Module

18W

Career Planning and Development*

LEARNING OBJECTIVES

After completing this module, you should be able

1. Explain the relationship between continuous learning, managing change, and career planning and development.
2. Explore individual and group differences in career interests, needs, and values.
3. Develop a personal five-year career plan.
4. Gain an understanding of ways organizations can assist individuals in pursuing their career goals.
5. Evaluate the implications of various career management activities for organizational effectiveness.
6. Gain an appreciation of emerging issues in the management of careers.

KEY TERMS AND CONCEPTS

Assessment center	Dual careers
Boundaryless career	Glass ceiling
Career development	Mentoring
Career management	Protean career
Career path	Psychological success
Career planning	Spiral career
Career plateau	Succession planning
Downsizing	Transitory career

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PREMODULE PREPARATION

Activity 18–1W: Perspectives on Career Development

Objectives:

a. To develop an awareness of the importance and complexity of career development issues.

b. To compare and contrast the perspectives of students and practicing managers regarding the career development process.

Task 1 (Home: Interview with a Manager):

Identify a practicing manager who is willing to be interviewed for 15 to 20 minutes, either in person or over the phone, about career development issues currently facing the manager's organization. Interview the manager, being sure to cover the following suggested

questions at a minimum. Probe for additional information; make up your own questions to supplement those that follow.

a. What is the most important career development issue facing your organization right now?

b. How important is this issue to organizational effectiveness? What is being done about it?

c. What other career issues do you think your organization will probably face over the next 10 years?

d. Who is responsible for career management in your organization? What programs, activities, and policies does your organization have that facilitate career management?

Task 2 (Homework: Student Interviews):

Interview two or more students on your campus who are pursuing different majors. You are to gather information about the nature and extent of career planning each respondent has engaged in and their ideas about career management activities in organizations. At a minimum, pose the following questions:

a. Why did you select your major field?

b. What do you know about the job opportunities for people graduating with your major? How difficult will it be to find an appropriate entry-level position?

c. What have you done so far to actually explore career opportunities in your field?

d. What sort of career development activities and programs do you think your first employer is likely to make available to employees?

Task 3 (Classroom):

The instructor will lead a classroom discussion integrating the findings of class members. Discussion will focus on (a) major career issues that practicing managers identify as important in the future, (b) student expectations regarding career management assistance from future employers, and (c) the current extent of student career exploration as judged by interview responses.

INTRODUCTION

The basic notion of continuous improvement in organizations implies a need to manage change on an ongoing basis. As we saw in Module 16, continuous improvement activities are explicitly designed, organized, and managed. Integration of these ongoing activities must occur at the individual, team, and organizational levels. Improvement implies planned change in the state of affairs of the firm that results in positive changes at all levels. The topic of career planning and development is emerging as a complex process that if managed well can facilitate continuous improvement and business sustainability.

Over time in an organization, most individuals become increasingly interested in their own self-development, that is, the acquisition of new skills and abilities that will lead to continued personal growth and long-term career satisfaction. At the same time, most organizations are interested in strategic human resource development, which is having people with the right skills in the right place at the right time to ensure long-run organizational effectiveness. Career development can help bring about an integration of these individual and organizational goals. To achieve integration, however, both individuals and organizations must closely examine career development needs, establish realistic goals, and share information. This is not always easy for there are often perceptual barriers to accurate need assessment and there may be communication barriers to effective joint goal setting. This module introduces the core concepts and describes key activities that individuals and organizations need to consider if they are to maximize joint efforts in attaining career development objectives.

In this module, we discuss career planning and career management as well as several important career issues that have emerged in the last several years. If you read more about

career development elsewhere, you will notice that different writers use the terms *career development, career planning,* and *career management* in different ways. Here we define **career development** as the ongoing effort of both individuals and organizations to expand career opportunities and realize career goals. As such, career development includes both individual career planning and organizational career management. When we speak of **career planning,** we mean the steps an individual goes through to direct his or her own career in ways that will be personally satisfying. Activity 18–2W will guide you through the many steps of designing a short-range (five year) career plan for yourself. You may be surprised to find that career planning should begin long before you're ready to search for a permanent job.

The second section of the module deals with **career management,** which we define as the organization's efforts to manage the flow of individuals through positions over time in ways that will best meet both organizational and individual goals. Here the major issues are associated with the manager's ability to manage change. Activity 18–3W presents a case study of downsizing by an automotive parts manufacturer and its implications for this organization's career management system. In analyzing this case, you will be asked to consider how diverse interests and goals can be balanced and managed in an early-retirement program to best promote both individual and organizational development and effectiveness. Finally, the module concludes with a discussion of specific career issues that individuals and organizations face in the 21st century.

INDIVIDUAL CAREER PLANNING

Career Planning Process

Career planning is the process through which individuals identify and implement steps to attain their career goals.[1] There are five basic steps in the career planning process: (1) self-assessment, (2) investigating career opportunities, (3) goal setting, (4) action planning, and (5) evaluation.

In the self-assessment phase the individual begins by examining his or her own assets, characteristics, interests, and current level of skill development. Although self-assessment is often done informally, many formal tests and inventories are also available through school placement offices or career-counseling centers. Measures of aptitudes, interests, personality, values, and preferences can be interpreted by professional counselors and prove quite useful in developing a profile for the individual. Two of the most widely used inventories are the Strong Interest Inventory (SII) and the Myers–Briggs Type Inventory (MBTI).[2] The SVIB, for example, classifies individuals into six categories (realistic, investigative, artistic, social, enterprising, and conventional) that correspond to jobs that are categorized in a similar manner. This typology is based on Holland's Theory of

**Table 18–1W
The Career Planning Process**

Self-Assessment
Examine personal interests, skills, values, and abilities.

Opportunity Exploration
Seek information on available job opportunities from family, friends, online job boards, job fairs.
Examine the skills and abilities required.

Goal Setting/Reality Checking
Decide which job/occupational opportunities fit both personal interests and skills/abilities.
Set specific target job objectives for a defined time period.

Action Planning
Outline all steps needed to reach a specific career goal—formal training, internships, job search strategy development, network building, further career exploration, etc.

Evaluation
Review progress on steps in the action plan, realism of goals, and accuracy/currency of self-assessment.
Revise career plan based on new information.

Vocational Choice, where the types of activities that energize a person are aligned with the occupational environments where they may be exercised.[3]

In addition to professionally developed self-assessment instruments, a growing number of organizations conduct "360° appraisals" where an individual's skills and personal characteristics are evaluated by multiple organizational observers—subordinates, superiors, peers, and (occasionally) outside suppliers or clients. These appraisals can also provide rich data for self-assessment, as long as employees are assisted in interpreting their results.

The second phase of career planning involves investigating a range of career opportunities to determine which skills, interests, and abilities are required. Basically, this is an information-gathering step, and many sources may be used, including friends, family members, and business associates as well as written sources. Job placement centers often list the qualifications required by potential employers for particular jobs. One may also request job descriptions from companies for jobs that seem interesting. Of course, current employees should investigate opportunities in their own organization as well as those outside.

Increasingly, individual career planners are investigating job opportunities online, and many job seekers create their own Web page or post their resume on an Internet site such as the Monster Board or Career Builder. The volume and quality of career information available on the Internet increases daily, although the sheer number of job-related sites may make the Web difficult to navigate. One excellent source of information that should not be overlooked is O*Net OnLine (online.onetcenter.org) sponsored by the U.S. Department of Labor. O*Net offers continually updated information on the skills, abilities knowledge, work activities, and interests associated with over 950 occupations. America's CareerInfoNet (www.acinet.org/acinet) also links to hiring projections for the listed occupations, so that job seekers have some idea how many openings there are likely to be in the field over the next several years. Activity 18–2W will get you started in an online search for potential entry-level job opportunities in your major field.

The third phase of career planning, goal setting, is the process of using what has been learned through self-assessment and the investigation of career opportunities to decide where one wants to go, at least in the short run. Reality checking is important at this stage; be sure to squarely face the facts generated in the preceding two steps. It is necessary to set one's sights on opportunities that match not only personal interests, but also demonstrated abilities and skills. To be most helpful, the goals set should be specific and measurable as well as reasonably attainable within a specified time frame. Many career counselors recommend that individuals set and maintain an ever-evolving, five-year career goal timeline.

Next, the action plan details specific steps required to accomplish ones' goals. An action plan may include seeking additional required training or formal education; developing particular management, interpersonal, job search, or other needed skills either on or off the job; or even seeking an internship or temporary work assignment to gain experience. Whatever is needed to attain the goal must be addressed in the action plan.

Finally, career planning involves ongoing evaluation of progress toward one's career goals. Evaluation keeps planning on track and can also help identify strengths and weaknesses in a career plan. Because people's career needs are likely to change over their lifetime, self-assessment and career planning should be a continuous process, not a one-time activity.

Protean Careers

Individual career planning has taken on far more importance over the last decade, as primary responsibility for career development has devolved to the individual. This shift coincides with major changes in the psychological contract between organizations and individuals occurring over the same period, changes with profound implications for careers in the 21st century. Fierce global competition, rapid changes in technology, mergers, acquisitions, restructuring, delayering, and downsizing have all made it increasingly difficult for organizations to offer individuals lifetime careers. At most, organizations now see themselves as providing learning opportunities whereby motivated individuals can acquire new skills and knowledge that will make them more marketable in the future, both within and outside the firm. Table 18–2W details several characteristics of 21st-century careers

Table 18–2W **The Protean Career of the** **21st Century**	■ The goal: psychological success. ■ The career is managed by the person, not the organization. ■ The career is a lifelong series of identity changes and continuous learning. ■ "Career age" counts, not chronological age. ■ The organization provides 　　Work challenges 　　Relationships ■ Development is *not* necessarily 　　Formal training 　　Retraining 　　Upward mobility ■ Profile for success 　　From know-how . . . to learn-how. 　　From job security . . . to employability. 　　From organizational careers . . . to protean careers. 　　From work self . . . to whole self.

Source: Adapted from D. T. Hall, "Protean Careers of the 21st Century," *Academy of Management Executive* 10, no. 4 (1996), p. 9. Printed with permission.

that are emerging as a result. Douglas Hall calls these new careers **protean careers** because individuals can change their career's shape from time to time, adjusting it to fit changes in both the person and the environment.[4]

Similar ideas are articulated by Arthur and Rousseau who coined the term **boundaryless careers** to describe occupational paths that are not bounded within specific organizations. Such careers grow through project-based competency developed across firms in an industry network.[5] Major characteristics of boundaryless careers include portable skills, multiple firms, personal identification with meaningful work, action learning on the job, and the development of multiple networks and peer learning relationships.[6] Interestingly, changes in organizational structures and traditional career ladders have coincided with significant changes in the career orientation of many new entrants to the workforce. As smaller, flatter organizations deemphasize hierarchical promotion tournaments, members of the millennial generation (those born after 1980) have increasingly pursued their own "subjective" definitions of career success in place of more traditional, "objective" indicators such as job title, salary, and position in the organizational hierarchy. Frequently, these personal definitions of career success embrace notions of work–life balance, or the career as a calling, a spiritual dimension to one's choice of occupation that does not depend on extrinsic rewards or organizational status.[7] Pursuing a calling involves a belief that one's career must serve an important individual or community purpose in order to be personally fulfilling.

Spiral and Transitory Careers

A combination of individual and environmental forces thus appear to be shaping today's emerging career patterns. From an individual perspective, Brousseau and colleagues relate differences in underlying career motives to differences in the frequency and direction of people's movements within and across different kinds of work.[8] Those who value personal development and creativity, for example, are more likely to seek out cross-functional moves than are those who seek power and achievement through upward hierarchical promotions. But Brousseau et al. also note a trend over time, with today's organizations becoming more receptive to **spiral** or **transitory career** patterns than to the linear or expert patterns that predominated in years gone by. The reasons can be traced to the organization's external and internal environment. Stable external and highly structured internal environments favored individuals who pursued linear or expert careers. But as organizations face more turbulent external environments, they have become more organic, and thereby more hospitable to careers that involve lateral movement and limited duration in any one field. (See Table 18–3W.)

Table 18–3W
Four Career Concepts

	Key Features and Motives			
	Linear	Expert	Spiral	Transitory
Direction of movement	Upward	Little movement	Lateral	Lateral
Duration of stay in one field	Variable	Life	7–10 years	3–5 years
Key motives	Power	Expertise	Personal growth	Variety
	Achievement	Security	Creativity	Independence

Source: Adapted from R. Brousseau, M. J. Driver, K. Eneroth, and P. Larsson, "Career Pandemonium: Realizing Organizations and Individuals," *Academy of Management Executive* 16, no. 4 (1996), p. 58.

Organization Structures, Competencies, and Career Planning

Linkages between organizational structure and individual **career paths** have also been observed by Allred, Snow, and Miles.[9] These scholars identify a trend in organizational structures toward more network and cellular forms, as organizations seek to speed up their response time to intense international and domestic competition. In Table 18–4W, note how the typical career path, or sequence of positions, varies across the five organization structures. The point these researchers emphasize is that the skill mix needed for career success in any particular organization is directly related to the organization's structure, with more organic structural forms requiring increasingly comprehensive sets of skills. While technical skills may be sufficient in a functionally structured organization, those who are to succeed in tomorrow's cellular firms must have competency in commercial, collaborative, and self-governance skills as well. To maximize their flexibility to work effectively in a variety of organizations, Allred et al. suggest that individual career planners view career development as a do-it-yourself project and view experiences they encounter in each organization they join as tools to be used to enhance overall career prospects.[10]

Clearly, these ideas are highly consistent with the themes of self-learning competency and personal growth introduced in previous modules of this text.

It is worth noting that always playing to one's strengths, that is, seeking to further develop competencies in one's major field or technical specialty, can lead to career blind spots. Expertise in a functional specialty can in fact become a weakness later in one's career, when environmental conditions change, or competencies needed for higher-level jobs require a broader skill set.

Impacts of Technology on Career Planning

As noted earlier, many individual career planners are using the Internet to investigate job opportunities and skill requirements online. This is by no means the only impact that technology has had on the careers area. Recent applications of information technology to the function strongly support the shift of primary responsibility for career development to employees. Perhaps the most important innovation is how technology now allows employees to self-assess any gaps between their existing skills or competencies and those needed to move forward in their careers.[11] This reduces employee reliance on supervisors, in-house human resource (HR) professionals or outside counselors to initiate the process. There are also burgeoning arrays of online tools individuals can use to close any gaps identified, either through in-house training programs delivered over an intranet, or via

Table 18–4W
Linkages between Organization Structure and Career Characteristics

Organization Structure	Career Path	Key Competencies	Responsibility for Career Planning
Functional	Single firm, within function	Technical	Functional department
Divisional	Single firm, across divisions	Technical, commercial	Division, firm
Matrix	Single firm, across projects	Technical, commercial	Department, project, firm
Network	Within and across firms	Technical, commercial, and collaborative	Firm and individual
Cellular	Independent professional	Technical, commercial, collaborative, and self–governance	Individual

Source: Adapted from B. B. Allred, C. C. Snow, and R. E. Miles, "Characteristics of Managerial Careers in the 21st Century," *Academy of Management Executive* 10, no. 4 (1996), pp. 18 and 21.

distance learning on the Internet. Some organizations have also linked available training resources into the talent management modules of their HR information systems, making it easier for employees to identify, sign up for, and track completion of appropriate developmental activities.

A second major impact of technology has been the growing ability of employees to develop their own online networks and professional relationships with others, both within and outside their organization. This substantially broadens the base of contacts an individual may develop and allows the nurturing of several different types of relationships with persons who have many different talents and expertise to share. One needs multiple mentors today, to help address idiosyncratic career issues as they develop.

While new technology has greatly empowered individuals in their career planning, a caveat is in order: virtually all experts agree that the available online tools are most helpful if used in conjunction with a live counseling session with one's manager, or an HR professional.[12] The risk of a totally self-serve approach is that individuals may not do a thorough enough job of reality testing or may fail to develop internal sponsors for their desired career movements.

Psychological Success

With primary responsibility for career adaptation/resiliency now falling on individuals, what strategy recommendations are there for the self-management of protean careers? One message is that traditional career paths are an endangered species. Thus a linear hierarchical rise in a single organization will be the answer for very few. Those who study careers argue that, instead of vertical success, the ultimate career goal must be defined more broadly, as **psychological success,** a feeling of personal accomplishment achieved by meeting one's own most important life goals, be they in the workplace or elsewhere.[13] Job satisfaction, self-awareness or perceptions of self-efficacy, and learning may be the most valued outcomes on tomorrow's career paths.

Additional pointers are offered by Michael Arthur and Denise Rousseau, who summarize the observations of several career management scholars as follows:[14]
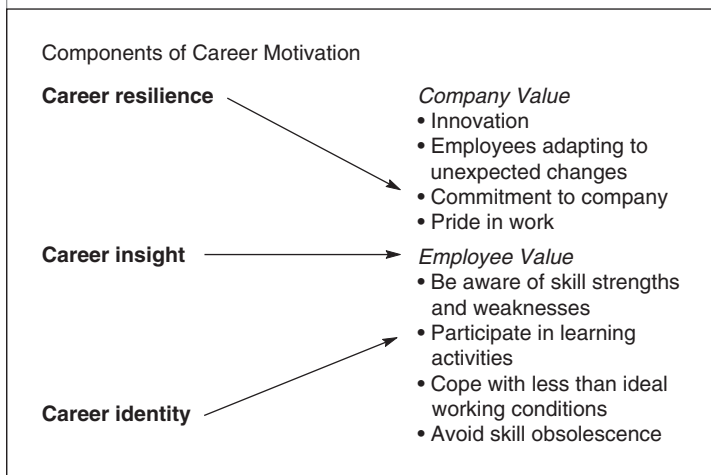
1. *Know your situation.* Regularly reassess your own skills and those in demand in the labor market.
2. *Leverage your competencies.* Use what you are presently good at to become good at something new.
3. *Extend your collaborations.* Broaden the network of people you interact with to include people outside your immediate workplace.
4. *Broaden your accountabilities.* Build an opportunity-enhancing set of accountabilities outside those specified by your current job description, boss, or company.
5. *Exercise resiliency.* Develop the ability to cope with problems and adapt to unexpected changes in your work environment.

It is important to recognize that flexibility, breadth, and resilience are the watchwords in these recommendations. Beware of blind spots that may accompany development of competencies in a narrowly defined technical specialty. Strengths in a given area, however "hot" in today's job market, can quickly become a weakness as labor market conditions change. Individuals should be aware of the dark side of always playing to one's strengths and instead seek to expand a range of competencies outside their normal comfort zone.

ORGANIZATIONAL CAREER MANAGEMENT

Though individuals are increasingly held responsible for their own career development, there are still several good reasons why an organization will want to play a role in assisting and promoting individual efforts. Figure 18–1W illustrates some of the human resource value added to organizations where individual employee career motivation is high.[15] Chief among these are individual characteristics that promote continuous learning, creativity, innovation, and adaptability to unanticipated changes.

**Figure 18–1W
The Value of Career
Motivation**

Components of Career Motivation

Career resilience

Company Value
• Innovation
• Employees adapting to
  unexpected changes
• Commitment to company
• Pride in work

Career insight

Employee Value
• Be aware of skill strengths
  and weaknesses
• Participate in learning
  activities
• Cope with less than ideal
  working conditions
• Avoid skill obsolescence

Career identity

Source: Adapted from R. A. Noe, *Employee Training and Development,* 4th. ed. (New York: Irwin McGraw-Hill, 2008), p. 408.

Additional organizational outcomes have also been linked to particular career pro-grams such as mentoring. Such programs have been associated with increases in organi-zational socialization, commitment, and citizen behavior, leading to higher levels of productivity and lower turnover.[16]

Organizations also need to be aware that highly talented individuals will seek personal development wherever they can find it. If development is perceived as stalled or blocked in the current organization, employees will not hesitate to look elsewhere. To prevent a brain drain of their most talented, valued employees, organizations must pay attention to the opportunities for development they provide. Figure 18–2W underscores the fact that organizations typically do have ongoing, strategic needs for rather unique sets of human resource talents, skills, and competencies.

Sharing this information with individuals permits joint optimization of individual and organizational need fulfillment.[17]

**Role of the Supervisor
in Career Management**

When career success is defined as self-directed, psychological success as perceived by individuals, rather than as a linear rise in an organizational hierarchy, becomes much more difficult for an organization to prescribe one-size-fits-all career paths and devel-opmental opportunities. Each individual's developmental goals are likely to be truly unique and therefore require custom-fitted action plans. This diversity of career goals

Figure 18–2W

**Career Development System: Linking Organizational Needs with Individual
Career Needs**

Organizational Needs

What are the organization's major strategic issues over the next two to three years?

• What are the most critical needs and challenges that the organization will face over the next two to three years?
• What critical skills, knowledge, and experience will be needed to meet these challenges?
• What staffing levels will be required?
• Does the organization have the strength necessary to meet the critical challenges?

Issue

Are employees developing themselves in a way that links personal effectiveness and satisfaction with the achievement of the organization's strategic objectives?

Individual Career Needs

How do I find career opportunities within the organization that

● Use my strengths?
● Address my developmental needs?
● Provide challenges?
● Match my interests?
● Match my values?
● Match my personal style?

Source: Adapted from T. G. Gutteridge, Z. B. Leibowitz, and J. E. Shore, *Organizational Career Development: Benchmarks for Building a World-Class Workforce.* Reprinted with permission from *Conceptual Systems,* Silver Spring, MD (1993).

(and individual/organizational resources for accomplishing the goals) has led to a second major shift in career management responsibilities, from activity orchestrated by a centralized human resource department to decentralized action planning conducted in concert with an individual's immediate supervisor. As Figure 18–2W suggests, however, organizations still have information that individuals need with respect to the strategic direction of the enterprise, valued competencies, and available developmental opportunities. But many organizations are finding the circumstances of individual employees so diverse that it only makes sense to plan career development activities one-on-one. This is also reflected in the fact that more and more developmental opportunities are of an informal, ad hoc nature. Rather than attending formal, structured classes in "management development," employees are learning on the job, particularly through interactions with others, for example, as members of a temporary project or task-force team.[18] Thus awareness of potential developmental assignments is also likely to be decentralized and most apparent to an immediate supervisor. The potential complexity of this added responsibility for subordinate's career development is suggested in Figure 18–3W, which sketches out the multiple roles that may be required of supervisors in the new career age.

If supervisors are expected to play a significant role in the career management of subordinates (in addition to their more traditional roles in training needs assessment and performance appraisal), it would be advisable to emulate the Honeywell model and include explicit recognition of their performance in this assignment. Honeywell managers are eligible for a $3,000 award if they assist the career development of at least three people and post excellent records as mentors of diverse groups.[19] Without either training or recognition, supervisors are likely to lack the ability, or the motivation, to perform this role in the way the organization intends. (A comment for individuals: Don't expect your immediate supervisor to be the only career counselor/coach you will want or need!)

Mentoring

We have devoted a complete module to mentoring that can be found in the textbook (see Module 9). Briefly, **mentoring** is another method for employee development and continuous improvement which is either formally implemented or informally encouraged by organizations to promote more effective career management. The term *mentor* characterizes a person typically higher in the organization's hierarchy than an immediate superior who advises, counsels, or helps younger individuals within the organization. (In Greek mythology, *mentor* refers to the wise and trusted counselor.) The mentor role is usually adopted by midcareer managers who work to develop the talents and skills of either their own subordinates or recognized fast-track candidates elsewhere in the organization. This one-on-one relationship can foster beneficial outcomes for both individuals and organizations.

Protégés benefit from individual counseling and guidance; they develop deeper insight into company norms, values, and goals and come to know expanded networks of contacts inside the organization. They experience the influence of a good role model and are likely to be offered advanced development opportunities through the mentor. The organization realizes the benefits of on-the-job training without tremendous additional costs and also reinforces its commitment to the career management program. Mentors can benefit from an association with a protégé by enhancing their own interpersonal skills and expanding their technical knowledge. A mentoring relationship also allows the mentor to demon-

Figure 18–3W
Possible Roles of Supervisor in Subordinate Career Development

Coach	Appraiser	Adviser	Agent
Listens	Gives feedback	Generates options	Links employee to resources/people
Clarifies	Clarifies standards	Helps set goals	Consults on action plan
Probes	Clarifies job responsibilities	Recommends/advises	
Defines concerns	Clarifies company needs		

Source: Adapted with permission from C. Farren, B. L. Kaye, and Z. B. Liebowitz, *Designing Career Development Systems* (San Francisco: Jossey-Bass, 1986), p. 126.

strate expertise and knowledge that may have been taken for granted. Thus mentoring can become a developmental program for managers and can help keep midcareer solid citizens motivated (see Activity 18–4W).

While many think of mentoring as a single dyadic relationship between a more senior individual and a protégé in an organization, Kram and others have pointed out that individuals may need to rely on multiple mentors for development, not all of whom are members of the protégé's organization.[20] Higgins and Kram note several environmental factors that add momentum to this shift:

1. With changes in the psychological contract, single firms no longer provide the primary anchor for one's professional identification. Individuals increasingly must look beyond their current organization for relationships that can aid their career development.

2. The growing competitive importance of knowledge workers with specific competencies means these professionals must keep up with the most recent developments in their rapidly changing fields. Rather than relying solely on intraorganizational sources, they must connect with the "edge of what is known," whose pioneers may well not be in the current organization.

3. Flatter organizational structures also imply a need to search out a broader range of developmental assistance, since a constant set of in-house senior managers are stretched thin to mentor a larger number of entry-level managers.

4. Increasing organizational diversity in race, nationality, and gender has brought with it much research on how best to foster mentoring relationships for underrepresented groups. One clear finding from this research is that multiple developmental relationships, both within and outside one's current organization, are highly beneficial to career success.

From the organization's perspective, the potential benefits of mentoring are well known. What is not so well known is how to extend those benefits to groups frequently out of the informal career network. Attempts to set up formal in-house programs seem to work best where there is maximum voluntarism for both mentor and protégé, where the two are carefully matched on interests and personality beforehand, given plenty of opportunities to opt out, and followed up periodically to make sure they are still meeting.[21] Also, as noted earlier, online mentoring has proved helpful for members of underrepresented groups who may be excluded from informal programs and find role models with similar demographics few and far between among their organization's senior managers. To fill this void, a number of virtual mentoring groups seek to establish networks devoted to specific populations. One example would be Mentor Net for women in engineering, science, technology, and math.[22]

Organizational Support Systems

Even if the organization decides to decentralize responsibility for career management to first-line supervisors, there is still a vital support role organizations must play in making a wider range of career-related resources available to its de facto counselors. Table 18–5W lists all sorts of career intervention strategies available to support supervisors in their delivery of career management services. Many of these activities might best be housed in a centralized career resources center, staffed by human resource specialists.

Expanding a bit on the list of tools below, the Society for Human Resource Management (SHRM) recommends including employee orientation and exit interviews in the list of important career development tools that organizations may choose to include. This allows a longitudinal view of employees' careers in the firm, from initial entry to final exit.[23]

Because 21st-century career management has become so situation and individual specific, organizations need to be careful when developing support systems to make sure they truly do integrate organizational and individual needs. Key ingredients include a direct tie to business strategy, target employee involvement in the design process, ongoing proactive evaluation of system results, and integration with other relevant human resource subsystems, such as performance appraisal and employee training.[24]

Table 18–5W
Organizational Career
Management Tools
	A. Self–assessment tools
	    1. Career-planning workshops
	    2. Career workbooks
	    3. Preretirement workshops
	B. Individual counseling
	    1. Human resource department
	    2. Professional counselor
	        a. Internal
	        b. External
	    3. Outplacement firm
	    4. Supervisor or line manager
	C. Internal labor market information/placement exchanges
	    1. Job posting
	    2. Skills inventories
	    3. Career ladders/career path planning
	    4. Career resource center
	    5. Other career communication formats
	D. Organizational potential assessment processes
	    1. Assessment centers
	    2. Promotability forecasts
	    3. Replacement/succession planning
	    4. Psychological testing
	    5. 360° feedback programs
	E. Developmental programs
	    1. Job rotation
	    2. In–house human resource development programs
	    3. External seminars/workshops
	    4. Tuition reimbursement/educational assistance
	    5. Supervisor training in career counseling
	    6. Dual-career programs
	    7. Mentoring systems

Source: Adapted from T. G. Gutteridge, "Organizational Career Development Systems: The State of the Practice," in D. T. Hall and Associates, *Career Development in Organizations,* table 1, p. 61. Copyright 1986 by Jossey-Bass Inc., Publishers.

MANAGING CAREER DEVELOPMENT AND CHANGE: ISSUES FOR THE 21ST CENTURY

The past two decades have been a period of unprecedented change in labor markets as well as in the economy at large. These changes in turn have led to several new challenges in career development that face individuals and organizations in the 21st century.

Dual-Career Couples

A now well-established fact, dual-career families predominate in the labor force, with husbands as sole providers in only 25 percent of all families since 2001.[25] **Dual careers** certainly complicate individual career decision making; career plans become codetermined between spouses, limiting the individual's freedom to accept some career opportunities. Organizations also find career management more complex. Geographic transfers for example are being used much less frequently as a way to develop managers. To make them work, organizations may need to relocate couples rather than individuals and to provide job search assistance for a trailing spouse. An often overlooked impact is the need to consider nepotism policies. Should the organization either encourage or discourage the hiring of spouses? Should spouses be allowed to supervise each other? Should any particular job or department assignments (e.g., a position handling sensitive personnel records) be prohibited to couples? All these questions need to be addressed when managing dual-career couples.

In its 1998 study of dual-earner couples, Catalyst concluded that the major challenge to their marriages is a lack of time to take care of both work and personal responsibilities.

(Even greater stresses and strains are likely to characterize single-parent households.) Catalyst researchers concluded that greater flexibility in work schedules, benefits, and leave policies would help, as would the development of personally customized career paths that would permit a person to turn down a given position or relocation without jeopardizing his or her consideration for future opportunities.[26]

The Aging Labor Force

Starting in the early 1960s, the demographic bulge of WWII baby boomers working their way through career channels has presented many career management challenges to organizations. The issues surrounding older workers continue to grow as the first wave of boomers approach retirement beginning in 2010.

The process of planning for retirement should begin in early career stages although its importance is often not recognized by young people. Investment counseling, profit sharing, and deferred compensation plans may be offered in the benefits package, for example, but the younger employees' need for income usually does not lend itself to retirement planning. The problem of getting employees to think about retirement before it occurs has become more severe since the abolition of mandatory retirement and the reduction of defined benefit pensions in favor of 401(k) style self-funded retirement accounts. Nowadays there is no automatic trigger, such as universal retirement at age 65, to help employees gauge their retirement planning horizon. Also, individual retiree needs are more variable, since the age spectrum for retirement can range all the way from 50 years of age (with early-retirement incentives) to 75 years or older.

Some companies have instigated preretirement seminars that address the economic, social, and psychological questions associated with this career transition. Companies can help employees through the transition stage by offering flexible work schedules that allow the individual more leisure time to develop other interests while maintaining the link to work. Longer vacation periods associated with years on the job can also allow the employee time to establish outside ties with peers and to reestablish relationships with friends. Innovative preretirement programs that begin well in advance of retirement can increase the satisfaction of retirement for employees and can establish feelings of goodwill toward the organization.

It is also important to recognize that, physiologically, people age at different rates. Counter to common negative stereotypes, many performance areas reach their height during the later stages of an individual's career. A limited number of physical abilities—such as visual acuity, response time, or stamina—decline with age and thereby limit certain physically strenuous job assignments. But it is a mistake to assume that older workers are unable to acquire new skills. In fact, most learning difficulties stem from a lack of motivation to learn, not from the lack of ability. **Career plateauing** may occur because older workers have not been offered the necessary training and development opportunities to keep them vital, involved workers late in their careers. An individual's later career development is dependent on good career planning in the early years and a lifelong career development perspective.

In the last 20 years, a number of companies such as Pacific Telephone, Uniroyal, and Chrysler have offered accelerated voluntary retirement programs, sometimes called the *golden handshake.* The purpose of early-retirement programs varies. In some cases, they are undertaken to free up blocked career channels for younger workers. In other cases, they are seen as a way to handle a projected labor surplus or as a way to realize labor cost savings. Because such programs are necessarily voluntary, it is also wise to recognize that key players may be lost and that deadwood may decide to stay. Alternatives to early retirement that may better suit particular individual career needs include phased retirement, job sharing, telecommuting, temporary or special project assignments, leaves of absence, and sabbaticals. With the impending retirement of large numbers of boomers, more organizations are becoming concerned about intergenerational knowledge transfer, and the brain drain they may experience for lack of adequate **succession planning** today.

At the end of this module, Activity 18–3W (based on a case study, Planning for Disengagement) illustrates many of the issues involved in the final career transition to

retirement as well as issues and concerns in effectively managing the careers of older workers and implementing workforce reductions.

Alternative Work Arrangements

Dual-career couples, single parents, older workers, and even millennials who may be looking for more work–life balance than they witnessed in the lives of their boomer parents, can benefit from increased flexibility in work schedules and locations. Flex time, job sharing, and telecommuting are all ways to restructure work in ways that accommodate the changing desires of the labor force and open up career opportunities to otherwise discouraged, dissatisfied, or overstressed workers. Telework in particular has been touted as a way to reduce commuting time, air pollution, and fossil fuel use; free up expensive office space; and all the while increasing employee loyalty, satisfaction, and retention.[27] But telework is not for everyone, nor for every job. While advances in technology certainly make it possible in many more instances than it is actually used, upper managers still apparently distrust the arrangement, worrying about security risks and fearing lower productivity.[28] Their concerns may well be unfounded, as over a third (36 percent) of executives surveyed by Korn/Ferry International in 2006 found telecommuters more productive than workers in traditional settings.[29] Nonetheless, quality of work may suffer when face-to-face contact with colleagues diminishes, and if one is interested in objective career success, it should be noted that face time still matters: 61 percent of the 1,300 executives who responded to the Korn/Ferry survey believed workers who telecommute have a lesser chance of advancing in their career.[30]

Downsizing, Outsourcing, and Offshoring

Another organizational reality emerging in the 1980s and 1990s is **downsizing,** the term used to refer to permanent layoffs and reductions in force (RIFs). During the 1980s an estimated 600,000 managers lost their jobs as a result of organizational restructuring, reengineering, delayering, or economic downtrends. Divestitures and mergers also often result in job loss. A common organizational response to the individual career trauma of such involuntary job losses is some type of outplacement counseling service. These programs offer job-search training, skills assessment, resume writing, and even salary-negotiation services. Perhaps equally important, but often overlooked when a firm downsizes, is clear and frequent communication with employees whom the organization wishes to retain. These individuals need timely and accurate information regarding continued career prospects with the leaner organization.

Downsizing is usually initiated as an organization response to competitive pressure, although in the late 1990s it began to emerge as a strategy used in good times as well as bad. Throughout the decade, many organizations sought to pare down the size of their permanent ("core") workforce by creating a buffer of contingent (part-time or temporary) workers or outsourcing staff functions to specialized consulting firms. This trend accelerated after the turn of the century, as sustained global pressures led to additional outsourcing and offshoring. Almost every organization today seeks to structure itself around core competencies and minimize hiring for functions that are not central to the core business. This naturally means fewer career opportunities within today's smaller firms, and indeed, interfirm mobility is now an increasingly accepted form of career development.

A number of management scholars have seriously questioned the use of layoffs as a way to increase profits, noting that downsizing alone doesn't achieve the desired financial results. According to Wayne Casio's research, the most profitable companies are ones that produce new revenue by increasing staff and other assets.[31] Nonetheless, the expanded use of temporary or contingent workers raises new questions about the best way to manage contingent workers' careers in the 21st century. Organizational benefits (lower labor costs and increased staffing flexibility) may prove elusive if contingent workers are less skilled or less committed to their work, and potential individual benefits of job variety and personal growth may come at great cost if contingent workers become a "wandering underclass in the labor pool."[32] Moreover, 'blended' workforces may increase subgroup conflict, social exclusion, and the job mobility of core employees as well.[33]

Figure 18–4W
Team-Based Career
Development: Skill
Development Activities

Team Career Stage 1	Team Career Stage 2	Team Career Stage 3
Team competency training	Team problem-solving training	Learning organization tools
Project management skills	Task rotations	Leadership potential assessment
Team building	Performance monitoring training	Leadership rotation
Skill assessment	Coaching	Lead stage 1 team
Personal style assessment		

Source: Adapted from M. Cianni and D. Wnuck, "Individual Growth and Team Enhancement: Moving toward a New Model of Career Development," *Academy of Management Executive* 11, no. 1 (1997), p. 111.

Career Development in a Team Environment

Another emerging challenge for an organization interested in facilitating the career development of its workforce concerns the growing use of teams for work production. With the movement toward teams, it becomes increasingly difficult to define an individual's job in terms of its specific tasks and duties, or skill utilization, because any of these ingredients are likely to change as a function of the team or project assignment. When the specific skills to be utilized are poorly defined or changing, how is one to set individual developmental objectives for particular skill acquisition? A solution offered by Cianni and Wnuck is to focus on generic, yet important, collaborative skills that working on a team can provide.[34] Even so, not all teams are equally well suited to become vehicles for team member career development. Best suited are relatively permanent cross-functional teams, whose goals are to introduce new projects or services or to create expansion of the company's market into new territories, or internal consulting teams responsible for implementing changes or serving internal customer needs. According to Cianni and Wnuck, such teams themselves may progress through developmental stages that allow them to solve increasingly complex problems. As indicated in Figure 18–4W, the skills required at each stage differ. Initial developmental stages focus on individual team members' successful integration into the team environment and on the team's development into a cohesive unit. Later on, increasingly complex skills needed by the team or by individual team members can be diagnosed by the team itself, with training delivery/support resources coordinated by HR personnel.

MANAGING WORKFORCE DIVERSITY: GLASS-CEILING INITIATIVES

As we have seen in previous modules, it is now estimated that minorities and women will constitute 58 percent of all new entrants to the labor force by the year 2014. White males currently represent only 44.4 percent of the workforce.[35] In the past, equal employment opportunity and affirmative action legislation spurred efforts to speed the hiring and development of so-called *protected groups.* Today, labor market realities increasingly dictate the need to draw upon members of these groups, as they have already become the new workforce majority. Issues of fairness and equal treatment have given way to concerns about managing diversity. It is now recognized, at least in theory, that different groups probably require different treatment; women and minorities cannot be expected to fit easily into an organization structured primarily around the needs and values of white males.

Organizational concern over premature career plateaus among women and minorities has gone beyond the desire to more efficiently tap the available labor pool.[36] In many firms, bringing these groups into upper management is seen as a strategic business imperative.[37] As Sara Lee CEO John Bryan sees the problem, many of his company's products are designed specifically for women (Hanes panty hose, for example). Thus, in his view, it makes little sense to have "a bunch of old men sitting around trying to figure out the business."[38]

Unfortunately, many old stereotypes persist regarding "appropriate" work roles for women and minorities, even among group members themselves. Perhaps as a result, many efforts to speed their movement into management have been unsuccessful. It is frequently found that women and minorities seem able to move upward just so high in management,

plateauing before they reach senior levels. Although the causes of the glass-ceiling phenomenon are not entirely understood, it has become clear that training and development for these individuals will have to take their special needs into account.

Various reasons for the **glass ceiling** have been proposed. Some argue that it is because selection at the top rung of the corporate ladder is so highly subjective. *All* candidates are highly qualified; therefore, selection partly become a matter of interpersonal fit, or level of trust and comfort, with men at the very top still not too comfortable with people unlike themselves in positions of maximum responsibility. Others claim it is because women and minorities are (perhaps in mistaken benevolence) given less-challenging developmental assignments on their way to the top, more often being offered staff positions in public relations or human resources, rather than positions in line production or start-ups and entrepreneurial ventures. Still others argue that what is lacking is the informal mentoring of the "old boys club" where those "in the loop" share important information about organizational politics or upcoming promotion opportunities that are not generally known until candidates have already been chosen. Additionally, the higher voluntary turnover rate of fast-track minority and female candidates has been attributed to subtle messages transmitted by the organization's culture, leading underrepresented groups in certain firms to never truly feel accepted by their white male colleagues. Quite rightly, individuals are likely to view their chances of changing an organization's existing culture as a difficult proposition, perceiving it as much easier to shop around for an organization that has already developed a supportive climate. The firms that do create such a climate get excellent word-of-mouth recruiting advantages from articles in business magazines listing "the 100 best places for {insert your demographic group here} to work."[39]

Organizations have addressed glass ceiling problems in a variety of ways. Most try to speed promotion from within by mandating diversity or cultural sensitivity training for all managers, adding the attainment of qualified affirmative action results to supervisors' performance goals, setting up formal mentoring programs, encouraging the formation of within-group support networks, or putting more thought into the career pathing of target candidates. A few organizations such as Burger King and Sara Lee have attempted to jump-start their programs with external hiring of minority and female candidates at the highest organizational levels.[40] The relative effectiveness of these various approaches is as yet unknown.

Catalyst, a research and advisory organization working to advance women in business, has compiled a list of 10 tactics employers might use to crack the glass ceiling:[41]

1. Measure women's advancement.
2. Move women into line positions.
3. Find mentors for women.
4. Create women's networks.
5. Make culture change happen.
6. Promote women.
7. Get women into nontraditional work.
8. Promote women in professional firms.
9. Support customized career planning.
10. Make flexibility work.

Many of these suggestions revolve around targeted organizational career management—first identifying existing career path segregation and then normatively rerouting high potentials through line positions or developmental assignments that have historically been more frequently allocated to majority candidates. Find out which paths lead to the top in the firm, and find ways to put atypical candidates on the fast-track to those positions. To jump-start the process, assigned mentors and company sponsored affinity groups may be used. These can foster the development of subgroup networks, which will provide support to the underrepresented similar to that which has always been available to others through

the old boys club. In addition, the organization that is serious about tapping into underutilized populations must overcome the structural barriers embedded in the existing culture: work schedule inflexibility continues to hamper the careers of underrepresented groups far more than those of white males, for whom the schedules were initially designed.[42]

SUCCESSION PLANNING

With a number of notable exceptions, organizational interest in career development programs seems to wax and wane with the business cycle, or at least with conditions in the labor market. When there are labor, or especially skill, shortages, organizations add career development programs to their retention and recruitment strategies. But when business is bad, nobody is hiring. Cost cutting is the order of the day, and the firm begins to question the purpose career development programs are now serving. It takes a convincing business case to maintain these programs during tough economic times.

There is one group that typically receives career development attention even in a business downturn: the organization's identified "high potentials." What is changing, however, is how high potentials are being identified. Historically a closed, informal process, or at its most rigorous a formal **assessment center** rating, early selection was seen as an economical way to focus development on the few best bets, soon enough on in their careers to groom them properly (a process that many claim takes 20 years).[43] The problems with this approach became increasingly apparent in the turbulent competitive environment of the 21st century: when organization strategy changes overnight, the perfectly groomed CEO for yesterday's business may not be the person needed today. In response, a number of organizations that do succession planning have expanded their definition of high potentials in an effort to create a larger talent pool from which the organization may draw when the time comes.

Necessarily a more formal system than the word-of-mouth nominations they often replace, field evidence nonetheless suggests that these enlarged talent pools fill vacancies faster.[44] This is quite likely due to the leverage HRIS technology permits: with a larger internal candidate pool for any given vacancy, some sort of automated skills inventory becomes all but essential to efficiently match candidates to openings in firms of any size. Interestingly enough, many employers seem to have ignored the capabilities of HR technology, even if they upgraded their systems before Y2K. As revealed in a 2003 Conference Board survey of 150 senior HR executives, more than 60 percent of their companies had not inventoried the skills available in their current talent pool.[45]

Large firms have been the first to apply available technology to internal staffing and career development. As corporations become increasingly data-centric, they are likely to tap their own databases first, mining internal HR data before looking outside the firm for talent.[46]

CAREERS IN A GLOBAL ENVIRONMENT

Only a decade ago, managers sent overseas on assignment may have been perceived as having been sent into exile, with their careers on hold—if not in decline. Today, an international assignment is more likely to be viewed as a step on the fast track to the top. This change in perspective can be attributed to the emergence of a clearly global business environment.[47]

The new need to develop highly qualified multinational managers has led to several new principles of international career management:

1. Selection should be made from among currently successful employees whose careers will benefit and who are likely to contribute gained knowledge and experience to the organization.

2. Individuals selected should be developed specifically for international assignment. Predeparture training should focus not only on the technical expertise necessary to complete the assignment but also on in-depth training for both the employee and the

employee's family regarding cross-cultural differences in social life, political atmosphere, religion, and language.

3. Career planning is essential to show how the international route will expand the potential of the employee. Presenting the big picture of where the expatriate cycle will continue beyond the actual assignment is critical to success and can relieve feelings of abandonment.

4. Ongoing communication with expatriates is necessary to keep the individual up-to-date on home-country policies, projects, plans, and staffing changes. This keeps the manager in tune with the organization and aids in reentry.

5. Reentry jobs should use the skills and experience the individual has acquired during the assignment. This can be done by assigning previous expatriates as mentors or by providing a forum for sharing the experience.

6. Training for home-country managers should be an ongoing function. This training can teach an awareness of the value of international experience and the ways it can be utilized within the organization.[48]

Of course, many of these principles have yet to be implemented. Perhaps as a consequence, expatriate failure rates of up to 40 percent have been reported, and about 20 percent of employees leave their companies within a year of returning from overseas assignments. It is therefore recommended that people interested in international experience go through several self-evaluation and planning steps to make sure their international assignment will not harm their overall career objectives.

Questions you should ask yourself here include:[49]

■ Are you flexible?

■ Can you adjust to change?

■ Do you easily become frustrated by things that aren't done the way you're accustomed to having them done?

■ Do you work well with people of other cultures?

■ Are your spouse and family supportive of your decision to pursue an international assignment?

Before you commit to any foreign assignment, spend time studying the geographic area and culture to be sure they fit your own character and personality.

Some interesting contradictions have appeared in the international careers area recently. While the need to develop truly global managers (those who understand the business from more than one national perspective) only increases with time, there has been a continuing reluctance to send U.S. citizens abroad following the terrorist attacks of 2001. In a similar vein, high costs and difficulties associated with expatriation (along with uncertainties about the expatriate's ability to perform effectively after arrival) have led many companies with international operations to instead develop local managers in the countries where they operate.[50] This would seem to further reduce the availability of internationally developmental assignments for the future global manager.

SUMMARY

This module introduces the topic of career planning and development. We discussed the steps an individual goes through in career planning and the sorts of activities organizations can engage in to assist individuals in attaining their career goals. A number of emerging career development issues are also discussed, including anticipated changes in the labor market, competitive pressures to downsize organizations, and efforts to effectively manage a global, changing enterprise.

Managing career planning and development enhances individual and organizational effectiveness. The ongoing effort by the individual and the organization to develop human resources is a way to enhance the firm's continuous improvement and competitiveness.

Yet managing the human development process in organizational settings is a complex task that requires multiple resources and managing know-how. We argued that managers are charged with the facilitation of career planning and development processes. The changing nature of the workplace provides an opportunity to integrate our knowledge of human behavior and our understanding of organizational change and development. As this section and module illustrated, integrating change at the individual, team, and organizational levels is one of the key challenges of this decade. The roadmaps provided in this book are likely to help managers understand better and deal more effectively with the management of change.

Study Questions

1. "Individuals should be primarily responsible for developing their own careers." Do you agree? Why?

2. Describe the five basic steps in the career planning process. Which step do you think is likely to be the most difficult for individuals to implement? Why?

3. Discuss ways that organizations can assist individuals in pursuing career goals. Which of these may also enhance organizational effectiveness? How?

4. What can organizations do to prevent employee obsolescence or ineffective plateauing?

5. What career management components should an organization have in place before implementing a major downsizing effort?

6. Discuss the five different roles that a supervisor might adopt in career development of subordinates. Are there any conflicts among these roles or between these roles and other roles that supervisors must adopt with subordinates? How might conflict be minimized?

7. Should mentoring be an informal program that is totally voluntary, or should the organization try to formally assign mentors to protégés? Why?

8. Discuss the relationship between managing change, career development, and continuous improvement.

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Activity 18–2W: Career Planning— Using the Internet

Objectives:

a. To actively engage in self-assessment.

b. To demonstrate the steps in individual career planning.

Task 1 (Homework):

a. Complete the accompanying "Career Planning Questionnaire."

b. Prepare the following questions for classroom discussion.

  1. Why did you choose your major course of study?

  2. How do the five goals you set in Part III of the Career Planning Questionnaire take account of your own personal skills, characteristics, strengths, weaknesses, and values as identified in Part I?

3. Are there any real-world constraints you know of that might make it difficult for you to reach any of these goals? What are they?

Task 2 (Classroom):

Members are to join their teams. Team members are to take turns presenting their five-year career goals to the rest of the team. Each team member should explain how the goals he or she has set take account of personal skills, values, strengths, and weaknesses.

After each team member explains his or her goals, remaining team members will provide a reality check and feedback on (1) how clear, specific, relevant, and measurable the goals appear to be, (2) how well the goals seem to fit the person, and (3) how likely the goals are to be attained within five years.

Task 3 (Homework):

Following team reality check and feedback, each team member should reexamine and possibly revise his or her career goals.

Each team member should prepare a detailed action plan for each (revised) goal, with a time line for the next five years. Identify what you need to do each year to ultimately achieve the goal. Indicate which resources can be employed to help in goal attainment. Your plan is due at the beginning of the next class.

Name _____   Date _____

CAREER PLANNING QUESTIONNAIRE*

I. Self-Assessment Inventory

A. Consider the following two lists of skills and personal characteristics. Read them carefully and rate yourself on the extent to which you currently possess each skill or characteristic: (H) to a high degree, (M) to a medium degree, (L) to a low degree.

(1) Transferable skills (those useful in a variety of settings/career roles)

___ Remembering/memory

___ Reading comprehension

___ Writing reports

___ Conducting meetings

___ Listening

___ Group presentations

___ Planning

___ Working with numbers/preparing budgets

___ Solving problems

___ Researching

___ Delegating

___ Managing people

(2) Management skills/characteristics (those needed in managerial roles)

___ Initiative (a self-starter)

___ Flexibility

___ Interpersonal skills

___ Reliability

___ Enthusiasm

___ Diplomacy

___ Self-confidence

___ Resourcefulness

___ Ability to handle stress

___ Ability to concentrate

___ Assertiveness

___ Ability to work well on teams

Other unique transferable skills that I possess: Other unique management skills that I possess:

_____

_____

B. List five personal strengths and five personal weaknesses:

_____

_____

_____

_____

_____

C. Consider the following list of individual needs or values. How important would it be for you to fulfill each of these needs at work? Rank order the list from most important (1) to least important (11).

___ Leadership—to organize and control others

___ Expertise—to be an authority on a special subject

___ Prestige—to be well known; to receive recognition and awards

___ Service—to bring about the satisfaction of others

___ Wealth—to earn lots of money

___ Independence—to exercise freedom of thought and action

*Questionnaire developed by Frances M. Parrish especially for this module.

___ Affection—to be well-liked by co-workers, family, and friends

___ Security—to be free from worry about keeping one's job

___ Self-realization—to be able to realize one's full potential

___ Duty—to become dedicated to values, ideas, and principles

___ Pleasure—to be happy and content

D. Briefly list or explain (in writing) any demands you have in terms of salary, geographic location, or any other job or organizational characteristics.

_____

_____

_____

II. Checklist of Career Exploration Activities

1. Can you name at least three fields of employment for which you might be considered? List them.

_____

_____

_____

2. Access O*Net online (online.onetcenter.org/help/welcome/). Enter information about the skills you have acquired, or would like to emphasize in pursuing your career in the future, and have O*Net identify at least 10 position titles that might be available to someone with your background and skills. Write them down and bring in your list for class discussion.

_____

_____

_____

3. Find at least two entry-level job openings in your major field that sound like they might interest you from one or more of the following Internet sites. Download and print out the job descriptions.

- monster.com/home.html
- careermosaic.com
- fedworld.gov/jobs/jobsearch.html
- ajb.dni.us/index.html
- careerpath.com
- cweb.com
- occ.com/occ

For each job opportunity you identify, look for the organization's Web page. What hints about the organization's culture or its philosophy about career development can you find?

4. Can you name any non-Internet sources of information that could help you discover potential employers in a particular field of geographical area? List them.

_____

_____

_____

5. Have you talked to people who are employed in your field of interest with the purpose of learning more about what they do? How many people have you talked to?

III. Goal Setting

Consider your responses to sections I and II.

List five goals that you want to achieve in your career or personal life during the next five years. These goals can include the acquisition of specifically needed skills or the additional exploration of career opportunities. They can also include particular job search and job choice objectives.

Activity 18–3W: Managing the Aging Labor Force	*Objectives:* a. To illustrate the wide range of individual differences in the career needs of older workers. b. To gain an understanding of the organizational consequences of early-retirement programs. *Task 1 (Homework):* Read the case Planning for Disengagement that follows and prepare answers to these questions for class discussion: a. Evaluate MI's early-retirement program. Which organizational objectives does it serve? What problems might it create? b. What should Chris say to Will Fiorito? What components of a career management system might have helped MI deal with the loss of valued employees? c. Speculate on the causes of Bill Collin's performance problem. How should Chris handle this interview? d. Are there any alternatives to early retirement for Al Cope. What organizational programs might have improved his physical and financial situations?

Case Study: Planning for Disengagement at Motor Industries

What a day! Chris Barger sat back and reflected on the diverse array of career management problems three employees had presented to the human resource department that afternoon. Just two months ago, Motor Industries (MI) had decided to institute an early-retirement program as a first step to reduce its workforce. The downsizing was deemed necessary in light of MI's declining market share and the general belt tightening going on in the industry. Corporate headquarters had announced the program, which granted all employees aged 50 or over the opportunity to retire with full pension and health care benefits as long as the early-retirement option was exercised within 60 days. Now Chris was inundated by employee questions about what the company's offer really meant for them.

The first person to appear was Will Fiorito, 53-year-old head of the design planning unit. Will was an outstanding manager—in fact, the very mainstay of the new design project initiative that MI hoped would restore its place in the product market. But today Will shared a personal dream. He had always wanted to start his own small design shop, and now he thought he could probably fund it with the retirement incentive MI was offering.

The next appointment had been scheduled weeks ago. Bill Collins, 50 years old, had been a continuing performance problem for his supervisor. A blue-collar worker with 32 years of service to MI, Bill was having trouble adjusting to the company's new emphasis on participative management. He was a major obstacle to progress in quality circle group meetings, continually voicing his conviction that any process changes would lead to "speed-ups" and that all proposed innovations had already been tried but found lacking. Bill's supervisor had practically insisted that he come in and find out about the early retirement program. As Bill saw it, his supervisor was trying to push him out the door. Most of Bill's questions centered not around the early-retirement program, but around his legal rights to keep his job. He also seemed interested in finding out what outplacement services MI offered and whether outplacement benefits for early retirees differed from the benefits of those who were laid off or fired.

After Bill's interview, Chris noticed that Al Cope was sitting in the outer office. Al was another 32-year veteran of MI. Al's career had been far from spectacular, but he was a hard-working, loyal employee whose performance had always been acceptable. He's the textbook example of a "solid citizen" thought Chris, who knew that Al was definitely plateaued in his current position as a marketing manager.

When Al sat down in Chris's office and started asking about early retirement, Chris was surprised. Al had always seemed so strongly committed to MI, and he certainly didn't seem ready, at age 54, to head for Sun City and the golf course circuit. But Chris soon learned that Al was having health problems: two minor heart attacks in the past two years plus an increasing cholesterol count. His doctor was recommending that he make strong efforts to reduce all sources of stress, including pressures at work.

Al's questions revolved around the financial issues—"Do I have enough pension income to retire now? What can I expect from social security? Is my health insurance guaranteed even if there's a takeover?" Chris answered these concerns but felt certain that there was something else that Al needed beyond answers about benefits. All seemed very unhappy with the idea that he must now sever all day-to-day ties with MI. Wasn't there some way Al could continue to work for MI, even though he had to cut back? The finality of retirement just didn't seem to fit this case.

Activity 18–4W: Mentoring	This activity is included in the Test Your Knowledge exercises on the book website.

Activity 18–5W: Stages of the Strategic HRM Process	This activity is included in the Test Your Knowledge exercises on the book website.