

Thriving in the New Millennium: Career Management in the Changing World of Work

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Abstract

Emerging theories in career development (e.g., planned happenstance), present specific individual characteristics as foundational to effective career management: continuous learning, financial management, flexibility, work-life balance, networking, optimism, persistence, planfulness, and risk-taking. In the present study, managers (N = 181) employed by a large Canadian organization were surveyed to identify whether these career management characteristics predicted either career success or job satisfaction. Optimism and flexibility were found to be the best predictors of career success, accounting for 12% of the total variance. Optimism, continuous learning, and planfulness were the best predictors of job satisfaction, accounting for 19% of the total variance.

Introduction

We are currently living and working in times of unprecedented change (Hall & Moss, 1998; Metcalf & Briody, 1995; Watts, 1996). Traditional theories of career development focus on matching people to occupations. Yet, in contemporary times, "[t]rying to place an evolving person into the changing work environment is like trying to hit a butterfly with a boomerang" (Mitchell & Krumboltz, 1996, p. 263).

Career development has been recently defined as "the process of managing learning, training, and work throughout the life span" (ATEC, 1999, p. 124). Traditional career development, however, has resembled riding a raft down a river—with very little control over where the currents take you, but always heading in the same general direction. Career "management," on the other hand, would be more like paddling a canoe—choosing the best course, pausing at times, and changing speed and direction when desired—a more planful and purposive approach. Although the terms career development and career management are used somewhat interchangeably in career-related literature, in the present study the term "career management" is preferred as it tends to emphasize an active, purposeful approach.

A Rationale for Career Management

In today's busy world why would individuals and their employers commit time and resources to career management activities? According to Barbara Moses (1995), a Canadian career management specialist:

In today's fast-changing workplace, people need the skills and competencies to ensure future employability, and to manage new work and life realities.

Organizations need flexible people, who can effectively manage change and adapt to new organizational directions. The key to achieving these goals, for both the individual and the organization, is career self-management. (p. 3)

Clearly, for career management to work within an organization, there is a need for "buy-in" from both sides (Orpen, 1994; Simonsen, 1997).

David Baxter (2000), executive director of the Urban Futures Institute, warned that "[a]s we enter an era of critical labour shortages in many sectors, the challenges of retaining and recruiting human resources will become paramount in the operations of many organizations" (p. 1). One compelling reason, then, for organizations to offer career management support is that it may help them to recruit and retain the talent that they need to sustain a competitive edge. Another area of concern to organizations is productivity. There are two aspects to this quality—the productivity that comes from a keen and highly motivated workforce (Orpen, 1994) and the productivity that comes from that workforce being prepared with the right skill mix or "hot skills" to do the work that is required (Cole-Gomoloski, 1998; Griffith, 1998; Hayes, 1999; Young, 1999). Therefore, to benefit an organization, career management should also equip people to benchmark their skills, anticipate upcoming skill demands, and commit to continuous learning (Kaye, 1997; Moses, 1995; Simonsen, 1997).

How might career management benefit the individual? In times of rapid change, employees need help with identifying the specific skills and competencies that will keep them employable in the months and years ahead. Career management may also help individuals to balance their work and family life, and

link their personal career goals to the emerging needs of their employer, industry, or community (Moses, 1995; Simonsen, 1997).

Career Management for Changing Times: Planned Happenstance Theory

Poehnell and Amundson (2000) argued that the term “management”—at least as it has been traditionally used—may be problematic when applied to careers. It may imply a degree of control over career development that is unrealistic in today’s climate of unprecedented organizational change. Good career management theory, therefore, must account for the limited degree to which workers have control over their own career experiences and satisfaction and organizations have control over the work environments that they provide.

Gelatt (1991) spoke of approaching careers with an attitude of “positive uncertainty.” Savickas (1997) suggested that “career adaptability” may be the core construct in Super’s life-span, life-space theory. We know from employer surveys that flexibility, adaptability, and problem-solving skills are held in high regard in the corporate world (Business Council of British Columbia, 1999; Corporate Council on Education, 1992). Many recent articles have recognized the impact of “serendipity” on career management, especially in these times of rapid change (Krumboltz, 1998; Watts, 1996; Williams et al., 1998).

Planned happenstance theory has also been built on this notion of serendipity (Krumboltz, 2000; Mitchell, Levin, & Krumboltz, 1999). One of the central tenets in planned happenstance theory, however, is that individuals can, to a certain extent, create their own luck. Authors of the theory have identified a number of individual qualities believed to contribute to such “luck-readiness,” suggesting that employees who are planful and goal-oriented, curious (actively searching while open to new learning opportunities), persistent, flexible, optimistic, and prepared to take risks would be better equipped to seize the opportunities that chance brings their way. Such employees would be able to both create and capitalize on chance events—transforming serendipity or happenstance into career opportunities.

Effective Career Management

Planned happenstance theory offers a foundation from which to research career management. In it, several personal attributes and attitudes are identified as potentially helpful in managing careers in the often chaotic world of work. Implicit in the notions of curiosity and openness from planned happenstance theory (and central to most literature on career management) is a commitment to continuous learning and skill development—which involves ongoing self-assessment and realistic feedback from others, as well as “benchmarking” skills and keeping them current (Bridges, 1997; Hill, 1998; Kaye, 1997; Kidd, 1998; Moses, 1995, 1999; Porter, Porter, & Bennett, 1998; Shahnasarian, 1994).

Persistence, another personal quality highlighted in planned happenstance theory, has also been valued by the business community (Champy & Nohria, 2000; Posen, 1998). Highly valued in the business community, as well, has been optimism—an attribute often thought to contribute to individual career success (Champy & Nohria, 2000; Posen, 1998). Champy, Nohria, and Posen, like Seligman (1990), believe that optimism can be learned.

Risk-taking is another valued attribute (Hakim, 1994; Posen, 1998). Hakim provided numerous examples of employees who limited their career potential by refusing to take risks. Planfulness (another attribute critical to planned happenstance theory) appears to be foundational to effective career management (Blustein, 1997; De Voe, 1998; Kaye, 1997; Moses, 1995; Orpen, 1994; Shahnasarian, 1994). Corporate managers have long recognized the importance of planning to the long-term success of their organizations (Wack, 1985). Perhaps career management, then, might draw from such time-tested management strategies as “scenario planning” to help individuals and organizations better cope with tumultuous change.

There are other recurring themes in the career literature, as well, that are worth considering in research on effective career management. Many of these entail behavioural strategies rather than the personal attributes or characteristics identified as important by planned happenstance theory. For example, the abili-

ty to network effectively has been presented as integral to career management (Kaye, 1997; Kidd, 1998; Moses, 1999; Porter, Porter, & Bennett, 1998; Shahnasarian, 1994). Financial planning and money management have also taken on new importance as career management skills. Some authors have stressed the importance of being financially prepared for periods of unemployment between jobs and having the financial flexibility to pursue opportunities as they arise (Moses, 1995, 1999; Shahnasarian, 1994). Other literature has identified links between personal financial problems and employee productivity (Joo & Grable, 2000).

The importance of achieving balance between work and other life roles has also become an emerging topic in the career management literature (DeVoe, 1998; Moses 1995, 1999; Shahnasarian, 1994). Moses (1999), in describing the intermittent nature of work in the future, warned:

We will need to be able to manage these periods of downtime not only financially but *psychologically*. We will need to know not only how to be busy but how to *stop* our busyness, how to use these breaks as times to nourish ourselves, reconnect with people, explore new avenues of work and play. We will need to find something other than our own busyness to validate our self-worth. (p. 7)

To summarize, then, effective career management for individuals appears to entail a combination of specific personal attributes, attitudes and strategies. A commitment to lifelong learning (based on ongoing, realistic self-assessment), alertness to opportunities and the ability to keep diverse options open (adaptability and flexibility), persistence, optimism, the willingness to take risks, and planfulness are all personal attributes theorized to foster career management success. In addition, networking and self-marketing, financial management, and balancing work with other significant life roles are seen as important components of a planful approach to career management. The outcome of effective career management is expected to be successful careers that meet the needs of both individuals and their employers.

Career Success and Job Satisfaction

Career success has been variously defined and measured in the literature as salary growth and promotions (Orpen, 1994, 1996a, 1996b; Turban & Dougherty, 1994), the accumulation of rewards such as salary, status, and prestige (Bahniuk, Hill & Darus, 1996), career progression (Kirchmeyer, 1998), and relative salary and managerial level (Melamed, 1995). Some authors have attempted to move beyond such traditional, objective descriptions by defining career success more subjectively— with measures of perceived career success and satisfaction (Burke, 1999; Kirchmeyer, 1998; Parasuraman et al., 1996; Van Eck Peluchette, 1993). Gottfredson (1996) suggested that satisfied workers would be more highly valued by employers as such workers would likely be more committed to the organization and have longer tenure.

Rationale for the Present Study

As career counsellors find more demand for their services in the corporate world, as employees recognize the need to self-manage their careers, and as employers recognize the benefits of offering career management support to their employees, all three groups need a clear understanding of what effective career management is and how best to pursue it. To this point in time, there has been limited interface between theories in the fields of career counselling and corporate management. As such, there has been little research testing the effectiveness of career management in achieving its stated goals. The present study took preliminary steps toward evaluating the outcomes (career success and job satisfaction) of several of the attitudes and strategies that practitioners and theorists suggest form the basis of good career management.

Method

Participants and Procedure

Participants were recruited from among the management employees of one of Canada's largest corporations—a telecommunications company that was in the midst of transformational change.

The organization faced the same recruitment and retention issues as other major employers. In addition, the organization was anticipating major business changes as the global economy continued to expand, mergers and acquisitions abounded, and emerging technology impacted both internal business strategies and customer needs and expectations. The current managers in the organization were all survivors of major downsizing and restructuring over the past several years and all had successfully competed for their existing jobs after the merger.

Participation was voluntary and efforts were made to ensure that confidentiality was preserved. Of the 404 survey packages that were distributed, 181 (44%) were completed and returned. Descriptive statistics for the participants are reported in Table 1.

Measures

Career Attitudes and Strategies Inventory (CASI, Holland & Gottfredson, 1992). The CASI is an assessment tool developed to measure various aspects of individuals' work situations including job satisfaction and specific attitudes and strategies hypothesized to impact their careers (Gottfredson, 1996). Alpha reliabilities in previous research ranged from .76 to .92. Of particular interest in the present study were the subscales on the CASI measuring job satisfaction, risk-taking style, skill development, and work involvement. The subscale measuring career worries, while not a pure measure of optimism as defined by Seligman (1990) or in more recent assessments of emotional intelligence (Bar-On, 1997), nonetheless captured the essence of an optimistic approach to career management (i.e., optimism could be operationalized as low career worries). For further analyses, therefore, this subscale was reverse-scored and renamed as Optimism.

Career Beliefs Inventory (CBI, Krumboltz, 1991). The CBI was developed to identify specific beliefs that may result in attitudes and behaviours hypothesized to block career success. The CBI consists of 25 subscales—Table 2 displays the internal consistency (Cronbach's alpha) for scores on the specific subscales of interest, based on the participants in this study.

Career Management Survey (CMS). The CMS was designed for this study to

collect demographic data and to ensure that the factors hypothesized to comprise effective career management and career success were measured in ways consistent with previous theory-driven research. Neither the CBI nor CASI scales, for example, seemed to measure networking very well. Therefore, questions measuring networking beliefs and attitudes were added to the CMS, including "I believe that it is important to have a large, diverse network of professional acquaintances." Work-life balance, though addressed in the Work Involvement subscale on the CASI, also seemed to be inadequately measured. Two questions directly measuring attitudes toward such balance were added to the CMS: "I am happy with the present balance between my work role and my other life roles" and "In my opinion, work is taking too large a piece of my life right now." (The latter question was reverse scored.)

Following Orpen (1994), statements were included to collect objective data about career success including information about salary, promotions, and performance ratings. However, two issues may have confounded the career success measure for this sample: (a) not all managers in this company had received annual performance ratings within the past year, and (b) all had recently competed successfully for their present positions. Therefore, as several researchers have also advocated a subjective measure of career success (Burke, 1999; Kirchmeyer, 1998; Parasuraman et al., 1996; Van Eck Peluchette, 1993), two statements were added to the survey to gather subjective data: "I believe that my career to this point has been a success" and "Compared to my peers, my career progress has been good."

Career Management Behaviours Checklist (CMBC). The CMBC was designed for this study to gather data on the specific career management behaviours in which the participants had engaged over the past year. Questions on the selected subscales of both standardized measures used in this study tended to elicit attitudes and beliefs rather than the actual career management strategies or behaviours that an individual might exhibit. It seemed important, therefore, to also ask participants what career management strategies they had actually employed within the past year.

Results

Career Management, Career Success, and Job Satisfaction Scale Development

Alpha reliabilities. Initial reliability tests were conducted for comprehensive scales. By systematically deleting items from those comprehensive scales, scales with good internal consistency were developed for each of the variables under consideration: Job Satisfaction (.88), Career Success (.72), Continuous Learning (.83), Flexibility (.71), Networking (.65), Financial Management (.76), Work-Life Balance (.81), Planfulness (.76), Optimism (.87), Persistence (.72), and Risk-Taking (.78).

Correlations. After the specific measures were selected, correlations between each pair of predictor variables was examined to determine whether or not there was sufficient multicollinearity to warrant combining any of the variables. Almost all of the significant correlations ($p < .05$) between pairs of variables were very low; only four (listed here) were $> .35$, $p = .00$. The largest correlations were between Flexibility and Risk-Taking (.50), Persistence and Optimism (.44), Persistence and Risk-Taking (.38), and Job Satisfaction and Career Success (.37). To ensure that demographic variables were not potential confounds in this study, they were also checked for collinearity with the dependent variables—job satisfaction and career success—but nothing significant was found. Because it also seemed likely that the two dependent variables might overlap significantly with each other, they, too, were checked for collinearity. However, there was not sufficient collinearity to collapse the dependent variables.

Multiple Regression: Predicting Career Success and Job Satisfaction

Once appropriate and reliable measures were identified for all variables under consideration, two step-wise multiple regression analyses were conducted in order to identify the best career management predictors of career success and job satisfaction (Stevens, 1986).

Descriptive statistics for the variables in the multiple regressions appear in Table 3. The correlations among pre-

dictor variables, Career Success, and Job Satisfaction are reported in Table 4. The results of the stepwise regression for career success are reported in Table 5. Optimism and Flexibility were the best predictors of Career Success, accounting together for a total of 12% of the variance. The results of the stepwise regression for job satisfaction are reported in Table 6. Optimism, Continuous Learning, and Planfulness were the best predictors of Job Satisfaction, accounting together for a total of 19% of the variance. Planfulness contributed in a negative direction (i.e., participants who were more planful reported less job satisfaction).

Discussion

Predicting Job Satisfaction and Career Success

A portrait of a satisfied worker. A satisfied worker was one with an optimistic attitude, involved in continuous learning activities, and with somewhat less of a planful approach to career management. A review of the zero-order correlations enriched this portrait, adding that a satisfied worker was also more persistent and willing to take risks, and had achieved a measure of work-life balance.

A portrait of career success. Similar to the portrait of job satisfaction, a successful worker had an optimistic attitude. In addition (and different from the portrait of satisfaction), a successful worker was flexible. This fits with the literature on employability skills (e.g., Business Council of British Columbia, 1999)—employers are looking for flexible people with good attitudes. What was somewhat surprising, however, was that none of the demographic variables correlated positively with responses to the subjective statements, “I believe that my career to this point has been a success” and “Compared to my peers, my career progress has been good” although previous literature suggested that career success could be measured by such objective measures as salary, bonus, performance ratings, and promotions.

A review of the zero-order correlations enriched the portrait of career success, adding that successful workers were persistent, continuous learners, planful, and willing to take risks. They had also achieved a measure of work-life balance

and networked more than their peers who reported less career success. In essence, all of the career management variables extrapolated from the literature (except for financial management), contributed to the portrait of a successful worker in the present study.

Career Management Attitudes and Strategies

Continuous learning. In the multiple regressions, continuous learning was a significant predictor of job satisfaction but not career success. It seems likely, from the results in the present study, that individuals may be engaging in continuous learning that is keeping their work interesting and satisfying for today, and has allowed them to achieve success to this point in their careers, but which may not be preparing them for upcoming changes in their occupations or organization.

Optimism. In the present study, optimism was a significant predictor of both career success and job satisfaction and correlated with all but two variables—networking and financial management.

Flexibility. In the present study, flexibility was correlated with career success but not job satisfaction. One may wonder, are the workers of today being stretched beyond their comfort zones—to the point where job satisfaction may be sacrificed at the expense of career success? In the present study, flexibility did not correlate significantly with financial management, balance, or planfulness. It is possible that a more flexible worker might be more inclined to overwork, jeopardizing work-life balance in exchange for career success. The lack of a correlation with planfulness begs the question, “Is it contradictory to expect people to be both planful and flexible?” Although, theoretically, Gelatt’s (1991) construct of positive uncertainty and Krumboltz’s (2000) planned happenstance theory link planfulness and flexibility together as desirable qualities for career management, those variables did not cluster together in the present study.

Planfulness. It was interesting, in the present study, that planfulness predicted job satisfaction in a negative direction. Perhaps those who are dissatisfied become more planful as they begin to consider alternative career paths—this would fit with Gottfredson’s (1996) find-

ings that dissatisfied employees were more likely to be engaged in an active career search.

Persistence. In this study, persistence correlated with career success but not job satisfaction. Perhaps some workers who were satisfied stopped working so hard, while others continued to persist for the intrinsic value derived from their hard work.

Risk-Taking. It was interesting, in this study, that risk-taking correlated with both career success and job satisfaction—a finding that supports planned happenstance theory and the characteristics apparently valued by business leaders (Hakim, 1994).

Work-Life balance. In this study, work-life balance exhibited the least overlap with other predictor variables (the only significant correlation was with optimism), yet it was correlated with both career success and job satisfaction. Perhaps, then, balance is not so much a career management variable as it is a life management variable that permits one to achieve career success while remaining satisfied. This explanation would support Moses' (1999) call for workers of the future to take time to recharge.

Networking. It was interesting that, in the present study, networking did not correlate with job satisfaction, balance, optimism, or persistence. It could be that networking is an effective strategy used more consistently by individuals actively engaged in either job search (as promoted in such programs as job clubs) or in building their careers. Reviewing the responses to individual items on the CMBC offers further insight into this variable. Although over 65% of participants acknowledged networking with others by attending meetings and conferences, only 31% indicated that they had informed colleagues and professional acquaintances of their career accomplishments. Therefore, it seems quite possible that more passive networking (i.e., attending meetings and speaking with direct supervisors) is the kind of networking in which most individuals engage—particularly when their careers are successful. More focussed networking, on the other hand—networking which entails informing others of one's career accomplishments—does not seem to be an activity in which many of the participants in the present study chose to engage.

Financial management. In the present study, financial management was not correlated with either job satisfaction or career success. Perhaps these results were confounded by the relatively high income and long tenure of the participants. Salary, on the other hand, did correlate with job satisfaction (.22, $p < .01$)—a finding which makes intuitive sense. It was interesting, however, that neither salary nor bonus correlated with the subjective measure used in this study for career success. These findings suggest that, although individuals may find their jobs more satisfying if they are paid well, they are not inclined to measure their career success by either the salary or bonuses that they receive.

Redefining Effective Career Management

Planned happenstance. Although each variable under consideration in this study, except for financial management, had a small significant correlation with at least one of the outcome variables—career success and job satisfaction—multicollinearity resulted in only limited variance (12% - 19%) being explained when variables were combined. Planned happenstance theory (Krumboltz, 2000; Mitchell, Levin & Krumboltz, 1999) seems to be supported by these results in that unexpected, chance occurrences might impact careers—possibly even to a greater extent than individual attitudes, beliefs, career management strategies, or organizational variables.

Flow. According to flow theory (Csikszentmihalyi, 1990, 1997), setting challenging but achievable goals can make work more enjoyable. A potential problem with this theory, however, is that it seems to place too much of the responsibility for achieving and sustaining flow in the hands of individuals. For example, organizational restructuring could result in one person doing the work of two or more people, or budget cuts could result in individuals struggling to cope with insufficient resources or obsolete equipment. Extending flow theory to include the notion of sufficient resources as well as skill development might help to make the theory fit the reality of a changing workplace.

Career responsiveness: Career management in changing times. Although the present study focussed on

individuals—their career management efforts and their experiences of career success and job satisfaction—it is important to acknowledge that organizations, too, have an important role to play in providing environments that support the careers of their employees and accommodate the individual challenges that they face. To revisit the canoeing metaphor introduced earlier in this paper, even a skilful canoeist could not navigate effectively if a floodgate were unexpectedly opened—depending on which side of the gate the canoe is, there would either be no water (i.e., job loss) or a tumultuous torrent (i.e., chaotic organizational or personal change). Clear communication, therefore, and strategic partnerships between the organization and its employees are crucial for successfully navigating the changing world of work.

However, the impact of serendipity or chance occurrences also needs to be taken into account—some events are beyond the control of either individuals or their organizations (e.g., in the canoeing metaphor, floods or droughts caused by weather extremes would be beyond anyone's control). Effective career management, however, may equip individuals to recognize and maximize the benefits of such chance events or, at the very least, minimize the negative impact of those events by planning for their possibility, thus avoiding being caught off guard.

Perhaps a new term, “career responsiveness,” could integrate some of the ideas from flow and planned happenstance theory with Super's notion of “adaptability” and Gelatt's “positive uncertainty.” Responsiveness implies an organic and mutual adaptation or accommodation to change—sometimes the environment might respond to the changing needs of individuals (e.g., when an organization provides on-site daycare facilities for its employees with young families) and sometimes individuals respond to changing organizational demands (e.g., when they agree to work extended hours to better serve their customers).

Implications

Individual career management: Enhancing career success and job satisfaction. One interesting finding in this study was the relatively small overlap

between measures of career success and job satisfaction. Therefore, when counselling or coaching individuals, it might be appropriate to first clarify whether career goals involve achieving career success, job satisfaction, or both.

Optimism was the only consistent significant predictor in the two regressions in the present study. Although, without further research, it is impossible to assign any particular direction of causality to this association, perhaps interventions that could instill or reinforce hope might be useful in enhancing both career success and job satisfaction. Such interventions could include seminars and workshops, inspirational reading, positive communication from leaders in the company and even rising stock prices or a positive economic forecast for the organization. There seems to be a renewed interest among career practitioners in incorporating spiritual and cultural beliefs in career discussions. Perhaps, because optimism was found to be a significant predictor of both career success and job satisfaction, this study can offer some empirical support for the contribution of hope and spirituality to effective career management.

Continuous learning, interestingly, was a significant predictor of job satisfaction but not career success. Much of the recent literature has promoted "learning organizations" as the key to success. The present results, however, suggest that there is something intrinsically satisfying about learning; learning is not just about skill development to prepare for future organizational demands. These findings fit with Csikszentmihalyi's (1997) flow theory—continuous learning helps to keep people "in flow" by matching their skills to new challenges.

Enhancing career management programs and services. It might be particularly helpful to introduce programs and services that would encourage employees to participate in activities deemed useful to effective career management, but in which the rate of participation is currently low. In the present study, for example, less than 40% of the participants reported that they had actively benchmarked their skills to those skills currently in demand in their fields. Also, although networking is touted by many as the foundation of career management, the present study shed some light on with whom people are networking—few participants (31%)

reported engaging in potentially productive networking techniques such as informing others of their accomplishments. And, although almost 50% indicated that they had set some specific career goals, only 35% had implemented an action plan to achieve those goals.

In an era of continuous learning, it is essential that individuals keep up their skills. Although 68% of the participants in the present study had completed courses or seminars within the past year, only 47% had deliberately diversified their work experience to keep their career options open. One might also question how courses and seminars were selected, given that so few participants were benchmarking their skills.

In addition, although in the present study financial management was not correlated with career success or job satisfaction, it is somewhat alarming that only 25% of the participants indicated that they had made financial plans flexible enough to allow them to pursue interesting career opportunities as they arise, and less than 40% indicated that they had managed their money so that they could handle a period of unemployment between jobs. Given the uncertain labour market and Joo and Grable's (2000) findings linking financial problems to decreased productivity at work, it seems that financial management programs and resources might be an important intervention.

Limitations and Suggestions for Further Research

There were several research challenges encountered in the present study. To begin with, there were no standardized measures available to reliably measure many of the specific variables under consideration. In addition, due to the exploratory nature of this study, no attempt was made to ensure that participation was either random or representative.

It is important to remember that, in the case of career success, much of the variance (88%) was not explained by the variables under consideration in this study; the unexplained variance is almost as high (81%) for job satisfaction. What other variables might contribute to career success and job satisfaction? It is possible that differences among individual work teams might account for some variation—often conflicts with team members

and immediate supervisors are the most distressing. There are many interpersonal characteristics that could be measured. Future research might incorporate interpersonal variables such as management styles and contextual variables such as personal crises (e.g., illness or death in the family) in an attempt to explain more of the variance in career success or job satisfaction. A qualitative design would facilitate individuals telling their own career management stories and perhaps offer insights into the happenstance or chance occurrences that have already impacted their careers.

Another useful focus for future research would be to develop better measures for career management variables and also for career success and job satisfaction. It would be helpful for career practitioners and coaches to have an easily available, concise assessment tool (with good reliability and validity) to screen for effective career management attitudes and behaviours. Such a tool could be useful in directing individuals to the career management interventions or resources that would be of the most immediate benefit in enhancing their job satisfaction or career success. The present study, exploratory in nature, offers a beginning to our understanding of effective career management in the changing world of work. It is encouraging that all of the variables drawn from theory and the growing body of career management literature now have empirical support for their inclusion in career management programs and services. It is also somewhat daunting to acknowledge how little we know about the subject—more than 80% of the variance in job satisfaction and career success is still unexplained. Perhaps the notion of career responsiveness can enhance our understanding by illuminating the complex interaction between individuals and their employers as both attempt to manage careers more effectively in this changing world of work. There is much work to be done if we hope to better help our clients and employees thrive in the new millennium..

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TABLE 1

Demographic Characteristics of Participants

| Variable | <u>M</u> | <u>SD</u> | <u>n</u> | % |
|---|----------|-----------|----------|----|
| Tenure in Current Job (months) | 36.4 | 49.59 | | |
| Tenure in Organization (months) | 197.04 | 114.35 | | |
| Salary (thousands of Canadian dollars) | 61.34 | 10.03 | | |
| Bonus (thousands of Canadian dollars) | 7.59 | 4.76 | | |
| Age | 42.41 | 7.38 | | |
| Dependents | 1.26 | 1.19 | | |
| Sex | | | | |
| Female | | | 126 | 70 |
| Male | | | 55 | 30 |
| Marital Status | | | | |
| Single | | | 26 | 14 |
| Married | | | 129 | 71 |
| Divorced | | | 26 | 14 |
| Ethnicity | | | | |
| Caucasian | | | 151 | 83 |
| Asian | | | 5 | 3 |
| Not identified | | | 25 | 14 |
| Education | | | | |
| College | | | 90 | 50 |
| Bachelors Degree | | | 40 | 22 |
| Graduate Level Studies (Masters or PhD) | | | 19 | 11 |

TABLE 2

Cronbach's Alpha Reliability Coefficients for CBI Scales in Present Sample

| Scale | Items | <u>N</u> | Alpha |
|-------------------------------|-------|----------|-------|
| 2 Career Plans | 2 | 177 | 0.34 |
| 10 Control | 2 | 178 | 0.23 |
| 15 Career Path Flexibility | 4 | 178 | 0.48 |
| 16 Post-Training Transition | 5 | 178 | 0.51 |
| 17 Job Experimentation | 8 | 178 | 0.66 |
| 18 Relocation | 5 | 178 | 0.85 |
| 19 Improving Self | 2 | 178 | 0.21 |
| 20 Persisting While Uncertain | 5 | 178 | 0.64 |
| 21 Taking Risks | 4 | 178 | 0.49 |
| 22 Learning Job Skills | 2 | 178 | 0.42 |
| 23 Negotiating/Searching | 4 | 178 | 0.38 |
| 24 Overcoming Obstacles | 8 | 178 | 0.69 |
| 25 Working Hard | 7 | 178 | 0.72 |

TABLE 3

Descriptive Statistics for Scales used in Multiple Regressions

| Variable | <u>M</u> | <u>SD</u> | Alpha |
|----------------------|-------------|-----------|-------|
| Career Success | 8.2 | 1.3 | 0.72 |
| Job Satisfaction | 67.2 | 9.2 | 0.88 |
| Continuous Learning | 41.4 | 4.3 | 0.83 |
| Financial Management | 7.4 | 1.6 | 0.76 |
| Flexibility | 81.8 | 9.8 | 0.71 |
| Work-Life Balance | 6.2 | 1.8 | 0.81 |
| Networking | 11.5 | 2 | 0.65 |
| Optimism | 37.0 (37.2) | 8.7 (8.8) | 0.87 |
| Persistence | 29.7 | 3.1 | 0.72 |
| Planfulness | 0.9 | 0.9 | 0.76 |
| Risk-Taking | 37.9 | 5.5 | 0.78 |

Note. Numbers in parentheses represent statistics for variables in the regression equation for Job Satisfaction when they vary from those reported for Career Success.

TABLE 4

Correlation Among Predictor and Criterion Variables for Multiple Regression Analyses (N = 174)

| Variable | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
|----------------------|-------|-------|-------|-------|-------|------|-------|-------|-------|------|
| 1. Career Success | .24* | .02 | .26* | .19* | .13** | .31* | .29* | .19* | .20* | .37* |
| 2. Cont. Learning | | .22* | .20* | .02* | .14** | .31* | .28* | .20* | .35* | |
| 3. Fin. Management | .22* | | .07 | -.1 | .26* | .02 | -.06* | .14** | .10 | |
| 4. Flexibility | .21* | .07 | | .07 | .17** | .30* | .37** | .11 | .50** | |
| 5. Balance | .02 | -.01 | .07 | | -.05 | .33* | .09 | .04 | -.00 | |
| 6. Networking | .15** | .25** | .17** | -.05 | | .09 | .07 | .20* | .15** | |
| 7. Optimism | .32* | -.01 | .30* | .33* | .10 | | .43* | .27* | .32* | |
| 8. Persistence | .29* | -.06 | .37* | .09 | .08 | .44* | | .22* | .38* | |
| 9. Planfulness | .20* | .13** | .11 | .04 | .20* | .28* | .23* | | .13** | |
| 10. Risk-Taking | .35* | .10** | .50* | -.00 | .15** | .32* | .38* | .13** | | |
| 11. Job Satisfaction | .35* | -.08 | .11 | .15** | -.08 | .34* | .23* | -.03 | .12** | |

Note. Correlations above the diagonal are for the regression predicting career success. Those below the diagonal are for the regression predicting job satisfaction.

*p < .01

**p < .05

TABLE 5

Summary of Stepwise Multiple Regression Analysis for Variables Predicting Career Success (N = 174)

| Variable | <u>B</u> | <u>SE B</u> | Beta | <u>T</u> | Sig <u>T</u> |
|-------------|----------|-------------|------|----------|--------------|
| Optimism | 0.04 | 0.01 | 0.25 | 3.37 | 0 |
| Flexibility | 0.02 | 0.01 | 0.19 | 2.49 | 0.01 |
| (Constant) | 7.59 | 1 | | 7.6 | 0 |

Note. Adjusted R² = .12, F(2, 171) = 12.41, p = .00

TABLE 6

Summary of Stepwise Multiple Regression Analysis for Variables Predicting Job Satisfaction (N = 175)

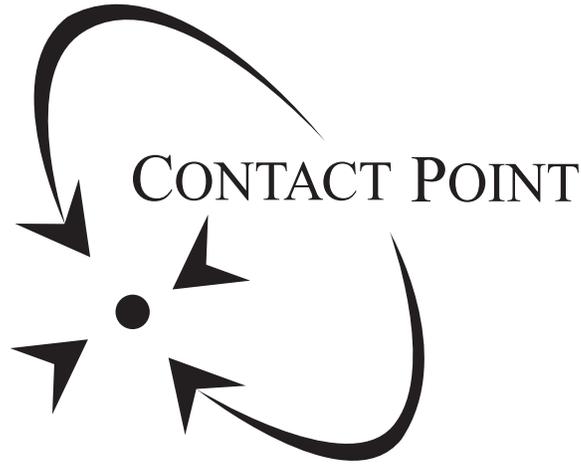
| Variable | <u>B</u> | <u>SE B</u> | Beta | <u>T</u> | Sig <u>T</u> |
|----------------|----------|-------------|-------|----------|--------------|
| Optimism | 0.31 | 0.08 | 0.3 | 4.05 | 0 |
| Cont. Learning | 0.62 | 0.16 | 0.29 | 4.01 | 0 |
| Planfulness | -1.79 | 0.75 | -0.17 | -2.38 | 0.02 |
| (Constant) | 54.41 | 7.8 | | 6.98 | 0 |

Note. Adjusted R² = .19, F(3, 171) = 15.01, p = .00A Career Development Course For Academic Credit:

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