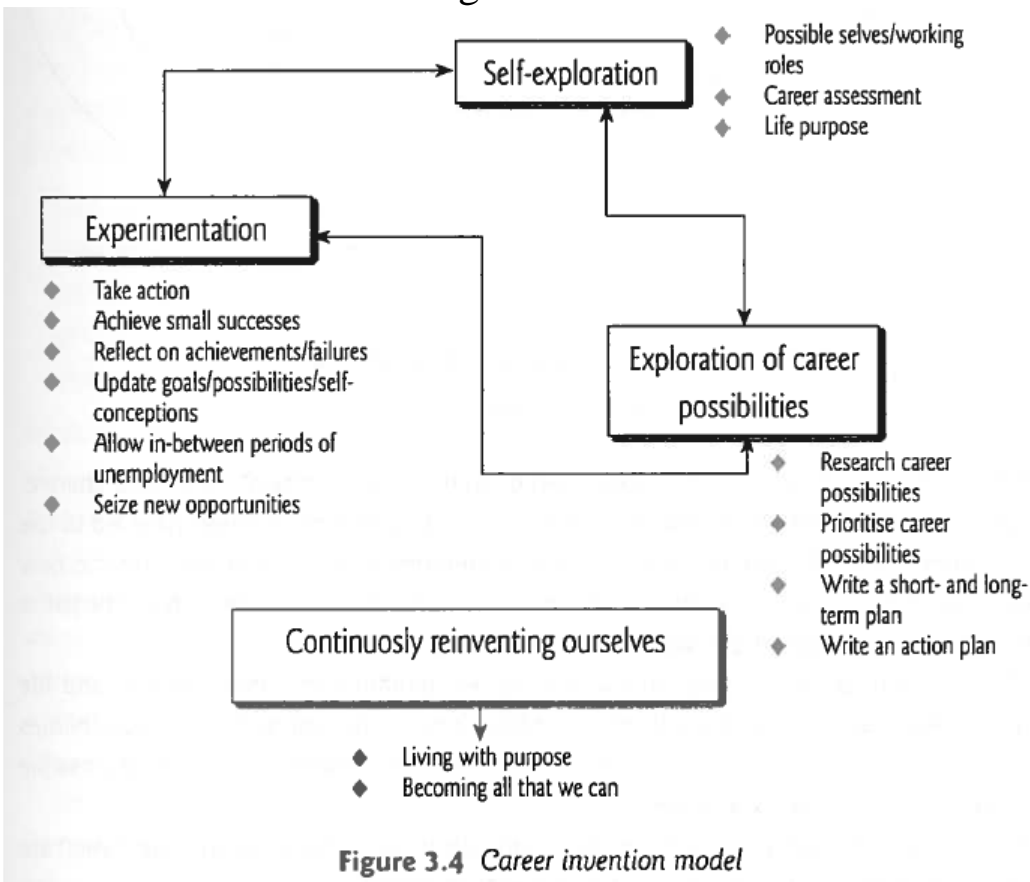


The model of Otto and Kahnweiler is based on the quest for personal development and is facilitated by interaction with factors that are relevant to career planning for the 21<sup>st</sup> century. The various steps of the model include:

- **Quest for personal development** – in planning a career, the focus should be on becoming aware of one's inner depth; that is, the spiritual and emotional aspects that let us know who we really are and how to seek vitality and joy in life.
- **Honour resistance** – at times individuals tend to get 'stuck' rather than focus on the quest for personal development. Means of gaining understanding of the reasons for not growing include talking to a friend or counsellor, revising one's career plan or accepting the fact that one can become confused and doubt one's self-worth.
- **Clarify ideal future** – in dreaming of what one wants to be in the future, one should not think in terms of a job title, but rather in terms of an ideal role one would like to be in, in two to three years' time.

- **Study self** – deeper self-understanding may be sought by not seeing oneself merely objectively as a configuration of traits, but as a being capable of creating meaning.
- **Analyse past competencies** – all capabilities involved in each previous phase of the individual's life should be examined. Such soul-searching may result in some surprises, as people often find that they have developed more skills than they realised, for example, leadership skills.
- **Draft tentative plan** – plan learning by writing down a goal, compiling a list of the steps necessary to reach that goal and deciding what resources and how much time are required.
- **Explore plan with others** – share the results of the above steps with trusted others who are committed to helping, who can provide some feedback on one's goals and who will understand one's fears and aspirations
- **Execute plan incrementally and reflect on learning** – as individuals realise that their future vision will change with experience, the next step to be taken in their careers involves three guidelines:
  - working on the skills required to achieve goals
  - making career choices that are on the whole consistent with the future vision, and
  - taking time to become aware of feelings towards the activities the individual wants to undertake
- **Evaluate and reformulate plans** – all the factors in the plan should be advised at least annually by writing down reflections and discussing the results with trusted friends

### *The career invention model*



**Figure 3.4** Career invention model

Identifying our possible selves or working roles and how these relate to our career interests, career orientations and values, transferable skills, knowledge, talents, abilities and personality preferences is a key step in the Career-Planning Process. Discovering what we really want, our dreams, desires and life purpose generally helps us in this process.

The second step is to actively research various career options and alternatives that match our general self-exploration outcomes, and to write a plan of action that will help us to explore and experiment with the career possibilities we have identified. The third step is to take deliberate and purposeful action by experimenting with these identified possibilities. The experimentation phase is about testing career possibilities and learning from our experiences on a continuous basis.

According to the Career-Invention Model, we need to continually reinvent ourselves and our careers. The reinvention process implies that we continually engage in the three career-planning steps, identify new possibilities for ourselves, adjust and change our career plans, and test out new alternatives. Our careers fit our dreams, desires and, ultimately, our unique life purpose.

The career invention model is based on the principal that the 21<sup>st</sup> century career is circular and that individuals have the power to change the nature of their career paths. The cycle of career invention constitutes three steps:

#### Step 1: Self-exploration



- Identifying one's possible selves or working roles
- Assessing one's career interests, career orientation, career values, skills, knowledge, talents and abilities, career personality preferences, career assessment; and
- Figuring out what one really wants, one's dreams, desires and life purpose

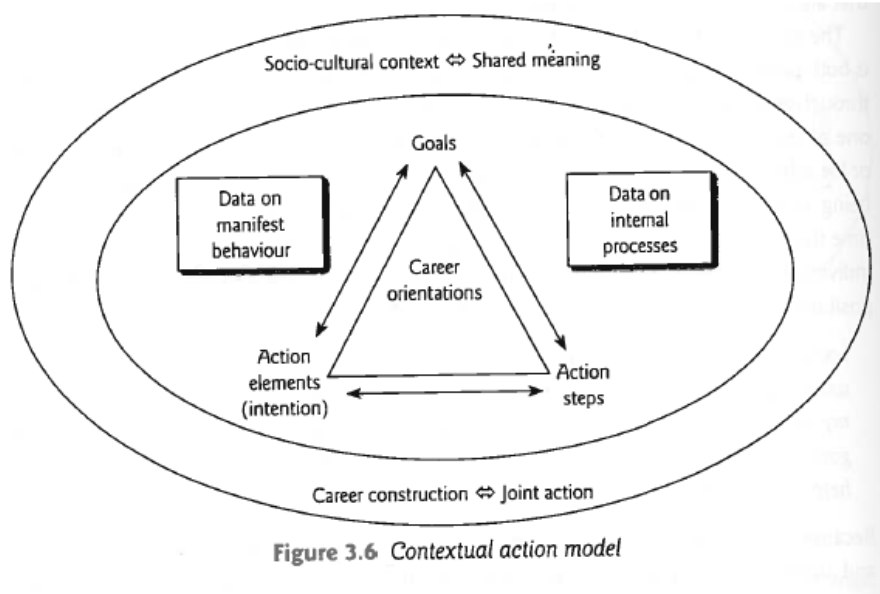
Step 2: Exploration of possibilities

- Researching career possibilities and alternatives that match one's career-assessment and general self-exploration, activity outcomes;
- Prioritising the identified career possibilities;
- Writing a short- and long-term career plan; and
- Writing a plan of action to explore and experiment with the identified career options

Step 3: Experimentation

- Take action – finding the job or form of work/employment;
- Achieving small successes
- Reflecting on achievements and failures and learning from them;
- Updating goals, possibilities and self-conceptions about one's skills, abilities and possible selves;
- Allowing 'in-between' periods of unemployment;
- Seizing new opportunities by taking action (*repeat steps 1 to 3 continuously*)

The career-invention model is also developmental in nature and emphasises career self-management and the notion of subjective career success.



**Figure 3.6** Contextual action model

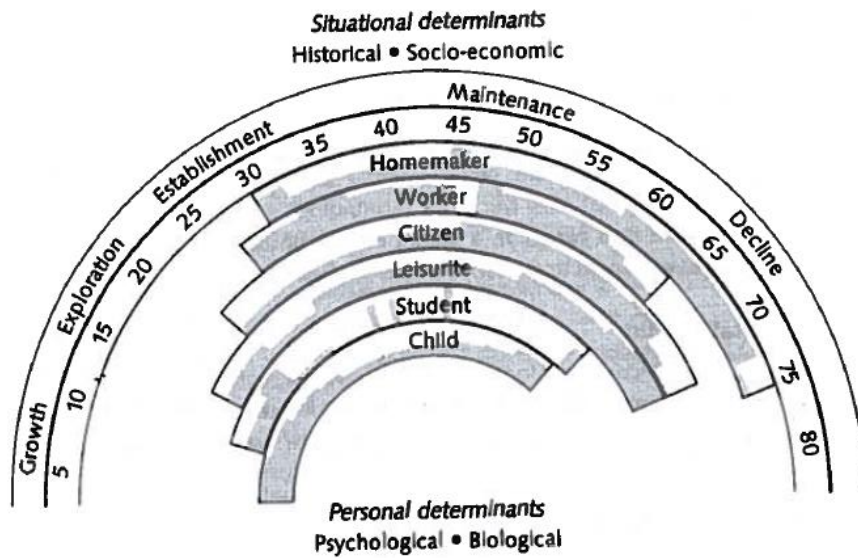
This model is based on the classical *action theory* which addresses the goal-directed, intentional (or purpose-driven) behaviour of people from an *action system* perspective. Within the context of career development, the contextual action model asserts that career-related action is constructed socially through individuals, groups, communal and societal processes that are intentional and goal-directed.

The theory underlines the fact that people are required to take action in their daily lives that is both practical and symbolic. Individuals make sense of their lives and construct their careers through goal-directed actions. The notion of *career construction* recognises that work represents one of many domains within the human life structure wherein people enact multiple social or life roles.

*Significant learning and experiences* identify the individual's professional life (career), direction, competencies and accomplishments through positions, jobs, roles and assignments (activities).

**Chapter 4: Career choice and counselling**

**The Life-Career Rainbow**

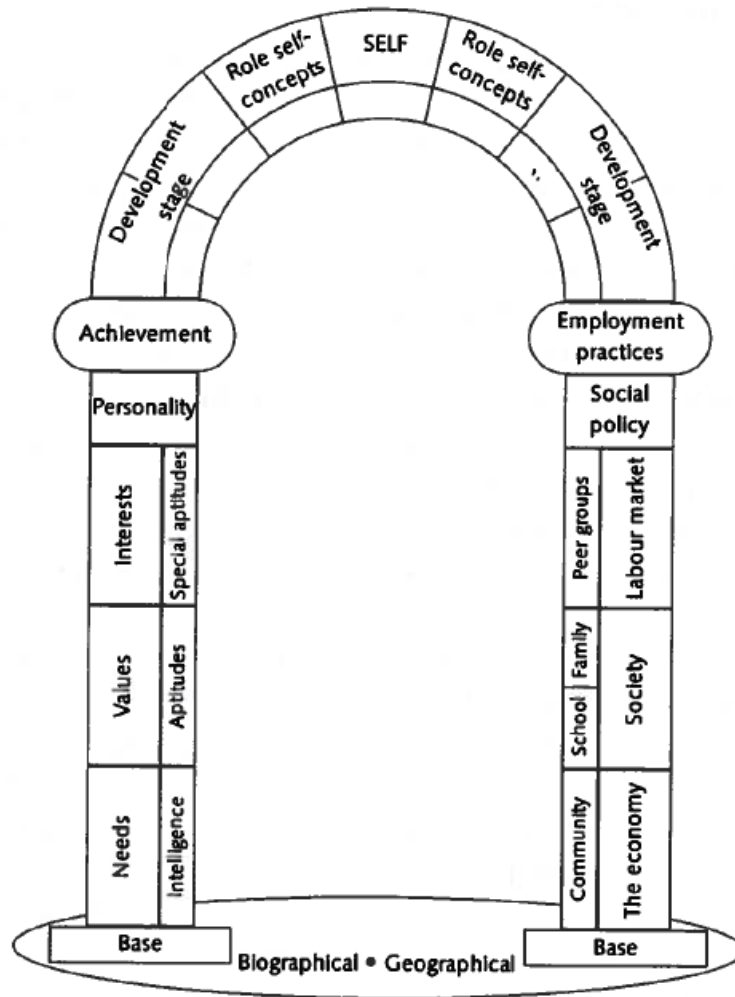


**Figure 4.3** *The Life-Career Rainbow: Nine life roles in schematic life space*

The two outer bands of the Life-Career Rainbow depict the five life stages and the approximate ages at which they occur. The inner bands each represent one of *six life roles* that individuals may occupy in their life space, namely that of child, student, citizen, worker and homemaker. The significance of any one or more roles varies from individual to individual and according to the relevant life stage of the individual. For one individual, for example, the worker role may be the most significant role in the establishment and maintenance stage, while, for another, the role of homemaker may be more significant than the worker role in the establishment stage.

When the *Life-Career Rainbow* is implemented as an assessment device, the individuals concerned indicate the significance of a given role at the present or as they would like it to be in the future, by shading the band that indicates a role or roles.

## The Segmental Model



**Figure 4.4** A Segmental Model of career development

The Segmental Model is the portrayal of a structure analogous to the structure of the archway entrance of a Norman church near Cambridge, England. As the architectural structure consists of building blocks which in their interaction determine the form of the whole, the determinants of a career are seen as segments of building blocks which in their interaction determine the career whole. The biological-geographical foundations of development are presented as the step at the entrance. The segments form two columns, each with a base fundamental to development.

Interaction between the left column (*personal variables*) and the right column (*environmental variables*) result in foundations of personality development into *needs* which, in turn, give rise to *values*, which lead to *interests*. The two columns and their reciprocal interactions culminate in the arch, which represent the *self*. This is a synthesis of the individual's role and self-concepts in development in stages and also incorporates the personality and environmental determinants. The development stages on the left of the arch represent *childhood* and *adolescence*, while those on the right represent *adulthood* and *old age*.

One of the great strengths of Super's theory is its flexibility in incorporating cultural variables. In South Africa, all these constructs, with the exception of life themes, have also been widely examined in the different cultures. Super's constructs such as self-concept, career development, career maturity, values and life roles seem generally

acceptable in the African context. Career adaptability, where the individual is ready to cope with a changing world and working conditions, seems to be particularly appropriate in the context of the 21<sup>st</sup> century world of work.

## **Chapter 5: Life and career stages**

Adult career development is characterised by three life/career stages: the early life/career (ages 25 to 40), the mid-career (ages 40 to 50) and the late life/career (ages 55 to retirement).

TUT201 only mentions 'tasks and challenges' so I think know this table well

Table 5.2 *Life tasks and challenges of the early, middle and late life/career stages*

Life/career stage	Key life tasks/challenges
<b>Early life/career stage</b>	<ul style="list-style-type: none"> <li>◆ Achieving independence and responsibility</li> <li>◆ Developing self-reliance or autonomy</li> <li>◆ Establishing one's identity</li> <li>◆ Finding a place in and contributing to society</li> <li>◆ Making an impact on one's environment</li> <li>◆ Becoming established in an occupation and in family life</li> <li>◆ Developing intimacy, becoming committed and involved</li> <li>◆ Developing stable affiliations</li> <li>◆ Becoming employable and career resilient (dealing with job transitions and sustaining employability)</li> <li>◆ Dealing constructively with quarter-life crisis</li> </ul>
<b>Middle life/career stage</b>	<ul style="list-style-type: none"> <li>◆ Refining one's identity</li> <li>◆ Clarifying one's values and philosophy of life</li> <li>◆ Adjusting to changes in family life</li> <li>◆ Utilising more leisure time</li> <li>◆ Finding new occupational satisfactions</li> <li>◆ Sustaining employability</li> <li>◆ Dealing with career transitions</li> <li>◆ Finding a balance between agency and communion</li> <li>◆ Resolving psychological polarities to achieve greater individuation: young/old; destruction/creation; masculine/feminine; attachment/separateness; generativity/stagnation</li> <li>◆ Dealing constructively with mid-life crisis</li> <li>◆ Maintaining health and emotional well-being</li> </ul>
<b>Late life/career stage</b>	<ul style="list-style-type: none"> <li>◆ Dealing with socio-emotional losses</li> <li>◆ Establishing satisfactory physical living arrangements</li> <li>◆ Adjusting to changes concerning one's spouse</li> <li>◆ Maintaining health and emotional well-being</li> <li>◆ Preparing for retirement</li> <li>◆ Sustaining ego integrity</li> <li>◆ Remaining a productive citizen</li> </ul>

## Career development of men and women

Societal changes over the past 40 years or 50 years have led to work being a critically important part of women's lives and thus resulted in changing the assumption that women's career are not as important as men's because they tend to occupy only short periods of the adult women's life-span. Although women now constitute a significant portion of the labour force, their work continues to be focused in traditionally female occupations and to be less well paid than that of men.

Women and men face different challenges as they advance in their careers. During their 20s, men tend to use work as the major way to differentiate themselves from their parents and become an adult. During their 30s, men seek career success with some men believing that work will somehow protect them from misfortune. In their 40s, men realise that the belief they held in their 30s is a false conception.

Women in contrast have different career experiences. Women experience intense role confusion early in their development due to gender stereotyping. They tend to be more inhibited in their self-expression, they delay their career aspirations in lieu of family responsibilities and their development patterns are more individualised. Women often have multiple roles and responsibilities and they tend to celebrate a greater variety of career forms and lifestyle choices (non-linear career patterns and preferences) rather than paid work and status (or linear career patterns) as the distinguishing features of their career.

Women's careers could be divided into *three quite long phases*:

*Phase 1: idealistic achievement* (in the 20s and early 30s) with the emphasis on personal control, career satisfaction and achievement and positive impact on others.

*Phase 2: pragmatic endurance* (in the mid-30s to late 40s) with the emphasis on doing what has to be done, whilst managing multiple relationships and responsibilities. This phase characterised by less control and more dissatisfaction.

*Phase 3: re-inventive contribution* (around 50 onwards) to organisation, families and communities without losing sight of self. Careers are viewed as learning opportunities and a chance to make a difference to others.

Women are more likely than men to make career transitions for family reasons and to achieve a more satisfying balance between work and family. Women therefore tend to have more frequent employment breaks or interruptions than men. On the other hand, men tend to focus more on justice, rules and agency. Men tend to make career decisions from a goal orientation, focusing on independent action. Unlike women, men tend to keep their career and family issues separate.

## **Early life/career stage**

In early adulthood *physical and cognitive development* is at its peak. *Physically* it is a time of energy, health and biological vigour, with instinctive drives high. *Cognitive functioning* is characterised by good memory, abstract thinking ability, problem-solving ability and learning new skills.

Life tasks of early adulthood include challenges concerning achieving independence and responsibility, establishing one's identity, finding a place in and contributing to society and becoming established in an occupation and in family life.

*Novice phase – 17-33 years.* A novice lover, spouse and worker. In all these aspects of life, new relationships have to be found, including relationships with family, mentors, bosses and seniors at work. Primarily the task of this phase is *finding a place for oneself in the adult world*. This involves 2 tasks: *exploring the adult world* and *creating a stable adult life structure* at the same time.

In *exploring the adult world* options are kept open, commitments are avoided, alternatives are maximised with a sense of adventure and wonderment in which aspirations can be colour by fantasies.

*Creating a stable adult life structure* involves becoming responsible for establishing family relations and a stable work structure.

95% of young adults enter marriage; men are less motivated to marry and are more concerned about their future careers while women are concerned about both career and marriage. Women try to balance work and home life but work life tends to dominate.



*Transitional phase* – “age thirty transition” – lasts 3 to 5 years. Individual experiences life as becoming more serious and has a sense of having to change before it is too late for change. This phase is generally being referred to as the *quarter-life quandary* and can be overwhelming for the young adult.

Individuals in their early life stage experiencing the quarter-life crises are confronted by life question:

- What career should I focus on?
- Where should I live?
- Where do I belong?
- What if I try something new and I fail?

*Settling down phase*: During this phase the self has to become engaged in the world. Individuals have to fulfil goals and aspirations set earlier.

*Need for competence* is strong in young adults. The need to have an impact on one’s environment. The need for competence as well as need to develop *occupational identity* is major tasks of the early career. Self-reliance a characteristic which is often regarded as typifying maturity. The development task of early adulthood as developing intimacy, which refers to commitment and involvement. The task is realised through relationship with a loved one, with a co-worker, with a boss through involvement in a commitment to an organisation. Some younger adults encounter problems because their newly found sense of ego identity is still fragile and they fear they may lose it. Task orientation is reality bound and facilitates balancing subjective aims and objective responsibilities.

Subjective priorities that young adults seek in their first jobs:

- Opportunities for advancement
- Responsibility
- Freedom from supervision
- High salary
- Social status, prestige

Experiencing the following *life/career challenges*:

- Earning a living
- Gaining more experience
- Finding a job matching one’s qualifications
- Living one’s dream

## **Middle adulthood life/career stage**

The *mid-life transition* and *middle adulthood* is dominated by conscious *ageing*, an acknowledgment of mortality and, with that, a potential for increased illness and diseases. Middle adulthood involves *physical changes*, such as bone loss and a decline in muscle activity, lung capacity, visual acuity, reaction time and the strength of endurance required for strenuous tasks. Middle adulthood is generally characterised by both physical and psychological changes and, for most people, is a period of reassessment and consolidation.

*Life tasks* include redefining one’s identity, clarifying one’s values and philosophy of life, adjusting to changes in family life, utilising more leisure time and finding new occupational satisfactions as training and experience

become consolidated. Concerns with the body remain of primary importance, and may become issues when, in Freudian terms, the body ego is threatened when it is perceived as disintegrating. The way stress is experienced, however, depends on the personality style of the individual and the meaning that stress has for the individual – for some people it is deliberating while for others it is challenging.

Psychological benefits in Mid-Life are more wisdom, more autonomy, being less driven by instinctual drives, coming to terms with limitations, having social concerns, and a broader life perspective. Cognitive functioning is characterized by being able to look at matters more objectively, being able to see several points of view.

At Mid-Life many individuals are at the height of their powers and feel that they are in the prime of their lives. For some, however, responsibilities are experienced as draining their time and energy. It is typically a time of self-questioning and inner seeking, referred to by Jung as greater interiority.

Adults in that Middle Life / Career Stage struggle to find a balance between agency and communion. Agency express itself through control over the environment and is manifested in self-protection, self-assertion, and self-expansion. In contrast, communion manifests itself in the sense of being one with other individuals and the environment. Communion is part of a wider context of openness and flexibility to the environment.

#### **Late life/career stages**

The Late Life / Career Stage means different things to different people. For some, the term "career" is irrelevant late in life, while others can still speak of "life-is career", a view that forms part of Tiedeman O'Hara and Miller Tiedeman's theory of career choice (chap.4).

The Late Life / Career Stage is determined not only by the individual's current situation, or age, or future goals or ideas, but also by what happened in his or her past career stages.

Physic in Late Life is inevitable, as for example, motor coordination and speed declines, blood vessels become less elastic, and chronic conditions such as arthritis, high blood pressure or dementia becomes possibilities.

In late adulthood, individuals are confronted with not only bodily and possibly cognitive decline, but also with socio-emotional losses, such as losing recognition and authority as they retire from work. As a result, individuals become less interested in the rewards of society and more interested in utilizing their inner resources, thereby finding a new balance on involvement with society and with self.

Although a late life/career stage is distinguished, in that the life activities of some individuals in late adulthood include work-related tasks, generalisations about the relation between late adulthood and work should rather make place for an individualist approach. Late life workers or pensioners should thus rather be studied as individuals than as a group that is associated with stereotypes such as unproductive, unmotivated or intellectually too rigid to adapt to change. Physical decline in late life is inevitable as, for example, motor co-ordination and speed declines, blood vessels become less elastic and chronic conditions such as arthritis, high blood pressure or dementia become possibilities.

*Life tasks* include establishing an explicit affiliation with one's age group, establishing satisfactory physical living arrangements and adjusting to changes concerning one's spouse.

## Chapter 6: Career issues

### Career anchors

An issue which comes to the fore during the early years of a career is the development of career anchor. Although some people become aware of their career anchor for the first time during the mid-career stage, it actually starts to develop in early adulthood during the *establishment* and *achievement stage*.

#### Definition of career anchor

Career anchor is the pattern of self-perceived talents and abilities, basic values and the evolved sense of motives and needs (as they pertain to the career) that influences a person's career-related decisions. A career anchor can therefore be defined as 'a cluster of self-perceived talents, motives and values that forms the nucleus of a person's occupational self-concept'. Schein describes a career anchor as 'the pattern of self-perceived areas of competence, motives and values that guide and constrain career choices'.

#### Types of career anchors

*Talent-based anchors* consist of managerial competence, technical/functional competence and entrepreneurial creativity. The *need-based anchors* consist of security and stability, autonomy and independence, and lifestyle motivations. The *value-based anchors* consist of pure challenge and service and dedication to a cause.

#### *Technical/functional competencies*

These employees require a fair amount of *challenge* in their work, which allows them to develop self-confidence. They may do very well managing others in the area of their competence, but they are not suitable for general management positions. Also referred to as '*expert career pattern*' because people who pursue this career path often develop a strong identity with a particular occupation or profession. Individuals with this dominant anchor desire a type of work which is challenging. They want to be paid for their level of skill and they prefer the 'cafeteria' benefit system, where the kind of benefits they need can be chosen. These individuals prefer a professional promotional ladder parallel to the managerial ladder.

#### *General/managerial competence*

Should employees regard *general managerial competence* as a career anchor, they will always try to use any chance to attain a position in a company that enables them to integrate the efforts of others to ensure the maximum output

of the company division they run. These employees need to see their contribution to the general success of a company. People who are aware that they truly wish to progress into *managerial positions* also realise that they have to have competence in three basic fields – *analytical competence* (the ability to analyse business problems); *interpersonal competence* (the ability to influence people towards a goal); *emotional competence* (they are stimulated by emotional crisis and like to exercise power). These people are motivated by types of work which are characterised by high levels of responsibility, which are challenging and varied, which require leadership skills and which provide opportunities to contribute to the organisation. A high income is greatly valued by these people, as are bonuses for achieving organisational targets. These people place great importance on rapid movement ‘up the ladder’ to positions of increased responsibility and authority.

#### *Autonomy/independence*

Employees who regard *autonomy/independence* as a career anchor always do a job in their own way. These kinds of individuals need a very variable job, which enables them to decide when and how to do it. These employees are not suitable for any position involving control and regulations and, if forced into such a position, may well decide to start a business of their own. The type of work preferred by these individuals has to be *time-bound*, such as contract or project work, full-time or part-time and without close supervision. They prefer cafeteria-style benefits, merit pay for performance, immediate payoffs and bonuses. The type of *recognition* that would be acceptable comprises things like medals, testimonials, prizes and awards.

#### *Security/stability*

An employee who regards *security/stability* as a career anchor needs both *job and material security*. These employees are always prepared to carry out work in a way their employer wants them to. They aim to achieve a position in a company which allows them to settle down and relax. The *type of work* that these people prefer must be characterised by stability and predictability, with no possibility of relocation and little travelling. They prefer to be paid in steady, predictable increments based on length of service. The type of *recognition* this person responds to is to be recognised for loyalty and steady performance.

#### *Entrepreneurial creativity*

Employees who regard *entrepreneurial creativity* as a career anchor will always consider the possibility of creating their own business. These individuals may work hard in a company, considering this as a way to gain the necessary experience and leave when they feel that they can manage on their own. Because of these individuals’ strong need for *creativity*, they would prefer a type of work that is characterised by *originality of thought* and that continually requires risks and presents new challenges. In terms of payments and benefits, ownership is the most important issue. *Power and freedom* in key roles, where their creativity can be exercised, are important. *Types of recognition* that this individual prefers are sizeable enterprises, building fortunes, high personal visibility and public recognition.

#### *Service/dedication to a cause*

An employee who regards *service/dedication* to a cause as a career anchor will always be prepared to do something to improve life in general, whether to upgrade the state of the environment, to promote peace, etc. These employees

may even change employers in order to carry on doing this kind of job and do not accept any promotion unless the new position meets the requirement of their value system. Service-anchored people clearly want *types of work* that allow them to influence the organisation or social policies according to their values. These employees want fair pay and portable benefits.

### *Pure challenge*

An employee who regards pure challenge as a career anchor always aspires to be in the front line. Employees of this kind get the greatest job satisfaction out of trying to solve seemingly unsolvable problems and coping with the most difficult tasks. An easy job means a boring job for them. The *type of work*, the pay system, the promotion system and the *types of recognition* are all subordinate to whether or not the job provides constant *opportunities for self-tests*. This group seems to be growing, probably because today's working environment represents individuals with more challenges.

### *Lifestyles*

Employees who regard *lifestyle* as a career anchor will always want to harmonise personal life with career requirements. These employees are unlikely to aim for any promotion that would involve a geographical move, considering their career as a part of their personal lives and trying to integrate their lives as a whole. These people enjoy *general growth* and see their jobs as part of their personal development progress. The lifestyle-anchored person wants to work flexible working hours, to travel at times which suit family commitments and regards sabbaticals, paternity and maternity leave and day-care options as important.

## **Career anchors and career development**

The determination of a career anchor is a process of *self-discovery*. Employees reaching thirty may come to the conclusion that their present career is no longer desirable. This realisation may often result in the experience of the so-called quarter life quandary. Other needs, values and motives may have become more dominant and individuals may want to integrate these in their career. Becoming aware of one's career anchor can have a major impact on *career decisions* and personal life. These decisions will be more valid if employees have a clear understanding and awareness of their *self-perceived talents, motives and values*, that is, their career anchor.

Organisations need people with *divergent career anchors*: they provide a flexible diverse workforce. Organisations should take note that career anchors do not necessarily determine the type of work or occupation an individual chooses as individuals with different career anchors are found with one occupation. This emphasises the importance of individuals to be aware of their career anchor to ensure effective career development.

Research has revealed a relationship between *career anchors* and *jobs/occupations*. Where there is a fit between employees' dominant career anchor and their job perception, such employees experience a higher quality of working life and job satisfaction. Career anchors are also relatively good predictors of *job involvement* for most professional people; this is especially true of the career anchor pure *challenge*.

## Chapter 7: Career well-being

### Approaches to well-being

Three approaches to well-being are distinguished, namely subjective, psychological and eudaimonic well-being.

#### Subjective well-being

People react differently to the same circumstances and they evaluate conditions based on their unique expectations, values and previous experiences. Subjective well-being refers to subjective judgements of the quality of an individual's life with regard to both the presence and relative frequency of positive and negative moods and emotions over time, one's overall level of life satisfaction and one's satisfaction with specific domains such as work, family, health, leisure, finances, the self and the group. A person is as well as he or she perceives himself or herself to be.

The components of subjective well-being can be described as follows:

- Moods and emotions – people's evaluations of the event that occur in their lives,
- Life satisfaction – the degree to which the experience of an individual's life satisfies his or her wants and needs, both physically and psychologically.

The factors that influence subjective well-being are divided into bottom-up processes and top-down approaches. *Bottom-up processes* refer to external events, situations and demographics. As for *top-down processes*, personality is one of the strongest and most consistent predictors of subjective well-being.

The subjective well-being approach implies that career experiences could be linked to positive and negative affect, life satisfaction and satisfaction with different life domains. A wide range of associated variables indicative of successful functioning have been established on subjective well-being, including positive relationships with self-esteem, locus of control, authenticity and effective decision-making styles, as well as negative association with worry, anxiety and depression.

### Psychological well-being

Psychological well-being is an objective approach to understanding well-being in terms of the presence of an array of psychological qualities indicative of mental health. Subjective well-being focuses on specific outcomes (e.g. positive affect and life satisfaction), while psychological well-being focuses on the contents of one's life and the processes involved in living well. Psychological well-being consists of six dimensions:

1. **Autonomy** refers to self-determination and independence, the ability to resist social pressures.
2. **Environmental mastery** is defined as the individual's ability to choose or create environments suitable to his or her psychic conditions; a characteristic of mental health.
3. **Personal growth** refers to the continued development of one's potential, seeing the self as growing and expanding, being open to new experiences, having a sense of realising one's potential and seeing improvement in the self and behaviour over time.
4. **Positive relations with others** is defined as having warm, satisfying and trusting relationships with others, being concerned about the welfare of others, being capable of strong empathy, affection and intimacy and understanding give and take of human relationships.
5. **Purpose in life** refers to having goals and a sense of directedness, feeling that there is meaning to past and present life, holding beliefs that give life purpose and having aims and objectives for living.
6. **Self-acceptance** is defined as possessing a positive attitude towards the self, acknowledging and accepting multiple aspects of the self, including good and bad qualities and feeling positive about one's past life.

The psychological well-being approach implies that career experiences which allow autonomy, environmental mastery, personal growth, positive relations with others, purpose in life and self-acceptance will result in employee well-being.

### Eudaimonic well-being

Eudaimonic well-being refers to quality of life derived from the development of a person's best potentials and their application in the fulfilment of personally expressive, self-concordant goals. Central to this perspective on eudaimonia is living in a manner consistent with one's daimon (or 'true self'). Eudaimonic well-being refers to well-being incorporating both subjective and objective elements. The subjective elements are experiences of feelings of personal expressiveness. The objective elements include behaviours involved in the pursuit of eudaimonic goals such as self-realisation, entailing the identification and development of personal potentials and their utilisation in ways that give purpose and meaning to life. The dimensions of eudaimonic well-being include:

1. **Self-discovery.**
2. **Perceived development of one's best potentials.** One of the most important elements to learn about oneself concerns those unique potentials that represent the best a person is able to become.
3. **Sense of purpose and meaning in life.** Individuals must find ways for putting their skills and talents to use in the pursuit of personally meaningful objectives.
4. **Investment of significant effort in pursuit of excellence.**
5. **Intense involvement in activities.** When individuals are engaged in personally meaningful activities that make full use of their skills and talents, the intensity of their involvement in these activities should be considerably higher than when engaging in other, more routine activities.
6. **Enjoyment of activities as personally expressive.** Persons characterised as high on eudaimonic well-being should report that what they are doing in their lives is personally expressive of who they are and they should do so far more often than those with lower eudaimonic well-being.

The eudaimonic well-being approach implies that career experiences which allow these dimensions will result in employee well-being.

Following was added in TUT201

## Organisational interventions

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

### Assessment and evaluation of employees

The ultimate purpose of assessment and evaluation of individuals is to have the right person in the right job. A psychological contract, which reflects an optimal fit between the employee and organisation in terms of mutual expectations, should be formed.

### Coaching programme for newcomers

The 1<sup>st</sup> say at an organisation is a key factor in determining the level of employee engagement in the years ahead; what happens as a newcomer is critical.

### Career conversations

A formal career conversation programme ensures that managers sit down with each other of their direct reports on an annual basis to discuss their career advancement and career plans.

### Participation in large group meetings

The level of engagement increases when employees representing all parts of an organisation gather together to give input to the organisation.

### Job redesign and work changes

The redesign 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.

### Training

Training programmes that promote employee engagement should also be directed at personal growth and development. Work training is a learning process across the entire life-span that is ultimately related to the employee's job performance.



**Effective communication and feedback**

Most organisations do well in terms of communication down from management to employees. Mechanisms for employees to communicate up on a regular basis are often missing. Two helpful ways to ensure the upward flow of feedback are employee meetings and regular online surveys that capture the changing concerns of employees.

**Career development**

Engagement levels rise when there is a formal career development system that includes components such as formal career tracks, mobility systems to help employees move about in the organisation, training and development programmes and annual career conversations.

**Interaction with co-workers**

Individuals will tend to experience a sense of meaningfulness if they are treated with respect, dignity and appreciation for their contribution. Co-worker interactions create a sense of belonging and a stronger sense of social identity. The opposite is also true.