

Career Planning for Employee Development

A Primer for Managers

We are beginning to see substantial evidence that people do rather poorly at managing their careers, even those with advanced professional degrees.¹ Seventy-three percent of the graduates from MIT's master's program change jobs within the first five years of employment; another study involving several firms reports a figure of 50 percent for employees with master's degrees.² And executives are not immune. Faced with career crises, many cope poorly. Others who are more successful, however, seem to be better planners. They are described as decisive, with clear goals and a strong sense of identity.³

We suspect that there would be immense savings in both organizational productivity and personal stress if employees planned their careers more effectively. We propose to review briefly some behavioral science research and theory bearing upon the subject of career planning. The second half of the discussion describes alternative career planning techniques and evaluates each in terms of the requirements and criteria developed from the research and theory.

Current Career Planning and Personnel Practices

Many current personnel practices seem to hinder rather than help employees make sound career decisions. Unrealistically optimistic recruiting

pitches are the norm, despite some evidence to indicate that turnover and training costs can be reduced by providing new employees with a balanced picture of the job.⁴ The first year of many management training programs is devoted to job rotation or similar make-work activities at the very time when the new employee most needs a challenging assignment to test his or her capabilities. Moreover, subsequent career progress in management may be much more likely for management trainees who are given a challenging position in their first job.⁵

Many large firms currently engage in manpower planning, including the charting of career paths for their managerial and professional employees. The employees involved, however, are usually not permitted to contribute to this process. Their careers are planned by higher-level executives (perhaps acting as "sponsors") and specialists in the personnel department. And performance appraisals often do not provide the employee with a clear picture of where he or she stands in the organization's plans. While most companies claim to provide periodic performance appraisals, lower-level employees often report that they are seldom, if ever, reviewed. Even where there is a systematic performance appraisal system in effect, upper management is

frequently exempted from the review procedure. Hence, performance appraisal systems are likely to leave a feedback gap at both higher and lower levels of the organization.⁶

Performance appraisal and manpower planning, even when performed effectively, are only partial answers, at best. Epstein⁷ argues persuasively that the paternalism of these programs runs counter to both the values of today's managers and the needs of the organization for more flexible employees. The organization, in manpower planning, usually assumes responsibility for making the decisions and the judgments affecting the employee. (Ironically, in such a system the executives deciding subordinates' futures may not even plan their *own*!) As we shall demonstrate, there is considerable research and theory to indicate that goal setting has its most constructive influence on the motivation and behavior of the employee only in those situations wherein people set their own objectives.

Identity, Subidentities, and the Whole Person

One important characteristic of the fully functioning person is what Erikson calls *identity*: a sense of "wholeness," the primary developmental task of late adolescence. The young person who successfully acquires a sense of identity sees a unity "... between that which he conceives himself to be and that which he perceives others to see in him and to expect of him." Vocational choice is a large element in developing an identity: "In general it is the inability to settle on an occupational identity which disturbs young people."⁸ Failure to achieve a sense of

identity leaves the person in a state of *identity confusion*.

The person with a clear sense of identity has: (1) clear goals; (2) which are not in conflict with each other; (3) a sense of continuity between his past experiences, present, and future; and (4) a plan for achieving his or her future goals.

A secure sense of identity is clearly necessary to effective functioning in adulthood. But there are forces we all experience which constantly threaten to disturb or fragment our sense of unity and wholeness. As adults we are called to move from role to role, normally playing our roles in sequential fashion, but occasionally acting in more than one role simultaneously. We all acquire several roles: father, mother, plant manager, lodge member, church member, and so forth. Each of these roles engages only one portion of our identity (a subidentity) as we perform in the role.

The notion of subidentity is helpful in studying careers. When the individual is able to integrate all of his or her subidentities, an overall sense of identity is developed. Failing to integrate one's major subidentities leads to fragmentation and alienation from oneself.

Effective adaptation to role demands is one requirement for maintaining an integrated identity. We would also propose, however, that an individual must experience *psychological success* in dealing with life's tasks, including adapting to role demands.

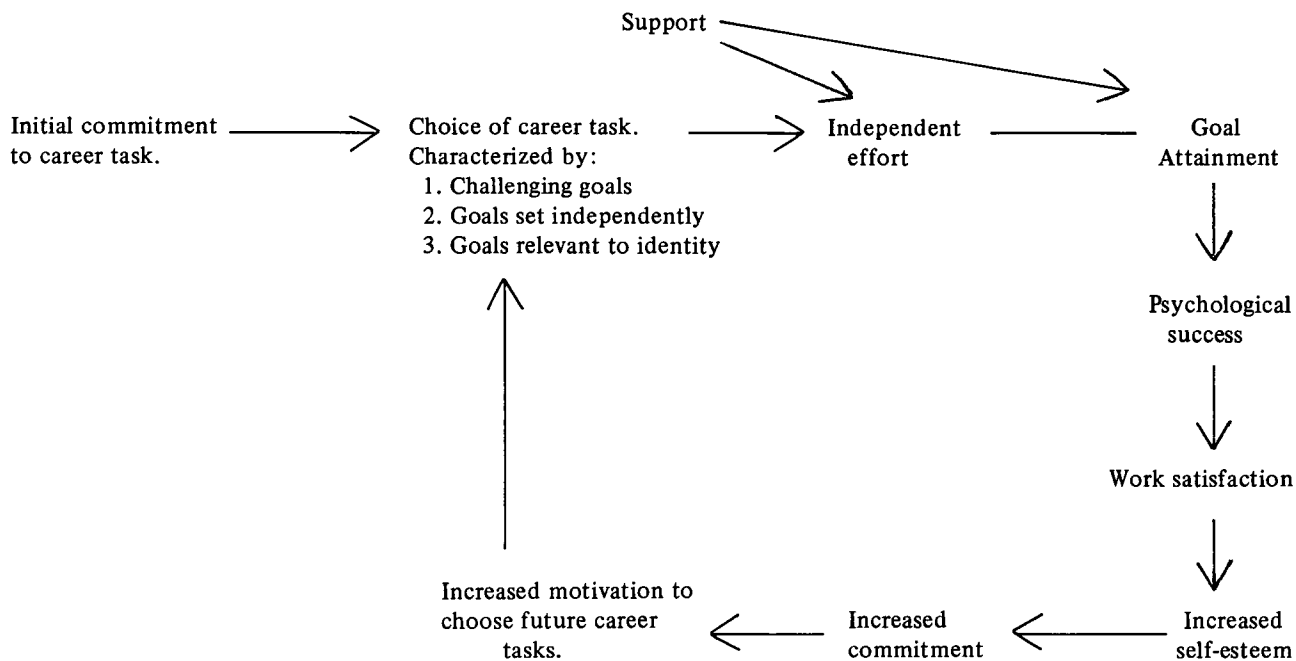
Psychological Success

We normally think of success in terms of achieving the rewards that are socially defined as the marks of success: prestige, position, money, fame, power, security, and so forth. But we all know of instances wherein people have achieved these rewards and remained unhappy. Success, as we see it, requires a subjective sense of having achieved the rewards that a person values and thereby enhancing his or her self-esteem in the process. This notion of *psychological success* was initially developed by Lewin and subsequently elaborated by Argyris.¹⁰ Lewin conducted a number of studies in which people were asked to set targets or goals for themselves. Lewin then looked at how people's subsequent

Donald D. Bowen is Associate Professor of Management at the University of Tulsa. His research and consulting interests are in motivation, careers, women and minorities, and organization development. In addition to various journal articles, he is co-author of *Experiences in Management and Organizational Behavior*.

Douglas T. Hall is Earl Dean Howard Professor of Organizational Behavior and Chairman of the Department of Organizational Behavior at Northwestern University. His research and consulting activities deal with career development and pathing women's careers, the impact of management structure and policies on career success, and dual career families. His publications include *Careers in Organizations*.

Figure 1. Model of Career Growth Through Psychological Success



From D. T. Hall, "Potential for Career Growth," *Personnel Journal* (March 1971), 1971.

goals and self-esteem were affected after they had either succeeded or failed in achieving their original targets. When people were successful, they tended to set even more challenging goals on the next task and they experienced greater self-esteem. After failure, the responses depended upon the level of self-esteem. If a person was initially high in self-esteem, they would persist, rather than lowering their goals after the failure. Persons lower in self-esteem lowered their aspirations as one might expect. Indeed, for persons low in initial self-esteem, even success did not lead to setting more ambitious goals; these individuals would often quit while they were ahead—as if they could not believe that they could ever succeed again, or could not accept the current success which contradicted their sense of unworthiness.

The results of several studies related to the psychological success process can be portrayed graphically in a model of career growth.¹¹ The major steps are as follows:

1. Initial commitment to career task leads to
2. Choice of a career task involving challenging but feasible goals, where the goals are set by the

person involved and are relevant to his or her self-concept (identity). This, in turn, leads to

3. High independent effort, especially in a supportive climate, and thus to

4. A greater likelihood of goal attainment (which is likely to attract more support from superiors and others in the organization).

5. With achievement of one's goals comes psychological success and job satisfaction, leading to

6. Increased self-esteem, particularly in the form of an increased sense of one's competence (new or more clearly articulated subidentities). This generates

7. Increased commitment and involvement, and thus an increased probability of

8. Motivation to choose even more challenging career tasks in the future.

These relationships are portrayed in Figure 1.

Implications for Career Progress

If the theory developed thus far is valid, two central propositions about career development follow.

1. Developing and maintaining a positive, well-integrated sense of identity determines an individual's capacity to deal with challenging, changing, ambiguous, and perhaps conflicting role demands facing an adult in our society. *For the working adult, the sequential and expanding work roles of the occupational career become a major source of subidentity elaboration, necessitating on-going and increasing effectiveness in identity integration.*

2. Since initial commitment to the career task determines the level of goals a person sets, and since these goals should be relevant to one's identity, *it is vitally important* that the individual have a clear idea of his or her needs at the time the goals are set. In other words, one's goals can only sustain the intense independent effort necessary for achievement of these aims to the extent that the goals are consistent with and based upon central needs and values in one's life.

Implications for Career Planning

Our discussion of psychological success led us to the conclusion that setting one's own goals and objectives is a prerequisite to experiencing psychological success. Moreover, we noted that the goals set must be relevant to the central needs and potentialities, the identity of the individual. The capacity to set meaningful goals thus becomes dependent upon one's sense of identity. Acquiring a unified sense of identity is a dynamic, rather than a static process. With each new role acquired in life, one can avoid identity diffusion or role confusion only to the extent that one can develop or expand one's subidentities in a manner both consistent with the demands of the role and congruent with the core identity. Successful career planning and development must be a process which accompanies each job change or role transition, beginning before the new role is undertaken to assure establishment of objectives and goals, and continuing through the adaptation period to facilitate the integration of the emerging subidentity.

Alternatives for Career Planning

What are the alternatives available for the better management of employee careers? Management wants the benefits of a management group

which is self-directed, self-controlled, responsible, and proactive. The employees gain from the personal development resulting from more effective career planning as well as in terms of the material and psychic rewards associated with career advancement and progress.

There are several types of programs or activities which management can sponsor or provide to foster these aims. In this section, we will review several career planning activities and comment upon each in terms of practical or procedural considerations, and in terms of the probable effect of each in terms of our theory of identity integration and psychological success. These career planning alternatives are outlined in the Appendix.

Individual activities. "Individual activities" include any type of effort the individual employee undertakes without assistance from others such as company officials or external counselors. The typical "self-help" program, of course, is simply the personal planning of career objectives, perhaps in collaboration with one's family or friends. Bolles' book, *What Color is Your Parachute?*,¹² provides an excellent guide for self-help activities. The employer may encourage such activity, but this type of career planning really depends entirely upon the individual employee's ability and willingness to develop his or her own plans. For the employee with extraordinary capacity for self-direction and adequate access to information on occupational and job market possibilities, individual exploration meets some of the important requirements for achieving psychological success: the individual chooses his or her own goals and the means for achieving these goals. Moreover, there is usually little out-of-pocket cost to the individual or the employer.

The potential shortcomings of this strategy are several. Most people do not have a wide knowledge of the employment opportunities available to them. Equally important, at least, is the difficulty the employee is likely to encounter in obtaining a systematic self-assessment and development of the necessary self-awareness for effective planning. Family and friends may be helpful as a psychological support group to help the employee through a career crisis, but they usually lack the expertise and will probably be as

blind as the employee to the need for systematic periodic routine planning when there is no crisis.

Counselor-client activities. There are two major variants of this type of activity: the testing approach, the clinical approach, and a third which combines these two approaches. All of these activities involve an individual client-professional counselor relationship. The counselor may be an employee of the organization or an independent professional specializing in the field. Many larger firms are employing in-house counselors in increasing numbers to assist employees.¹³

In the *testing approach*, the guidance or vocational counselor's primary function is to administer psychometric tests such as aptitude, vocational interest, or personality tests in order to feed the results back to the client. The external counselor will probably also provide information on employment possibilities and job-hunting skills. The testing and feedback may provide employees with valuable information for planning their careers, particularly in cases where the employee feels totally incapable of identifying his or her own career interests. There are a number of potential shortcomings to this form of career guidance, however, some of which apply more to the internal counselor than the external professional.

1. Individual counseling tends to be expensive and its cost-effectiveness may be less than for strategies that work with groups of employees.
2. If the service is crisis-oriented, the employee will tend to use it only as a support activity during a period of traumatic transitions. This short-term goal-setting process is contrary to the long-term goal-setting process we advocate.
3. In many organizations, people may be stigmatized if other employees know about their having sought the advice of the "company shrink."
4. Individual counseling sessions do not contribute to organizational development. Internal group workshops, on the other hand, help employees develop norms of openness, sharing, and trust which can carry over to improvement of day-to-day interactions in the organization.¹⁴
5. Rather than focusing on helping the employee to develop skills in identifying his or her own needs and capabilities, the test-oriented counselor acts as an "expert" in providing information on the person's suitability for certain types of occupations. If the information thus provided does not square with the employee's self-image, it will often be ignored or distorted.¹⁵
6. The counselor who is a full-time employee of the

organization may occasionally experience an ethical bind akin to that of the company physician—whose interests come first? The employee's? Or the organization's?

7. In contrast to group approaches to career counseling, the individual counseling situation does not provide a built-in mechanism for validation of feedback. The client has no ready means for checking the counselor's perceptions or test results with others who can see him or her behaving in the same situation from which the counselor draws his inferences.

8. In the testing approach, interpersonal feedback on how the person interacts with others is likely to be minimal, since the emphasis is on internal traits or aptitudes.

In the *clinical* variant of the counseling approach, the counselor relies on the interpersonal client-counselor interviewing process as a source for developing the data sought by the client to assist in career planning. Tests may be used as an adjunct to the process, but the primary mechanism is the quasi-psychotherapeutic interview. Clinical counseling may be the "treatment of choice" in situations of severe maladaptation or acute crisis. Many clinical counselors use non-directive interviewing, a process where the counselor avoids giving advice or directions, but rather, helps employees explore their own needs and values in order to set their own goals. In the nondirective relationship, the primary emphasis on self-exploration precludes the counselor taking a more directive role such as might be necessary to suggest alternative employment opportunities or provide information on the job market. (There may be a few nondirective counselors who can play both roles, but we tend to doubt whether most could, or would, be interested in attempting to combine two such incompatible functions.)

The limitations to the clinical version of counseling are similar to those already listed for the testing approach.

Independent professional psychological consultants are most likely to combine the testing and clinical approaches into a package service for clients. Naturally, this is a relatively expensive professional service (although perhaps not in terms of the benefits to the client). The combined approach provides some internal basis for checking the information received: the client may be able to compare the counselor's perceptions with his or her test results, assuming that the counselor does not feel compelled to "see"

the client in a manner consistent with the test results. Professional consultant firms may escape the incompatibility of the tester and counselor roles by having different people perform the two tasks.

The liabilities of the combined testing-clinical approach, again, are similar to those previously listed for the testing approach.

Boss as counselor or coach. Most organizations have formal performance appraisal systems, but as already noted, they tend to have certain chronic deficiencies. Personnel at the top and the bottom of the organization may not receive the intended benefits. More importantly, perhaps, the traditional performance appraisal is poorly designed to help employees correct deficiencies and plan their careers.¹⁶ The superior is required to play both judge and helper simultaneously, and the subordinate is too defensive to "hear" constructive feedback. Research at General Electric indicated that, in fact, little change in behavior occurred as a result of this type of appraisal.

More informally, the boss might attempt to act as a "coach" for the subordinate. Where mutual trust is high and the subordinate does not feel intimidated by the superior's power, this might be an effective format for career planning. Coaching requires an unusually patient and dedicated boss, however, and one with both exceptional interpersonal skills and the determination to provide systematic coaching even when day-to-day business problems demand his or her attention elsewhere. Supervisory training programs have been developed in several companies to improve supervisors' skills in counseling and coaching. The primary advantage of the boss as coach or counselor is that the boss should have considerable knowledge of how the subordinate actually behaves on the job over long periods of time.

Management by objectives (MBO) is popular as an alternative to traditional performance appraisal in a growing number of organizations. MBO attempts to overcome many of the shortcomings of traditional performance appraisals by casting the superior in a helping role while the subordinate sets his or her own performance objectives and takes the lead in evaluating progress toward achieving these objectives. Some

theorists recommend including goals for personal development as well as goals for organizational performance in setting of objectives. Others observe that this is seldom done, or if it is, it may constitute an invasion of privacy except when the personal goal component is purely voluntary.¹⁷

Our view is that MBO and career planning may complement each other in *some* organizations. However, most organizations are likely to find that MBO, alone, is an inadequate vehicle for career planning: MBO (and performance appraisal) works on a fairly short time perspective, while career planning is a long-range proposition. Moreover, most superiors are not adequately trained in providing the permissive, supportive atmosphere necessary for concentrated contemplation of life objectives, and the employee does not have the benefit of working in the group setting needed to verify feedback received. From the employee's perspective, it is not likely that either the traditional or MBO appraisal, or coaching, will provide information on career opportunities outside of the employing organization.

Group activities. Under the heading of group activities, we will discuss assessment centers and two types of life planning workshops. The common element in all of these techniques is that they all involve a group milieu; they all deal with counselees as a group to some extent, rather than leaving them to their own devices or approaching the career planning task in a dyadic counselor-client relationship. A fourth type of activity, the crisis-oriented workshop, will also be discussed, because it shares some of the characteristics of potentially productive career planning activities. Strictly speaking, however, the crisis workshop is not a career planning activity, because it is focused on resolving a single career crisis rather than providing periodic routine assessment of career progress and objectives.

Assessment centers, operated by the firm, as at AT&T, or provided by consulting firms, are presently very popular as aids to management in identifying promotion potential of managerial employees. Since most assessment centers provide for giving feedback to candidates (if they want it) at the end of the assessment, it would appear that the assessment center would facili-

tate career planning. The assessment center uses both paper and pencil and situational tests to develop a great deal of information about the candidate very quickly. Multiple judges or observers provide input into the assessment which can be provided to the employee. There is some evidence that the assessments in assessment centers are more valid than those provided by individual evaluators as in counselor-client relationships. The cost per employee (usually borne by the employer) is relatively modest.¹⁸

We suspect, however, that the assessment center, as frequently used, can be a poor medium for career planning. Given the lack of research on these issues, our conclusions reflect expectations based upon our theory, rather than conclusions drawn from empirical evidence.

The assessment center is a stressful experience for the participants,¹⁹ which is unlikely to be conducive to receptiveness to constructive negative feedback. And, as all parties are perfectly aware, the assessment center's primary objective is to further the organization's interest in identifying high potential candidates for management. To the extent that the center serves the needs of the individual candidate, this latter function remains purely secondary. The activities of the center are designed to provide the employer with insight about the candidate's potential, rather than to help the participant understand him- or herself better.

Since attendance is frequently required,²⁰ most centers do not begin with participants voluntarily seeking opportunities to set objectives for themselves. The entire strategy is designed to help the organization fulfill its goals, which may or may not lead to meaningful outcomes for the participants. The involuntary character of the experience would, we predict, raise employees' defenses and discourage them from using the situation for productive career planning.

Finally, the assessment center is normally a one-shot treatment, rather than an experience repeated periodically as we hypothesize must be done to update and reconfirm career plans. However, a few firms appear to be moving toward periodic reassessment, a change which would enhance the value of the center in career planning. Moreover, there is probably considerable variation between programs, with some

more dedicated to providing feedback in a non-threatening, supportive atmosphere, which could also expand the center's usefulness in career planning.

There are a number of *group strategies for career planning*, generally known as "life planning" or "career planning" workshops which appear particularly promising as techniques for achieving the critical objectives we have identified for effective career planning. These group activities can provide a number of advantages not available in most of the approaches described previously. The idea for career planning workshops originated with pioneers in the T-group movement, particularly Herb Shepard, who foresaw the potential for using features of the T-group to increase career planning effectiveness.

The basic features of the group which contribute to more effective career planning deserve attention.

1. *Sources of information:* The leader and other participants can provide information on alternative solutions to career problems, job opportunities, or other new ideas which might not come to light without the additive resources of the group.

2. *Shared concerns:* Most people, unless given the opportunity to explore this issue in a group, assume that their own concerns and problems are unique and therefore all the more unresolvable. In the group, they find that others share a great many of their concerns, worries, and aspirations, decreasing the individual's sense of isolation and generating a realization that, since others *do* understand their problems, they will have the capability of providing relevant support and information for career planning.

3. *Shared responsibility for helping:* The group develops a norm that participants *should* help each other, emotionally and by supplying needed information. Thus, the group becomes a source of support for each participant, and, as our model would predict (see Figure 1), support leads to increased independent effort toward goal attainment.

4. *Development of social skills:* The group provides a secure experimental situation in which individuals can experiment with, rehearse, and learn new social skills, such as job interviewing, selling one's ideas, and getting along with a difficult boss.

5. *Modelling*: One of the important ways we learn new behavior is to imitate other people who behave in a way we would like to develop. The workshop leader and other participants may serve as important models for each other, and the workshop situation provides an environment where the individual may experiment with new behavior.

6. *Motivational impact*: The group setting provides not only the interpersonal feedback necessary to identity development, but also acts as a powerful *stimulant* for participants to deal constructively with fundamental issues. Experiences of confirmation or disconfirmation have a deep impact on the participant's self esteem and motivation to grow. Personal goals developed in the group are likely to be both challenging and realistic, and research indicates that commitment to achieving these goals will be higher.²¹

There are, of course, some drawbacks to the workshop approach to career planning. Some of both the advantages and limitations to the technique depend largely upon whether the workshop is an in-plant or company-sponsored activity just for the employees of that organization. The alternative is to conduct the workshop with participants from different organizations. This raises questions of the cost of the program and who pays for it. For the company, the cost per participant for sizable numbers of employees would be modest, perhaps comparable to the cost of an assessment center and less than for individual counseling. If individuals personally bear the cost, the outlay may represent a sizable dent in the household budget.

Crisis-oriented workshops. Before concluding, we would like to describe one other related type of workshop: the crisis-oriented workshop. Although not designed as a periodic or routine career planning experience, the format of these workshops generally follows the design of the career planning workshops already described.

Occasional accounts of workshops employing group-based organization development techniques to help individuals at a time of a career crisis may be found in the literature. One program was designed to help demoted sales managers adapt to their new assignments; another was aimed at assisting laid-off employees.²² Generally the techniques and objectives of these

workshops are consistent with the requirements we see as necessary for productive career planning. They are, however, designed to deal with a single, unique situation, and therefore tend to concentrate on the short-term issues without provision for periodic reassessment and long-term objectives. Working through the potentially disabling anxieties of the participants to enable them to begin coping effectively is a major objective and requires a highly skilled leader with the patience and willingness to deal with these issues. For most firms, this will require obtaining external professional assistance.

The crisis-oriented workshop would seem to have little payoff to the organization if the affected employees are slated for termination. The motivation to sponsor such an activity must come from a management with unusually humanistic values and social consciousness. Over the long run, perhaps, and here no one can say for sure, there may be real benefits to the organization in terms of community image and morale among the employees who remain with the organization.

Issues in Career Planning

Managers who must decide whether the organization should allocate resources to a career planning workshop must weigh a number of important considerations.

1. Is the organization willing to sponsor an activity that might lead some employees to decide to leave the organization? (This might not be all bad in terms of the long-term savings in future frustrations and personnel problems not presently foreseen.)
2. If the organization sponsors career planning, to what extent can the organization integrate related activities such as performance appraisal and manpower planning to achieve a synergistic effect? Failure to take some action in this area would seem to increase the likelihood of a greater divergence between individual and organizational goals.
3. How frequently should career planning be made available? There is no research evidence to help the manager with this decision. Crisis situations such as demotions or early retirement programs clearly can be alleviated by development of a special workshop for this purpose. For

regular review of career plans, however, an interval of every two years seems intuitively appropriate.²³

4. If the program is to be held in-house, should the participant groups be organized around intact working groups, or should they bring together persons from various parts of the organization? If intact groups are used, progress on the career planning activity may be delayed while the group works through interpersonal differences among members. On the other hand, if the organization is involved in organization development efforts, the career planning workshop can be a valuable adjunct to team-building activities. Organizing the groups by bringing together strangers from within the organization or sending employees to an external program should facilitate getting to the primary issues of career planning more quickly.

5. Should the internal program provide information to participants on job opportunities in other organizations? If the answer is affirmative, the organization may have to take special measures to assure that this information is systematically collected and disseminated. External programs which bring participants together from a number of organizations have some built-in capability in this regard.

6. The internal program has greater potential for building ongoing support groups as long as participants live in the same geographical area. This ongoing feature is more difficult to provide in an external program.

7. Should the organization build its own capability to provide the career planning workshop leadership, or should it rely on external consultants? The external consultant is probably less threatening and more credible to participants than an internal leader. A major concern which may also arise for an internal program, but especially where the leader is an employee of the organization, involves the issues of voluntariness and confidentiality. *Violation of either of these groundrules will most certainly destroy the usefulness of the program completely.*

8. Who should attend? If career planning is not provided to all employees, the organization may not tap potentially valuable resources at the operating level. Budget constraints and consideration of potential payoffs may dictate making

the program available only to managerial and professional employees, however.

Deciding to provide a career planning workshop to employees would appear to have the potential for substantial payoffs to the employer in improving the productivity of employees. At the same time, undertaking such a program should only be done after management has given careful thought to the types of issues just raised. A one-shot, canned program approach can create serious difficulties later if management has not thought through these issues carefully.

Summing Up

Effectiveness in career planning depends, as we have seen, upon the individual's capacity to develop self-awareness and a strongly integrated core identity. Over time, this sense of identity is constantly challenged by demands of the job and other life roles. The proactive, independent person develops goals and objectives which lead to solution of these problems and increased personal effectiveness. Most people probably react more passively and less effectively.

In reviewing the possible approaches to career planning, we felt that there were distinct advantages to the organization which actively supports career planning on a regular periodic basis. Comparing the do-it-yourself approach, various forms of counseling or coaching strategies, and the use of career planning workshops, we feel some confidence in recommending that management seriously consider the workshops. The argument favoring the workshops rests primarily on the capacity of these types of programs to provide the support, feedback, modelling, and opportunity to experiment, conditions which are critical to a person's development. It is also important, though, that management insists upon research to *evaluate* any kind of career intervention attempted. Organizations that decide to take the lead in experimenting with this rather new technique may gain a considerable competitive edge in learning how to use their people more effectively and profitably by releasing the potential available when each employee becomes a more effective manager of his or her own career.

Acknowledgments: We are indebted to James A. Wilson and Larry E. Mainstone for their insightful comments on earlier drafts of this article.

REFERENCES

1. See D. Super, *The Psychology of Careers* (New York: Harper & Row, 1957) and S. B. Sarason, E. K. Sarason, and P. Cowden, "Aging and the Nature of Work," *American Psychologist* (Vol. 30, No. 5, 1975).
2. See E. H. Schein, "How Graduates Scare Bosses," *Careers Today* (Vol. 1, No. 1, 1968) and J. S. Livingston, "The Troubled Transition: Why College and University Graduates Have Difficulty Developing Careers in Business," *Journal of College Placement* (April-May 1970).
3. See E. E. Jennings, *The Executive in Crisis* (New York: McGraw-Hill, 1965); W. E. Henry, "Psychodynamics of the Executive Role," *American Journal of Sociology* (Vol. 54, No. 4, 1969); P. C. Cummin, "TAT Correlates of Executive Performance," *Journal of Applied Psychology* (Vol. 51, No. 1, 1967); and J. P. Campbell, M. D. Dunnette, E. E. Lawler, & K. E. Weick, *Managerial Behavior, Performance and Effectiveness* (New York: McGraw-Hill, 1970).
4. See L.I.A.M.A. *Recruitment, Selection, Training, and Supervision in Life Insurance* (Hartford: Life Insurance Agency Management Association, 1966) and J. P. Wanous, "Effects of Realistic Job Preview on Job Acceptance, Job Attitudes, and Job Survival," *Journal of Applied Psychology* (Vol. 58, No. 3, 1973).
5. See D. E. Berlew & D. T. Hall, "The Socialization of Managers: Effects of Expectations on Performance," *Administrative Science Quarterly* (Vol. 11, No. 3, 1966) and D. T. Hall and E. E. Lawler, "Unused Potential in Research and Development Organizations," *Research Management* (Vol. 12, No. 5, 1969).
6. See Hall and Lawler, op. cit., and Campbell et al., op. cit.
7. "Career Management Programs," *Personnel Journal* (Vol. 53, No. 3, 1974).
8. Erik Erikson, *Identity: Youth and Crisis* (New York: W. W. Norton, 1968), pp. 87; 132.
9. The term *subidentity* was introduced by Daniel Miller in "The Study of Social Relationships: Situation, Identity, and Social Interaction," in S. Koch (ed.), *Psychology: A Study of a Science* (New York: McGraw-Hill, 1973). For applications of the concept to the study of careers, see D. T. Hall, "A Model of Coping with Role Conflict: The Role Behavior of College Educated Women," *Administrative Science Quarterly* (Vol. 17, No. 4, 1972).
10. See K. Lewin, T. Dembo, L. Festinger, & P. Sears, "Levels of Aspiration" in J. McV. Hunt (ed.), *Personality and the Behavior Disorders* (New York: Ronald Press, 1944) and C. Argyris, *Integrating the Individual and the Organization* (New York: Wiley, 1964).
11. For further discussion of the development of the model, see D. T. Hall, "Potential for Career Growth," *Personnel Journal* (Vol. 34, No. 3, 1971) and D. T. Hall & F. S. Hall, "The Relationship Between Goals, Success, Self-Image and Involvement Under Different Organization Climates," *Journal of Vocational Behavior* (1977, in press).
12. C. Bolles, *What Color is Your Parachute?* (Berkeley, Calif.: Ten Speed Press, 1972).
13. See W. F. Glueck, *Personnel: A Diagnostic Approach* (Dallas: Business Publications, 1974).
14. See R. T. Golembiewski, *Renewing Organizations: The Laboratory Approach to Planned Change* (Itasca, Ill.: Peacock, 1972).
15. See J. P. Siegel, "The Subject Evaluates the Test: Knowledge of Results and the Self-Concept," *Proceedings, 77th Annual Convention, American Psychological Association*, 1969.
16. See D. McGregor, "An Uneasy Look at Performance Appraisal," *Harvard Business Review* (Vol. 35, No. 3, 1957) and H. H. Meyer, E. Kay, and J. R. P. French, Jr., "Split Roles in Performance Appraisal," *Harvard Business Review* (Vol. 43, No. 1, 1965).
17. See H. L. Tosi, J. R. Rizzo, and S. J. Carroll, "Setting Goals in Management by Objectives," *California Management Review* (Summer 1970) and H. Levinson, "Management by Whose Objectives?" *Harvard Business Review* (Vol. 48, No. 4, 1970).
18. The A. T. & T. program is described in D. W. Bray, R. J. Campbell, and D. L. Grant, *Formative Years in Business: A Long-term AT&T Study of Management Lives* (New York: Wiley, 1974). The popularity of the assessment center is documented by Campbell et al., op. cit., and Glueck, op. cit. The provisions for feedback are described in W. C. Byham, "The Assessment Center as an Aid in Management Development," *Training and Development Journal* (December 1971), and research on the effectiveness of assessment centers is summarized in A. Howard, "An Assessment of Assessment Centers," *Academy of Management Journal* (Vol. 17, No. 1, 1974).
19. See Byham, op. cit., and Howard, op. cit.
20. See Byham, op. cit.
21. See K. Lewin, "Group Decision and Social Change," in G. E. Swanson, T. M. Newcomb, and F. L. Hartley (eds.), *Readings in Social Psychology*, rev. ed. (New York: Holt, 1952).
22. For descriptions of applications, see Golembiewski, op. cit., and G. F. J. Lehner, "From Job Loss to Career Innovation," in W. W. Burke (ed.), *Contemporary Organization Development: Conceptual Orientations and Interventions* (Washington, D.C.: National Institute for Applied Behavioral Science, 1972).
23. See E. F. Huse, *Organization Development and Change* (St. Paul: West Publishing, 1975).
24. See J. K. Fordyce and R. Weil, *Managing with People* (Reading, Mass.: Addison-Wesley, 1971).

Appendix. Characteristics of Various Career Planning Activities and Probable Contribution to Career Success

Activity	Potential Advantages	Potential Shortcomings	Probable Impact on Psychological Success and Identity Integration
<i>Individual Activities</i>			
1. Personal planning with possible aid of self-help materials.	a. For persons with strong motivation and adequate sources of information, may be adequate for goal setting. b. Cost is minimal	a. Most people need interpersonal feedback to develop a complete and accurate self-evaluation. b. No built-in mechanism for checking completeness of information on occupational opportunities or for correcting distorted views of self. c. No opportunity to explore new occupational possibilities.	Considerable potential contribution because individual sets own goals. Actual contribution likely to be minimized, however, because the activity lacks mechanisms for exploration of new potentials, interpersonal feedback, and social support to maintain motivation.
<i>Counselor-Client Activities</i>			
2. Testing Approach: Guidance counselor administers vocational interest and aptitude tests and feeds data back to client—may also provide information on occupations, job market, and job-hunting techniques.	Test results and information supplied may be of considerable value for client.	a. Usually expensive. b. Client has no way of testing validity of counselor's views or test results. c. Interpersonal feedback likely to be minimal.	Since people do not readily accept disconfirming data in situations where there is no opportunity to validate the information, contribution may be relatively limited.
3. Counselor Approach: Emphasis on interpersonal exploration of client's needs with counselor.	Skillful counselor may provide valuable input for self-assessment.	a. No mechanism for checking validity of counselor's perceptions. b. Most helpful in exploring personal needs; minimal stress on occupational information. c. Usually expensive.	Potentially helpful, subject to the limitations that client must experience insights produced as valid and must check validity with other persons outside of the counseling situation.
4. Combination Testing and Clinical Approach	a. Combines benefits of both Testing and Counseling Approaches b. Checking test results against perceptions of counselor provides some mechanism for "validating" information.	a. Potentially very expensive. b. Most counsellors are not equally proficient in both approaches. c. Counselor may experience a need to see client in a manner consistent with test results.	Essentially the same as for #3.
<i>Boss as Counselor or Coach</i>			
5. Superior regularly or periodically assesses subordinate's performance and provides feedback and suggestions for improving performance and/or career opportunities.	a. Superior may have an excellent opportunity to observe subordinate's behavior in a number of work activities.	a. The superior's power can be highly threatening, causing subordinate to be defensive, cautious, and closed to feedback.	a. If done as a part of performance appraisal, depends on format. Traditional performance appraisal unlikely to be productive. MBO with substantial self-evaluation by subordinate may be helpful, since subordinate sets own goals, etc., and takes lead in assessment.

Appendix (cont.)

Activity	Potential Advantages	Potential Shortcomings	Probable Impact on Psychological Success and Identity Integration
	b. Superior knows career opportunities within the organization. c. Superior can provide assignments to expand subordinate's capabilities.	b. Superior's first loyalty is likely to be seen as to the interests of the organization, not subordinate. c. Not likely to integrate non-work aspects of subordinate's life with career issues.	b. If done as informal coaching, can be very effective to the extent that superior provides relatively nondirective assistance which maximizes subordinate's freedom to choose.

Group Activities

6. Assessment Center: usually conducted by or sponsored by employer. Employee is tested by a number of pencil and paper tests and is presented with situational tests and interviews where performance is observed and evaluated. Evaluators are often other managers trained in the technique. Psychologists design Center and interpret test results.	a. Substantial amounts of data can be developed quickly. b. Multiple judges on panel and results of several tests provide variety of perspectives for candidate. c. Moderate cost—usually borne by employer. d. Some evidence for more valid predictions than available through Counselor-Client Approaches.	a. High threat situation: 1. Employee likely to feel "on the spot" and anxious about results—not an optimal situation for feedback. 2. Center serves interests of employer first, which may be incompatible with interests of employee. b. Primary emphasis is not on setting of personal goals. c. Data generated primarily applicable to career with employing organization, only. d. Interpersonal feedback frequently not a prime or major objective. e. Does not provide information on other job possibilities especially outside of employing organization.	a. Likely to be minimized to the extent that employee: — cannot really choose not to attend. — Is not involved in design of activities. — Is threatened by long-term career implications of evaluation. — Receives minimal or threatening feedback. b. No explicit provision for goal-setting. c. No support group for planning or dealing with career crises.
---	---	--	--

Appendix (cont.)

Activity	Potential Advantages	Potential Shortcomings	Probable Impact on Psychological Success and Identity Integration
7. Life Planning Workshop: Conducted within Organization. A set of semistructural experiences are presented which encourage participants to assess their values, situation, etc., to set goals, and to develop greater self-awareness through interpersonal interaction with other participants.	a. No cost to participant. b. Encourages personal goal setting. c. Wide exploration of self and needs encouraged. Copious interpersonal feedback generated. d. Supportive environment. e. Development of "supportive groups" and opportunities to assess and develop job-relevant skills possible. f. Other participants are frequently valuable sources of information on career alternatives. g. Goals developed and development needs can be integrated into parallel organizational programs. h. Can be a part of an organization development effort.	a. Normally do not provide occupational information, especially for careers outside of the organization. b. Employers leery of processes which may encourage employees to leave organization. c. Provision for periodic follow-up probably necessary to maximize value to most participants. d. Participants may not be encouraged to explore changing jobs or careers.	a. Specifically designed to provide identity integration and psychological success through personal goal-setting and enhanced self-awareness. b. If conducted within organization benefits may be somewhat limited by need for program to serve employer's needs and by reluctance of employees to open up in groups of colleagues. c. Only design which explicitly requires small group design to maximize feedback and opportunity to validate data.
8. Life Planning Workshop: Conducted outside of organization.	a. Same as <i>b</i> through <i>g</i>, above. b. Low threat situation. c. Potential for developing job-hunting skills possible.	a. Moderate cost to participants unless underwritten by employer. b. Normally do not provide occupational information on job markets, nature of jobs, etc. c. See <i>b</i> and <i>c</i>, above.	a. See <i>a</i> and <i>c</i>, above.

Copyright of *California Management Review* is the property of *California Management Review* and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use.