

After studying this chapter, you should be able to:

- A Explain why careers are important.
- A Identify the stages of career choice.
- ▲ Discuss how careers are related to the life cycle.
- ▲ Describe career stages in the organization and identify key career issues at each stage.
- A Explain three models which recognise individual differences in careers.
- ▲ Discuss mobility in organizations, including the rules for success chess.
- A Identify guidelines for self-management of careers.
- A Describe steps which may be taken to enhance careers of women and minorities.

At Fairchild Control Systems Company, each of ten experienced managers is assigned as a mentor to one high-potential protege. The mentor and protege meet on a monthly basis. A two-year development plan is put together. It focuses on ways to enhance the protege's education, exposure, responsibility, and skills training. The mentor develops goals for the protege which are reviewed biannually, and the mentor has the responsibility for goal completion.¹

Syntex runs assessment centers that provide management candidates with inputs about capabilities and with the opportunity to participate in career planning. Syntex has also developed a career-planning workbook, *How to Work for a Living and Like It*, which provides the basic steps and processes necessary to develop a career plan. Regular seminars, open to all employees, deal with career issues, including views on the various functional areas and the experience, education, and skills required for each area. The information has been especially helpful for women entering the work force.²

At AT&T, a number of selection and development procedures are used for career management. An important element of the AT&T approach is provision of challenging initial jobs. Competent, demanding superiors are identified who hold high expectations for the new employee.³

1. H. Z. Lcvine, "Career Planning," *Personnel* vol. 62, no. 3 [March 1935]:

2. D. B. Miller, "Career Planning and Management in Organizations," *SJ Advanced Management Journal* (Spring 1978), 36.

3. For instance, see D. T. Hall, *Careers in Organizations* (Pacific Palisades, CA: Goodyear Publishing Co., 1976), 154, 166-67.

These are just a few examples of systematic attempts by organizations to manage their employees' careers effectively. We will see in this chapter that a variety of forces are demanding that careers no longer be left to chance. Both individuals and organizations have a stake in careers, and both can take steps to make careers more rewarding and productive.

We will first discuss alternative views of careers and consider why careers are important. Next, we will examine career choice and see how careers change over the life cycle. We will then address key issues that occur during career stages in organizations. After a review of models of **individual** differences in careers, we will examine ways to predict and enhance career mobility. Then we will provide guidelines for self-management of careers. Finally, we will consider ways of enhancing careers of women and minorities.

WHAT IS A CAREER?

Certainly a career has something to do with getting jobs, and perhaps with moving between jobs, places, and levels of responsibility and challenge. But a career means more than that.⁴

The Protean Career

Proteus was a character in Greek mythology who was able to change shape in any way he wanted—from fire to lion to dragon to tree. Douglas T. Hall has drawn on this mythological figure to coin the term **protean career**. The essence of this idea is that there is much more to a career than just moving up the hierarchies of organizations:

The protean career is a process which the person, not the organization, is managing. It consists of all of the person's varied experiences in education, training, work in several organizations, changes in occupational field, etc. The protean career is not what happens to the person in any one organization. The protean person's own personal career choices and search for self-fulfillment are the unifying or integrative elements in his or her life. The criterion of success is internal [psychological success], not external.⁵

This idea of a protean career is an important one. A career is more **than** just a promotion, a raise in pay, or **an** impressive job title. Instead, **a**

4. For good discussions of career management, see Hall, *Careers in Organizations* and M. L. London and S. A. Stumpf, *Managing Careers* (Reading, MA: Addison-Wesley, 1982).

5. From *Careers in Organizations* by D. T. Hall. Copyright © 1976 by Scott, Foresman and Company. Reprinted by permission.

career is an ongoing sequence of events, some of which may have little or nothing to do with money or prestige. Also according to this idea, a career extends over the entire work life. What happens in one year or in one corporation is just a small piece of the rich career mosaic. Finally, the decision of whether or not a career is successful is up to the individual. If people are happy with the way their careers turn out, how can anyone say that their careers are failures? Figure 23-1 summarizes key differences between the traditional career and the protean career.

Figure 23-1

THE PROTEAN VERSUS THE TRADITIONAL CAREER

Issue	Protean Career	Traditional Career
Who's in charge? Core values Degree of mobility Important performance dimensions	Person Freedom; growth High Psychological success	Organization Advancement; power Lower Position level; salary
Important attitude dimensions	Work satisfaction, professional commitment	Work satisfaction; organizational commitment
Important identity dimensions	Do I respect myself? (self-esteem); What do I want to do? Self-awareness	Am I respected in this organization? [esteem from others]; What should I do? (organizational awareness)
Important adaptability dimensions	Work-related flexibility; current competence [measure: marketability]	Organization-related flexibility (measure: organizational survival)

Source: From *Careers in Organizations* by D. T. Hall. Copyright 1976 by Scott, Foresman and Company. Reprinted by permission.

Why Are Careers Important?

Most people agree that careers are important. Unfortunately, most management students leave college knowing more about how to manage a company than about how to manage their own careers. Douglas T. Hall (1976) has suggested some reasons why managers should be concerned with careers. They include the following:

- A The career represents a person's entire life in the work setting, and work is a key factor in influencing the quality of a person's life. Work has the potential to satisfy, directly or indirectly, most human needs.
- A Work is a way to get social equality and social freedom. For example, the fact that more and more women are entering the

work force has changed the way society views women, the amount of power they have, and the rhythms of family life. Similarly, as more blacks and members of other minority groups obtain high-prestige jobs, their roles in society will change, too. Nothing speaks louder than success. A successful career brings recognition, respect, and freedom from economic want.

- ▲ People are increasingly willing to change organizations and even occupations. And, with growing emphasis on personal freedom, people are less likely to move passively at the company's whim or to make other personal sacrifices. As a result, the employee represents a greater unknown than in the past. Managers must now pay greater attention to employee career desires.
- ▲ Successful managers understand the needs and wants of their subordinates. As career management becomes a major concern of subordinates, managers must understand career interests and career dynamics to manage effectively.
- ▲ Finally, managers have their own careers to think about. They need to understand careers in order to manage their own careers effectively. Unfortunately, studies show that people often do not consider such vital career issues as how to make well-informed career choices, how to cope with conflicts between work and personal life, and how to arrive at career goals. Instead, they tend to let others make their career choices for them.

The Quest for the Ideal Job

It would be nice to find a job that is perfect in all ways, but this hope is not very realistic. Instead, we generally have to make tradeoffs. We may have to take lower pay to get a more "meaningful" job. Or we may have to put up with poor working conditions if we want higher pay.

So you might ask yourself, What do I really want from a job? Figure 23-2 presents a list of job characteristics that many people seek. Which one is most important to you? Least important? Do the things you want have anything in common? Would you give up the less important things to get those you have rated more important?

Stages of Career Choice

People develop career choices over a period that spans much of their lives. These choices often involve three stages. The fantasy stage generally occurs between the ages of 6 and 11. Typically unrealistic, it may reflect desires to be a cowboy or cowgirl, a sorcerer, or an astronaut. The tentative stage usually occurs between the ages of 11 and 16. In this

23-2 WHAT DO YOU WANT FROM A JOB?

H

A variety of job characteristics is listed below. Rate how important you feel each characteristic is on a scale of 1 to 5. Rate each characteristic by using the following scale:

	1 Not important	2 Slightly important	3 Somewhat important	4 Quite important	5 Crucial
Job Characteristic					Importance Rating
Salary.....					_____
Challenge and responsibility;					_____
Type of work					_____
Friendly co-workers.....					_____
Opportunity for promotion.....					_____
job difficulty					_____
Geographical location					_____
Job security					_____
Training					_____
Opportunity for personal growth					_____
Clear job responsibilities					_____
Opportunity to travel on the job					_____
Opportunity to help others.....					_____
Work hours					_____
Opportunity to participate in decision making					_____
Fair treatment by employer					_____
Fringe benefits					_____
Company reputation					_____
Freedom to work on your own.....					_____
Job title					_____

Source: William H. Cunningham, Ramon J. Aldag, and Christopher M. Swift, *Introduction to* (Cincinnati: South-Western Publishing Co., 1984), p. 502. Reproduced with permission.

stage, people first realize they have an important decision to make about their future. They begin to consider how various careers might fit their abilities, interests, and values. Finally, in the **realistic** stage, people seriously explore career options, firm up their preferences, and make an occupational choice. This is often a stage of compromise between what they want and what is available. The realistic stage may last for years—perhaps even a decade or more.⁶

Self-Analysis

Honest self-analysis is crucial to realistic job choice. Ideally, a job (and career) will be chosen that offers a good fit to an individual's abilities.

6. These stages are drawn from E. Ginzberg et al., *Occupational Choice* (New York: Columbia Univ. Press, 1951), 60-72.

ties, values, and interests. A job that isn't right may seem attractive in the short run, but will almost certainly lead to problems.⁷

Your Abilities. It is important to recognize what you can do well and what you can't do well. Figure 23-3 provides a checklist that may help you assess your strengths and weaknesses.

Your Values. As discussed in Chapter 3, values are broad, general beliefs we hold about ways that we feel we should behave (such as behaving honestly or frugally) or about end states we would like to achieve (such as a comfortable life or freedom). When thinking about jobs, determine whether the jobs might clash with your values.

Your Interests. Interests refer to the things you like or dislike. Interests often develop from more general values. Think about your interests and how various jobs might fulfil] them.

CAREERS AND THE LIFE CYCLE

It is important to understand how careers might be expected to evolve over time. That information would help individuals and organizations to plan for career change and to manage it properly. Since the early 1970s, several life cycle theories of careers have been developed, partly as a result of psychological examination of adult development. These theories find their roots primarily in the work of Carl Jung (1933) and Erik Erikson[1963).

Jung wrote of a "noon of life" transition from youth to middle life, occurring between the ages of 35 and 40. This noon of life is the "last summons to attain all of one's capabilities." Psychosomatic symptoms at this age and such ailments as depressions and ulcers were seen as resulting from the failure to attain goals set during youth.

Erikson suggested eight stages of life, four for childhood and four for adulthood. The four adult stages and their crises are as follows:

1. *Adolescence.* This is the identity crisis stage. Childhood adaptations are reexamined. The adolescent searches for a new, creative, and autonomous role through which to contribute to society and derive a sense of meaning and faith.
1. *Young adulthood.* At this stage there is an intimacy crisis. The individual tries to develop intimacy and sharing with others.

7. There are some useful books to guide your self-analysis. For instance, see R. Bolles, *What Color Is Your Parachute!* (Berkeley, CA: Ten Speed Press, 1982); and f. C. Clawson et al., *Self-Assessment and Career Development*, 2d ed. (Englewood Cliffs, NJ: Prentice-Hall,

Figure 23-3 **∴ ABILITY PROFILE**

	Far Below Average	Below Average	Average	Above Average	Out- standing
Intelligence					
Leadership	i				
Motivation					
Direction					
Self-confidence			; ^		
Energy level		"" I-	^		
Self-knowledge					
Competitiveness		i		i	
Creativity				i	
Perseverance					
Initiative	i				
Goal achievement					
Willingness to accept responsibility					
Interpersonal skills					
Ability to handle conflict					
Sensitivity	1				
Ability to communicate					
Flexibility					i
Writing skills					
Organizational ability					
Public speaking skills					
Persuasiveness					i

Use this checklist to get a better picture of your strengths and weaknesses. It may help you to find a job for which you are suited and prepare you for job interviews. Also make a list of the abilities you possess which may be important in particular jobs. Such abilities might include knowledge of electronics, real estate, payroll procedures, or foreign languages.

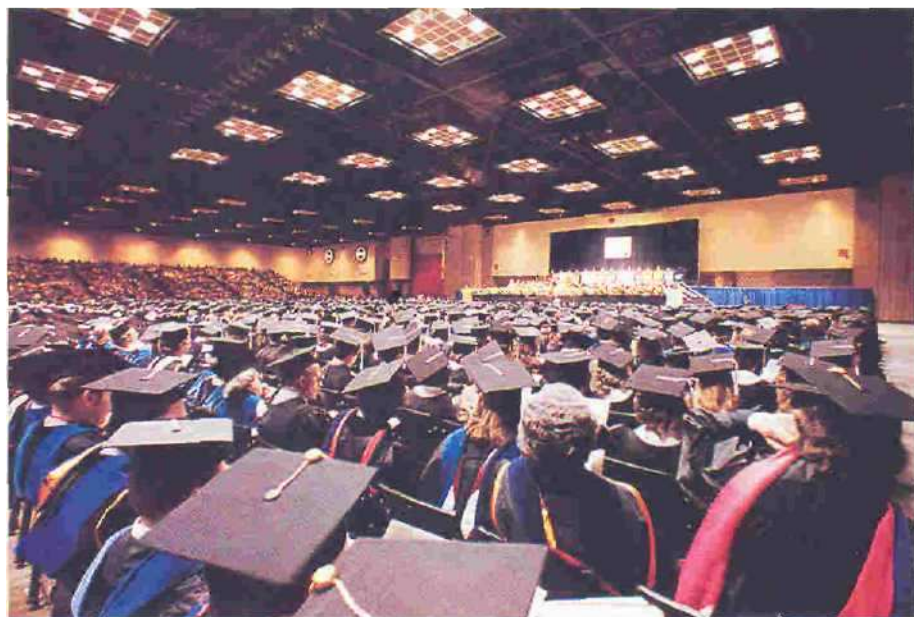
Source: William H. Cunningham, Ramon J. Aldag, and Christopher M. Swift, *Introduction to Business* (Cincinnati: South-Western Publishing Co., 1984), p. 506. Reproduced with permission.

3. *Adulthood.* Here, the individual faces a generativity crisis. There is concern with others beyond the immediate family. An attempt is made to act as a mentor for the next generation.
4. *Maturity.* At the maturity stage the individual experiences an identity crisis. There is a sense of nearing completion. This is a stage of reflection. An attempt is made to accept the Tightness of one's life, and of all reality.

Daniel Levinson's (1978) model is among the most interesting and influential of attempts to relate careers to life stages. He and his colleagues interviewed men varying in age from 35 to 45 at the beginning of their study. Based on their research, they see adult life as punctuated by a rather predictable sequence of personal and career crises. Some of the important stages during the work life, up to the age of 50 at which their research ended, include the following:

1. *Pulling up roots (ages 17-22).* The individual is breaking away from family ties and trying to become independent. There is still some reliance on family for financial support, and the separation may be difficult.
2. *Entering the adult world (ages 22-28).* Here, education has been completed and future commitments are made. The individual chooses a career and life style.
3. *Age 30 transition (ages 28-33).* At the transition stage the individual reviews career and personal progress to date. If progress has not been

Entering the adult world—a time for career decisions.



satisfactory, there may be radical changes, such as divorce, career or job change, or a geographic move.

4. *Settling down (ages 33-39)*. At this stage the individual devotes time heavily to the job and career, subordinating social contacts to advancement. An attempt may be made to find a "sponsor" who will ease upward movement.
5. *Mid-life transition (ages 40-45)*. At the mid-life transition the individual may again review career progress. If progress has been satisfactory, a sense of pride and accomplishment may develop. If not, there may be a frustrating "mid-life crisis." This is a time of tumultuous struggles within the self and with the external world. The mid-life crisis may be reflected in a major change in lifestyle, often with drastic effects on the career.
6. *Entering middle adulthood (ages 45-50)*. At this stage, it is time to get past the mid-life transition and begin forming a new life structure. The life structure that emerges varies in its satisfactoriness. Some individuals, because of defeats in prior stages, lack the resources to create a minimally adequate structure. They face a middle adulthood of constraints and decline. Others will find middle adulthood to be a time of special satisfactions and fulfillments. They have achieved many of their ambitions and can now enjoy a full and creative period

CAREER STAGES IN ORGANIZATIONS

In the previous section we considered how careers might be related to the life cycle. Several writers have proposed career stages which are related more specifically to the sequence of roles an individual may adopt while in organizations. Figure 23-4 shows four such roles.⁸

As an apprentice, the individual is directed by others and is concerned with helping and learning. Colleagues become independent contributors to the organization. At the mentor stage, individuals assume responsibility for others, spending time on such activities as training and guidance. Finally, sponsors are concerned with directing the organization as a whole and shaping its direction. As people pass through these stages* in their early, middle, and late careers, their task needs and socio-emotional needs change. Figure 23-5 presents Douglas Hall's summary of these evolving needs. Let's consider some important aspects of each at these stages.

8. For other models of career stages, see D. T. Hall and K. Nougaim, "An Examination of Maslow's Need Hierarchy in an Organizational Setting," *Organizational Behavior and Human Performance* 3 (1968): 32-35; D. C. Miller and W. H. Form, *Industrial Sociology* ed. (New York: Harper and Row, 1964); and D. E. Super and M. J. Bohn, Jr., *Occupational Psychology* (Bdmont, CA: Wadsworth, 1970).

Figure 23-4

	Stage 1	Stage 2	Stage 3	Stage 4
Central Activity	Helping Learning Following directions	Independent contributor	Training Interfacing	Shaping the direction of the organization
Primary Relationship	Apprentice	Colleague	Mentor	Sponsor
Major Psychological Issues	Dependence	Independence	Assuming responsibility for others	Exercising power

Source: Reprinted, by permission of the publisher, from "The Four Stages of Professional Careers—A New Look at Performance by Professionals" by Gene W. Dalton, Paul H. Thompson, and Raymond L. Price, *ORGANIZATIONAL DYNAMICS*, Summer 1977, p. 23. © 1977 American Management Association, New York. All rights reserved.

Early Career Issues

Early in their careers, people often experience great uncertainty about their competence and performance potential.⁹ They are likely to need guidance and support to get their careers moving. This stressful time can have a major influence on the remainder of the career.

Career Problems of Young Managers. Based primarily on his interviews and discussions with hundreds of young managers, Ross Webber (1976) identified some of the problems that most commonly confront young managers.

Early Frustration and Dissatisfaction. Young managers' job expectations often exceed reality. Their academic training may have focused on cases in which they took the roles of top-level executives, and they may now expect to get a lot of responsibility quickly. Instead, they are often placed in routine, boring jobs until they have proven themselves. As a result, young managers may experience severe reality shock, become frustrated, and perhaps leave the firm. If the company has painted an overly rosy picture when recruiting, this reality shock may be especially great.¹⁰

9. See M. R. Louis, "Managing Career Transition: A Missing Link in Career Development," *Organizational Dynamics* (Spring 1982), 68-74 for a discussion of the stresses faced during career transitions and of steps that firms might take to ease those transitions.

10. Recall from Chapter 10 that the realistic job preview from I. P. Wanous, *Organizational Entry: Recruitment, Selection, and Socialization of Newcomers* (Reading, MA: Addison-Wesley, 1980) may help alleviate reality shock.

DEVELOPMENTAL NEEDS "IN CAREERS

StAGE Early	TASK NEEDS	SOCIO-EMOTIONAL NEEDS
Career	1. Develop action skills 2. Develop a specialty 3. Develop creativity, innovation 4. Rotate into new area after 3-5 years	1. Support 2. Autonomy 3. Deal with feelings of rivalry; competition
Middle Career	1. Develop skills in training and coaching others (younger employees) 2. Training for updating and integrating skills 3. Develop broader view of work and organization 4. Job rotation into new job requiring new skills	1. Opportunity to express feelings about mid-life (anguish, defeat, limited time, restlessness) 2. Reorganize thinking about self (mortality, values, family, work) 3. Reduce self-indulgence and competitiveness 4. Support and mutual problem-solving for coping with mid-career stress
Late Career	1. Shift from power role to one of consultation, guidance, wisdom 2. Begin to establish self in activities outside the organization (start on part-time basis)	1. Support and counseling to help see integrated life experiences as a platform for others 2. Acceptance of one's one and only life cycle 3. Gradual detachment from organization

Source: From *Careers in Organizations* by D. T. Hall. Copyright 1976 by Scott, Foresman and Company. Reprinted by permission.

Insensitivity and Passivity. Organizations are political. Youngers often are insensitive to the political aspects of organizations, and may resent them. They may also be passive, hoping that things will turn out for the best rather than actively exploring the organizational environment to understand relationships and attitudes and clarify their own positions. Further, they may be unaware of the real criteria by which performance is evaluated. In some cases hard criteria such as performance are difficult to assess and superiors may focus instead on whether the young manager fits their prejudices. Appearance, speech habits, managers' style, and other subjective measures may be used for evaluation.

Loyalty Dilemmas. Most people in authority value subordinates' loyalty, variously defined. Some versions of loyalty are as follows:

Loyalty as obedience. This is the view that subordinates ;iic

loyal when they do what they are told. It may lead to a "yes man" philosophy.

- ▲ *Loyalty as effort.* Some interpret loyalty as putting in long hours and obvious effort to prove concern for the company. This may lead to game playing, in which employees come to work on weekends even when they have nothing to do.
- ▲ *Loyalty as success.* Loyalty may be seen as successful completion of assignments. Failure to meet deadlines or goals is thus disloyal. This view may discourage honest communication and encourage illicit managerial practices.
- ▲ *Loyalty as protection.* According to this view, loyalty is shown when the subordinate protects the superior from ridicule and adverse evaluation by others. The subordinate may be expected, for instance, to catch mistakes made by the superior and correct them. Many managers fear that their subordinates will try to make them look bad in order to get their positions. Some even attribute this motivation to young managers when it does not exist.
- ▲ *Loyalty as honesty.* Here, loyalty is equated with truth. The superior doesn't want to be surprised with unpleasant news. The subordinate is expected to report mistakes and warn of potential failures. This is a difficult position for subordinates, since people in general do not like to pass on bad news.

Unfortunately, young managers often do not know which version of loyalty is expected by the organization or the superior. Sometimes multiple versions are demanded simultaneously. For instance, the superior may expect strict obedience but be angry if obedience leads to poor performance. These uncertainties and conflicts may cause the young manager to conform to power and authority, to try to modify the superior's expectations, or to depart.

Personal Anxiety. Young managers may experience anxiety. They often find that, just at the time they are beginning to reap the rewards of their jobs, they question the value of what they are doing. They may say, "I am making \$30,000 a year, but I don't think what the company produces has much value to society." As a result, young managers may fear that they are "selling out." These concerns can lead to difficult choices—changing one's personal values, appearing to be a troublemaker by actively trying to affect company policy, or leaving the job. Young managers may also feel anxiety about commitment to the organization. They may feel that there would be benefits to conforming to the norms of the organization and having a sense of certainty about their careers, but they don't want to close doors and shatter illusions about possibilities. Finally, young managers may feel anxious about being dependent on others in the organization. Just at the point in their lives when they are declaring psychological

independence from home and parental authority, they are becoming dependent on superiors and others in the firm. They may also feel anxiety over the fact that others in the organization—subordinates, peers, and even superiors—are dependent on them.

Ethical Dilemmas. Most young managers face unexpected career dilemmas that force them to think about what is ethical and unethical. The young manager may consider economic self-interest, obedience to the law, observance of religious principles, obedience to a superior, or doing the greatest good for the greatest number in making ethical choices. We will discuss business ethics in detail in Chapter 24.

The Importance of Early Career Challenge and Success.

Douglas Hall and Fran Hall (1976) have presented a model of the career-growth cycle, presented in Figure 23-6, that suggests the importance of early career challenge. According to Hall and Hall, the process of career growth is triggered by a job that provides challenging, stretching goals. The clearer and more challenging the goals and the more support is provided, the more effort will be exerted and the greater will be the likelihood of good performance. If a person does a good job and receives positive feedback, he or she will feel successful. These feelings of psychological success will enhance self-esteem and increase job involvement. This, in turn, will lead to the setting of future stretching goals and continued career growth.¹¹

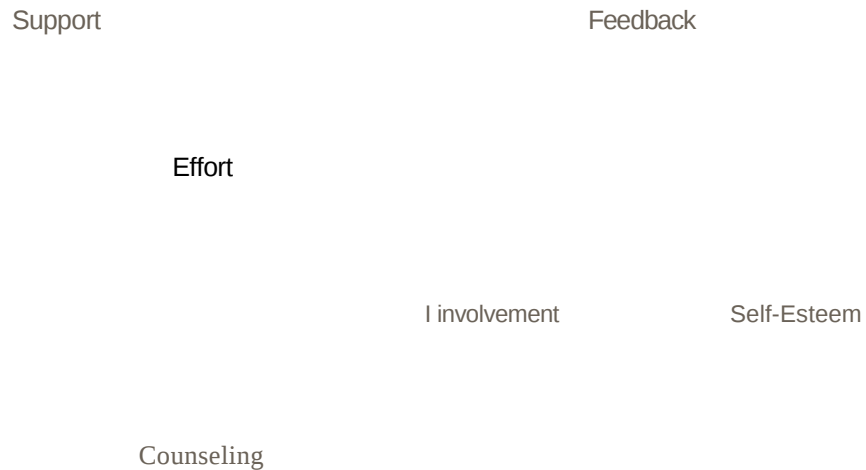
These arguments make it sound as though early career success is crucial to subsequent development. James Rosenbaum (1979) has presented evidence that supports this view. He interprets this evidence as favoring a **tournament model of mobility**. In the tournament model, careers are seen as a series of competitions, each of which has implications for an individual's mobility chances. Winners at a given level have the opportunity to compete at a higher level. Losers are out of the tournament or can compete in only lower level contests.

Rosenbaum found that very early job moves are related to subsequent mobility even a decade later, after employees have moved on to second and third jobs. In fact, he concluded that mobility in the earliest stage of one's career bears an unequivocal relationship with one's later career, predicting probabilities of promotion and demotion in subsequent periods as well as the ultimate career ceiling to which the individual would rise. The disadvantages of not being promoted early were so great, Rosenbaum concluded, that it is reasonable to conclude that employees not promoted in the first period are no longer competing in the same

11. J. S. Livingston, "Pygmalion in Management," *Harvard Business Review* vol. 47 no. 4 (1969): 81-89 presents an interesting discussion of the powerful role of early challenge and superiors' high expectations.



Figure 23-6

THE CAREER-GROWTH CYCLE

Source: Reprinted, by permission of the publisher, from "What's New in Career Management?" by D. T. Hall and F. S. Hall, *ORGANIZATIONAL DYNAMICS*, Summer 1976, p. 31. © 1976 American Management Association, New York. All rights reserved.

system with employees who were promoted in the first period. They are in a different tournament, somewhere in the minor leagues.

Such findings have a number of implications, some of them disturbing. First, of course, they bolster Hall and Hall's claim that early career experiences are crucial. False steps at a tender career age can be permanently crippling. Second, Rosenbaum feels that tournament mobility may represent a self-fulfilling prophecy. Early winners will be seen as "high-potential" people and will be given challenging socialization processes to foster further development. Early losers will be socialized into undemanding, alienating roles. Third, it is possible that tournament mobility could dampen risk taking. Aware that a slip at any rung of the tournament ladder may be fatal to the career, managers may elect safe conformist strategies.

Middle Career Issues

By mid-career, individuals are becoming fully independent contributors. They have learned the ropes of organizational life and are concerned with exposure and advancement. There can be many new stresses at this stage, and some individuals may find their movement thwarted.

Coping with Mid-Career Stress.¹² At mid-career—as suggested by the Levison model—the employee experiences many physiological, attitudinal, occupational, and family changes. There is an awareness of aging and a recognition that many ambitious career goals will never be attained. New life goals may be sought. A disturbing sense of obsolescence may develop, coupled with a feeling that one is becoming less mobile and less attractive in the job market.

Having realistic expectations about mid-career crises and transitions seems to ease the stress and pain of this period. In addition, mid-career employees can receive training to provide exposure to new skills and ideas. They may also be trained to help younger employees, thereby keeping fresh and up to date. Mid-career employees can be encouraged to face up to their feelings of restlessness and insecurity, to re-examine their values and life goals, and to set new goals or recommit themselves to old ones. Life planning and career planning exercises may be especially valuable. Steps can be taken to deal with obsolescence through seminars, workshops, degree programs, and other forms of "retreading." Attempts can also be made to prevent obsolescence in the first place by providing challenging job assignments which force the individual to build new skills and learn about new developments in the professional field. This appendix to this part discusses stress in organizations and suggests steps that individuals and organizations can take to manage stress.

The Career Plateau. The career plateau is the point in a career where the likelihood of additional hierarchical promotion is very low.¹³ This plateau is often experienced at mid-career. Some people may plateau because they have no desire for future promotion. They may enjoy their current jobs and do them well but be reluctant to take on additional responsibilities. Others, as suggested in "The Window Watchers," may have plateaued because of poor performance, and still others because there is simply no place to go: There are no openings at higher levels. So, the fact that an employee has plateaued may say nothing about desires or performance.

Figure 23-7 presents a model of managerial career states. The model classifies four principal career states on the basis of current performance and likelihood of future promotion.

Learners have high potential for advancement, but are currently performing below standards. Trainees or employees recently promoted into new positions which they have not yet mastered would be examples. Stars, who are performing well and have high potential for continued advancement, are on a "fast track." Solid citizens have good current performance but little promotion potential. Finally, deadwood are poor pa-

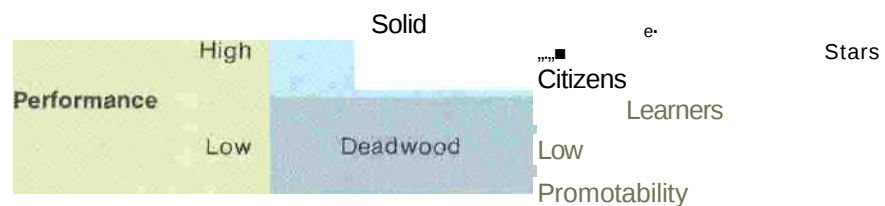
12. This discussion is based primarily on Hall, *Careers in Organizations*. 13. T. P. Ference et al., "Managing the Career Plateau," *Academy of Management Review* 2 (1977): 602.

THE WINDOW WATCHERS

Workers who have plateaued because of slack demand for labor or because of poor performance often have little to do. In Japan, companies keep on thousands of excess workers—it is estimated that in 1983, a full 10 percent of the Japanese labor force was excess. Japanese white-collar excess workers are called *madopwazoku*, or "window watchers," because they have little to do but stare out the window. They may be assigned to lawn or maintenance work. In the United States, Eugene Jennings has written of "shelf sitters," executives whose careers have stagnated and who have been "put ori the shelf" in make-work, stead-end, positions.

Sources: From *Business Week* [September 5, 1983], 96; and E.E. Jennings, *The Mobile Manager: Study of the New Generation of Top Executives* [Ann Arbor, MI: Bureau of Industrial Relations, Graduate School of Business Administration, The University of Michigan, 1967]

Figure 23-7 **PERFORMANCE AND PROMOTABILITY**



Source: Adapted, by permission of the publisher, from "Managing the Career Plateau," by T. P. Ference, J. A. F. Stoner, and E. K. Warren, *Academy of Management Review* vol. 2 [1977], p- 603. Reproduced with permission.

formers with little potential for advancement. The solid citizens and deadwood have plateaued, though for different reasons. Deadwood are "ineffective plateauees." Solid citizens are "effective plateauees." Some are organizationally plateaued because of lack of openings. Because organizations are typically pyramidal in structure, such organizational plateauing is common. Others are personally plateaued either because they do not desire higher level jobs or because they are not seen as having the abilities needed for such jobs.

One study of managers who describe themselves as plateaued found them to show surprisingly little dissatisfaction with promotion policies of their firms.¹⁴ Further, they were only slightly less satisfied with their jobs and lives than were their non-plateaued counterparts. Apparently, many plateaued managers are able to cope with and adapt to the career plateau. As we have said, some genuinely may not want promotions. Others who did not receive desired promotions may rationalize, emphasizing the longer hours and increased pressure that promotions would bring. Still others may divert their energies to activities outside the job. Finally, some plateaued managers may move to new jobs within the firm in order to hide their embarrassment from their peers.

This perspective raises some interesting issues. For instance, firms may want to take steps to ensure that their solid citizens are not neglected. They can appraise, counsel, and develop career paths for solid citizens and provide them with training, skill upgrading and development. They can try to identify deadwood early and to take action to restore performance through a variety of means. For instance, they might employ education programs to upgrade technical skill, development programs focusing on emotional and intellectual recharging, and job rotation through new duties, skill demands, or location.

Late Career Issues

By late career, many individuals have already experienced considerable advancement and may turn their attentions to aiding and developing others. If their careers have been fulfilling, this can be a satisfying and rewarding time. If the career was frustrating, this can be a difficult period of trying to cope with disappointments. In late career individuals also begin to turn their thoughts toward separation from the organization.

Mentoring. Relationships between younger and older adults that contribute to career development are often referred to as mentor relationships.¹⁵ D. T. Levinson et al., in their study of adult males, note that the mentor plays an important role in the young adult's development:

He may act as a teacher to enhance the young man's skills and intellectual development. Serving as sponsor, he may use his influence to

14.). Near, "Reactions to the Career Plateau," *Business Horizons* (July-August 1984). 75-79.

15. For further discussions of mentoring, see L. Baird and K. Kram, "Career Dynamics: Managing the Superior-Subordinate Relationship," *Organizational Dynamics* (Summer 1983), 46-64; E. Collins and P. Scott, "Everyone Who Makes It Has a Mentor," *HQMC Business Review* [July-August 1978], 89-101; K. E. Kram, *Mentoring at Work: Developmental Relationships in Organizational Life* [Glenview, IL: Scott, Foresman and Company, 1985]; and G. R. Roche, "Much Ado about Mentors," *Harvard Business Review* (July-August 1979): 14-17.

facilitate the young man's entry and advancement. He may be a host and guide, welcoming the initiate into a new occupational and social world and acquainting him with its values, customs, resources, and cast of characters. Through his own virtues, achievements and way of living, the mentor may be an exemplar that the protege can admire and seek to emulate. He may provide counsel and moral support in times of stress.¹⁶

Increasingly, of course, the mentor and/or the protege may be female. Indeed, if mentors are really as important as has been suggested, it may be crucial for women to find mentors. However, since most mentors are still likely to be male, many women will find themselves in cross-gender relationships. These may be stressful because of fears of intimacy and because of public scrutiny. Females may also find male mentors to be unsatisfactory role models because males have not experienced similar personal and professional dilemmas.¹⁷

While most mentoring is informal, some firms do have formal mentoring programs. In some cases, mentors are assigned only to minorities and females. In others, experienced executives volunteer to work with high-potential employees to set goals, review progress, and give feedback outside the formal chain of command.¹⁸

The mentor relationship can be beneficial to both parties. In addition to the help it provides the protege, it gives the mentor a feeling of technical and psychological support from loyal subordinates. Further, mentors may be recognized by peers for effectively developing talent, and they may receive satisfaction from passing on wisdom and developing the next generation of managers.

Adjustment into Retirement. Retirement gives some individuals a sense of loss and finality. Many workers fantasize that they will die soon after retirement. For other people, retirement is a chance to escape a frustrating or high-pressure job and to enjoy free time and pursue hobbies. In any case, this is a major transition. As we discuss in the appendix to this part, life change—whether desirable or undesirable—is stressful. Retirement combines changes in work patterns with personal, financial, and perhaps health changes. Those happiest in retirement have prepared for it over a period of time and have made plans for their retirement years.

One large midwestern utility has developed a series of retirement seminars.¹⁹ A year before planned retirement, employees attend these seminars to prepare for the transition. Topics such as pension and bene-

16. D. J. Levinson, C. H. Barrow, E. B. Klein, M. H. Levinson, and B. McGee, *The Seasons of a Man's Life* (New York: Alfred A. Knopf, 1976), 98, Reprinted with permission.

17. Roche, "Much Ado," 14-17.

18. M. H. Reich, "Executive Views from Both Sides of Mentoring," *Personnel* vol. 82, no. 3 [March 1985]: 42-46.

19. M. A. Morgan, D. T. Hall, and A. Marticr, "Career Development Strategies in Industry: Where Are We and Where Should We Be?" *Personnel* [March-April 1979], 17-18.

fits are covered, as would be expected. In addition, experts in other areas meet with the employees to discuss such issues as leisure time, psychological adjustments, relocations, and second careers.

A THREE-DIMENSIONAL MODEL OF CAREERS

The view of stages we have just considered focused primarily on upward movement in the organization. However, movement may be more complex. As shown in Figure 23-8, Edgar Schein (1978) sees movement through the organization as taking place in three-dimensional space. It may be:

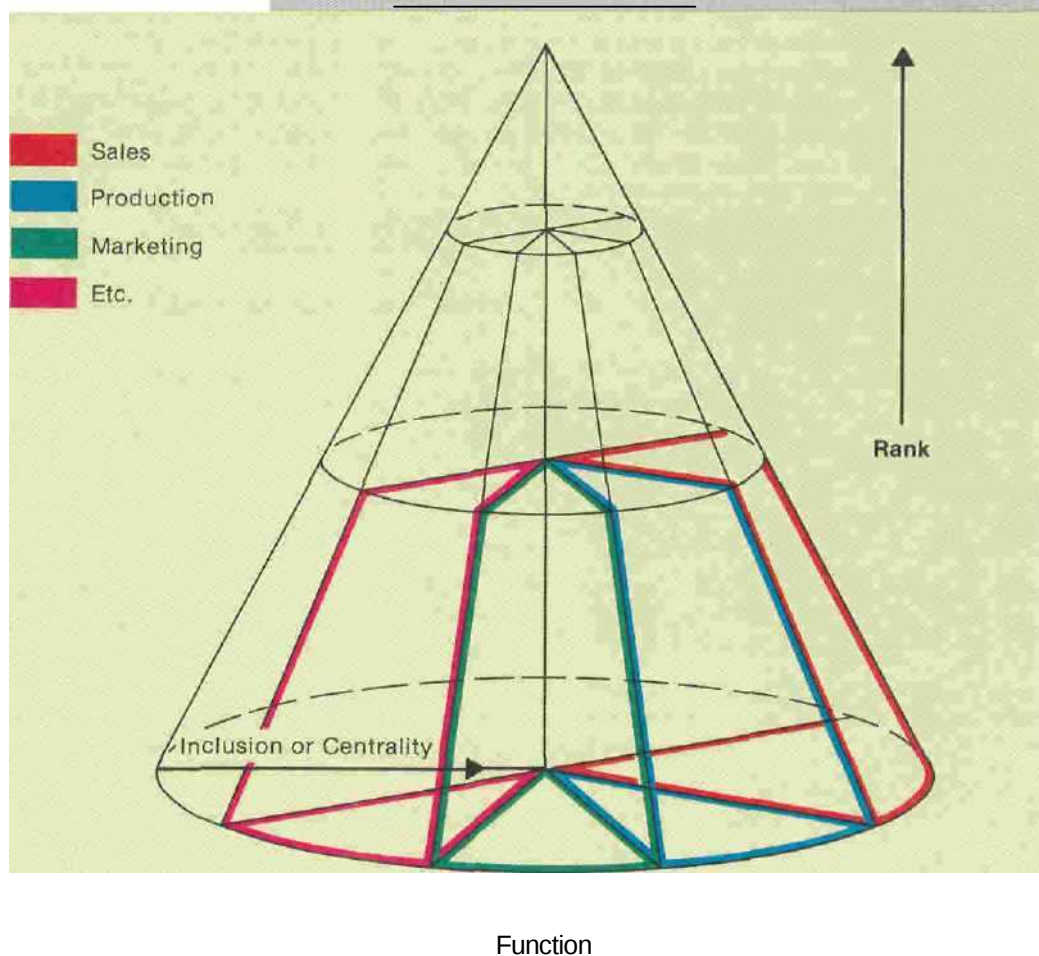
- A Vertical—up and down, such as a promotion or demotion. This is the traditional way to view movement in organizations.
- ▲ Radial—toward or away from the inner circle or the core of the system. Radial movement takes the individual closer to or further from central tasks, people, or power. Generally radial movement will be related to vertical movement. However, as illustrated by people who are "kicked upstairs," some individuals may experience vertical movement while remaining on the periphery. Others may stay on a level but move closer to the core as they gain experience and trust.
- A Circumferential—to a different function, program, or product in the organization, such as to production from sales. Such moves may be a useful broadening experience, providing the base for future vertical moves.

Different organizations have different structures and boundaries relating to these dimensions and, thus, have different types of mobility. The boundaries which correspond to the types of movement are as follows:

- A Hierarchical boundaries, separating the hierarchical levels from one another,-
- A Inclusion boundaries, separating individuals or groups who differ in their degree of centrality;
- A Functional or departmental boundaries, separating departments or different functional groupings from each other.

These boundaries may differ in terms of the number of each that exist in the organization, their permeability, and their criteria for movement. During career progress, individuals and organizations influence each other. When the individual moves vertically or radially, there are attempts at socialization to instill in the manager the values and am-

Figure 23-8 .,,_ , .SGid^JI' CONICAL MODEL



Source: Reprinted with permission from "The Individual, the Organisation, and the Career: A Conceptual Scheme" by Edgar H. Schein, *Journal of Applied Behavioral Science*, p. 404, vol. 7 (4), Copyright © 1971 NTL Institute.

tudes needed for the new position.²⁰ When a circumferential move is made, training is used to give the individual the new skills and knowledge required. In turn, managers influence the organization through innovation, bringing their own views with them and introducing change. Such innovation generally occurs later in the manager's career, after experience, status, and power have been acquired.

20. For a thorough discussion of organizational socialization, see J. Van Maanen and E. H. Schein, "Toward a Theory of Organizational Socialization" in B. M. Staw, ed., *Research in Organizational Behavior I* (Greenwich, CT: JAI Press, 1979): 209-64,

MODELS OF INDIVIDUAL DIFFERENCES IN CAREERS

Several theories have been presented which recognize individual differences in careers. Such theories might help organizations select appropriate individuals and tailor programs to their particular needs. They might also help individuals find suitable positions. In this section, we will examine three models that point out individual differences in the way people view occupations or jobs.

Holland's Occupational Personality Types

John Holland (1966) reasoned that people gravitate toward environments that match their personal orientations. He proposed six personality types and six matching occupational environments: ■

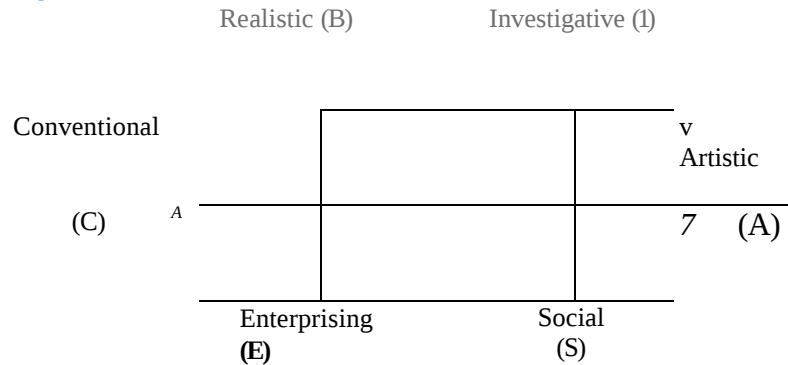
- A *Realistic*. Involves aggressive behavior and physical activities requiring skill, strength, and coordination. (Examples: forestry, trucking, farming.)
- ▲ *Investigative*. Involves cognitive (thinking, organizing, understanding) rather than affective (feeling, acting, or interpersonal and emotional) activities. (Examples: biology, mathematics, oceanography.)
- A *Social*. Involves interpersonal rather than intellectual or physical activities. (Examples: clinical psychology, foreign service, social work.)
- A *Conventional*. Involves structural, rule-regulated activities and subordination of personal needs to an organization or person of power and status. (Examples: accounting, finance.)
- A *Enterprising*. Involves verbal activities to influence others and to attain power and status. (Examples: management, law, public relations.)
- A *Artistic*. Involves self-expression, artistic creation, expression of emotions, and individualistic activities. (Examples: art, music education.)

These orientations can be measured by the Vocational Preference Inventory (VPI), a list of 160 occupational titles toward which individuals indicate their likes and dislikes.²¹ Holland proposed that if one of the orientations dominates the others, the individual will gravitate toward an occupation consistent with that orientation. If two or more are equally strong, the individual will vacillate in choosing an occupation.

21. See S. H. Osipow, *Theories of Career Development*, 1d ed. [New York; Appleton-Century-Crofts, 1973], 65-66 for an intensive and supportive review of the literature of theory relating to the VPI.

Holland has developed a hexagonal model of the relationships between personal orientations, presented in Figure 23-9. According to Holland's research, the closer two orientations are in the figure, the more compatible they are. People with high scores on opposite categories in the hexagon (such as on Artistic and Conventional) are likely to have internal conflicts about their occupational choices.

Figure 23-9 **OCCUPATIONAL PERSONALITY TYPES**



Source: John L. Holland, *MAKING VOCATIONAL CHOICES: A Theory of Vocational Personalities & Work Environments*, © 1985, p. 29. Reprinted by permission of Prentice-Hall, Englewood Cliffs, New Jersey.

Schein's Career Anchors

Based in part on his decade-long study of a panel of alumni of the Sloan School of Management, Schein has presented the idea of career anchors.²² These anchors are "a syndrome of motives, values, and self-perceived competencies which function to guide and constrain an individual's entire career."²³ An anchor can be thought of as a "master motive," or the thing the person will not give up under any circumstances. Schein's study led him to conclude that there are at least five career anchors:

- A *Anchor 1: Managerial Competence.* The career is organized around the competencies and values which make up the funda-

22. For more on Schein's anchors, see E. H. Schein, "The Individual, the Organization, and the Career: A Conceptual Scheme," *Journal of Applied Behavioral Science* 7 (1971): 401-26; and _____, *Career Dynamics: Matching Individual and Organizational Needs* (Reading, MA: Addison-Wesley, 1978).

23. E. H. Schein, "Career Anchors and Career Paths; A Panel Study of Management School Graduates" in J. Van Maanen, ed., *Organizational Careers: Some New Perspectives* (London: Wiley-Interscience, 1977), p. 63.

mental idea of management. The most important components of this concept are the ability to influence and supervise, the ability to analyze and solve complex problems, and emotional stability.

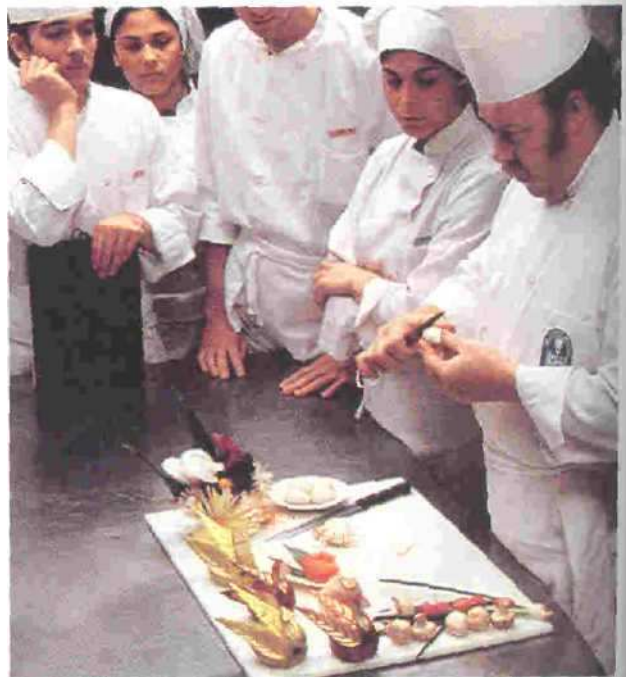
Anchor 2: Technical-Functional Competence. The career is organized around the challenge of the actual work being done, whether it be related to marketing, financial analysis, corporate planning, or some other area of business or management. The anchor is the technical field or functional area rather than the managerial process itself. Individuals with this anchor don't want to be promoted out of the kind of work they are currently doing.

Anchor 3: Security. The individual has an underlying needier security and tries to stabilize the career by tying it to a given organization. More than others, individuals with this anchor are likely to accept an organizational definition of their careers. They rely on the organization to recognize their needs and competencies and to do what is best for them.

Anchor 4: Creativity. Individuals with this anchor have a strong need to create something. This anchor is most evident among entrepreneurs, but may also be held by corporate employees.

Anchor 5: Autonomy and Independence. The concern here is with freedom and autonomy. Individuals with this anchor often

Career anchors
guide and
constrain an
individual's
entire career.
Can you identify
your career
anchor?



find organizational life to be overly restrictive or intrusive into their personal lives and seek careers that have more autonomy associated with them.

These five anchors reflect predominant concerns. An employee may still care about other things, but the anchor is overriding. Schein argues that, to the extent that these anchors are stable, it is crucial for employing organizations to identify them early and to create appropriate career opportunities. For instance, a person with a technical-functional anchor may not welcome a promotion to a management position. Instead, organizations will have to learn to think about the different kinds of contributions people with various anchors can make. They will also have to develop multiple reward systems and career paths to permit the full development of diverse kinds of individuals.

Driver's Career Concept Types

Michael Driver (1979) sees four basic **career concept types**. They include the following:

- ▲ *Transitory*. There is no clear pattern of career movement. Some transitory individuals may drift in a relatively passive way from job to job. Others may be entrepreneurial types who innovate new activities but move on as soon as stabilization sets in.
- ▲ *Steady state*. The individual chooses a lifetime occupation. Steady state types settle into an organization and prefer stability rather than change.
- A *Linear*. A career choice is made early and there is emphasis on steady upward movement on a career ladder.
- A *Spiral*. There is a planned search for increasing self-development and creative growth. The career choice may change periodically.

Driver has linked his career concept types to Schein's career anchors. For instance, individuals having security as the career anchor might fit the steady state career concept. Those with autonomy as the career anchor might adhere to the transitory or spiral career concepts.

Driver reasons that organizations might be categorized in terms of the four career concept types. A transitory organization is loose, temporary, and entrepreneurial, with few formal procedures. Linear and steady state organizations both have classical pyramidal structures with tight controls. However, there is stress on vertical movement in linear organizations and units of great stability in steady state organizations. Some high-technology or artistic organizations may show spiral patterns. Some departments in linear or steady state organizations may also operate in a spiral mode.

Academic Profile

DOUGLAS T. HALL



Douglas T. [Tim] Hall [Ph.D., Massachusetts Institute of Technology] is Professor of Organizational Behavior at Boston University. He is the author of *Careers in Organizations* and co-author of *Organizational Climates and Careers*, *The Two-Career Couple*, *Experiences in Management and Organizational Behavior*, and *Human Resource Management: Strategy, Design, and Implementation*. He is editor of *Career Development in Organizations*. Professor Hall is the recipient of the American Psychological Association's James McKeen Cattell Award for research design. He is a fellow of the American Psychological Association and of the Academy of Management, where he served on the board of governors. His research and consulting activities have dealt with career development, women's careers, career burnout, and two-career couples. He has served as a consultant to organizations such as Sears, AT&T, American Hospital Supply, General Electric, Borg-Warner, Price Waterhouse, Ford Motor Company, Eli Lilly, and the World Bank.

Q: You wrote a decade ago about the protean career, discussed in this chapter. Have your views concerning the protean career changed at all since then? Do you now see other people as adopting this view?

A: The protean career seems to have been, a model for many people for a long time. The differences now are that there are *more* people who want this sort of flexible, self-directed career pattern (e.g., two-career couples, baby boomers, working parents, late-career people phasing into retirement); and the protean career is now more acceptable to management in that it is more "OK" for an employee to admit that he or she wants a protean career. As organizations are downsizing, restructuring, merging, divesting, de-layering, growing, and making all kinds of other changes, they need employees who are more flexible and adaptive (to make the organization more flexible and adaptive). Q: Do you think organizations are generally taking a greater interest in managing their employees' careers?

A: There is not more interest in managing employees' careers directly, but in helping employees manage their own careers (i.e., career planning, to get a better fit between the employee and the organization). There is also more interest in career management, which entails formal systems for the utilization, development, and movement of employees to meet organizational human resource management objectives. A cutting edge development here is in linking career planning and career management through self-paced, computerized career information systems. Organizations such as IBM, Xerox, and Monsanto have been leaders in this area. Q: You and others have argued that individual differences should be considered when managing careers.

Do you feel that organizations are in fact recognizing such differences? If so, how are they dealing with them?

A: Career stage, which is loosely related to age, is being recognized as a critical individual difference. Special career programs are often found for newly hired employees (entry stage), fast-track, high-potential employees [establishment], mid-career employees, and pre-retirement employees. Also, special programs are sometimes found for female employees or for minorities. Q: Your writings suggest that early career experiences are crucial. What recommendations would you make for individuals who are about to begin their careers?

A: First, realize that you are choosing an organization as well as a job. Be sure that the first job will be challenging, but also look ahead to future job assignments and future bosses, to see if later jobs will also be challenging. Talk to people who have been in the organization for four or five years, as the five-year point is where many people realize that future career growth in that organization may be limited.

Find out who your boss would be in the first job. Your boss will have a major impact on how challenging the job is. Be sure the boss has confidence in you and will set high expectations for you.

Finally, make sure the job and organization provide an environment where you would *enjoy* working. Make sure it is a good fit for you personally. Do not choose the job just because it is in a high-status or high-paying organization. To be successful, you will have to perform at your best on every assignment. And to perform at your best, you will have to enjoy the work environment.

An employee would generally best fit into an organization of a corresponding type—a transitory individual in a transitory organization, and so on. A linear individual, for instance, would be uncomfortable in a transitory organization. However, Driver also takes a dynamic view of the career concept types. He reasons that career concepts may evolve during a lifetime, due to work or other social learning, or to the inner dynamic of human development. Therefore, organizations must do more than simply be concerned with fit to an unchanging employee; they must also cultivate staff planning systems, employee development programs, and even strategies and structures that recognize transitions between career concept types.²⁴

CAREER MOBILITY

While we have argued that mobility is not the only gauge of career success, it is undoubtedly the case that many people, especially the linears in Driver's types, do value it.²⁵ Mobility often leads to greater responsibility and status, as well as to increased pay and benefits. Further, some people may value mobility itself. Eugene Jennings has written of what he calls the **mobicentric man**, someone who values mobility as an end rather than as a means:

The mobicentric man values motion and action not so much because they lead to change, but because they are change and change is his ultimate value.... Freedom to him is a form of movement. He frequently changes positions, sometimes just within one company (though never just within one department) and sometimes between companies.. For him, success is represented less by position, title, salary, or performance than by moving and movement.²⁶

Success Chess

Based on his extensive examination of mobility, Jennings has presented nine rules to maximize mobility. These rules of success chess are as follows:

- A *Rule No. 1: Maintain the widest possible set of options.* Don't get stereotyped. Don't stay in technical work too long. And,

24. M. I. Driver, "Career Concepts and Career Management in Organizations" in C. L. Cooper, ed., *Behavioral Problems in Organizations* (Englewood Cliffs, NJ: Prentice-Hall, 1979) presents a very thorough discussion of these issues.

25. For a discussion of mobility influences during career stages, see J. F. Veiga, "Mobility Influences During Managerial Career Stages," *Academy of Management Review* 8 (1983): 64-85.

26. Reprinted with permission from **Psychology Today** Magazine. Copyright © July 1970 [APA].

while it may be necessary to get staff experience, a good line reputation is also necessary.

Rule No. 2: Don't get trapped in a dead-end position. Try not to work under a superior who hasn't moved in more than three years. Check to see that there are upward job routes open. If there are not, try to get out of the situation. *Rule No. 3: Become- a crucial subordinate to a mobile superior.* A crucial subordinate is one that the boss needs as much as that person needs the boss. A crucial subordinate will move when the boss moves.

Rule No. 4: Always try for increased exposure and visibility. Exposure refers to how often you are seen by those above you in the organization. Visibility is how often you can see those above you. Decades ago, people were told that the way to get to the top was to have a desk near the boss's door. This advice—that you don't get promoted if you aren't noticed—is still valid. *Rule No. 5: Be willing to practice self-nomination.* That is, let people in power know when you want a job. Generally at least two moves in a career span are due to self-nomination. Don't just wait for your boss or someone else to determine your options.

Rule No. 6: If you decide to leave a company, do it at your convenience. Leave on the best of terms. Don't wait for the situation to get really bad or for a nasty face-off to occur. Quit while you're ahead.

Rule No. 7: Rehearse before quitting a job. Don't leave in a state of high emotion. Write out your resignation and wait a week. Think the decision through. Tell your family, take a week-long vacation, and bring your biographical data sheet up to date. After a week, decide whether or not to actually quit. But don't keep on rehearsing; one way or another, make up your mind.

Rule No. 8: Think of the corporation as a marketplace for skills. Learn which skills are in demand in a particular company or industry at a particular time. Read business publications such as *The Wall Street Journal* or *Business Week* to find out which companies need your skills.

Rule No. 9: Don't let success cut off your options. Successful people in one area often can be successful in other areas. Consider new careers. Don't spend your life in a rut.

Mobilography

To determine career progress of managers—measured in terms of mobility—Jennings has developed an interesting approach called mobi-

lography. Mobilography evaluates the previous career moves made by the manager and then arrives at a mobility score. That score is used to evaluate career progress to date and to predict future moves. Some tnobi-logxaphic terms are presented in Figure 23-10.

23 10 SELECTED MOBILOGRAPHXC TERMS

T (Technical). Nonmanagerial position of any kind. The individual is Positioned as a salesperson, engineer, or accountant.

U (Vp). Prorttotion id a position of higher authority, responsibility, or difficulty,

t (Lateral). Transfer to a job of similar magnitude or nature,, carrying the same degrees of authority and responsibility.

S (Stay). Staying in a position and not receiving a promotion. T and S are the only nondirectional terms.

D (Demotion). Movement to a position of reduced authority, responsibility, or difficulty.

X (Exit). The manager has left the organization.

Source: E. E. Jennings, *The Mobile Manager. Study of the New Generation of Top Executives* (Ann Arbor, MI: Bureau of Industrial Relations, Graduate School of Business Administration, The University of Michigan, 1967)

Mobility points are assigned based on the number and sequence of the categories through which the manager passes, as shown in Figure 23-10. Figure 23-11 shows selected mobility points.

Figure 23-11 SELECTED MQglLJTY POINTS

TU	15
L	3
S	2
II	5
D	-10
X	0
LL	5
SS	0
S.SS	-3

Source: E. E. Jennings, *The Mobile Manager: Study of the New Generation of Top Executives* [Ann Arbor, MI: Bureau of Industrial Relations, Graduate School of Business Administration, The University of Michigan, 1967)

Jennings feels the pattern of career moves is important. For example, while a lateral move (L) receives three points, a second consecutive lateral move is given only two points. Lateral moves give the manager a broader basis for development of management style, but two consecutive L's suggest that the manager wasn't thought to be ready for a promotion. Also, while a stay is awarded two points (based on the logic that one stay may show that the manager has mastered the job and may be marking time), a second consecutive stay is penalized two points, canceling the first stay. Additional consecutive stays each subtract three points from the manager's score since they reflect lost time, opportunity, and experience.²⁷

SELF-MANAGEMENT OF CAREERS

Many forces affect career development. Organizational practices clearly play a role, and even luck may be important.²⁸ Certainly, though, individuals should be proactive, taking actions to manage their own careers. Jennings' rules for success chess may help in that regard. Also, Douglas T. Hall (1976) has presented the following guidelines for self-management of careers:

1. *Develop basic career competencies.* John Crites (1973) has identified five such competencies: self-appraisal, occupational information, goal selection, planning, and problem-solving. Each of these competencies can be developed.
 - a. *Self-appraisal.* Mature career development requires self-awareness. The counseling, guidance, career planning, or personnel offices on most campuses can help at this stage. Counseling interviews, aptitude and interest tests, and career-planning exercises may all be helpful. Also, just asking others, such as an instructor or boss, to give you feedback about your performance can be enlightening.
 - b. *Occupational information.* Career development requires a fit between you and your job, so it's important to learn about potential jobs. Some sources that provide information about types of work, skill requirements, occupational developments, worker

27. See E. E. Jennings, *The Mobile Manager: Study of the New Generation of Top Executives* (Ann Arbor, MI: Bureau of Industrial Relations, Graduate School of Business Administration, The University of Michigan, 1967); _____, "Mobicentric Man," 35-40, in (i) _____, *Routes to the Executive Suite* (New York: McGraw-Hill Book Co., 1971) (a) is a detailed discussion of these issues.

28. D. Seigman, "Luck and Careers," *Fortune* (November 16, 1981), 60-6(5, 70, 71) presents an interesting discussion of the role of luck in careers.

trait requirements, or other relevant factors include the *Dictionary of Occupational Titles*, the U.S. Department of Labor's *Occupational Outlook Handbook*, and the *Occupational Outlook Quarterly*. Also, some interactive computer methods for providing career information are now available.

- c. *Goal selection.* Career success, according to the approach taken in this chapter, means achieving one's goals, so the process of properly setting goals is crucial. Chris Argyris (1964) argues that goals leading to growth are challenging, relevant to the person's self-image, set by the person (alone or in collaboration with another), and implemented by the person's independent effort. Proper goal setting depends upon a prior awareness of oneself and of occupations. That is, goals must be set that are consistent with career capabilities. Counselors, supervisors or one's own work experiences may be useful in defining appropriate goals. Also, some useful career planning exercises are now available.
 - d. *Planning.* Once a goal is set, plans must be made for its achievement. That is, it is necessary to specify the steps to be taken to meet that goal and to determine the order of those steps. Both counseling and career planning exercises may help at the planning stage.
 - e. *Problem solving.* Because problems constantly arise during careers, competence in problem solving can be crucial to successful movement through a career. Many of the techniques discussed in Chapter 16 can readily be applied to career problems.
2. *Choose an organization carefully.* Your choice of an organization to work for is extremely important. The organization will control many important rewards, may determine where you live, and may even influence the sorts of competencies you develop and the kinds of skills you exercise. Also, your initial choice of an employer may have lasting consequences in terms of the possibilities of future moves to other organizations. For example, in a university setting it is unlikely that someone seeking to fill a faculty position at a high-status institution such as Stanford or Yale would seriously consider the application of someone currently at what is considered to be a low-status institution, despite that individual's impressive credentials.
 3. *Get a challenging initial job.* In choosing a first job, such short-run considerations as salary and location should generally be given less weight than challenge and potential for career growth. If you do take a job that offers little challenge, you should probably either try to make a subsequent job change or try to redefine your job to assume greater responsibility.
 4. *Be an outstanding performer.* Good performance enhances your esteem both in the eyes of others, such as your boss, and in your own eyes. Ask your boss to help you set challenging goals, to give feedback, and to coach you.

5. *Develop professional mobility.* As is generally the case, more options are better than fewer. So mobility and potential mobility are crucial to career success. A set of rules for the development of mobility is detailed in the next section,
6. *Plan your own and your spouse's careers collaboratively.* If both spouses are working, or may work, severe strains can result unless careful career planning takes place. It is unrealistic and unfair to assume that one partner will go along passively when the other takes a job transfer, for example.
7. *Get help in career management.* Seek advice from experts in your school or organization. Consider using professional job counselors or placement specialists.
8. *Anticipate chance events.* No matter how precisely you plan, chance will play a role. Develop contingency plans that specify what you will do if various things—good or bad—happen.
9. *Continually reassess your career.* Mid-course corrections may be needed. Career choices have to be made all through life, not just when you leave school. Continually ask where you are, where you want to be, and how you are going to get there.

ENHANCING CAREERS OF WOMEN AND MINORITIES

The nature of the workplace in general, and of managerial ranks in particular, is changing. Many of those changes are the result of laws and social changes which are encouraging females and minorities to cast off traditional roles. In this section we will consider three issues in career management of women and minorities.

Women's Career Development

One of the most phenomenal social trends of recent years has been the rapid increase in the number of married women in the work force. This trend is in part a consequence of economic necessity and in part a reflection of changing values: Jobs are a liberating influence, a key to new life choices. Over half of all mothers with children under six years of age are in the work force.²⁹

This trend presents opportunities and challenges to organizations. If women's potential is to be fully utilized, steps must be taken to foster their career development. As shown in Figure 23-12, companies have chosen a number of routes to such development.

29. *Capital Times*, Madison, WI (November 14, 1984), 2.

Figure 23-12 COMPANY PRACTICES TO ENHANCE WOMEN'S CAREER DEVELOPMENT



Some of those routes take the form of such traditional means as visible posting of job opportunities, career counseling, and training programs. Others are more innovative, such as opportunities for part-time jobs at advanced hierarchical levels and a variety of family-sensitive work practices.

Dual-Career Couples

Another consequence of the influx of women to the work force is the growth in the number of dual-career couples. By the end of the third quarter of 1985, that number had reached 22.4 million.³⁰ Such couples enjoy the benefits of two careers, including increased incomes, but face many constraints and problems. For starters, it is often difficult to find two suitable jobs in the same geographical location. Then when one member of the couple is offered a transfer, often a promotion, the decision of whether or not to accept becomes much more complicated. Add to these constraints the fact that the couple also has to juggle home and

30. *The Wall Street Journal* (January 5, 1985), I. This section is based in part on D. T. Hall and F. S. Hall, "What's New in Career Management?" *Organizational Dynamics* (Summer 1976), 17-33; and _____, "Dual Careers—How Do Couples and Companies Cope with the Problems?", *Organizational Dynamics* (Spring 1978), 57-77.

Managerial Profile

ROBERT F. OGDEN



Robert F. Ogden is Manager—Professional Relations Planning at General Electric Co. He is a graduate of DePauw University where he majored in political science and economics. He joined GE in 1949 and progressed through a number of positions in the Lighting Business Group. In 1979, he transferred to the Corporate Employee Relations Operation to become Manager—Compliance Systems and Programs. He was named Manager—Human Resources and Legislative Issues in 1981 and assumed his current position in 1982. Mr. Ogden is a member of the Human Resource Planning Society and the Environmental Scanning Association and is active in committee work for the National Association of Manufacturers and the United States Chamber of Commerce.

Q: Could you briefly describe specific career planning and management approaches at General Electric?

A: There are a number of different programs and approaches to career management at General Electric. They form a reasonably well-integrated system which can be used throughout a professional employee's career. For example, new college graduates who are hired into entry-level management training programs make an initial decision to train in several different assignments, including some at different geographic locations, during their first two years of employment. While on this program, they are provided with career planning modules, some self-directed, that will help them start a more formal career development process.

A formal career decision process called the annual human resources review is available to all professional employees. Each year, employees have an opportunity to complete or update an individual-experience record, somewhat akin to a resume. This document is standard across the company and is used in promotion and self-nomination practices. In addition to and in conjunction with the individual experience record, employees may also complete annually a performance summary and promotability review. One section of the form is completed by the employee. Career interests including preferences and alternatives—both short range and long range—qualifications, and improvement and development needs and plans are specifically identified.

These represent just a small sampling of the career planning and management practices at GE.

Q: In your opinion, how does the current environment influence career planning and management?

A: The current environment impacts careers in the following ways:

- A Slowed business growth combined with tightened management structures will result in longer job tenure.
- A There will be more competition for fewer openings.
- A The rapidly changing and intensifying competitive environment will continue to drive business discontinuities and result in continuing career uncertainties.
- A There will be greater talent specialization by markets with an increased premium placed on knowing your business and its markets as well as growing professionals within that context.
- A Within businesses, there will be increased cross-functional movement and lateral development moves.
- A Lean, agile, high-performing business systems will result in higher performance expectations and greater visibility and risk. This will be accompanied by more differentiated rewards systems to recognize excellence.
- A A strong, supportive manager is even more important to a career in this environment. Strong leaders will also be strong sponsors for those who excel.

There is a need to evolve a new set of expectations about careers in this era of continuing change and heightened competition—both external and internal.

family roles, and the picture of the dual-career couple becomes less than rosy.

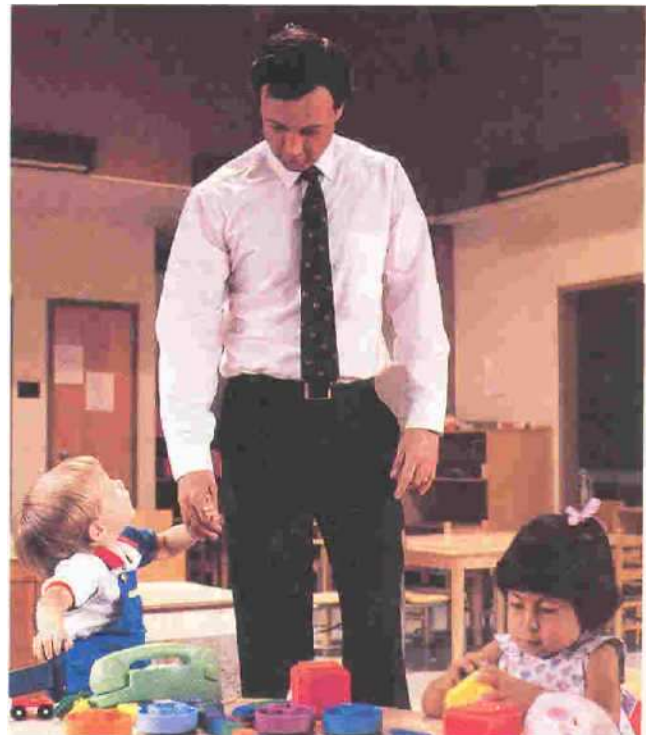
There seem to be four critical factors in successful dual-career relationships, as identified by Rhona Rapoport and Robert Rapoport (1971): mutual commitment to both careers, flexibility, coping mechanisms, and energy and time management.

Mutual Commitment to Both Careers. Successful dual-career couples share a mutual commitment to work and to each other's need and right to pursue a career. Often, the couple's self-concept is built around themselves as a working team,

Flexibility. Two types of flexibility are important: personal flexibility and flexibility in the job. Personal flexibility is the willingness and ability to adapt and improvise to find ways to deal with couple problems. Flexibility in the job exists when at least one member of the couple has enough autonomy to schedule time to cope with conflicts and enough geographic mobility to allow the spouse to accept transfers.

Coping Mechanisms. Dual-career couples must develop a variety of coping mechanisms. They may cope by restructuring roles, with the members negotiating to make their roles more compatible with their

The emergence
of dual-career
couples has
changed
traditional male-
female roles.



responsibilities. A husband and wife may, for instance, agree to take turns with cooking, or may trade some responsibilities for others. Coping may also take the form of establishing priorities or working harder on the planning and scheduling of activities.

Energy and Time Management. Effective dual-career couples are willing to devote energy to making the relationship work and to alio-

FROM THE FIELD: Career Management Practices

In early 1986, we surveyed human resources executives in a wide variety of industries to learn more about current organizational career management practices. Of the respondents, 67 percent indicated that their firms took steps to plan and manage their employees' careers. Only 9 percent indicated "Employees are entirely responsible for planning and managing their own careers."

Here is a summary of responses to the question, "Which of the following career planning and management techniques are used in your firm?" The techniques are ranked from most frequently used to least frequently used:

Rank	Technique	Percent Using
1	In-house training programs	95
2	Tuition reimbursement programs	91
3	Outside management seminars	86
4	Regular reviews of management personnel's strengths and weaknesses	67
5	Posting of job openings	67
6	Preretirement counseling	67
7	Counseling for terminated employees	52
8	Career pathing to help managers acquire the necessary experience for future jobs	48
9	Succession planning or replacement charts	48
10	Planned job progression for new employees	43
11	Career management seminars and workshops	38
12	Computerized skills inventories to assist with career planning	38
13	Career counseling	33
14	Five-year or other long-term career plans for management personnel	29
15	Counseling for downward transfers	24
16	Systematic job rotation of supervisors to prepare them for higher level positions	19

Since the surveyed executives were employed primarily in large organizations, these figures probably overstate the average degree of use of these techniques across organizations. It is clear, though, that an elaborate array of tools is used by organizations for the planning and management of employee careers.

eating time. They recognize the importance of maintaining the relationship and give it a high priority.

Companies are developing a variety of strategies for dealing with the dual-career couple.³¹ Effective programs should have the following characteristics:

- A Flexible career development tracks and experiences. A Skill development in coping with conflict and life/career management.
- A Spouse involvement in career planning and problem solving. A Support services for career couples.

Career Development of Females and Minorities

Many companies are concerned that women and minorities have not achieved managerial ranks in sufficient numbers. Some are considering novel ways to identify, train, and develop promising minority candidates. Identification may take place through job sampling and other ways of simulating management jobs, including assessment centers, discussed in Chapter 10. Douglas Hall and Fran Hall (1976) have discussed three steps companies are taking to foster minority and female training and development.

Assessment Centers for Development. In recent years, assessment centers have been used for employee development. Trained staff members give the employee feedback about strong and weak points. These are illustrated with examples of specific behaviors in the assessment activities. Once the employee understands and accepts the feedback, the discussion turns to counseling and planning for future training experiences and developmental assignments that would lead to a particular target job in management.

Job Pathing. Job Pathing involves a carefully planned sequence of job assignments. This sequence is aimed at providing job requirements which demand that a person learn certain job-related skills. The paths are designed to ensure that important skills and experiences are provided in small enough increments that individuals are not overwhelmed, but in large enough steps that they are always stretched. The goal is to minimize career time to reach a target job. By use of job pathing, one large retail organization feels it can reduce the time to develop a store manager from 15 years to 5. Plotting career paths not only speeds employee growth but

31. These are drawn from Hall and Hall, "What's New in Career Management?" pp. 17-33.

also forces the organization to think about the career paths it is currently using. It may find that some potential paths are not being used, and perhaps that paths can be plotted through different functional areas to develop managers with broader views.

Talent Development among Hourly Employees. Companies are attempting to find ways to attract a substantial number of female and minority hourly workers into pre-supervisory programs. One problem is perceptual: Females and minorities sometimes feel that opportunities for upward mobility are lacking, or that barriers exist to their upward mobility. Some also do not perceive themselves as fitting into supervisory roles. Clearly, firms must take action to alter these perceptions. Some firms are also relying on training programs conducted by professional or trade organizations to develop female and minority employees. Many of those employees see training provided by such associations as being less competitive and more supportive than company-sponsored programs.

IMPLICATIONS FOR MANAGEMENT

The issues we have discussed in this chapter present a variety of new challenges for organizations. At the same time, they suggest that enlightened organizations may possess a growing array of tools for dealing with those challenges.

Changing employee values are creating difficulties for the firm. Many employees will no longer passively accept transfers—even promotions—that call for a geographic move that would disrupt their lifestyles. Some, especially those with security or technical-functional competence as career anchors and those with steady state orientations, may actually show little desire for promotions, preferring stability. The growing number of dual-career couples is further complicating the picture, decreasing the firm's flexibility in dictating transfers, schedules, and rewards. As a manager, you are likely to face a complex scenario in which employee desires will weigh increasingly heavily in organizational decisions.

Further, changing social norms, laws, and other pressures for affirmative action are demanding that firms improve the career situations of women and minorities. Career progress is seen as a means of achieving social equality, and firms and their managers are being asked to play an active role in promoting that progress. You may be called on to foster the development of women and minorities or to remove career barriers to the handicapped.

In times of high company growth and profitability, career progress is often rapid and firms can absorb the costs of errors in career management. As growth slows and profitability declines, the situation becomes

more difficult. Mobility channels may be blocked as the firm stagnates and managers remain longer in their positions. The impact of errors magnifies as the firm lacks the slack resources to buffer mistakes. Unfortunately, you may find yourself in the situation of managing stagnation or decline. In such a situation, you will need creativity and flexibility in your career management practices. You will need a thorough knowledge of a full arsenal of career tools.

Together, these forces—changing values, social pressures, and environmental scarcity—strip firms of the luxury of deciding whether to practice career management. Instead, firms must manage careers, and they must manage them well if they are to be successful. As a manager, you will probably find that your time is increasingly devoted to career management.

The perspective we have considered suggests that career success means different things to different people. Effective career management allows the realization of potential, whether the potential is for mobility, competence, or creativity. You may find yourself counseling one subordinate on how to gain a desired promotion, another on ways to develop valued skills, and yet another on how to achieve a satisfying balance of work and family life. An understanding of the different career needs and desires of your subordinates is essential to that task.

Your knowledge of the problems your subordinates are likely to face during the stages of their careers should prepare you to deal with them. Early career shock and pressures for accomplishment; mid-career crises and plateauing; and late career frustrations, reflection, and preparation for retirement all create special demands. An understanding of the models of individual differences in careers should help you anticipate and deal with those demands.

Finally, of course, all this knowledge should help you manage your own career. Many firms do not pay much attention to their employee's careers. Regardless of the firm's practices, though, self-management of careers is important. You should be prepared to play an active role in achieving your own career success, however you define it. The various perspectives, models, and guidelines presented in this chapter should give you some direction in that quest.

KEY TERMS AND CONCEPTS

career anchors
career concept types
career plateau
crucial subordinate
exposure fantasy
stage job pathing
mentor

mobicentric man
mobilography
protean career
realistic stage
success chess
tentative stage
tournament model of mobility
visibility

REVIEW QUESTIONS

1. What is the protean career? How does it differ from the traditional view of careers?
2. Give three reasons why careers are important.
3. Describe the stages of career choice.
4. Identify three of Levinson's stages of adult work life.
5. Discuss four problems faced by young managers.
6. Describe the tournament model of mobility.
7. What is a learner? a star? a solid citizen? deadwood?
8. Identify the three sorts of movement through the organization in the Schein model. Which boundary is associated with each type of movement?
9. Define Holland's six personality types.
10. Describe five career anchors.
11. What is mobilography?
12. Give five rules for self-management of careers.
13. Cite four things organizations are doing to enhance women's career management.

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CASE 23 A Female Executives

Women executives have mixed feelings about the men they work with. Most of them have been helped by men, and many would rather work for a man than for a woman. "I have always worked for a man and liked it," says a senior vice-president in manufacturing. "The men have that network," says a vice-president in a retail firm. "They are in higher positions. It's lonely out there."

Yet, at the same time, executive women are likely to feel thwarted and obstructed by male prejudices. "I have been stepped on because I am frank and have opinions," says a bank vice-president. "And every few days, I have an instance where I'd like to punch someone out."

The Wall Street Journal and the Gallup Organization surveyed 722 female executives with the title of vice-president or higher to find out how it feels to be a woman in the male corporate world. Their answers (see charts) show that it often feels very difficult.

Executive women readily acknowledge that some men have played major roles in their careers. Eighty-two percent say that the one person who has been most helpful in their advancement has been a man. Even among younger women, who are more likely to have been preceded by other women in management positions, nearly four out of five say a man has filled the role of professional mentor.

In general, the women say it makes little difference to them whether their boss is a man or a woman. But 29 percent say they'd rather work for a man while only 4 percent prefer a female boss. While two thirds of the women cited one or more advantages to being female, four out of five can think of an equal number of disadvantages.

How Being Female Affects Personal/Social Behavior

ever:

Been mistaken for a secretary at a business meeting?	61%
Felt cut off from social conversations or activities among your male colleagues?	60%
Felt you were being patronized by older executives?	44%
Felt the presence of female executives made male executives more appearance-conscious?	33%
Felt uncomfortable about socializing with a male colleague because it would not look right?	24%

How Being Female Affects Job Performance/Evaluation

Have you ever:

Felt that you were being paid less than a man of equal ability?	70%
Had the impression that your views were not respected as much as a man's in certain areas?	60%
Felt that a male subordinate resented you because he felt threatened by a female boss?	41%
Felt that you were being judged more on the basis of dress and appearance than a man in your position would be?	37%

Felt that your personal life was being scrutinized more than those of your male colleagues*	29%
Felt that your professional advancement was accelerated because of pressure to promote women?	20%
Felt that you were pitted against other women in competition for a token top	7%

Which of the survey's findings do you find to be most encouraging for the future progress of women in managerial ranks? The most disturbing? Why? What might be some causes of the finding that some women prefer a man as a boss? Of the finding that most—even among the younger women—have had men as their mentors? What are some implications of these findings? If this survey were repeated in the year 2000, which of its findings do you think would have changed the most? The least? Why?

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