The Greenhaus et al. model focuses on the individual as the one who needs to make a decision, a need that leads to a career search and into a process of setting career goals, developing strategies and tactics to fulfil them, making progress, and all these form a process that requires career evaluation. The organization is only an external player in the system, according to this model, along with environmental influences. The major criticism of this framework is that it undermines the role organizations play in planning and managing careers. (There is further discussion of this issue in the following chapters.)

One problem with most of the individual career models is that they derive from a psychological perspective rather than having management science in view. To rectify that, Gunz (1989) offered a model of individuals’ perceptions of their careers within an organizational context. Gunz described the organizational context as generating a ‘career climbing-frame’, but his model, unlike earlier hierarchical models, has an optional orientation form (see Figure 3.2).

Gunz proposed a theoretical framework, which recognizes the duality of managerial careers by distinguishing between organizational and individual levels of analysis. For Gunz, at the organizational level, careers can be seen as part of a process of social reproduction, by inducting newcomers into the internal cul-

Figure 3.1 The Greenhaus et al. model of career management
ture, norms and behaviours. This process links organizational forms and behaviour with comparatively stable career patterns that characterize particular firms or certain type of firms. At the individual level Gunz perceive careers as a sequence of work role transitions, representing choices between opportunities offered by organizations. Each level of analysis illuminates a different aspect of managerial careers, but it is equally important that each should be seen in the light of the other levels.

Among theories focused on the individual, one innovative approach is the Protean career. The idea of the protean career was first offered by Hall (1976), but it was not until the 1990s that it was recognized on reflecting real-life experiences. Hall and Mirvis (1996) describe the protean career as a new form, in which the individual, rather than the organization, takes responsibility for transforming their career path, in taking responsibility for their career. Moreover, the individual changes himself or herself according to need. The term protean is taken from the name of the Greek god Proteus, who could change his shape at will. Hall describes the process as follows:

The protean career is a process which the person, not the organization, is managing. It consists of all the person’s varied experience in education, training, work in several organizations, changes in occupational field, etc . . . The protean person’s own personal career choices and search for self-fulfilment are the unifying or integrative elements in his or her life. (1976: p. 201)

The protean career is essentially a contract with oneself, rather than with the organization. Hall used the metaphor of the career fingerprint to describe the individual nature of the protean career, which is outside the structures and traditional boundaries of the organizational hierarchy, professional progress or a stable direction. It is not restricted to the realm of paid work or work and non-work domains. The protean concept alters the relationship between the organization and the employee. The person takes on the role of his or her own agent, instead of leaving that to the organization (where either the line manager or the HR department has traditionally served as ‘agent’ for employees’ careers).

Taking such personal responsibility for their career may be difficult for people who have spent a considerable part of their working life in the traditional organizational career system (see the discussion later in this chapter of the concept of the desert generation). Hall and Mirvis (1996) describe the changes in the careers cycle in the new model of career stages: people will have several careers, each of which will comprise the inner stages of exploration, trial, establishment and mastery. However, following mastery will come a new cycle of exploration, ending with the discovery of a new path, a different profession, role or organization. This
cycle corresponds to that identified by Cascio, i.e. that people now have several careers and thus have to manage several career cycles.

In practice, when millions of jobs are lost in the industrial world, mostly from large firms, the individual has no option but to take responsibility, to manage their own career and, at best, to make good use of organizational support mechanisms and career facilities. This was the background against which ideas such as the protean career and the post-corporate career (see below) developed. Under such circumstances the protean career and career resilience are fully explicable.

**Individuals and career counselling**

Telling people they are in charge may be easier said than done. People need support, and do not always have the knowledge or the mental strength to direct themselves without advice and guidance. This is where career counselling comes in.
Career counselling may help people to identify a suitable vocation and career path. It can identify the environment in which a person is most likely to flourish. It is typically taken at an early stage in a person’s career, by school leavers, sometimes alongside ‘self-managed’ counselling based on books providing practical guidance (particularly popular and useful is ‘What Color is your Parachute?’, by Bolles, of which a new edition is published every year). However, many take career counselling at different stages of their lives. People at a crossroads in their career, people who encounter a career crisis, people who realize that they have made a poor career choice, all may find career counselling useful. Adding an objective perspective, career counselling can reveal the full picture, and may show people their ‘blind spots’ and thus can provide fresh insights and new directions, unleash hitherto unknown properties, competencies that can be developed and unveil hidden qualities. (Career counselling is discussed in more detail in Chapter 6.)

### Individual careers counselling

#### Career Development International (UK)

Career Development International (CDI) provides a personalized career counselling service. It is tailor made, as the company is keen to advise each person according to their needs, and first and foremost, their personality.

CDI believes that personality drives careers, in as much as a good person-career fit will, in the longer run, produce the best performance and satisfaction all round. In addition to one-to-one counselling, CDI typically conducts some form of psychometric or psychological assessment, to guide clients through career choices. Although a small company, CDI operates worldwide, contracting local work psychologists to service their clients.

More about CDI can be found on their web-page: [www.careerdli.com](http://www.careerdli.com).

#### Careers Partnership (UK)

Careers Partnership offers services to both individuals and companies.

Services for individuals include: career guidance and career development programmes for all ages; self-marketing support for people seeking their next job; coaching in jobsearch techniques; and workshops to increase personal effectiveness.

Services for employers comprise: recruitment support (psychometric assessment services, staffing interviewing teams, etc.); career development, personal development, coaching and mentoring programmes; solutions for ‘square peg in round hole’ situations; support during organizational restructuring; redundancy counselling and outplacement programmes for individuals or groups.

More about Careers Partnership can be found on their web-page: [www.careers-partnership-uk.com/](http://www.careers-partnership-uk.com/).

#### For Students

For the student, an easy (and probably cheaper) choice of career counselling would be the local university career centre: most universities today have career centres, with options for career counselling and advice.
By the end of the 1990s, new career systems had appeared: boundaryless, multi-directional and flexible. Osterman (1994) said it all in the title of his book: *Broken Ladders*. New psychological contracts have been agreed or forced upon employees. Psychological contracts concerning the career one may expect to aspire to are agreed upon between organizations and employees. Diversity has ceased to be a slogan and has become a reality. Women have entered all types of jobs, but very soon discovered a glass ceiling. By the end of the last century, however, that ceiling was showing signs of cracking, but only that. Similarly, there is much greater racial and ethnic diversity in the white-collar labour market than in the past. This change has occurred against a background of increased awareness of political correctness and equality issues, legislative sanctions and legal challenges to discrimination. On the other hand age discrimination is still prevalent in many professional and occupational areas. Chapter 8 of this book provides an in-depth exploration of these issues.

Much of the current research on individual careers focuses on identifying what is a career from the individual viewpoint and how people approach their careers in the wider context of life. Each person has a career, a life story, a continuum of work and non-work experiences. Work experience is interwoven with other facets of life. Developmental processes take place along this road. People look for advancement, development and progress. The simplest and the most visible way is still via promotion through the organizational ranks.

The model proposed by Greenhaus *et al.* (see Figure 3.1) offered a career management model, an individual-oriented approach. Greenhaus *et al.* put the individual at the centre of the model. They see the individual as needing to make a career choice (influenced mainly by family, and by educational and social institutions) and to conduct a career search, which presumably includes formal training. This stage is followed by the development of self-awareness, setting career goals and developing a strategy to reach these goals. Employing the strategy and a feedback loop provides the person with an evaluation of the suitability of the goal for their own needs and aspirations, and the level to which they can achieve the goals. As a consequence people may revise their career goals, embark on an entirely new career, or even abandon a career completely. In the model the organizational role is very limited, and is restricted to the provision of information and support systems. An essential element for individuals is the career goals – the terms in which they are set, the values they represent and the means to reach them. An old-style classical approach to careers focused on external measures, such as status and financial reward.

However, by the 1970s it was felt that career goals and the meaning of career success were much wider. Tranowieski (1973) suggested that a good manager is one who can balance role, home and personal needs. Renwic and Lawler (1978) offered five role characteristics of significance to individual careers: (a) conducting meaningful assignments, which would result in better inner feelings; (b) achieving something of worth; (c) learning new skills; (d) developing competencies; and (e) freedom in the job. Along the same lines Boerlijst (1984) offered the
innovative contention that career development may be lateral, and may not necessarily lead to higher authority and control. In this respect, the academic career model was one of the first to enable people to develop in their profession, gain recognition, reputation and general career success, irrespective of their hierarchical progress. The academic hierarchy scale is flat. Moreover career progress does not comprise of a series of ‘upward’ movements. In a typical career progression in academia we may find a professor or a senior lecturer becoming a Dean, Research Director or Head of an Examination Board, and then returning to his or her research and teaching role after few years in the position.

**Continuous learning**

Learning and development at the individual level will have implications for and will be reflected at the organizational level. However, there is a difference between individual learning and organizational learning, where the latter is mediated by the former. In this respect, Kolb’s work as well as criticism of it is useful for understanding the learning process. Organizational learning is not simply the aggregate learning of the individuals. In organizational terms it is what is left in the ‘organizational memory’ and reflected later in practices and policies as a result.

**Career success**

*There are two tragedies in life. One is to lose your heart’s desire. The other one is to gain it.* (G.B. Shaw)

*There are two things to aim at in this life; first to get what you want; and, after that, to enjoy it. Only the wisest of mankind achieve the second.* (Logan Pearsall Smith)

We all want to achieve success, but the meaning of success is different for different people, and varies according to the circumstances. This section discusses the nature of career success, how it can have different meanings, and how it can be evaluated and measured.

To evaluate career success from the personal viewpoint one can refer either to objective, ‘hard’ measures (rank, income), or to subjective, ‘soft’ measures, mostly concerned with personal feelings of achievement and values. The meaning of success will always be associated with personal, professional and organizational objectives, and how far these have been accomplished. Following Marx’s contention that the social circumstances in which the activity of individuals occurs condition their perception of the world in which they live, it is clear why career success will never be similar for all.

Objectives are derived also from the choice of career and the assumed progress in a particular vocation. As shown earlier, this starts with the general selection of the individual’s life interests. Making vocational choices depends on individual inclinations, aspirations, interests and competencies, but this choice is also influenced by the family, education and social institutions. The criteria for evaluating success can be, first, reaching what you aimed for, and second, how far doing
so helped to fulfil your needs. This takes us back to Shaw again: obtaining entrance to the profession, organization or specific job you have always dreamed of does not necessarily mean that you will be happy or even satisfied with your career once you have achieved it. This sobering process is most apparent in jobs such as nursing (with high proportion of nurses leaving the profession).

**Question**

**Objective or subjective career achievement**

Think of two young men opting for a career in the army. One has set himself the goal of becoming a Captain. In the end he manages to reach the rank of Major.

His friend set himself the target to become a Lieutenant-General. In the end he is promoted to Colonel.

The rank of the first is lower than that of the second, but the first one has exceeded his target whereas his friend has failed to achieve his.

Who has the greater success – the one who reached the higher rank or the one who surpassed his goal? Should success be measured externally or internally?

Derr’s (1986) framework identified five measures for career success, contrasting with, or at least adding to, the traditional measures of career success. The three traditional measures are formal education, lifelong employment with job security and hierarchical progress. Derr’s five dimensions are getting ahead, getting secure, getting high, getting free and getting balanced.

Derr’s dimensions may be illustrated as follows:

(a) Getting ahead: Motivation derives from the need to advance both in professional standing and up the organizational ladder.
(b) Getting secure: Having a solid position within the organization.
(c) Getting high: Being inspired by the nature and content of the work performed.
(d) Getting free: Being motivated by a need for autonomy and the ability to create one’s own work environment.
(e) Getting balanced: Attaching equal or greater value to non-work interests.

**Question**

How important is each of Derr’s dimensions for you? Try to put them in order of relevance for you. How will this preference manifest itself in the career you have chosen to pursue?

Novel contemporary careers frameworks presented later in this chapter, such as the boundaryless, the intelligent and the post-corporate, distinguish between individual and organizational elements, putting more emphasis on the individual role (and the protean career concept takes this trend to the extreme of imposing the entire responsibility of career management on the individual).

The individual, as well as having the traditional need to be promoted, can perceive career success as a multi-level set of self-development targets: gaining employability (replacing the security of the traditional ‘job for life’ concept); making lateral transitions for enrichment, rather than following the traditional route ‘up the ladder’; undertaking self-management and entrepreneurship for those who wish to try new ventures outside the organization; and achieving a
better and richer quality of life, reflected in the availability of alternative work arrangements and improved work-family balance. When the new psychological contract is 'signed', it reassures the mutual expectations of individual and organization, and enables people to look for higher meaning in life and employment.

For the organization, indications of an appropriate career system include the empowerment of people to become active participants in managing their careers. These indications are relevant in terms of career management (though not to the extreme where the organization withdraws from its roles – see Baruch's work), investment in people (e.g. training, developmental processes), new career paths to replace the traditional pyramid type, flexibility in the management of people and, lastly, providing a better quality of life at work and in the wider context, reflected in work-family policies, a shorter working week, flexible working hours, etc. The new psychological contract establishes the transition. Under such conditions a new partnership arises, based on a mature trust relationship.

Table 3.1 presents the traditional, the ‘New Careerist’, and the contemporary concepts for both individuals and organizations, against the related indicators of career success.

All men seek one: success or happiness. The only way to achieve true success is to express yourself completely in service to society. First have a definite, clear, practical ideal – a goal, objective. Second, have the necessary means to achieve your ends – wisdom, money materials, and methods. Third, adjust your means to that end. (Aristotle, 384–322 BC (cited in Handy 1993: 30))

Contemporary changes in individual thinking have caused many to distance themselves from this sociological, altruistic approach. Individual consciousness rather than belonging to the collective whole rules people's search in life.

Table 3.1 Measures of career success

<table>
<thead>
<tr>
<th>Traditional concepts</th>
<th>The ‘New Careerist’</th>
<th>Contemporary – Individual</th>
<th>Contemporary – Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formal education</td>
<td>Getting ahead</td>
<td>Self-development competencies</td>
<td>Empowerment</td>
</tr>
<tr>
<td>Lifelong employment, job security</td>
<td>Getting secure</td>
<td>Employability</td>
<td>Investment in people</td>
</tr>
<tr>
<td>Up the ladder</td>
<td>Getting high</td>
<td>Lateral transitions; spiral movements</td>
<td>New or no career paths</td>
</tr>
<tr>
<td></td>
<td>Getting free</td>
<td>Self-management; entrepreneurship</td>
<td>Flexibility</td>
</tr>
<tr>
<td></td>
<td>Getting balanced</td>
<td>Quality of life; work-family balance</td>
<td>Alternative working arrangements* and work-family policies</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Alternative working arrangements: shorter working week, shared jobs, telecommuting, flexi-time.
Career success is a desired outcome for most individuals. However, for each individual the outcomes desired are different. In addition people develop a set of desired outcomes, not a single aim. The measures that can be used to assess such desired outcomes and the extent to which they are reached are complex.

Commonly accepted measures are:

- **Advancement**: hierarchy, power; professionalism, reputation (status), but also autonomy, entrepreneurship, self-control.
- **Learning**: gaining new skills, abilities, competencies.
- **Physiological and survival**: money making (buying power); employability.
- **Psychological**: satisfaction, recognition, self-esteem and self-actualization. To these we may add career resilience, in both meanings of resilience – toughness of spirit in confronting career crisis, and flexibility or pliability in adapting to ever-changing labour markets.

The reader will probably now recall the chapter on motivation in their organizational behaviour textbook. Indeed, the need to succeed in a career is a great motivator. The relative importance of motivators depends also on a variety of antecedents, such as demography (e.g. gender, religion) and attitudes (e.g. work role centrality).

To evaluate an individual’s progress or advancement within organizational boundaries, one starts from their first role in the organization. In analysing career success it was recognized that the entry stage has a strong impact on further career progress – in terms of time in the job, in the organization, and the highest position the individual is expected to reach. The first role is, however, only the first step in a long and winding road.

**Ideal versus reality**

To reach effective career resilience and employability, people need to acquire and maintain over time a set of competencies (abilities, know-how, skills) required for finding a job when necessary, wherever it may be. Boundaries such as the firm, the profession, and international borders should play no significant role in the job search. Nevertheless, in practice, the idea is quite illusory. Much occurs in internal markets, i.e. lateral job moves within organizations are much easier to manage than cross-organizational moves, and organizations do not view job hopping favourably. Changing one’s profession takes time and effort, and the formalization of qualifications means that it is not simple to swap jobs that require specific qualifications. (The litigious society in which we live forces organizations to hire people with the right qualifications, even though such qualifications do not necessarily guarantee that those who possess them have the right qualities). And lastly national borders pose real problem for people. Whereas some borders have become less crucial (the most vivid example is the EC/EU borderless employment region), people from outside such larger communities, in particular those from less developed countries, face severe barriers to finding a job outside their own country. For example, a person from outside the EC, even from the USA or
Canada, has no automatic right to a work permit in European countries, and vice versa. People from less developed countries may find their national qualifications are worthless or irrelevant in Europe. Thus the boundaryless ideal can rarely be utilized, being in parts an oversimplification of a nice idea, replete with impractical terms.

**Individual career concepts**

Whyte's concept of an ‘Organization Man’ (1956), although outdated, is still relevant, for both men and women. This is the perspective that sees people as parts of the system in organizations, where they act like cogs in a machine, and strive to climb up the ladder. However, many new forms of this concept have evolved, some of which even contradict organization man as the prevailing concept. Arthur, Inkson and Pringle (1999) depicted the new type of careers in their book, *The New Careers*. It seems that unaccustomed qualities are needed to sustain a post-modern career. There is less emphasis on stability, more on dynamism and openness. Career resilience is appreciated, and actually desired; people look for ‘employability’ rather than lifelong commitment to one organization. See Chapter 5 for criticism of the employability concept.

**Career anchors (Schein): the development of a concept**

The idea of career anchors was suggested by Edgar Schein from MIT. Career anchors are the perceived abilities, values, attitudes and motives people have, which determine their career aspirations and direction. These self-perceived talents and qualities serve to guide, constrain, stabilize, reinforce and develop people's careers. It should be remembered, though, that in many instances the career path people follow does not necessarily derive from their initial aspirations. As indicated earlier, unexpected events may force people to make unintended career moves. March and March (1977) went so far as to claim that career progress is (almost) random, i.e. people progress according to opportunities which happen to be placed in their way (using the metaphor of career as a journey – see Chapter 5 for the use of metaphors in career studies).

While serendipity does occur in life, it would be hard to base a theory solely on this factor. While luck plays a certain role in career progress, the ‘snakes and ladders’ metaphor (as shown on the cover of the book) rarely reflects the true nature of careers. Nevertheless, in some occupations there may be a significant role for luck and chance.

The concept itself, and in particular its constituents, the anchors, have developed with time. Originally, Schein (1978) suggested five anchors. One problem with the initial set concerned the original sample from which the concept was developed: all were MBA graduates of a top US university (MIT). Schein increased the number of career anchors to eight by the 1980s, as presented in Table 3.2. In my view, new anchors have emerged in the twenty-first century, and they should be added to the framework. Some may even replace some of the original anchors: among these new anchors I would include employability; work v. family balance and Spiritual purpose.