Tutorial Letter 201/2/2014

Career Psychology

IOP3703

Department of Industrial and Organisational Psychology

This tutorial letter contains important information about your module.

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Dear Student

We trust that you have made excellent progress with your study programme. Please do not hesitate to contact us if you experience any difficulties.

This tutorial letter contains feedback on the assignments and important information on the format of the examination. Please study it thoroughly and keep it close at hand.

Good luck with your examination preparation!

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1   FEEDBACK ON COMPULSORY ASSIGNMENT 01

QUESTION 1

Individuals' perceptions of the meaning of work in their lives influence the way they view their careers.   Carefully read through the excerpts below and explain how variables such as spirituality at work and sense of belonging give meaning to people's work experiences.   (10)

"Work serves a deeper underlying purpose. It satisfies the mind, body and soul. Work provides me with self-esteem and a sense of pride. Helping one earn one's way through life provides a sense of independence. Work serves as a spiritual fulfilment." (African male)

"Work is an activity that allows me to use the more truthful parts of myself.   The present concerns me more than the future. My work is a fulfilling expression of who I really am. The pressures, time demands and fluctuating financial circumstances are part of this joy. None is pleasurable in isolation, but as part of the whole scheme of things, each is an integral part of this experience." (African male)

"Work means to belong to something bigger than oneself, and every person needs to feel that they belong. Work is also a means of income, to be able to have a family and live a life that is full of pleasure, happiness and adventure." (White female)

Suggested framework for answer (Schreuder & Coetzee, 2011, chapter 1, pp. 17-19)

Workplace spirituality
Workplace spirituality is the recognition that employees have an inner life that nourishes and is nourished by meaningful work that takes place in the context of community (Ashmos & Duchon, 2000). Spirituality is the feeling individuals have about the fundamental meaning of who they are, what they are doing and the contributions they are making (Lips-Wiersma, 2002).

Spirituality represents the quest to unite one's inner life and outer world (i.e. the community environment which provides constant connection to one's co-workers). The community environment is viewed as a place in which people can experience personal growth by being involved in meaningful work that gives a purpose to their life where they feel valued for themselves as individuals and have a sense of working together with others for a common

purpose (Crawford et al., 2009). The search for meaning and purpose, and consequent realisation, provide an individual with a sense of alignment and order - a spiritual cohesiveness, which instills a sense of tightness and well-being (King & Nicol, 1999). Spiritual cohesiveness is a sense of wholeness – oneness with who we are and an awareness of how we fit with our external environment (Csikszentmihalyi, 1990).

A sense of belonging in society

Despite the alienating negative effects of industrial development and advancement in technology, work can provide a basis for integrating people into society by providing connections between people. Sigmund Freud maintained that two important life functions are to work well and to love well (Hale, 1980). He regarded work as an essential aspect of life because it ties the individual to reality; that is, the reality of human society. Work involves membership of social groups, which is a means of satisfying the needs for affiliation and interpersonal contact, and of providing social identity (Baruch, 2004; Hale, 1980).

Allied to belonging in society is the feeling of *being useful in society.* Workers may feel useful in terms of the content of their work - that is, the physical, mental or social tasks that they perform or in terms of the context of their work - that is, supplying ideas, services or products that are useful to 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. Research cited by Woollacott (1976) shows that mineworkers accept the fact that their work content is physically dirty, but they regard their work as a central productive activity. The personal meaning of work is thereby aligned to the context of a societal meaning of work. The interrelatedness of individuals' tasks or services with the tasks or services of others also extends the personal meaning of work to a broader collective meaning - individuals see their personal activities as *being part of the whole* (Harpaz & Fu, 2002).

QUESTION 2
Define and discuss career contracts in the 21st century world of work (Chapter 2).   (10)

Suggested framework for answer (Schreuder & Coetzee, 2011, chapter 2, pp 52-54).

To answer and elaborate on the question about career contracts of the 21st century, use the information about the new psychological contract. Also, remember that the discussed 21st century contract is an unwritten, dynamic and mutual contract between employer and employee. The contract is about the expectations of both parties. Unlike the contract of the old world of work, this contract is more of a partnership between employer and employee. It is captured by the new psychological contract.

QUESTION 3

Discuss the concepts of career success, career self-management and career development as they apply to the 21st century world of work. (15)

Suggested framework for answer (Schreuder & Coetzee, 2011, chapter 3, pp. 64-65, 66-67, 68-69)

Career success

Career success can be defined as the real or perceived achievements individuals have accumulated as a result of their work experiences (Judge & Kammeyer-Muller, 2007: 60). As discussed in chapter 1, the concept of career success has different meanings for different people. The way in which individuals define career success strongly influences their career decisions. To some success means promotion, to others it means becoming an expert in their occupational field. Some think of a successful career as one in which a person has developed many different skills and abilities and is now using those abilities to help other people grow and develop ― perhaps a life of social contribution. It could also mean moving frequently from one challenge to another. Success can also mean the extent to which there is a match between individuals' career anchors (self-perceived talents and abilities, motives and needs, attitudes and values) and the perception of their jobs (Schein, 1993).

Career self-management

Career self-management is 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 self-management requires a general attitude of planfulness and optimism and proactive career agency (i.e. taking personal initiative) in planning and directing one's future. *Career agency* is an individual's capacity to act for themselves and speak on their own behalf (McMahon, 2007). 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 interests.

Career development

From an *individual perspective*, career development can be defined as an ongoing process by which individuals' progress through a series of stages, each of which is characterised by a

relatively unique set of issues, themes or tasks (Greenhaus et al., 2010). Career development consists of *four phases* (Strauser, Lustig & Çiftçi, 2008):

- D*eveloping appropriate work-related behaviours* – known as a work personality – that allow people to meet the interpersonal demands of the work environment (e.g., appropriate social interactions with others, timeliness and appropriate on-task behaviour);
- D*eveloping a vocational identity* through which individuals become aware of their career interests, goals, skills and talents;
- E*ngaging in effective career decision-making* by identifying appropriate work environments that allow individuals to express their vocational identity; and
- D*eveloping their ability to effectively find a job*, resulting in employment, and sustaining one's employability.

QUESTION 4

Describe the contribution of Savickas's career construction theory and logotherapy to career development counselling in the modern workplace. (Chapter 4)   (15)

Suggested framework for answer (Schreuder & Coetzee, 2011, Chapter 4, pages 134-137).

Savickas's career construction theory
Career construction theory asserts that individuals construct their careers by imposing meaning on their vocational behaviour and occupational experiences. Career denotes a *subjective construction* that imposes personal meaning on past memories, present experiences and future aspirations by weaving them into a *life theme* that patterns the individual's work life. Thus, the *subjective career* guides, regulates and sustains vocational behaviour by the patterning of work experiences into a cohesive whole that produces a *meaningful story*. In telling career stories about their work experiences (usually by means of early recollections or childhood memories), individuals selectively highlight particular experiences to produce a narrative truth by which they live (Hartung, 2007).

Counsellors who use career construction theory listen to clients' narratives for the story lines of *life structure* issues (the assemblage of work and other roles that constitute a person's life), *vocational personality style* (personality traits such as abilities, needs, values, interests and other traits that typify a person's self-concept), *career adaptability* (the coping mechanisms used by individuals to negotiate developmental tasks and environmental changes that accumulate in the course of a lifetime), and *thematic life stories* or *life themes* (the motivations and driving forces that pattern lives) (Hartung, 2007; Savickas, 2005).

Life structure

Career construction theory reinterprets career choice and development to mean work as situated within a web of *social roles* that individuals enact and that form the basis of the human life structure (Hartung, 2007). According to career construction theory, individuals seek career counselling at times of role change and when they want to reconfigure their life structures into a different pattern of life roles (Savickas, 2005). Individual behaviour in social roles differ as a function of the range of behavioural role options that a given culture makes available to its members based on variables such as gender, age, race and social class.

Career construction theory attends to the relative importance that individuals ascribe to *roles* in family, play, leisure, school, work, community and other domains over the life-span, rather than the work role. Prevailing cultural value orientations, the changing nature of work, the growing diversity of society, a global economy and marketplace, and occupational and other barriers influence individuals' levels of role salience and role viability. Personal, structural and cultural factors, such as gender expectations, social class, discrimination, personal choice and family expectations influence role commitment and role participation (Hartung, 2007).

Career adaptability

Career construction builds on Super's view of the career as a series of attempts to implement a self-concept. Developmental career stages and tasks constitute societal expectations that individuals experience as career concerns about growing self-awareness, exploring occupations and making decisions, establishing stable commitments, managing roles and disengaging from roles (Savickas, 2005).

According to Hartung (2007), career construction theory incorporates and advances Super's (1990) developmental career stages using the rubrics of growth, exploration, establishment, management (maintenance in life-span, life-space theory) and disengagement (see chapter 5). Each career stage with its concomitant developmental tasks entails a primary *adaptive goal.* Completing all tasks associated with each stage builds a foundation for success and future adaptability and reduces the likelihood of difficulties in later stages.

Career adaptability shows how an individual can deal with current developmental tasks and job crises. It entails distinct attitudes, beliefs and competencies that influence the strategies used to solve problems and behaviours employed to align one's vocational self-concept with work roles over the life course. (Savickas, 2005). These include *career concern* (orienting oneself to the future and feeling optimistic about it); *career control* (increasing self-regulation through career decision-making and taking responsibility for ownership of the future); *career curiosity* (engaging in productive career exploration and approaching the future realistically); and *career confidence* (acquiring problem-solving ability and self-efficacy beliefs). Career

adaptability helps individuals implement their self-concept as they deal with current work and other demands (Sharf, 2010).

Super's (1990) concept of recycling is closely related to Savickas's (2005) notion of career adaptability in career construction theory. In dealing with career adaptability there are several developmental tasks that individuals must face during the various career stages of growth, exploration, establishment, management and disengagement. During the *growth phase* (before age 15) children's stories reflect their growth in relationship to issues that concern dealing with teachers, peers, parents and siblings. In the *exploration phase* (from about 15 to 25 years of age), young people's stories are made up with talk about their first full-time job and the type of encounters they have with superiors and co-workers. In the *establishment phase* (ages 25 to 45) stories reflect promotion and pay increases. Stories in the *management (maintenance)* phase (ages 45 to 65) include holding on to one's job, while at the same time learning more about what is required in the job dealing with technological advancements. In the *disengagement phase* (around the age of 65), thoughts of planning for their retirement and actually retiring are tasks that individuals may discuss with a counsellor (Sharf, 2010).

Personality style
Career construction theory attends to individual differences in values, abilities, needs and interests by considering the principles of the trait-and-factor theories in the career counselling process. Vocational personality traits (such as those described in Holland's theory) represent adaptive coping strategies. From Holland's perspective, his concepts should be measured and should be related to each other using statistical analysis. Career construction theory concentrates on using Holland's types to understand the client's narratives about how they have constructed themselves and built their careers (Sharf, 2010).

Personality traits and interests are therefore viewed as dynamic, fluid and subjectively experienced possibilities for adaptation to the social world rather than stable, static and objectively tangible entities. Empirically-derived trait categories, such as those in Holland's (1997) RIASEC model, are perceived as socially constructed by people living within a distinct and particular temporal, situational and cultural context that sustains their use and meaning. Vocational personality types and occupational interests constitute resemblances to socially-constructed clusters of attitudes and skills appropriate only to the extent that they indicate similarities among types of people. Individuals can retain or discontinue using particular adaptive coping strategies depending on situational demands (Hartung, 2007).

Life theme stories
The life theme component of career construction theory emerged from Super's (1990) view that people, in entering an occupation, seek to implement a concept of themselves; and after stabilising in an occupation, they seek to realise their potential and preserve self-esteem. As

previously discussed, occupational choice is seen by Super (1990) as implementing a self-concept, work as a manifestation of selfhood, and vocational development as a continuing process of improving the match between the self and situation. Work provides thus the context for human development and an important location in each individual's life (Savickas, 2005). In constructing a career, individuals engage in an ongoing process of adaptation to enhance the match between self and situation and better realise their self-concept in work (Hartung, 2007).

Career counselling gives emphasis to identifying the client's *life themes* by using Savickas's (2005) *Career Life Story Index* in the career interview. The life themes component of the theory deals with the reason or why people move in the particular direction that they do; it represents the private meaning people attach to their particular career life stories. Life themes explain an individual's life structure, vocational personality style and career adaptability strategies. Personality styles indicate *what* a person has achieved and career adaptability strategies reflect *how* the person has achieved it. Self-defining stories about vocational development tasks, career transitions, triumphs and traumas indicate life themes that play out between self and society and that give shape to the role of work in a person's life (Hartung, 2007). According to Savickas (2005), counselling for career construction encourages individuals to use work and other life roles to become who they are and live the lives they have imagined.

Savickas (2009) argues that people draw on autobiographical reasoning when they make a change in their lives. Their personal life stories (based on early recollections or childhood memories that clients recall) are used as a *carrier of meaning* (or holding space) during times of transition to facilitate continuity in a chaotic and fragmented world. The counsellor's main aim is to help clients narrate and listen to their own stories. The counsellor tries to help clients give meaning and purpose to what they do in life by guiding them to reflect on their dominant life themes or life style. Early memories of events that occurred at the age of 4 or 5 are often the most helpful, because they occurred when the lifestyle was being crystallised. The concept of *mattering* (turning the client's thoughts or preoccupations into a life interest or an occupation that they will do, or participate in, within society) is an important component of an individual's life story and a core focus of the career counselling process (Sharf, 2010). (15)

TOTAL: [50]

2   FEEDBACK ON COMPULSORY ASSIGNMENT 02

QUESTION 1

Discuss factors that can influence early retirement.   (10)

Suggested framework for answer (Schreuder & Coetzee, 2011, chapter 5, p. 184)

Voluntary retirement before the age of 65 is steadily increasing. Feldman (2002c) speculates that the following factors lead to early retirement:
- staying in the same occupation for a long, uninterrupted period of time;
- being married to a working spouse, major physical illness;
- certainty about future plans;
- working for large firms in declining manufacturing industries;
- higher current wages and pension benefits;
- extensive pre-retirement counselling;
- negative impact of age on performance;
- self-identity tied to work;
- perceived discrimination against older workers; and
- organisational flexibility in handling older workers, for example, allowing leave for trial retirements, shorter work weeks and transitions to less demanding job assignments.

Feldman (2002b) maintains that individuals whose identities are tied to work will have difficulty adjusting to full-time retirement and are likely to accept *bridge employment* (that is, part-time, temporary or self-employment) similar to their current work. Individuals who retire early because of perceived discrimination against older workers are likely to accept bridge employment that differs from their current occupation.

QUESTION 2

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)

Suggested framework for answer (Schreuder & Coetzee, 2011, chapter 6, pp. 193-194, 198, 199-201)

Definition of career anchor

The concept of a career anchor refers to a 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 (Schein, 1974, 1975, 1978, 1996, 2006). The conceptual model associated with Schein's (1978) career anchor theory is best understood in terms of a person's career self-concept, which develops as a person gains life experience. As individuals are required to make choices related to their self-development, family or career, they may become more aware of the values and motives that frame the choices they make. In other words, an individual's career self-concept acts as a stabilising force; when an important life (or career) choice needs to be made, there are certain concerns, needs or values that the individual will not give up (Schein, 1978). 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' (Greenhaus et al., 2010: 68). Schein (2006: 65) describes a career anchor as 'the pattern of self-perceived areas of competence, motives and values that guide and constrain career choices'.

Life-style

Employees who regard *life-style* 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 developmental progress. As far as *benefits* are concerned, 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, day-care options, etc. as important.

There is a noticeable shift towards the *life-style* and *pure challenge* career anchors since the original research of the 1960s and 1970s on career anchors was done. A cross-generational and cross-cultural study of graduate management students conducted by Marshall and Bonner (2003) in Australia, the USA, Malaysia, South Africa and the UK indicates that the *life-style* career anchor, which is rooted in the overriding need for a balanced home and work life, strongly dominated the results of the study, with the exception of the UK and South Africa, where it was placed second and third respectively in order of importance. *Pure challenge*

attracted high scores across the regions, with *South Africa* placing this career anchor highest in importance. *General managerial competence* achieved low scores across all five regions, as did *security/stability,* with the exception of the Asian region.

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 payment 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.

Today's economy favours individuals with an entrepreneurial anchor. As people are encouraged to develop their own business, opportunities for the entrepreneur are increasing. As opportunities in the formal sector are decreasing, training should focus more on entrepreneurial skills and to prepare people for autonomous careers.

QUESTION 3

Distinguish between subjective, psychological and eudaimonic well-being. (Chapter 7).   (10)

Suggested framework for answer (Schreuder & Coetzee, 2011, chapter 7, pp. 238-241)

Subjective well-being researchers assert that people react differently to the same circumstances and that 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 (Diener, Kesebir & Lucas, 2008). A person is as well as he or she perceives himself or herself to be (Diener, Suh, Lucas & Smith, 1999).

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 (Waterman, 2008). Psychological well-being consists of six dimensions, namely autonomy, environmental mastery, personal growth, positive relations with others, purpose in life and self-acceptance (Ryff & Singer, 1998).

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 (Waterman, 2008). Central to this perspective on eudaimonia is living in a manner consistent with one's daimon (or 'true self'). To live in truth to one's daimon is an expression of personal integrity through identifying one's potential strengths and limitations and choosing those goals that provide personal meaning and purpose in life.

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 self-discovery, perceived development of one's best potentials, a sense of purpose and meaning in life, investment of significant effort in pursuit of excellence, intense involvement in activities, and enjoyment of activities as personally expressive (Waterman et al., 2010).

QUESTION 4

Discuss five (5) career development support techniques that organisations can offer employees to help them manage their careers more effectively. Also outline the typical ethical dilemmas that career counsellors and managers have to face in the workplace. (20)

Suggested framework for answer (Schreuder & Coetzee, 2011, chapter 8, pp. 286-325)

Organisational career development support techniques
Career development in the modern workplace is regarded very differently from the way it was regarded in the past because the business context has changed so much. Employers now have the managerial prerogative to change the content of tasks as the situation demands and the employees can no longer rely on the organisation to provide clarity and direction regarding their career paths. In addition, employees can no longer bargain collectively as effectively as they did before on employment security, incentives, and promotional opportunities.

The changes in organisational and individuals' responses to career development directly correspond to environmental changes. In the traditional environment where competition,

technology, and market characteristics were relatively stable, organisations structured their activities in a mechanistic form with a view to attain stability, efficiency, order, and control, whereas individuals relied on specialisation, organisational loyalty, and steady and predictable career progression under the guidance and supervision of their employers. However, in the contemporary environment — which is characterised by intense and unprecedented global competition, technological breakthroughs at an immense speed, and service and quality-driven economies — organisations are turning towards extremely organic structures, knowledge- and technology-based learning systems, and the empowerment of people. Individuals are thus taking more responsibility for their careers (Baruch, 1999; 2002; Thite, 2001).

Ethical dilemmas
Some *ethical principles* that apply to organisational career development support practices are the following (Cascio, 2003):

- 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 (i.e. removing information that has not been used for human resource decisions, especially if it has been updated),
- using the most *valid procedures* available,
- treating employees with *respect and consideration* (i.e. by standardising procedures for all candidates),
- *not maintaining secret files* on individuals; informing them of what information is stored on them, the purpose for which it was collected, how it will be used, and how long it will be kept,
- periodically allowing employees the *right to inspect and update information* stored on them, and
- *avoiding fraudulent, secretive, or unfair means of collecting data;* when possible, collecting data directly from the individual concerned.

Employees can demonstrate ethical behaviour by considering the following practices in their personal conduct at work (Weiss, 2001):

- 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, and
- performing productively according to required job tasks.

3   PREPARATION FOR THE EXAMINATION: OCTOBER/NOVEMBER 2014

Details of examination paper are as follows:

Total marks: 75
Pass mark: 50%
Time: 2 hours

The paper consists of four questions which count 25 marks each. Each of the four questions consists of short paragraph questions (ranging from 5 marks to 15 marks). You may answer any three of the four questions.

Please remember that the prescribed book (Schreuder & Coetzee, 2011) should be the basis of your October/November 2014 examination preparation. Study **ALL** the content of the following chapters thoroughly and pay special attention to the indicated themes:

Chapter 1**:** The meaning of work (self-actualisation, competency and spirituality*)*

Chapter 2: Changes in organisations: Implications for careers *(career progress and success; protean career; composite career, entrepreneurial career*).

Chapter 3: Career concepts and career models (*objective and subjective career success; Twenty-first century and career invention models*).

Chapter 4: Career choice and counselling (*ethical considerations*).

Chapter 5: Life and career stages (Early career stage – tasks and challenges; career establishment and organisational support practices; importance of frequent feedback, supervisor support and mentoring for young adults; feedback strategies).

Chapter 6: Career issues (Carre plateauting, career anchors, lifestyle, managerial, entrepreneurial career anchors*).*

Chapter 7: Career well-being (*No specific examination questions will be asked on the themes discussed in this chapter. Read only as background information*).

Chapter 8: Organisational choice and career developmental support (*No specific examination questions will be asked on the themes discussed in this chapter. Read only as background information)*

Work through all the assignments, especially the topics that are listed above and the additional themes addressed by the assignments. Work through the self-assessment questions in the study guide.

Remember, the mark allocation for each question is an indication of the number of substantial facts that you have to discuss in your answer and the amount of time you may need to spend on the question.

PLEASE NOTE: These guidelines are applicable only to the October/November 2014 examination.

4   EXAMPLE OF A PREVIOUS EXAMINATION PAPER

EXAMPLE

This paper consists of 4 pages.

This examination paper remains the property of the University of South Africa and may not be removed from the examination room.

ANSWER ANY THREE (3) OF THE FOLLOWING FOUR QUESTIONS:

QUESTION 1

(a)   Career competency is one of a number of variables that determine the meaning that work has for individuals. Explain the concept of "career competency" in the context of the 21st century world of work. Also, discuss the three modes of career growth and development that help individuals understand fluctuations in the utilisation of their competencies when changing jobs.   (10)

(b)   The increasing job insecurity of the 21st century world of work requires of individuals to take control of their careers by focusing on their employability rather than their form of employment. Distinguish between the concepts of "employability" and "employment". Also, explain how South Africa's National Skills Development Strategy may facilitate individuals' employability.   (10)

(c)   Briefly explain the concept of "dual-career couple" and the general marital patterns of dual career families. (5)

EXAMPLE

QUESTION 2

(a)   Distinguish between the traditional plan-and-implement and the emerging test-and-learn career management models. Refer briefly to examples of these models. (10)

(b)   Define the concept of "career anchor" and explain why employees should be encouraged to become aware of their career anchors. Also, explain the role of career anchors in career planning. (10)

(b)   Briefly discuss learnership as an organisational career support technique. (5)

QUESTION 3

(a)   Discuss the various types of work-family conflict. (10)

(b)   Explain the concepts of "career self-management" and "career exploration". Also, use relevant examples to explain how individuals may engage in the process of career exploration when managing their careers. (10)

(c)   Meeting the mid-career needs of individuals in the 21st century may require organisations to assist older workers with a new career contract which is based on continuous learning rather than retraining. Distinguish between the concepts of "continuous learning" and "retraining" in the context of the 21st century world of work. (5)

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QUESTION 4

(a) Explain the career discussion as an organisational career support technique. Also, discuss the various steps to be followed in the career discussion process.   (10)

(b) Explain the various stages of job loss and the effects thereof. Suggest five actions that organisations can take to assist employees who have been affected by job loss.   (15)
[25]
TOTAL: [75]

5   GENERAL GUIDELINES ON EXAMINATION PREPARATION

It is best to plan your revision well in advance when studying for an examination. One of the keys to good memory is revision. A structured revision process ensures that you learn effectively and efficiently. Butler and Hope (1997) provide the following excellent revision strategies for keeping your examination nerves under control.

Overall strategy: the long-term view

Answer these questions:

- Which topics do I know?
- What is essential and what is optional?
- Where are the gaps for me?

Make a detailed plan of what to do when. Write it down.

Daily technique: the short-term view

Do not think about the long term and

- take one topic at a time
- stop when your time is up and move on to the next topic
- take frequent, but brief, breaks (eg after every 1½ hours)
- do not stay up all night or overdose on coffee
- eat, sleep and take exercise regularly

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- do not revise your plan daily but, for example, weekly
- take a whole day off each week for revision purposes
- rehearse your exam technique (writing to time, etc)
- condense your notes and ideas at each stage

On the day of the examination

Prepare yourself in advance: your clothes, how you are going to get to the examination venue, etc.

- Look at your condensed notes (not at new material).
- Arrive in good time.
- Do not listen to scaremongering from other students.
- Give yourself time to settle down.
- Read the instructions on the paper first.
- Read the questions carefully.
- Plan your timing and write it down.
- Adapt what you know to the questions if they seem too difficult.
- If stuck, start to write notes. You will find that one thing leads to another and you will trigger your memory quite easily. You have not really "forgotten" as much as lost your way.
- Do not try to write everything you know. Answering the question is enough.
- Do not try to be a genius – just answer the questions.

Note: Given the brief time for each question, your answers may have to be superficial. They can, however, still be good and well-put-together.

Good luck with your examination preparation. Please contact us immediately should you need clarity on the study material.

It was a pleasure to have you as a student!

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Reference

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