

10 Managing Careers



Reviewing demographic trends, pharmacy chain CVS knew it had a problem. As a retail chain, CVS relied on an army of young people to staff its stores—to restock shelves, be cashiers, and serve as clerks in each store’s various departments. The problem was that the number of young people entering the workforce was beginning to shrink, while the number of older workers was rising. CVS executives knew they needed some way to tap into this growing pool of older workers. •

After studying this chapter, you should be able to:

- 1 Compare employers’ traditional and career planning-oriented HR focuses.
- 2 Explain the employee’s, manager’s, and employer’s career development roles.
- 3 Describe the issues to consider when making promotion decisions.
- 4 Describe the methods for enhancing diversity through career management.
- 5 Answer the question: How can career development foster employee commitment?

Chapter 9 focused on appraising employees' performance. After appraising performance, it is advisable to address the employees' career-related issues. The main purpose of this chapter is to help you be more effective at managing your employees' careers. We discuss the employee's, manager's, and employer's roles in career development, and the procedures for managing promotions and transfers. We also discuss enhancing diversity through career management, and, finally, the career management steps an employer can take to foster employee commitment. The appendix to this chapter provides specific career-related tools and techniques. This chapter completes Part 3, which addressed training, appraisal, and development. Once you've trained and appraised employees, you need to turn to the question of how to pay them, the topic we cover in the next three chapters.

THE BASICS OF CAREER MANAGEMENT

career

The occupational positions a person has had over many years.

career management

The process for enabling employees to better understand and develop their career skills and interests, and to use these skills and interests more effectively.

career development

The lifelong series of activities that contribute to a person's career exploration, establishment, success, and fulfillment.

career planning

The deliberate process through which someone becomes aware of personal skills, interests, knowledge, motivations, and other characteristics; and establishes action plans to attain specific goals.

We may define **career** as the “occupational positions a person has had over many years.” Many people look back on their careers, knowing that what they might have achieved they did achieve, and that their career goals were satisfied. Others are less fortunate and feel that, at least in their careers, their lives and their potential went unfulfilled.

Employers have a big effect on employees' careers. Some institute formal *career management* processes, while others do little. We can define **career management** as a process for enabling employees to better understand and develop their career skills and interests, and to use these skills and interests most effectively both within the company and after they leave the firm. Specific career management activities might include providing realistic career-oriented appraisals, posting open jobs, and offering formal career development activities. **Career development** is the lifelong series of activities (such as workshops) that contribute to a person's career exploration, establishment, success, and fulfillment. **Career planning** is the deliberate process through which someone becomes aware of his or her personal skills, interests, knowledge, motivations, and other characteristics; acquires information about opportunities and choices; identifies career-related goals; and establishes action plans to attain specific goals.

Careers Today

Careers today are not what they were several years ago. People traditionally viewed careers as a sort of upward staircase from job to job, more often than not with just one or, at most, a few firms. Today, mergers, outsourcings, consolidations, and more or less endless downsizings have changed the ground rules, at least for most people. Many people do still move up from job to job. But more often they find themselves having to re-invent themselves—thus, the sales rep, laid off by a publishing firm that's just merged, may reinvent her career for the next few years as an account executive at a media-oriented accounting firm.¹

Careers today differ in other ways from a few years ago. With increasing numbers of women pursuing professional and managerial careers, families must balance the challenges associated with dual career pressures. At the same time, what people want from their careers seems to be changing. Whereas baby boomers—those retiring in the next 10 or so years—by and large were job and employer-focused, those entering the job market now often value work arrangements that provide more opportunities for having more balanced lives.

These changes have implications for the human resource function. A few years ago, the assumption—the “psychological contract” between employer and employee—was, often, “You be loyal to us, and we'll take care of you.” Today, employees know they must take care of themselves. The psychological contract is more like, “I'll do my best for you, but I expect you to provide me with the development and learning that will prepare me for

TABLE 10-1 Traditional Versus Career Development Focus

HR Activity	Traditional Focus	Career Development Focus
Human resource planning	Analyzes jobs, skills, tasks—present and future. Projects needs. Uses statistical data.	Adds information about individual interests, preferences, and the like to replacement plans.
Recruiting and placement	Matching organization’s needs with qualified individuals.	Matches individual and jobs based on variables including employees’ career interests and aptitudes.
Training and development	Provides opportunities for learning skills, information, and attitudes related to job.	Provides career path information. Adds individual development plans.
Performance appraisal	Rating and/or rewards.	Adds development plans and individual goal setting.
Compensation and benefits	Rewards for time, productivity, talent, and so on.	Adds tuition reimbursement plans, compensation for non-job-related activities such as United Way.

Source: Adapted from Fred L. Otte and Peggy G. Hutcheson, *Helping Employees Manage Careers* (Upper Saddle River, NJ: Prentice Hall, 1992), p. 10, and www.ge.com.cn/careers/career_management.html, accessed May 18, 2007.

the day I must move on, and for having the work-life balance that I desire.”² John Madigan, vice president of HR for the Hartford Insurance Company’s 3,500-member IT group, discovered how important development activities can be. He conducted a survey. Of the employees who left the organization, “Ninety percent of people who left voluntarily talked about [the lack of] career and professional development and the level of support their managers gave them in this area,” he says.³

1 Compare employers’ traditional and career planning-oriented HR focuses.

Career Development Today

This shift in philosophy means that many employers have strengthened the career focus of their human resources activities. The focus is no longer just, “how can you best serve our company?” Today, the reality for most people is that they’ll have to change employers (and perhaps careers) several times during their work lives. Employees therefore expect activities like selection, training, and appraisal to serve their own longer-term career needs, too. The emphasis now is thus on using HR activities and milestones (like annual appraisals) to facilitate career self-analysis, development, and management.⁴ Table 10-1 summarizes how employers can use activities such as training and appraisal to support such a **career planning and development** focus.

Career development programs needn’t be complicated. Employees report that receiving performance feedback, having individual development plans, and having access to non-technical skills training would probably reduce the likelihood they’d leave their firms. Yet, only about a fourth of the respondents in one survey had individual development plans.⁵ Figure 10-1 illustrates a simple career plan that can derive from such an approach.⁶

John Madigan’s experience at the Hartford Insurance Company illustrates why it’s not just the employees who benefit from this newer career development approach. Certainly, it helps employees. They get the skills they need to understand their career options, and, often, the support required to pursue them. However employers also gain. As two experts put it, “employers provide the tools, environment, and skill development opportunities for employees, and then employees are better equipped to serve the company and build it to its potential.”⁷ Furthermore, it can foster commitment and assist in the firm’s employee recruitment and retention efforts: “The most attractive proposition an employer can make

career planning and development

The deliberate process through which a person becomes aware of personal career-related attributes and the lifelong series of steps that contribute to his or her career fulfillment.

FIGURE 10-1

Employee Career Development Plan

Source: Reprinted from www.HR.BLR.com with permission of the publisher *Business and Legal Reports Inc.*, 141 Mill Rock Road East, Old Saybrook, CT © 2004.

Employee Career Development Plan

Employee: _____ **Position:** _____

Manager: _____ **Department:** _____

Date of Appraisal: _____

1. What is the next logical step up for this employee, and when do you think he or she will be ready for it?

Probable Next Job:	When Ready:			
	Now	6 Months	1 Year	2 Years
1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. What is the highest probable promotion within five years?

3. What does this employee need to prepare for promotion?

- Knowledge: _____

- Action Plan: _____


- Skill Training: _____

- Action Plan: _____

- Management Training: _____

- Action Plan: _____

today is that in five years the employee will have more knowledge and be more employable than now. That should be the acid test for any career development program.”⁸

 Explain the employee’s, manager’s, and employer’s career development roles.

ROLES IN CAREER PLANNING AND DEVELOPMENT

Ideally, the employer, employee, and manager all play roles in planning, guiding, and developing the employee’s career (see Table 10-2). We’ll look at each.

The Employee’s Role

While the employer and manager play roles in guiding employees’ careers, this is one task that no employee should ever abandon to his or her manager or employer. For the individual

TABLE 10-2 Roles in Career Development**Individual**

- Accept responsibility for your own career.
- Assess your interests, skills, and values.
- Seek out career information and resources.
- Establish goals and career plans.
- Utilize development opportunities.
- Talk with your manager about your career.
- Follow through on realistic career plans.

Manager

- Provide timely and accurate performance feedback.
- Provide developmental assignments and support.
- Participate in career development discussions with subordinates.
- Support employee development plans.

Employer

- Communicate mission, policies, and procedures.
- Provide training and development opportunities including workshops.
- Provide career information and career programs.
- Offer a variety of career paths.
- Provide career-oriented performance feedback.
- Provide mentoring opportunities to support growth and self-direction.
- Provide employees with individual development plans.
- Provide academic learning assistance programs.

Source: Adapted from Fred L. Otte and Peggy G. Hutcheson, *Helping Employees Manage Careers* (Upper Saddle River, NJ: Prentice Hall, 1992), p. 56; www.ge.com.cn/careers/career_management.html; and www_03.ibm.com/employment/us.cd_career_dev.shtml, accessed May 18, 2007.

employee, *career planning* means matching individual strengths and weaknesses with occupational opportunities and threats. In other words, the person wants to pursue occupations, jobs, and a career that capitalize on his or her interests, aptitudes, values, and skills. He or she wants to choose occupations, jobs, and a career that make sense in terms of projected future demand for various types of occupations. The consequences of a bad choice (or of no choice) are too severe to leave such decisions to others.

Of course, career planning is no guarantee. Several years ago, a career as a systems analyst or computer engineer seemed like a ticket to success, at least until many firms began outsourcing jobs like these to Asia. Yet, uncertainties like these only underscore the need for monitoring the job market, so as to be better positioned to move when a career change is required. Luck, as someone once said, tends to come to those who are best prepared. The appendix to this chapter, “Managing Your Career” (see page 402) explains the career planning process from the employee’s point of view.

Many people make the mistake of changing jobs or occupations when a smaller change would suffice. Dissatisfied at work, they assume it must be the job or the occupation. But, why decide to switch from being a lawyer to a teacher, when it’s not the profession but that law firm’s 80-hour weeks that’s the problem?

The employee needs to use a process of elimination. For example, some people may like their occupations and the employers for whom they work, but not how their specific jobs are structured. Others may find their employers' ways of doing things are the problem. Or, it may in fact be the occupation.

In any case, the solution needs to fit the cause. For example, if, after thinking it through, you are satisfied with your occupation and where you work, but not with your job as it's organized now, try reconfiguring it. For example, consider alternative work arrangements such as flexible hours or telecommuting; delegate or eliminate the job functions you least prefer; and seek out a "stretch assignment" that will let you work on something you find more challenging.⁹

Mentors Studies also suggest that having a mentor—a senior person who can be a sounding board for your career questions and concerns, and provide career-related guidance and assistance—can significantly enhance career satisfaction and success.¹⁰ Here, the employer can play an important role, for instance by encouraging senior managers to serve as mentors. But it is still usually the employee's responsibility to find a mentor and to maintain a productive relationship. Suggestions for doing so include:

- Choose an appropriate potential mentor. The mentor should be objective enough to offer good career advice, so someone who's not your direct boss may be best. Many people seek out someone who is one or two levels above their current boss.
- Don't be surprised if you're turned down. Not everyone is willing to undertake this time-consuming commitment.
- Make it easier for a potential mentor to agree to your request by making it clear ahead of time what you expect in terms of time and advice.
- Have an agenda. Bring an agenda to your first mentoring meeting that lays out key issues and topics for discussion.
- Respect the mentor's time. Be selective about the work-related issues that you bring to the table. Furthermore, the mentoring relationship generally should not involve personal problems or issues.¹¹

Mentoring may be formal or informal. Informally, mid- and senior-level managers may voluntarily help less-experienced employees—for instance, by giving them career advice and helping them navigate office politics. Other informal means include increasing the opportunities for networking and interactions among diverse employees. We'll see below that many firms also have formal mentoring programs. For instance, the employer may pair protégés with potential mentors, and provide training to help mentor and protégé better understand their respective responsibilities.

In this chapter, we'll focus primarily on the manager's and the employer's role in the employee's career development process (again, see the appendix for what the employee can do). The "When You're on Your Own" feature illustrates the manager's role in the process. Let's turn now to the employer's role.

The Employer's Role

All or most of the employer's human resources activities can support career development efforts. Table 10-3 presents a list of such organizational career planning and management practices.

A survey illustrates the popularity of various employer career management practices. The researchers studied 524 organizations in the United Kingdom to determine how they used 17 career management practices. "Posting job openings" was the most popular practice. The other top career practices, in descending order, were: formal education;

When You're on Your OWN

HR for Line Managers and Entrepreneurs

Employee Career Development

Whether or not the employer has a career development program, the individual manager can do several things to support his or her subordinates' career development needs. For example, when the subordinate first begins his or her job, discuss the importance of developing a career plan, as well as ways in which you can help the employee achieve career goals. The manager can schedule regular performance appraisals and, at these reviews,

focus on the extent to which the employee's current skills and performance are consistent with the person's career goals. The manager can provide the employee with an informal career development plan like that in Figure 10-1. And, the manager can provide mentoring assistance, and keep subordinates informed about how they can utilize the firm's current career-related benefits.¹²

TABLE 10-3 Possible Employer Career Planning and Development Practices

Job postings
Formal education/tuition reimbursement
Performance appraisal for career planning
Counseling by manager
Lateral moves/job rotations
Counseling by HR
Pre-retirement programs
Succession planning
Formal mentoring
Common career paths
Dual ladder career paths
Career booklets/pamphlets
Written individual career plans
Career workshops
Assessment center
Upward appraisal
Appraisal committees
Training programs for managers
Orientation/induction programs
Special needs (highfliers)
Special needs (dual-career couples)
Diversity management
Expatriation/repatriation

Source: Yehuda Baruch, "Career Development in Organizations and Beyond: Balancing Traditional and Contemporary Viewpoints," *Human Resource Management Review*, vol. 16, 2006, p. 131.

career-oriented performance appraisals; counseling by managers; lateral, developmental moves; counseling by HR; retirement preparation; and succession planning.¹³ Many firms, like Sun Microsystems, have relatively formal programs. Sun maintains a career development center staffed by certified counselors. It helps employees fill development gaps and choose Sun career opportunities. The firm believes its program helps explain why its average employee tenure of four years is more than twice that estimated at other Silicon Valley firms.¹⁴

reality shock

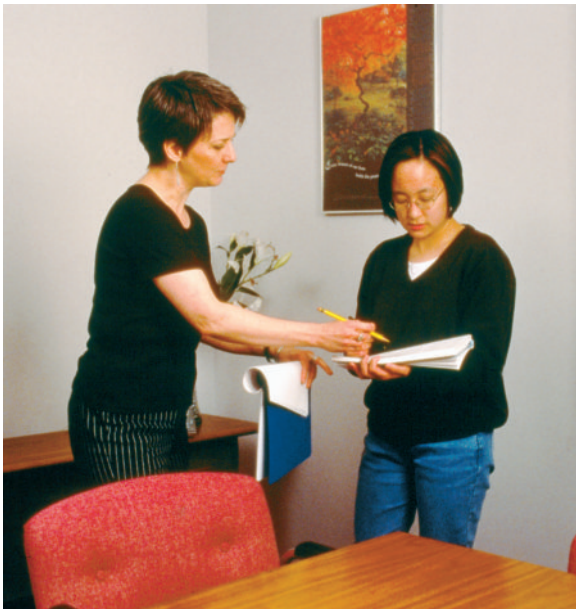
Results of a period that may occur at the initial career entry when the new employee's high job expectations confront the reality of a boring, unchallenging job.

job rotation

Moving an employee through a preplanned series of positions in order to prepare the person for an enhanced role with the company.

Life-Cycle Career Management The employer's career development responsibilities depend somewhat on how long the employee has been with the firm. Before hiring, *realistic job previews* can help candidates gauge whether the job is indeed for them, and particularly whether a job's demands are a good fit with a candidate's skills and interests. Especially for recent college graduates, the first job can be crucial for building confidence and a more realistic picture of what he or she can and cannot do: Providing *challenging first jobs* (rather than relegating new employees to "jobs where they can't do any harm"), and having an experienced *mentor* who can help the person learn the ropes, are thus important. Some refer to this as preventing **reality shock**, a phenomenon that occurs when a new employee's high expectations and enthusiasm confront the reality of a boring, unchallenging job.

After the person has been on the job for a while, an employer can take steps to help further the employee's career. *Career-oriented appraisals*—in which the manager is trained not just to appraise the employee but also to match the person's strengths and weaknesses with a feasible career path and required development work—is one important step. Similarly, providing periodic, planned **job rotation** can help the person develop a more realistic picture of what he or she is (and is not) good at, and thus the sort of future career moves that might be best. Formal *job postings*, *promotion-from-within policies*, and *training* help ensure employees can continue to use their skills to the best advantage. Dow Chemical instituted a "People Success System" to facilitate employees' career planning and development. The system includes a list of competencies for every job at Dow. Employees can review the competencies required for their own jobs (or for others they might be interested in), and identify their own developmental needs. *Pre-retirement counseling* and *transition policies* (such as phased retirement with part-time work) then play a role toward the end of the employee's career.



Mentoring can be formal or informal, but usually consists of mid- or senior-level managers helping less-experienced colleagues with career advice and tips on how to avoid political problems and move up the ladder.

Mentoring Programs Many companies, including Marriott International, Charles Schwab, and Bank of America have formal mentoring programs. Here more senior professionals and managers team with less experienced protégés with the aim of assisting the protégés to improve their performance and career progress.¹⁵ The accounting firm KPMG made an online mentoring program part of its "employer of choice" initiative, which also includes job-sharing time off, flexible work schedules, and community volunteer opportunities with pay and benefits.¹⁶ Dow Chemical Co. has a Web-based mentor technology similar to a Google search. It enables Dow employees who seek a mentor to create a list of names of potential Dow mentors.¹⁷

mentoring

Formal or informal programs in which mid- and senior-level managers help less-experienced employees—for instance, by giving them career advice and helping them navigate political pitfalls.

Studies suggest several ways to improve a **mentoring** program's effectiveness. For example, one study found no evidence that it mattered whether participation was mandatory or voluntary. However, having input into choosing the mentor was important. Thus both the mentor and protégé should have some input into the matching. Providing the participants with training aimed at enabling them to get the most out of the mentoring relationship was also important.¹⁸

Innovative Corporate Career Development Initiatives

Employers' corporate career development initiatives may also include innovative programs like those listed below.

1. **Provide each employee with an individual budget.** He or she can use this budget for learning about career options and personal development.¹⁹
2. **Offer on-site or online career centers.** These include a Web-based or off-line library of career development materials, career workshops, workshops on related topics (such as time management), and individual career coaches for career guidance. The employer may organize an online career center using tools like those in the chapter appendix. First USA Bank has what it calls the Opportunity Knocks program. Its purpose is to help employees crystallize their career goals and achieve them within the company. In addition to career development training and follow-up support, First USA Bank outfitted special career development facilities at its work sites that employees can use on company time. These contain materials such as career assessment and planning tools.²⁰
3. **Encourage role reversal.** Have employees temporarily work in different positions in order to develop a better appreciation of their occupational strengths and weaknesses.
4. **Establish a "corporate campus."** Make career and development courses and programs available, perhaps through partnerships with local colleges or consultants.
5. **Help organize "career success teams."** These are small groups of employees from the same or different departments who meet periodically to network and support one another in achieving their career goals.
6. **Provide career coaches.** For example, Allmerica Financial Corp., hired 20 career development coaches to assist its 850-person information technology staff. This coaching program was part of a broader organizational change program, to centralize information technology and create small information technology teams. The coaches help individual employees identify their development needs, and obtain the training, professional development, and networking opportunities that they need to satisfy those needs.²¹

Career coaches usually work one-on-one with individual employees to help them use career assessment tools and identify their training and development options.²² However, a new breed of coach is emerging. Used mostly for companies' highest-level managers, these "executive coaches" provide assessment and advice that often digs quite deeply into the executive's personality, and into how the person's personal life may be influencing his or her career.

Career coaches should help employees create clear one- to five-year plans showing where their careers with the firm may lead. Then, base developmental plans on the skills employees will need to move up.²³

7. **Provide career planning workshops.** A career planning workshop is "a planned learning event in which participants are expected to be actively involved, completing career planning exercises and inventories and participating in career skills practice sessions."²⁴ A typical workshop includes a self-assessment, an environmental assessment, and goal-setting and action-planning segment. See Figure 10-2 for a typical agenda.

Before the program—Two weeks prior to the workshop participants receive a letter confirming their participation in the program and package of work to be completed before coming to the workshop. The exercises in this package include skills inventory, values identification, life accomplishments inventory, and a reading describing career direction options.

<p>Day 1</p> <p>8:30–10:00 Introduction and Overview of Career Planning</p> <p>Welcome and Introduction to Program</p> <p>Welcome by general manager</p> <p>Overview of agenda and outcomes</p> <p>Participant introductions (statements of expectations for the program)</p> <p>Overview of Career Development</p> <p>Company's philosophy</p> <p>Why career planning is needed</p> <p>What career planning is and is not</p> <p>Career planning model</p> <p>10:00–Noon Self-Assessment: Part 1</p> <p>Individual Self-Assessment: Values</p> <p>Values card sort exercise</p> <p>Reconciling with values pre-work</p> <p>Introduce career planning summary work sheet</p> <p>Individual Self-Assessment: Skills</p> <p>Motivated skills exercise</p> <p>Examining life accomplishments (synthesize with pre-work)</p> <p>Identifying accomplishment themes</p> <p>Preferred work skills (from pre-work inventory)</p> <p>Fill in career planning summary work sheet</p> <p>1:00–3:00 Self-Assessment: Part 2</p> <p>Individual Self-Assessment: Career Anchors</p> <p>Career anchoring pattern exercise</p> <p>Small group discussions</p> <p>Fill in career planning summary work sheet</p> <p>Individual Self-Assessment: Preferences</p> <p>What success means to me</p> <p>Skills, knowledge, personal qualities</p> <p>Fill in career planning summary work sheet</p> <p>Individual Self-Assessment: Career Path Pattern</p> <p>Synthesize with direction options from pre-work</p> <p>Fill in career planning summary work sheet</p> <p>3:30–4:30 Environmental Assessment</p> <p>Information About the Company</p> <p>Goals, growth areas, expectations, turnover, competition for jobs, skills for the future</p> <p>Fill in career planning summary work sheet</p> <p>Personal career profile</p> <p>Reality test, how you see self at this point by sharing</p>	<p>Day 2</p> <p>8:30–10:00 Goal Setting</p> <p>Warm-Up Exercise</p> <p>Review of where we've been and where we're going</p> <p>Setting goals—where do I want to be?</p> <p>Creating an ideal future</p> <p>Future skills and accomplishments</p> <p>Desired lifestyle</p> <p>Life and career goals</p> <p>10:15–1:30 Environmental Assessment: Part 2</p> <p>Career resources in the company</p> <p>Introduce support services and hand out information</p> <p>Marketing yourself—what it takes to achieve your goals here</p> <p>Describe resource people who will be with the group for lunch and brainstorm questions/issues to be discussed</p> <p>Lunch with resource people</p> <p>Review lunch discussions</p> <p>1:30–4:30 Developing Career Action Plans</p> <p>Making career decisions</p> <p>Identifying long-range alternatives</p> <p>Identifying short-range alternatives</p> <p>Improving career decisions</p> <p>Decision styles and ways to enhance them</p> <p>Creating your career plan</p> <p>Reconciling your goals with options</p> <p>Next career steps</p> <p>Development action plan</p> <p>Contingency planning</p> <p>Making it happen—Making commitments to next steps</p> <p>Summary and adjourn</p>
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FIGURE 10-2

Sample Agenda—Two-Day Career Planning Workshop

Source: Fred L. Otte and Peggy Hutcheson, *Helping Employees Manage Careers* (Upper Saddle River, NJ: Prentice Hall), 1992, pp. 22–23.

8. Make computerized on- and off-line programs available for improving the organizational career planning process. For example, WorkforceVision from Criterion, Inc., supplies online systems that help the company analyze an employee’s training needs. Clicking on the employee’s name launches his or her work history, competencies, career path, and other information. For each competency (such as leadership and customer focus), a bar chart graphically shows “gap analysis” highlighting the person’s strengths and weaknesses. The firm can then organize developmental activities around the person’s needs.²⁵ For both the employer and employee, it often makes more sense to merge the firm’s career development and training and appraisal systems together as an integrated online package, as follows.

Improving Productivity Through HRIS: Career Planning and Development

Realistically, it doesn’t make much sense to isolate activities like career planning, succession planning, performance appraisal, and training from each other. For example, the employee’s career planning and development needs should ideally reflect the strengths and weaknesses that the performance appraisal brings to light. Similarly, eliminating the weaknesses should involve helping the employee tap into the firm’s training and development offerings. At the same time, top management and HR should have an integrated information system that gives them a bird’s-eye view of their employees’ career interests, progress, and appraisal results, so as to expedite the firm’s succession planning process.

Therefore, more employers are integrating their career planning and development systems with their firms’ performance appraisal, succession planning, and training and development information systems. For example, Alyeska, the company that manages the trans-Alaska pipeline, has a user-friendly portal that lets employees “see their full training history, development plans and upcoming deadlines, register for courses, or do career planning—usually without having to ask for help.”²⁶ At the same time, “managers can get a quick picture of the training needs for a particular group, or see all the employees who have a specific qualification.”²⁷


One information system that lets employers integrate appraisal, career development, training, and succession planning systems is Kenexa CareerTracker. CareerTracker “helps organizations optimize workforce productivity by providing an easily accessible platform for ongoing employee performance management, succession planning, and career development.”²⁸

promotions

Advancements to positions of increased responsibility.

transfers

Reassignments to similar positions in other parts of the firm.

 Describe the issues to consider when making promotion decisions.

MANAGING PROMOTIONS AND TRANSFERS

Promotions and transfers are important parts of most people’s careers. **Promotions** traditionally refer to advancements to positions of increased responsibility; **transfers** are reassignments to similar positions in other parts of the firm.

Making Promotion Decisions

Most people look forward to promotions, which usually mean more pay, responsibility, and (often) job satisfaction. For employers, promotions can provide opportunities to reward exceptional performance, and to fill open positions with tested and loyal employees. Yet the promotion process isn’t always a positive experience for either employee or employer. Unfairness, arbitrariness, or secrecy can diminish the effectiveness of the process. Several decisions, therefore, loom large in any firm’s promotion process.

Decision 1: Is Seniority or Competence the Rule? Probably the most important decision is whether to base promotion on seniority or competence, or some combination of the two.

Today's focus on competitiveness favors competence, as does the fact that promotion based on competence is the superior motivator. However, a company's ability to use competence as the criterion depends on several things, most notably whether or not union agreements or civil service requirements govern promotions. Union agreements sometimes contain clauses that emphasize seniority, such as: "In the advancement of employees, employees with the highest seniority will be given preference, where skills and performance are approximately equal." And civil service regulations that stress seniority rather than competence often govern promotions in many public-sector organizations.

Decision 2: How Should We Measure Competence? If the firm opts for competence, how should it define and measure competence? Defining and measuring past performance is relatively straightforward: Define the job, set standards, and use one or more appraisal tools to record performance. But promotions require something more: You also need a valid procedure for predicting a candidate's future performance.

Most employers use prior performance as a guide, and assume that (based on his or her prior performance) the person will do well on the new job. This is the simplest procedure. Others use tests or assessment centers to evaluate promotable employees and to identify those with executive potential.

An increasing number of employers take a more comprehensive approach. For example (particularly given the public safety issues involved), police departments have traditionally taken a relatively systematic approach when evaluating candidates for promotion to command positions. Traditional promotional reviews here include a written knowledge test, an assessment center, credit for seniority, and a score based on recent performance appraisal ratings. Other departments are adding a personnel records review. This includes evaluation of job-related dimensions such as supervisory-related education and experience, ratings from multiple sources, and systematic evaluation of behavioral evidence.²⁹

Decision 3: Is the Process Formal or Informal? Many firms have informal promotion processes. They may or may not post open positions, and key managers may use their own "unpublished" criteria to make decisions. Here employees may (reasonably) conclude that factors like "who you know" are more important than performance, and that working hard to get ahead—at least in this firm—is futile.

Many employers establish formal, published promotion policies and procedures. These have several components. Employees get a *formal promotion policy* describing the criteria by which the firm awards promotions. A *job-posting policy* states the firm will post open positions and their requirements, and circulate these to all employees. As explained in Chapter 5, many employers also maintain *employee qualification databanks*, and use replacement charts and computerized employee information systems.

Decision 4: Vertical, Horizontal, or Other? Promotions aren't necessarily as simple as they may appear. For example, how do you motivate employees with the prospect of promotion when your firm is downsizing? And how do you provide promotional opportunities for those, like engineers, who may have little or no interest in managerial roles?

Several options are available. Some firms, such as the exploration division of British Petroleum, create two parallel career paths, one for managers, and another for "individual contributors" such as high-performing engineers. At BP, individual contributors can move up to nonsupervisory but senior positions, such as "senior engineer." These jobs have most



Employers are transferring employees less often, partly because of family resistance.

of the financial rewards attached to management-track positions at that level.

Another option is to move the person horizontally. For instance, move a production employee to human resources so as to develop his or her skills and to test and challenge his or her aptitudes. And in a sense, “promotions” are possible even when leaving the person in the same job. For example, you can usually enrich the job, and provide training to enhance the opportunity for assuming more responsibility. The “Know Your Employment Law” feature below explains some legal aspects of promotions.

Handling Transfers

A *transfer* is a move from one job to another, usually with no change in salary or grade. Employees seek transfers for many reasons, including personal enrichment, more interesting jobs, greater convenience—better hours, location of work, and so on—or to jobs offering greater advancement possibilities. Employers may transfer a worker to vacate a position where he or she is no longer needed, to fill one where he or she is needed, or more generally to find a better fit for the employee within the firm. Many firms today boost productivity by consolidating positions. Transfers are a way to give employees who might have nowhere else to go a chance for another assignment and, perhaps, some personal growth.

Many firms have had policies of routinely transferring employees from locale to locale, either to expose them to a wider range of jobs or to fill open positions with trained employees. Such easy-transfer policies have now fallen into disfavor. This is partly because of the cost of relocating employees (paying moving expenses, and buying back the employee’s current home, for instance) and partly because firms assumed that frequent transfers had a damaging effect on transferees’ family life.

4 Describe the methods for enhancing diversity through career management.

ENHANCING DIVERSITY THROUGH CAREER MANAGEMENT

Sources of Bias and Discrimination in Promotion Decisions

Women and people of color still experience relatively less career progress in organizations, and bias and more subtle barriers are often the cause. Yet this is not necessarily the result of decision makers’ racist sentiments. Instead, secondary factors—such as having few people of color employed in the hiring department—may be the cause. In any case, the bottom line seems to be that whether it’s bias or some other reason, questionable barriers like these do exist, and need to be found and eliminated.

Similarly, women still don’t make it to the top of the career ladder in numbers proportionate to their numbers in U.S. industry. Women constitute 40% of the workforce, but hold less than 2% of top-management positions. Blatant or subtle discrimination accounts for most of this. Some hiring managers erroneously believe that “women belong at home and are not committed to careers.” The “old-boy network” of informal friendships forged over lunch, at social events, or at club meetings is usually not open to women, although it’s often here that promotional decisions are made. A lack of women mentors makes it harder for women to find the role models and supporters they need to help guide their careers. Unlike many men, women must also make the “career versus family” decision, since the

Establish Clear Guidelines for Managing Promotions

In general, the employer's promotion processes must comply with all the same anti-discrimination laws as do procedures for recruiting and selecting employees or any other such actions. For example, Title VII of the 1964 Civil Rights Act states, "it shall be an unlawful employment practice for an employer to fail or refuse to hire or to discharge an individual or otherwise to discriminate against any individual with respect to his/her compensation, terms, conditions, or privileges of employment, because of such individual's race, color, religion, sex, or national origin." Similarly, the Age Discrimination in Employment Act of 1967 made it unlawful to discriminate against older employees or applicants for employment in any manner, including promotion.

Beyond such general caveats, there are several specific things to keep in mind regarding the employment law aspects of promotional decisions. One concerns potential problems caused by claims of *retaliation*. Most federal and state employment laws contain anti-retaliation provisions. As long as the employee (or former employee) was acting in good faith when he or she filed the EEOC (or other protected) claim against the employer, the employee may claim retaliation if he or she subsequently suffers an adverse employment action.³⁰ In such charges, the employee basically claims that (1) the employee tried to blow the whistle on the company for doing something illegal, or filed an EEOC charges or workers' compensation claim, or safety complaint, or lawsuit against the company; (2) the employer then fired, demoted, failed to promote, or cut the pay of that employee; and (3) the HR action was caused by the employee's legally protected activity.

For example, the Fifth U.S. Circuit Court of Appeals allowed her claim of retaliation to proceed when a female employee provided evidence that she was turned down for promotion because a supervisor she had previously accused of sexual harassment made comments that persuaded her current supervisor not to promote her.³¹ The evidence confirmed that in a meeting at which supervisors reviewed the person's performance, the former supervisor (and object of the sexual harassment accusation) made comments regarding the employee's "ability to work effectively with others."

One way for the employer to defend against such claims is to ensure that its promotion procedures are objective. For example, the Eighth U.S. Circuit Court of Appeals recently held that a company's failure to set objective guidelines and procedures for promoting current employees may suggest employment discrimination.³² (In this case, the court found that a community college did not consistently use the same procedures for hiring and promotions at different times, did not clarify when and under what conditions vacant positions were announced, or whether or not there were application deadlines.) In another case, the employer turned down the 61-year-old applicant for a promotion because of his interview performance; the person who interviewed him said he did not "get a real feeling of confidence" from the candidate.³³ In this case, "the court made it clear that while subjective reasons can justify adverse employment decisions, an employer must articulate any clear and reasonably specific factual bases upon which it based its decision." In other words, you should be able to provide objective evidence supporting your subjective assessment for promotion.

responsibilities of raising the children and managing the household still fall disproportionately on women:

Balancing work and family life can be a challenge. For example, Brenda Barnes gave up her job as head of PepsiCo's North American beverage business in order to spend more time with her family. Linda Noonan, an auditor with Deloitte & Touche, left to join a smaller accounting firm after trying to balance a 70-hour workweek

with her responsibilities as a new mother. Her situation also illustrates what employers can do to resolve such work–family conflicts. When Deloitte instituted a new flexible work schedule, Noonan went back to work there. She signed an agreement to work 80% of the hours normally expected of her position. She also arranged to work more hours from January to March (when the workload is heaviest), and to take more time off the rest of the year to spend with her two daughters.³⁴

Different Career Challenges Women and men also face different challenges as they advance through their careers. Women report greater barriers (such as being excluded from informal networks) than do men, and greater difficulty getting developmental assignments and geographic mobility opportunities. Women had to be more proactive to get such assignments. Because developmental experiences like these are so important, “organizations that are interested in helping female managers advance should focus on breaking down the barriers that interfere with women’s access to developmental experiences.”³⁵

In these matters, minority women seem particularly at risk. Over the past few years, the number of African American, Asian American, and Hispanic women in the U.S. workforce grew by 35%, 78%, and 25%, respectively. Yet women of color hold only a small percentage of professional and managerial private-sector positions. One survey asked minority women what they saw as the barriers to a successful career. The minority women in this survey reported that the main barriers to advancement included not having an influential mentor (47%), lack of informal networking with influential colleagues (40%), lack of company role models for members of the same racial or ethnic group (29%), and a lack of high-visibility assignments (28%).³⁶

Adding to the problem is the fact that some corporate career development programs are inconsistent with the needs of minority and nonminority women. For example, many such programs underestimate the role played by family responsibilities in many women’s (and men’s) lives. Similarly, some programs assume that career paths are orderly, sequential, and continuous; yet the need to stop working for a time to attend to family needs may well punctuate the career paths of many people of color and women (and perhaps men).³⁷ And, in any case, a study of male and female corporate expatriates concluded that several types of career development programs—fast-track programs, individual career counseling, and career planning workshops—were less available to women than to men.³⁸ Many refer to this totality of subtle and not-so-subtle barriers to women’s career progress as the *glass ceiling*.

Taking Steps to Enhance Diversity: Women’s and Minorities’ Prospects

Employers can take steps to enhance women’s and minorities’ promotional and career prospects. Perhaps the most important thing is to focus on *taking the career interests of women and minority employees seriously*. In other words, accept that there are problems, and work on eliminating the barriers. Other advisable steps include the following.

Eliminate Institutional Barriers Many practices (such as required late-night meetings) may seem gender neutral but in fact disproportionately affect women and minorities. Employers need to identify such practices and make their practices more accommodating.

Improve Networking and Mentoring To improve female employees’ networking opportunities, Marriott International instituted a series of leadership conferences for women. Speakers offered practical tips for career advancement, and shared their experiences. More important, the conferences provided numerous informal opportunities—over lunch, for instance—for the Marriott women to meet and forge business relationships. Accountants Deloitte & Touche instituted a formal mentoring program.



Retail businesses, with a higher proportion of women managers, often have more flexible schedules and career tracks.

Eliminate the Glass Ceiling Eliminating glass ceiling barriers requires more than an order from the CEO, because the problem is usually systemic. As one expert puts it, “the roots of gender discrimination are built into a platform of work practices, cultural norms and images that appear unbiased . . . People don’t even notice them, let alone question them. But they create a subtle pattern of disadvantage that blocks all women.” Complicating things is the fact that when they come up against these obstacles, women may attribute them not to structural (“glass ceiling”) barriers, but to their own personal inadequacies. For example, numerous after-hours meetings may be the norm in a fast-driving company. For women with family responsibilities, not being able to attend could cripple their advancement prospects. Rescheduling late meetings will therefore (as noted above) make a difference for women with child-care responsibilities.

Institute Flexible Schedules and Career Tracks Inflexible promotional ladders (such as “you must work eight years of 70-hour weeks to apply for partner) can put women—who often have more responsibility for child-raising chores—at a disadvantage. In many large accounting firms, for instance, “more men successfully logged the dozen or so years normally needed to apply for a

position as partner. But fewer women stuck around, so fewer applied for or earned these prized positions.”³⁹ One solution, as at Deloitte & Touche, is to institute career tracks (including reduced hours, and more flexible year-round work schedules) that enable women to periodically reduce their time at work, but still remain on a partnership track.

5 Answer the question: How can career development foster employee commitment?

CAREER MANAGEMENT AND EMPLOYEE COMMITMENT

The globalization of the world economy has been a boon in many ways. For products and services ranging from cars to computers to air travel, it has powered lower prices, better quality, and higher productivity and living standards.

But these advances haven’t come without a price. At least in the short run, the same cost-efficiencies, belt-tightening, and productivity improvements that globalization produced have also triggered numerous and ongoing workforce dislocations. The desire for efficiencies drove firms to downsize, and to “do more with less.” It prompted thousands of mergers, large and small, many of which—as when NCNB bought BankAmerica—aimed specifically to “eliminate redundancies;” in other words, to close duplicate branches and back office operations. And with every buyout, merger, and downsizing, more employees found themselves out of work.

The New Psychological Contract

Changes like these understandably prompt many employees to ask why they should be loyal to their employers. “Why,” they might ask, “should I be loyal to you if you’re just going to dump me when you decide to cut costs again?” To paraphrase the author of the book *Pack Your Own Parachute*, the smart employee today thus tends to think of him or herself as a free agent, there to do a good job but also to prepare for the next career move, to another firm. As we noted earlier in this chapter, yesterday’s employee–employer “psychological contract” may have been something like, “do your best and be loyal to us, and we’ll take care of your career.” Today, it is “do your best for us and be loyal to us for as

long as you're here, and we'll provide you with the developmental opportunities you'll need to move on and have a successful career." In such situations, employers must think through what they're going to do to maintain employee commitment, if they are to minimize voluntary departures, and maximize employee effort.

Commitment-Oriented Career Development Efforts

The employer's career planning and development activities can and should play a central role here. Managed effectively, the employer's career development process should send the signal that the employee cares about the employee's career success, and thus deserves the employee's commitment. Career development programs and career-oriented appraisals can facilitate this.

Career Development Programs For example, we've seen that most large (and many smaller) employers provide career planning and development services. Consider the program at Saturn Corporation's Spring Hill, Tennessee, plant. A career workshop uses vocational guidance tools (including a computerized skills assessment program and other career gap analysis tools) to help employees identify career-related skills and the development needs they possess. This workshop helps employees to assess themselves, and to identify their weaknesses and strengths. Tuition reimbursement and other development aids are also available to help employees develop the skills they need to get ahead.

Programs like these can help foster employee commitment. Here is how one Saturn employee put it:

I'm an assembler now, and was a team leader for two-and-a-half years. My goal is to move into our people-systems [HR] unit. I know things are tight now, but I know that the philosophy here is that the firm will look out for me—they want people to be all they can be. I know here I'll go as far as I can go; that's one reason I'm so committed to Saturn.⁴⁰

Career-Oriented Appraisals Similarly, the annual or semi-annual appraisal provides an excellent opportunity to review career-related issues. Performance appraisals should not only be about telling someone how he or she has done. They also provide the ideal occasion to link the employee's performance, career interests, and developmental needs into a coherent career plan. A form like the one in Figure 10-3 can facilitate this process, by helping the manager and employee to translate the latter's performance-based experiences for the year into tangible development plans and goals.

RETIREMENT

retirement

The point at which one gives up one's work, usually between the ages of 60 and 65.


preretirement counseling

Counseling provided to employees who are about to retire, which covers matters such as benefits advice, second careers, and so on.

Retirement for many employees is a mixed blessing. The employee may be free of the daily demands of his or her job, but at the same time be slightly adrift due to not having a job to go to. In a recent survey, 78% of employees said they expect to continue working in some capacity after normal retirement age (64% said they want to do so part-time). Only about a third said they plan to continue work for financial reasons; about 43% said they just wanted to remain active.⁴¹ About 30% of the employers in one survey therefore reported having formal **preretirement counseling** aimed at easing the passage of their employees into retirement. The most common preretirement practices were:

- Explanation of Social Security benefits (reported by 97% of those with preretirement education programs)
- Leisure time counseling (86%)
- Financial and investment counseling (84%)

HR
Management
Checklists



A. Employee's Major Strengths
1. _____
2. _____
3. _____

B. Areas for Improvement/Development
1. _____
2. _____
3. _____

C. Development Plans: Areas for Development
1. _____
2. _____
3. _____
4. _____

Development Strategy:

D. Employee's Comments on This Review: _____

E. Reviewer's Comments: _____

Growth potential in present position and future growth potential for increased responsibilities: _____

Employer's Signature: _____ Date: _____
Reviewer's Signature: _____ Date: _____
Reviewer's Manager's Signature: _____ Date: _____

FIGURE 10-3

Sample Performance Review Development Plan

Source: Reprinted from www.HR.BLR.com with permission of the publisher *Business and Legal Reports, Inc.*, 141 Mill Rock Road East, Old Saybrook, CT © 2004.

Health counseling (82%)

Psychological counseling (35%)

Counseling for second careers outside the company (31%)

Counseling for second careers inside the company (4%)

Retirement planning does not just benefit soon-to-be retirees; it's also increasingly important for employers. In the United States, the 25- to 34-year-old segment is growing relatively slowly, and the 35–44 group is declining. Employers like CVS pharmacy therefore face a labor shortage. Many have wisely chosen to fill their staffing needs in part with current or soon-to-be retirees. As one study concluded, “in the past few years, companies have been so focused on downsizing to contain costs that they largely neglected a looming threat to their competitiveness . . . A severe shortage of talented workers.”⁴² Therefore, “retirement planning” is no longer just for helping current employees quietly slip into retirement.⁴³ It should also enable the employer to retain, in some capacity, the skills and brain power of those who would normally retire and leave the firm.

Doing so requires a change in emphasis on the part of most employers. In general, human resource policies tend to discourage older workers' employment. Suggestions include:

Create a Culture that Honors Experience At many employers, the work environment and human resource practices “are often explicitly or implicitly biased against older workers.” Changing this culture, and making the workplace more attractive to those of retirement age, requires concrete actions. For example, CVS executives took several steps to make their company more “retiree-friendly.” Thus, knowing that traditional recruiting channels such as want ads and help-wanted signs might not attract older workers, the pharmacy chain now works through The National Council on Aging, city agencies, and community organizations to find new employees. They've also made it clear to retirees with their policies that they welcome older workers: “I'm too young to retire. [CVS] is willing to hire older people. They don't look at your age but your experience” said one dedicated older worker.⁴⁴ Other employers modify testing procedures. For example, one British bank stopped using psychometric tests, replacing them with role-playing exercises to gauge how candidates deal with customers.

Offer Flexible Work Companies, “. . . need to design jobs such that staying on is more attractive than leaving.” One of the simplest ways to do this is through flexible work, specifically, making where one works (as with telecommuting) and when the work is performed flexible.

Offer Part-Time Work Another trend is granting part-time employment to employees as an alternative to outright retirement. Several surveys of blue- and white-collar employees showed that about half of all employees over age 55 would like to continue working part-time after they retire.

One need not wait until someone is ready to retire to provide retirement planning assistance. For example, American Express introduced an online asset allocation tool for use by its employer-clients' retirement plan participants. The Web-based tool, called Retirement Guidance Planner, lets an employer's retirement plan participants calculate and keep track of progress toward retirement income goals and more easily allocate assets among different investments online.⁴⁵ Many firms, including Vanguard, and Fidelity, offer similar online programs.

Retirement procedures must comply with the law. For example, current and former agents of New York Life Insurance Company filed a suit alleging that the company

defrauded about 10,000 agents of their retirement and health insurance benefits. Among other things, the suit claims that agents were systematically forced out as they got close to the 20 years of service that would qualify them for full retirement benefits. New York Life says most of the terminations were for other reasons, such as compliance problems or the agents' own decisions to move on.⁴⁶

REVIEW

SUMMARY

1. We may define *career* as the occupational positions a person has had over many years. *Career planning* is the deliberate process through which someone becomes aware of personal skills, interests, knowledge, motivations, and other characteristics; acquires information about opportunities and choices; identifies career-related goals; and establishes action plans to attain specific goals.
2. Corporate career development programs used to focus on the employee's future with that particular firm. Today, the emphasis is more on self-analysis, development, and career management to enable the individual to develop the career plans and skills he or she will need to move on to the next step in his or her career, quite probably with another employer.
3. Employers play an important role in the career management process. Among other things, the employer may provide on-site or online career centers, implement formal mentoring programs, and provide career coaches and/or mentors.
4. Studies suggest that having a mentor can be an important element in furthering an employee's career. Guidelines here include: Choose an appropriate potential mentor, don't be surprised if you're turned down, have an agenda, and respect the mentor's time.
5. In making promotion decisions, the employer must decide between seniority and competence, a formal or informal system, and ways to measure competence.
6. Enhancing diversity through career management requires some special preparations on the part of the employer. Guarding against intentional or unintentional bias and discrimination in promotion decisions is one issue. For example, blatant or subtle discrimination often explains the relatively low success rate in women moving to the top rungs of organizational career ladders.
7. Career management-related steps to enhance diversity include: Eliminate institutional barriers, improve networking and mentoring, eliminate the glass ceiling barriers, and institute flexible schedules.
8. The employer's career planning and development process can and should play a central role in helping employees crystallize their career goals and thereby increase their commitment to the employer. Career development programs and career-oriented appraisals are two important components in this process.

DISCUSSION QUESTIONS

1. What is the employee's role in the career development process? The manager's role? The employer's role?
2. Describe the specific corporate career development initiatives that an employer can take.
3. What are four specific steps employees can take to support diverse employees' career progress?
4. Give several examples of career development activities that employers can use to foster employee commitment.

INDIVIDUAL AND GROUP ACTIVITIES

1. Write a one-page essay stating, “Where I would like to be career-wise 10 years from today.”
2. Explain the career-related factors to keep in mind when making the employee’s first assignments.
3. In groups of four or five students, meet with several administrators and faculty members in your college or university, and, based on this, write a two-page paper on the topic, “The faculty promotion process at our college.” What do you think of the process? Could you make any suggestions for improving it?
4. In groups of four or five students, at your place of work or at your college, interview the HR manager with the aim of writing a two-page paper addressing the topic, “Steps we are taking in this organization to enhance diversity through career management.”
5. Develop a résumé for yourself, using the guidelines presented in this chapter’s appendix.
6. Working individually or in groups, choose three occupations (such as management consultant, HR manager, or salesperson) and use some of the sources described in the appendix to this chapter to make an assessment of the future demand for this occupation in the next 10 years or so. Does this seem like a good occupation to pursue? Why or why not?
7. The HRCI “Test Specifications” appendix at the end of this book (pages 726–735) lists the knowledge someone studying for the HRCI certification exam needs to have in each area of human resource management (such as in Strategic Management, Workforce Planning, and Human Resource Development). In groups of four to five students, do four things: (1) review that appendix now; (2) identify the material in this chapter that relates to the required knowledge the appendix lists; (3) write four multiple choice exam questions on this material that you believe would be suitable for inclusion in the HRCI exam; and (4) if time permits, have someone from your team post your team’s questions in front of the class, so the students in other teams can take each others’ exam questions.
8. A survey of recent college graduates in the United Kingdom found that although many hadn’t found their first jobs, most were already planning “career breaks” and to keep up their hobbies and interests outside work. As one report of the findings put it, “the next generation of workers is determined not to wind up on the hamster wheel of long hours with no play.”⁴⁷ Part of the problem seems to be that many already see their friends “putting in more than 48 hours a week” at work. Career experts reviewing the results concluded that many of these recent college grads “are not looking for high pay, high-profile jobs anymore.”⁴⁸ Instead, they seem to be looking to “compartmentalize” their lives; to keep the number of hours they spend at work down, so they can maintain their hobbies and outside interests. So, do you think these findings are as popular in the United States as they appear to be in the United Kingdom? If so, if you were mentoring one of these people at work, what three specific bits of career advice would you give him or her?

EXPERIENTIAL EXERCISE

Where Am I Going . . . and Why?

Purpose: The purpose of this exercise is to provide you with experience in analyzing your career preferences.

Required Understanding: Students should be thoroughly familiar with the “Managing Your Career” appendix to this chapter.

How to Set Up the Exercise/Instructions: Using at least three of the methods described in this chapter's appendix (identify your occupational orientation, identify your career directions, and so forth), analyze your career-related inclinations (you can take the self-directed search for about eight dollars at www.self-directed-search.com). Based on this analysis, answer the following questions (you may, if you wish, do this analysis in teams of three or four students).

1. What does your research suggest to you about what would be your preferable occupational options?
2. Based on research sources like those we listed in the appendix to this chapter, what are the prospects for these occupations?
3. Given these prospects and your own occupational inclinations, outline a brief, one-page career plan for yourself including current occupational inclinations, career goals, and an action plan listing four or five development steps you will need to take in order to get from where you are now career-wise to where you want to be, based on your career goals.

APPLICATION CASE

The Mentor Relationship Turns Upside Down

"I wish I could talk this problem over with Walter," Carol Lee thought. Walter Lemaire had been her mentor for several years at Larchmont Consulting, yet now he was her problem.

Carol thought back to the beginning of her association with Larchmont and with Walter. She had joined the firm as a writer and editor; her job during those early years had been to revise and polish the consultants' business reports. The work brought her into frequent contact with Walter, who was a senior vice president at the time. Carol enjoyed discussing the consultants' work with him, and when she decided to try to join the consulting team, she asked for his help. Walter became her mentor as well as her boss and guided her through her successful transition to consultant and eventually partner.

At each promotion to various supervisory jobs along the way to partner, Carol cemented her relationship with her new subordinates by acknowledging the inevitable initial awkwardness and by meeting with each person individually to forge a new working relationship. Her career prospered, and when Walter moved on to run a start-up software publishing venture for Larchmont, Carol was promoted to take his place. However, his new venture faltered, and the partners decided someone else would have to step in. Despite the fact that Carol was much younger than Walter and once had worked for him, she was given the assignment of rescuing the start-up operation.

Carol's discomfort over the assignment only grew as she began to review the history of the new venture. Her rescue mission was going to entail undoing much of what Walter had done, reversing his decisions about everything from product design to marketing and pricing. Carol was so reluctant to second-guess her old mentor and boss that she found herself all but unable to discuss any of her proposed solutions with him directly. She doubted that any of her past experience had prepared her to assume the role of Walter's boss, and in these difficult circumstances her need to turn the operation around would be, she felt, like "pouring salt on his wounds."

Questions

1. What is Carol's role in Walter's career development now? Should Larchmont have any such role? Why or why not?
2. What advice would you offer Carol for approaching Walter?
3. If Carol has to dismiss Walter, how specifically would you suggest she proceed?

4. Assume Carol has heard a rumor that Walter has considered resigning. What should she do about it?

Note: The incident in this case is based on an event at an unidentified firm described in Jennifer Frey, “Pride and Your Promotion,” *Working Woman*, October 1996.

CONTINUING CASE

Carter Cleaning Company

The Career Planning Program

Career planning has always been a pretty low-priority item for Carter Cleaning, since “just getting workers to come to work and then keeping them honest is enough of a problem,” as Jack likes to say. Yet Jennifer thought it might not be a bad idea to give some thought to what a career planning program might involve for Carter. A lot of their employees had been with them for years in dead-end jobs, and she frankly felt a little badly for them: “Perhaps we could help them gain a better perspective on what they want to do,” she thought. And she definitely believed that the store management group needed better career direction if Carter Cleaning was to develop and grow.

Questions

1. What would be the advantages to Carter Cleaning of setting up such a career planning program?
2. Who should participate in the program? All employees? Selected employees?
3. Outline and describe the career development program you would propose for the cleaners, pressers, counterpeople, and managers at the Carter Cleaning Centers.

TRANSLATING STRATEGY INTO HR POLICIES AND PRACTICES CASE: THE HOTEL PARIS

The New Career Management System

The Hotel Paris’s competitive strategy is “To use superior guest service to differentiate the Hotel Paris properties, and to thereby increase the length of stay and return rate of guests, and thus boost revenues and profitability.” HR manager Lisa Cruz must now formulate functional policies and activities that support this competitive strategy, by eliciting the required employee behaviors and competencies.

Lisa Cruz knew that as a hospitality business, the Hotel Paris was uniquely dependent upon having committed, high-morale employees. In a factory or small retail shop, the employer might be able to rely on direct supervision to make sure that the employees were doing their jobs. But in a hotel, just about every employee is “on the front line.” There is usually no one there to supervise the limousine driver when he or she picks up a guest at the airport, or when the valet takes the guest’s car, or the front-desk clerk signs the guest in, or the housekeeping

clerk needs to handle a guest’s special request. If the hotel wanted satisfied guests, they had to have committed employees who did their jobs as if they owned the company, even when the supervisor was nowhere in sight. But for the employees to be committed, Lisa knew the Hotel Paris had to make it clear that the company was also committed to its employees.

From her experience, she knew that one way to do this was to help her employees have successful and satisfying careers, and she was therefore concerned to find that the Hotel Paris had no career management process at all. Supervisors weren’t trained to discuss employees’ developmental needs or promotional options during the performance appraisal interviews. Promotional processes were informal. And the firm made no attempt to provide any career development services that might help its employees to develop a better understanding of what their career options were, or should be. Lisa was sure that

(Continued)

committed employees were key to improving the experiences of its guests, and that she couldn't boost employee commitment without doing a better job of attending to her employees' career needs.

For Lisa and the CFO, their preliminary research left little doubt about the advisability of instituting a new career management system at the Hotel Paris. The CFO therefore gave the go-ahead to design and institute a new Hotel Paris career management program. Lisa and her team knew that they already had some of the building blocks in place, thanks to the new performance management system they had instituted just a few weeks earlier (as noted in the previous chapter). For example, the new performance management system required that the supervisor appraise the employee based on goals and competencies that were driven by the company's strategic needs; and the appraisal itself produced new goals

for the coming year and specific development plans for the employee.

Questions

1. "Many hotel jobs are inherently, "dead end,"—maids, laundry workers, and valets, for instance, either have no great aspirations to move up, or are just using these jobs temporarily, for instance to help out with household expenses." First, do you agree with this statement—why, or why not? Second, list three specific career activities you would recommend Lisa implement for these employees.
2. Build on the company's current performance management system by recommending two other specific career development activities the hotel should implement.
3. What specific career development activities would you recommend in light of the fact that the Paris's hotels and employees are disbursed around the world?

KEY TERMS

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ENDNOTES

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APPENDIX FOR CHAPTER 10

Managing Your Career

Managing your career has never been as important as it is today.¹ The individual must be responsible for creating and managing his or her own career. And, in today’s job marketplace, employee ability replaces job security.

The first step in planning a career for yourself or someone else is to learn as much as possible about your interests, aptitudes, and skills.

Making Career Choices

Identify Your Career Stage Each person’s career goes through stages, and the stage you are in will influence your knowledge of and preference for various occupations. The main stages of this **career cycle** follows.²

Growth Stage The **growth stage** lasts roughly from birth to age 14 and is a period during which the person develops a self-concept by identifying with and interacting with other people such as family, friends, and teachers. Toward the beginning of this period, role playing is important, and children experiment with different ways of acting; this helps them to form impressions of how other people react to different behaviors and contributes to their developing a unique self-concept or identity. Toward the end of this stage, the adolescent (who by this time has developed preliminary ideas about what his or her interests and abilities are) begins to think realistically about alternative occupations.

Exploration Stage The **exploration stage** is the period (roughly from ages 15 to 24) during which a person seriously explores various occupational alternatives. The person attempts to match these alternatives with what he or she has learned about them and about

his or her own interests and abilities from school, leisure activities, and work. Tentative broad occupational choices are usually made during the beginning of this period. Then toward the end of this period, a seemingly appropriate choice is made and the person tries out for a beginning job.

Probably the most important task the person has in this and the preceding stage is that of developing a realistic understanding of his or her abilities and talents. Similarly, the person must make sound educational decisions based on reliable sources of information about occupational alternatives.

Establishment Stage The **establishment stage** spans roughly ages 24 to 44 and is the heart of most people's work lives. During this period, it is hoped a suitable occupation is found and the person engages in those activities that help him or her earn a permanent place in it. Often, and particularly in the professions, the person locks onto a chosen occupation early. But in most cases, this is a period during which the person is continually testing his or her capabilities and ambitions against those of the initial occupational choice.

The establishment stage is itself comprised of three substages. The **trial substage** lasts from about ages 25 to 30. During this period, the person determines whether or not the chosen field is suitable; if it is not, several changes might be attempted. (Jane Smith might have her heart set on a career in retailing, for example, but after several months of constant travel as a newly hired assistant buyer for a department store, she might decide that a less travel-oriented career such as one in market research is more in tune with her needs.) Roughly between the ages of 30 and 40, the person goes through a **stabilization substage**. Here firm occupational goals are set and the person does more explicit career planning to determine the sequence of promotions, job changes, and/or any educational activities that seem necessary for accomplishing these goals.

Finally, somewhere between the mid-thirties and mid-forties, the person may enter the **midcareer crisis substage**. During this period, people often make a major reassessment of their progress relative to original ambitions and goals. They may find that they are not going to realize their dreams (such as being company president) or that having been accomplished, their dreams are not all they were purported to be. Also during this period, people have to decide how important work and career are to be in their lives. It is often during this midcareer substage that some people face, for the first time, the difficult choices between what they really want, what really can be accomplished, and how much must be sacrificed to achieve it.

Maintenance Stage Between the ages of 45 and 65, many people simply slide from the stabilization substage into the **maintenance stage**. During this latter period, the person has typically created a place in the world of work and most efforts are now directed at maintaining that place.

Decline Stage As retirement age approaches, there is often a deceleration period in the **decline stage**. Here many people face the prospect of having to accept reduced levels of power and responsibility and learn to accept and develop new roles as mentor and confidante for those who are younger. There is then the more or less inevitable retirement, after which the person hopefully finds alternative uses for the time and effort formerly expended on his or her occupation.

Identify Your Occupational Orientation Career-counseling expert John Holland says that personality (including values, motives, and needs) is one career choice determinant. For example, a person with a strong social orientation might be attracted to careers that entail interpersonal rather than intellectual or physical activities and to occupations such as social work. Based on research with his Vocational Preference Test (VPT), Holland found six basic personality types or orientations (see www.self-directed-search.com).³

1. **Realistic orientation.** These people are attracted to occupations that involve physical activities requiring skill, strength, and coordination. Examples include forestry, farming, and agriculture.
2. **Investigative orientation.** Investigative people are attracted to careers that involve cognitive activities (thinking, organizing, understanding) rather than affective activities (feeling, acting, or interpersonal and emotional tasks). Examples include biologist, chemist, and college professor.
3. **Social orientation.** These people are attracted to careers that involve interpersonal rather than intellectual or physical activities. Examples include clinical psychology, foreign service, and social work.
4. **Conventional orientation.** A conventional orientation favors careers that involve structured, rule-regulated activities, as well as careers in which it is expected that the employee subordinate his or her personal needs to those of the organization. Examples include accountants and bankers.
5. **Enterprising orientation.** Verbal activities aimed at influencing others characterize enterprising personalities. Examples include managers, lawyers, and public relations executives.
6. **Artistic orientation.** People here are attracted to careers that involve self-expression, artistic creation, expression of emotions, and individualistic activities. Examples include artists, advertising executives, and musicians.

Most people have more than one occupational orientation (they might be social, realistic, and investigative, for example), and Holland believes that the more similar or compatible these orientations are, the less internal conflict or indecision a person will face in making a career choice. To help illustrate this, Holland suggests placing each orientation in one corner of a hexagon, as in Figure 10-A1. As you can see, the model has six corners, each of which represents one personal orientation (for example, enterprising). According to Holland's research, the closer two orientations are in this figure, the more compatible they are. If your number-one and number-two orientations fall side by side, you will have an easier time choosing a career. However, if your orientations turn out to be opposite (such as realistic and social), you may experience more indecision in making a career choice because your interests are driving you toward very different types of careers. In Table 10-A1, we have summarized some of the occupations found to be the best match for each of these six orientations. You can, for about \$8.00 take Holland's SDS online (see www.self-directed-search.com).

FIGURE 10-A1

Choosing an Occupational Orientation

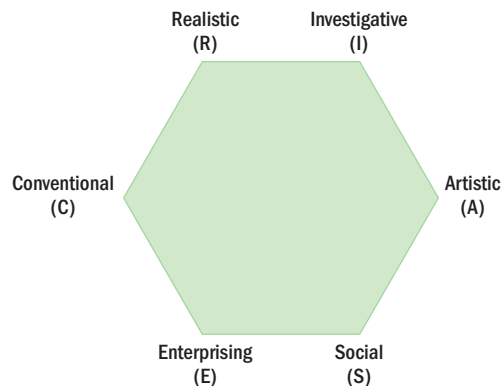


TABLE 10-A1 Example of Some Occupations That May Typify Each Occupational Theme

Realistic	Investigative	Artistic	Social	Enterprising	Conventional
				A Wide Range of Managerial Occupations, including:	
Engineers	Physicians	Advertising Executives	Auto Sales Dealers	Military Officers	Accountants
Carpenters	Psychologists	Public Relations Executives	School Administrators	Chamber of Commerce Executives	Bankers
	Research and Development Managers			Investment Managers	Credit Managers
				Lawyers	

The SDS has an excellent reputation, but the career seeker needs to be somewhat wary of some of the other online career assessment sites. One study of 24 no-cost online career assessment Web sites concluded that they were easy to use, but suffered from a lack of validation, limited confidentiality controls, and limited information on test interpretation. However, a number of online career assessment instruments such as the career key (www.careerkey.org/english) do reportedly provide validated and useful information.⁴

Identify Your Career Directions MBA students at the Harvard Business School sometimes take a quiz to help them identify career directions and make career choices in which they'll be happy.⁵ To take a short-form version of this quiz, you'll need three types of information. First (see Figure 10-A2), this approach assumes that all executive work is based on one or more of eight core activities such as “quantitative analysis” and “managing people.” Begin by reading each of those activities.

Next (see Figure 10-A3), quickly go through each of the second figure's pairs of statements and indicate which one is more interesting to you. Then add the letters for your total score on each core function and record that score in the second figure.

Then, use Figure 10-A4 to see what kind of successful businesspeople share your career direction's interests. For example, if you scored high in Figure 10-A3 on “Enterprise Control” and “Managing People,” then CEOs, Presidents, Division Managers, and General Managers are the sorts of people whose career interests are most similar to yours.

Identify Your Skills Successful performance also depends on ability. You may have a conventional orientation, but whether you have *the skills* to be an accountant, banker, or credit manager will largely determine which occupation you ultimately choose. Therefore, you have to identify your skills.

An Exercise One useful exercise for identifying occupational skills is to take a blank piece of paper and head it “The School or Occupational Tasks I Was Best At.” Then write a short essay that describes the tasks. Make sure to go into as much detail as you can about your duties and responsibilities and what it was about each task that you found enjoyable. (In writing your essay, by the way, notice that it's not necessarily the most enjoyable *job* you've had, but the most enjoyable *task* you've had to perform; you may have had jobs

Business Career Interest Inventory (BC II)

Part 1: All executive work is based on one or more of the following eight core activities. Read them.

Application of Technology: Taking an engineering-like approach to business problems and using technology to solve them (operations process analysis, process redesign, production planning).



Quantitative Analysis: Problem-solving that relies on mathematical and financial analysis (determining the most advantageous debt/equity structure, analyzing market research).



Theory Development and Conceptual Thinking: Taking a broadly conceptual, quasi-academic approach to business problems (developing a new general economic theory or model of market behavior).



Creative Production: Highly creative activities (the generation of new business ideas such as line extensions or additional markets, the development of new marketing concepts).



Counseling and Mentoring: Developing a variety of personal relationships in the workplace and helping others in their careers (human-resources coaching, training, and mentoring).



Managing People: Accomplishing business goals through working directly with people (particularly as a front-line manager, team leader, director, or direct supervisor).



Enterprise Control: Having ultimate strategy and decision-making authority as well as resource control for an operation (as a division manager, president, CEO, partner in a professional firm, or entrepreneur).



Influence Through Language and Ideas: Exercising influence through the skillful use of persuasion (negotiating, deal-making, sales functions, and relationship development).



FIGURE 10-A2

Finding the Job You *Should* Want (Part 1)

Source: James Waldroop and Timothy Butler, "Finding the Job You *Should* Want," *Fortune*, March 2, 1998, p. 211. Copyright © 1998 Time Inc. Reprinted by permission. All rights reserved.

that you really didn't like except for one of the specific duties or tasks in the job, which you really enjoyed.) Next, on other sheets of paper, do the same thing for two other tasks you have had. Now go through your three essays and underline the skills that you mentioned the most often. For example, did you enjoy putting together and coordinating the school play when you worked in the principal's office one year? Did you especially enjoy the hours you spent in the library doing research for your boss when you worked one summer as an office clerk?⁶

Aptitudes and Special Talents For career planning purposes, a person's aptitudes are usually measured with a test battery such as the general aptitude test battery (GATB), which most state one stop career centers make available. This instrument measures various aptitudes including intelligence and mathematical ability. You can also use specialized tests, such as for mechanical comprehension. However, even Holland's Self Directed Search will provide some insights into your aptitudes.⁷

Identify Your Career Anchors Edgar Schein says that career planning is a continuing process of discovery—one in which a person slowly develops a clearer occupational self-concept in terms of what his or her talents, abilities, motives, needs, attitudes, and values are. Schein also says that as you learn more about yourself, it becomes apparent that you have a dominant **career anchor**, *a concern or value that you will not give up if a [career] choice has to be made.*

Part 2: Reread the brief description of the eight sets of activities on the previous page, then quickly go through each of the following pairs and indicate which one is more interesting to you by placing the bold letter for that choice in the box to the left. Don't leave any out and don't record any ties. Mark your first intuitive response.

- | | |
|---|---|
| <input type="checkbox"/> 1. Creative P roduction or I nfluence Through Language and Ideas | <input type="checkbox"/> 19. M anaging People or T heory Development |
| <input type="checkbox"/> 2. M anaging People or Creative P roductions | <input type="checkbox"/> 20. A pplication of Technology or T heory Development |
| <input type="checkbox"/> 3. E nterprise Control or A pplication of Technology | <input type="checkbox"/> 21. E nterprise Control or C ounseling and Mentoring |
| <input type="checkbox"/> 4. T heory Development or Creative P roduction | <input type="checkbox"/> 22. Creative P roduction or Q uantitative Analysis |
| <input type="checkbox"/> 5. M anaging People or C ounseling and Mentoring | <input type="checkbox"/> 23. C ounseling and Mentoring or I nfluence Through Language and Ideas |
| <input type="checkbox"/> 6. Q uantitative Analysis or T heory Development | <input type="checkbox"/> 24. Q uantitative Analysis or M anaging People |
| <input type="checkbox"/> 7. I nfluence Through Language and Ideas or Enterprise Control | <input type="checkbox"/> 25. E nterprise Control or M anaging People |
| <input type="checkbox"/> 8. Q uantitative Analysis or E nterprise Control | <input type="checkbox"/> 26. A pplication of Technology or C ounseling and Mentoring |
| <input type="checkbox"/> 9. A pplication of Technology or I nfluence Through Language and Ideas | <input type="checkbox"/> 27. M anaging People or I nfluence Through Language and Ideas |
| <input type="checkbox"/> 10. I nfluence Through Language and Ideas or Q uantitative Analysis | <input type="checkbox"/> 28. A pplication of Technology or Q uantitative Analysis |
| <input type="checkbox"/> 11. T heory Development or C ounseling and Mentoring | |
| <input type="checkbox"/> 12. A pplication of Technology or Creative P roduction | |
| <input type="checkbox"/> 13. A pplication of Technology or M anaging People | |
| <input type="checkbox"/> 14. T heory Development or I nfluence Through Language and Ideas | |
| <input type="checkbox"/> 15. Creative P roduction or C ounseling and Mentoring | |
| <input type="checkbox"/> 16. C ounseling and Mentoring or Q uantitative Analysis | |
| <input type="checkbox"/> 17. T heory Development or E nterprise Control | |
| <input type="checkbox"/> 18. E nterprise Control or Creative P roduction | |
- Add the bold letters for your total score on each core function and record that score below:
- | | |
|--|---|
| <input type="checkbox"/> A pplication of Technology | <input type="checkbox"/> T heory Development and Conceptual Thinking |
| <input type="checkbox"/> C ounseling and Mentoring | <input type="checkbox"/> E nterprise Control |
| <input type="checkbox"/> Q uantitative Analysis | <input type="checkbox"/> C reative Production |
| <input type="checkbox"/> M anaging People | <input type="checkbox"/> I nfluence Through Language and Ideas |
- Based on the scores above, identify your most significant interests. Most people will find one to three clear leaders. What does it all mean? Turn the page to find out.

FIGURE 10-A3

Finding the Job You *Should* Want (Part 2)

Source: James Waldroop and Timothy Butler, "Finding the Job You *Should* Want," *Fortune*, March 2, 1998, p. 212. Copyright © 1998 Time Inc. Reprinted by permission. All rights reserved.

Part 3: *Now that you know which combinations you prefer, see what kind of successful business people share your interests.*

ENTERPRISE CONTROL and MANAGING PEOPLE: CEOs, presidents, division managers, and general managers who enjoy both strategy and the operations aspects of the position—the CEO who enjoys playing the COO role as well.

ENTERPRISE CONTROL and QUANTITATIVE ANALYSIS: Investment bankers, other financial professionals who enjoy deal making, partners in Big Six firms, top-level executives in commercial and investment banks, investment managers.

APPLICATION OF TECHNOLOGY and QUANTITATIVE ANALYSIS: Individual contributors who have a strong interest in engineering analysis (systems analysis, tech consultants, process consultants); production and operations managers.

CREATIVE PRODUCTION and INFLUENCE THROUGH LANGUAGE AND IDEAS: Advertising executives, brand managers, corporate trainers, salespeople, public relations specialists; people in the fashion, entertainment, and media industries.

COUNSELING AND MENTORING and MANAGING PEOPLE: Human resources managers, managers who enjoy coaching and developing the people reporting to them, managers in nonprofit organizations with an altruistic mission.

ENTERPRISE CONTROL and INFLUENCE THROUGH LANGUAGE AND IDEAS: Executives (CEOs, presidents, general managers) whose leadership style relies on persuasion and consensus building, marketing managers, salespeople.

APPLICATION OF TECHNOLOGY and ENTERPRISE CONTROL: Managers and senior executives in high technology, telecommunications, biotech, information systems (internally or consulting), and other engineering-related fields.

THEORY DEVELOPMENT and QUANTITATIVE ANALYSIS: Economic-model builders, quantitative analysis, “knowledge base” consultants, market forecasters, business professors.

CREATIVE PRODUCTION and ENTERPRISE CONTROL: Solo entrepreneurs, senior executives in industries where the product or service is of a creative nature (fashion, entertainment, advertising, media).

CREATIVE PRODUCTION: Entrepreneurs who partner with a professional manager, short-term project managers, new-product developers, advertising “creatives,” individual contributors in fashion, entertainment, and media.

FIGURE 10-A4

Finding the Job You *Should* Want (Part 3)

Source: James Waldrop and Timothy Butler, “Finding the Job You *Should* Want,” *Fortune*, March 2, 1998, p. 214. Copyright © 1998 Time Inc. Reprinted by permission. All rights reserved.

Career anchors, as their name implies, are the pivots around which a person’s career swings; a person becomes conscious of them as a result of learning, through experience, about his or her talents and abilities, motives and needs, and attitudes and values. Based on his research at the Massachusetts Institute of Technology, Schein believes that career anchors are difficult to predict because they are evolutionary and a product of a process of discovery. Some people may never find out what their career anchors are until they have to make a major choice—such as whether to take the promotion to the headquarters staff or strike out on their own by starting a business. It is at this point that all the person’s past work experiences, interests, aptitudes, and orientations converge into a meaningful pattern that helps show what (career anchor) is the most important factor in driving the person’s career choices.

Based on his study of MIT graduates, Schein identified five career anchors.⁸

Technical/Functional Competence People who had a strong technical/functional career anchor tended to avoid decisions that would drive them toward general management. Instead, they made decisions that would enable them to remain and grow in their chosen technical or functional fields.

Managerial Competence Other people show a strong motivation to become managers and their career experience enabled them to believe they had the skills and values required. A management position of high responsibility is their ultimate goal. When pressed to explain why they believed they had the skills necessary to gain such positions, many in Schein's research sample answered that they were qualified for these jobs because of what they saw as their competencies in a combination of three areas: (1) analytical competence (ability to identify, analyze, and solve problems under conditions of incomplete information and uncertainty); (2) interpersonal competence (ability to influence, supervise, lead, manipulate, and control people at all levels); and (3) emotional competence (the capacity to be stimulated by emotional and interpersonal crises rather than exhausted or debilitated by them, and the capacity to bear high levels of responsibility without becoming paralyzed).

Creativity Some of the graduates had gone on to become successful entrepreneurs. To Schein these people seemed to have a need "to build or create something that was entirely their own product—a product or process that bears their name, a company of their own, or a personal fortune that reflects their accomplishments." For example, one graduate had become a successful purchaser, restorer, and renter of townhouses in a large city; another had built a successful consulting firm.

Autonomy and Independence Some seemed driven by the need to be on their own, free of the dependence that can arise when a person elects to work in a large organization where promotions, transfers, and salary decisions make them subordinate to others. Many of these graduates also had a strong technical/functional orientation. Instead of pursuing this orientation in an organization, they had decided to become consultants, working either alone or as part of a relatively small firm. Others had become professors of business, freelance writers, and proprietors of a small retail business.

Security A few of the graduates were mostly concerned with long-run career stability and job security. They seemed willing to do what was required to maintain job security, a decent income, and a stable future in the form of a good retirement program and benefits. For those interested in *geographic security*, maintaining a stable, secure career in familiar surroundings was generally more important than pursuing superior career choices, if choosing the latter meant injecting instability or insecurity into their lives by forcing them to pull up roots and move to another city. For others, security meant *organizational security*. They might today opt for government jobs, where tenure still tends to be a way of life. They were much more willing to let their employers decide what their careers should be.

Assessing Career Anchors To help you identify career anchors, take a few sheets of blank paper and write out your answers to the following questions:⁹

1. What was your major area of concentration (if any) in high school? Why did you choose that area? How did you feel about it?
2. What is (or was) your major area of concentration in college? Why did you choose that area? How did you feel about it?
3. What was your first job after school? (Include military if relevant.) What were you looking for in your first job?

4. What were your ambitions or long-range goals when you started your career? Have they changed? When? Why?
5. What was your first major change of job or company? What were you looking for in your next job?
6. What was your next major change of job, company, or career? Why did you initiate or accept it? What were you looking for? (Do this for each of your major changes of job, company, or career.)
7. As you look back over your career, identify some times you have especially enjoyed. What was it about those times that you enjoyed?
8. As you look back, identify some times you have not especially enjoyed. What was it about those times you did not enjoy?
9. Have you ever refused a job move or promotion? Why?
10. Now review all your answers carefully, as well as the descriptions for the five career anchors (managerial competence, technical/functional, security, creativity, autonomy). Based on your answers to the questions, rate, for yourself, each of the anchors from 1 to 5; 1 equals low importance, 5 equals high importance.

Managerial competence _____

Technical/functional competence _____

Security _____

Creativity _____

Autonomy _____

What Do You Want to Do? We have explained occupational orientations, skills, and career anchors and the role these play in choosing a career. But there is at least one more exercise that can prove enlightening. On a sheet of paper, answer the question: “If you could have any kind of job, what would it be?” Invent your own job if need be, and don’t worry about what you can do—just what you want to do.¹⁰

Identify High-Potential Occupations Learning about yourself is only half the job of choosing an occupation. You also have to identify those occupations that are right (given your occupational orientations, skills, career anchors, and occupational preferences) as well as those that will be in high demand in the years to come.

Not surprisingly, the most efficient way to learn about and compare and contrast occupations is through the Internet. The U.S. Department of Labor’s online *Occupational Outlook Handbook* (www.bls.gov/oco/), updated each year, provides detailed descriptions and information on hundreds of occupations (see Figure 10-A5). The New York State Department of Labor (<http://nycareerzone.org>) similarly provides excellent information on careers categorized in clusters, such as Arts and Humanities, Business and Information Systems, and Engineering and Technology. Both these sites include information regarding demand for and employment prospects for the occupations they cover. Figure 10-A6 lists some other sites to turn to both for occupational information and for information on where to turn to when searching for a job—the subject to which we ourselves now turn.

The U.S. government’s One-Stop Career Centers are another excellent source. In them, job seekers can now apply for unemployment benefits, register with the state job service, talk to career counselors, use computers to write résumés and access the Internet, take tests, and use career libraries, which offer books and videos on various employment topics. In some centers job hunters can even make use of free telephones, fax machines, and photocopiers to facilitate job searches.

FIGURE 10-A5

Occupational Outlook Handbook Online

Source: <http://www.bls.gov/oco/>, accessed May 18, 2007.

U.S. Department of Labor
Bureau of Labor Statistics
Occupational Outlook Handbook

www.bls.gov

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About the *Handbook*: The *Occupational Outlook Handbook* is a nationally recognized source of career information, designed to provide valuable assistance to individuals making decisions about their future work lives. The *Handbook* is revised every two years.

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FIGURE 10-A6

Some Online Sources of Occupational Information

Source: Printed with permission from Mapping Your Future, a public service Web site providing career, college, financial aid, and financial literacy information and services to students, families, and schools (<http://mapping-your-future.org/features/resources.cfm#CareerGuidance/JobSearch>). Accessed August 25, 2007.

Career Guidance / Job Search

- [All Star Jobs](#)
- [America's Career InfoNet](#)
- [America's Job Bank](#)
- [Campus Career Center](#)
- [Career Magazine](#)
- [Career Resource Library - New York State Department of Labor](#)
- [CareerExplorer](#)
- [College Central Network](#)
- [College Grad Job Hunter-WWW Home Page](#)
- [Cool Works](#)
- [ERI's Career Salary and Cost of Living Calculators](#)
- [hotjobs.com](#)
- [Jammin Jobs!](#)
- [Job Options](#)
- [Job Web](#)
- [JobGusher](#)
- [JobProfiles.com](#)
- [JobSniper](#)
- [mJob](#)
- [Monster.com](#)
- [NationJob](#)
- [Occupational Outlook Handbook](#)
- [Quintessential Careers](#)
- [Snag a Job](#)
- [Streaming Futures \(career advice from industry leaders through online streaming video\)](#)
- [True Careers](#)

Finding the Right Job

You have identified your occupational orientation, skills, and career anchors and have picked out the occupation you want and made plans for a career. If necessary, you have embarked on the required education and training. Your next step is to find a job that you want in the company and locale in which you want to work.

Job Search Techniques

Do Your Own Local Research Perhaps the most direct way of unearthing the job you want, where you want it, is to pick out the geographic area in which you want to work, and find out all you can about the companies in that area that appeal to you, and the people you

have to contact in those companies to get the job you want. Sometimes this research is decidedly low-tech. For example, the reference librarian in one Fairfax County, Virginia, library suggested the following sources for patrons seeking information about local businesses:

- Industrial Directory of Virginia
- Industrial Directory of Fairfax County
- Principal Employers of the Washington Metro Area
- The Business Review of Washington

Other general reference materials you can use includes *Who's Who in Commerce and Industry*, *Who's Who in America*, *Who's Who in the East*, and *Poor's Register*. Using these guides, you can find the person in each organization who is ultimately responsible for hiring people in the position you seek.

Online Job Boards But the Internet is generally a better bet, especially if you're in one city and your ideal job would be in another. Most of the large online job search sites such as monster.com (and those in Figure 10-A6) have local-area search capabilities, for instance. Use the *Wall Street Journal's* career Web site (<http://www.careerjournal.com/>) to search for jobs by occupation and location (see Figure 10-A7). And, most big-city newspapers have their own (or links to) online local job listings.

In addition to the giant general-purpose career Web sites (like Monster), most large companies, industries, and crafts have their own specialized sites.¹¹ For example, the Air Conditioning Contractors in America (www.acca.org/careers/) and Financial Executives International (www.fei.org) make it easy for industry employers and prospective employees to match their needs.

When job hunting, you can post your résumé on the Web. But while many people do so, Web-based résumés can cause problems. "Once I put my résumé on the Internet, I couldn't

FIGURE 10-A7

CareerJournal.com

Source: Wall Street Journal by CareerJournal.com
Reproduced with permission of Dow Jones & Co. Inc. via Copyright Clearance Center © 2004. The job search url is <http://jobs.careerjournal.com/careers/jobsearch?clientid=cj>. Accessed August 25, 2007.

The screenshot shows the CareerJournal.com website interface. At the top, there's a navigation bar with links: HOME, SALARY & HIRING INFO, JOB-HUNTING ADVICE, MANAGE YOUR CAREER, CAREER COLUMNISTS, EXECUTIVE RECRUITERS, HR CENTER, and DISCUSSIONS. Below this is a search bar with a 'GO' button. To the right of the search bar are links for 'Job Tools', 'Account Profile', 'Resumes', 'Cover Letters', and 'Job Seek Agents'. The main content area is titled 'SEARCH JOBS' and contains a search form. The form includes a 'Search Keywords' field with a 'Search' button. Below the search bar, there are several filter options: 'Match' (radio buttons for 'All Words' and 'Any Words'), 'Search' (radio buttons for 'Job Title Only' and 'All Text'), 'Sort By' (radio buttons for 'Date' and 'Relevance'), 'City/Zip' (text input with a dropdown arrow), 'State' (dropdown menu), 'Country' (dropdown menu), 'Radius' (dropdown menu), 'Company' (dropdown menu with a list of companies: Allstate, Anthem Blue Cross and..., Bank One Corporation), and 'Category' (dropdown menu with a list of categories: All, Accounting, Advertising, Aerospace). At the bottom of the search form, there's an 'Include jobs from' section with radio buttons for: 'Search all CareerJournal jobs', 'Wall Street Journal print ads only', 'CareerJournalEurope.com jobs only', and 'CareerJournalAsia.com jobs only'.

do anything to control it,” said one technical consultant after his boss had stumbled across the fact that several months before he had been job hunting. If you do post your résumé on the Web, experts suggest taking precautions. At a minimum, date your résumé (in case it lands on your boss’s desk two years from now); insert a disclaimer forbidding unauthorized transmission by headhunters; check ahead of time to see who has access to the database on which you’re posting your résumé; and try to cloak your identity by listing your capabilities but not your name or employer—just an anonymous e-mail account to receive inquiries.¹²

Personal Contacts Generally, the most popular way to seek job interviews is to rely on personal contacts such as friends and relatives.¹³ So, let as many responsible people as possible know that you are in the market for a job and specifically what kind of job you want. (Beware, though, if you are currently employed and don’t want your job search getting back to your current boss. If that is the case, better just pick out two or three very close friends and tell them it is absolutely essential that they be discreet in seeking a job for you.)

No matter how close your friends or relatives are to you, by the way, you don’t want to impose too much on them. It is usually best to ask them for the name of someone they think you should talk to in the kind of firm in which you’d like to work, and then do the digging yourself.

Answering Advertisements Most experts agree that answering ads is a low-probability way to get a job, and it becomes increasingly less likely that you will get a job this way as the level of jobs increases. Answering ads, in other words, is fine for jobs that pay under \$30,000 per year, but it’s highly unlikely that as you move up in management you are going to get your job by simply answering classified ads. Nevertheless, good sources of classified ads for professionals and managers include the *New York Times*, the *Wall Street Journal*, and specialized journals in your field that list job openings. All these sources also post the positions online, of course.

In responding to ads, be sure to create the right impression with the materials you submit; check the typing, style, grammar, neatness, and so forth, and check your résumé to make sure it is geared to the job for which you are applying. In your cover letter, be sure to have a paragraph or so in which you specifically address why your background and accomplishments are appropriate to the job being advertised; you must respond clearly to the company’s identified needs.¹⁴

Be very careful in replying to blind ads, however (those with just a post office box). Some executive search firms and companies will run ads even when no position exists just to gauge the market, and there is always the chance that you can be trapped into responding to your own firm.

Employment Agencies Agencies are especially good at placing people in jobs paying up to about \$40,000, but they can be useful for higher-paying jobs as well. Their fees for professional and management jobs are usually paid by the employer. Assuming you know the job you want, review a few back issues of your paper’s Sunday classified ads to identify the agencies that consistently handle the positions you want. Approach three or four initially, preferably in response to specific ads, and avoid signing any contract that gives an agency the exclusive right to place you.

Executive Recruiters Executive recruiters are retained by employers to seek out top talent for their clients, and their fees are always paid by the employer. They do not do career counseling, but if you know the job you want, it pays to contact a few. Send your résumé and a cover letter summarizing your objective in precise terms, including job title and the size of company you want, work-related accomplishments, current salary, and salary requirements. Firms are usually listed in the Yellow Pages under “Executive Search Consultants.” However, beware, because some firms today call themselves executive search or

career consultants but do no searches: They just charge a (often hefty) fee to help you manage your search. Remember that with a search firm you never pay a fee.

What sorts of things will the headhunter look for? Ten important items include:¹⁵ You have demonstrated the ability to get results; you come well recommended by your peers and competitors; you understand who the search consultant works for and what he is trying to do; you are likeable and presentable, and your ego is in check; you can think strategically and understand how to institute change in an organized direction; you have achieved the results you have because of the way you treat others, not in spite of it; you can sell yourself concisely; you have at least some of the key specific experiences that the job entails; you are honest, fair, and a good source and even take the time when somebody calls you as a source to give them other sources that you believe are high potential; and you know who you are and what you want.¹⁶

Career Counselors Career counselors will not help you find a job per se; rather, they specialize in aptitude testing and career counseling. They are listed under “Career Counseling” or “Vocational Guidance.” Their services usually cost \$300 or so and include psychological testing and interviews with an experienced career counselor. Check the firm’s services, prices, and history as well as the credentials of the person you will be dealing with.

Executive Marketing Consultants Executive marketing consultants manage your job-hunting campaign. They generally are not recruiters and do not have jobs to fill. Depending on the services you choose, your cost will range from \$400 to \$5,000 or more. The process may involve months of weekly meetings. Services include résumé and letter writing, interview skill building, and developing a full job-hunting campaign. Before approaching a consultant, though, you should definitely do in-depth self-appraisal (as explained in this chapter) and read books like Richard Bolles’s *The Quick Job Hunting Map* and *What Color Is Your Parachute?*

Then check out three or four of these firms (they are listed in the Yellow Pages under “Executive Search Consultants”) by visiting each and asking: What exactly is your program? How much does each service cost? Are there any extra costs, such as charges for printing and mailing résumés? What does the contract say? After what point will you get no rebate if you’re unhappy with the services? Then review your notes, check the Better Business Bureau, and decide which of these firms (if any) is for you.

Employers’ Web Sites With more and more companies listing job openings on their Web sites any serious job hunter should be using this valuable source. Doing so requires some special résumé preparations, as we’ll see next.

Writing Your Résumé Your résumé is probably your most important selling document, one that can determine whether you get offered a job interview. Here are some résumé pointers, as offered by employment counselor Richard Payne and other experts.¹⁷ Figure 10-A8 presents one example of an effective résumé.

Introductory Information Start your résumé with your name, home and e-mail address, and telephone number. Using your office phone number can indicate either that (1) your employer knows you are leaving or (2) you don’t care whether he or she finds out. You’re usually better off using your home or cell phone number.

Job Objective State your job objective next. This should summarize in one sentence the specific position you want, where you want to do it (type and size of company), and a special reason an employer might have for wanting you to fill the job. For example, “Production manager in a medium-size manufacturing company in a situation in which strong production scheduling and control experience would be valuable.” Always try to put down

CONRAD D. STAPLETON
77 Pleasantapple Way
Coltsville, NY 10176
747-1012 conrad@Pearson.com

CONFIDENTIAL

JOB OBJECTIVE	<i>Senior Production Manager</i> in a situation requiring extensive advertising and promotion experience.
PRESENT POSITION	VALUE-PLUS DIVISION, INTERCONTINENTAL CORPORATION
2000–Present	<i>Product Manager</i> , NEW PRODUCTS, LAUDRYON SOAP and CARBOLENE CLEANER, reporting to Group Product Manager. Recommended and obtained test market authorization, then managed all phases of development of THREE test brands, scheduled for introduction during Fall/Winter 2003. Combined first year national volume projects to \$20 million, with advertising budget of \$6 million. Concurrently developing several new products for 2004 test marketing. Also responsible for two established brands: LAUDRYON SOAP, a \$7 million brand, and CARBOLENE CLEANER, a \$4 million regional brand. Currently work with three advertising agencies on test and established brands.
1997–2000	<i>Product Manager</i> , WEEKENDER PAINTS, a \$6 million brand. Developed and implemented a repositioning of this brand (including new copy and new package graphics) to counter a 10-year sales downtrend averaging 10% a year. Repositioning increased test market volume 16%, and national volume 8% the following year. Later initiated development of new, more competitive copy than advertising used during repositioning. Test area sales increased 35%. National airing is scheduled for Fall 1999. Developed plastic packaging that increased test market volume 10%. Also developed and implemented profit improvement projects which increased net profit 33%.
1996	<i>Product Manager</i> , SHINEZY CAR WASH, a \$4 million brand. Initiated and test marketed an improved aerosol formula and a liquid refill. Both were subsequently expanded nationally and increased brand volume 26%.
1995–1996	RICHARDS-DONALDS COMPANY <i>Assistant Product Manager</i> , reporting to Product Manager. Concurrent responsibility on PAR and SHIPSHAPE detergents. Developed locally tailored annual promotion plans. These resulted in 30% sales increase on PAR and stabilization of SHIPSHAPE volume.
1994–1995	<i>Product Merchandising Assistant</i> Developed and implemented SUNSHINE SUDS annual promotion plan.
1993–1994	Academic Leave of Absence to obtain MBA.
1991–1993	<i>Account Manager</i> , Field Sales. Account Manager for Shopper's Pal, the most difficult chain in metropolitan Westchester. Achieved sales increase of 10% and distribution of all Lever products, introduced while I was on territory. Based on this performance was awarded Food'N Things Co-operatives, the second most difficult account, and achieved similar results.
1990–1991	READING SCHOOL, University of Maryland MBA in Marketing Management. Average grade 3.5 out of 4.0. Thesis: "The Distribution of Pet Supplies through Supermarkets," graded 4.0 out of 4.0. Courses included quantitative methods, finance, accounting, and international business.
1986–1990	ELTON COLLEGE, Kansas City, Missouri BA in Liberal Arts. Was one of 33, out of freshman class of 110, who completed four years of this academically rigorous program. Judge in Student Court during senior year.

FIGURE 10-A8

Example of a Good Résumé

Source: Adapted from Richard Payne, *How to Get a Better Job Quicker* (New York: Signet) 1988, pp. 80–81.

the most senior title you know you can expect to secure, keeping in mind the specific job for which you are applying.

Job Scope Indicate the scope of your responsibility in each of your previous jobs, starting with your most recent position. For each of your previous jobs, write a paragraph that shows job title, whom you reported to directly and indirectly, who reported to you, how many people reported to you, the operational and human resource budgets you controlled, and what your job entailed (in one sentence).

Your Accomplishments Next (and this is very important), indicate your “worth” in each of the positions you held. This is the heart of your résumé. It shows for each of your previous jobs: (1) the concrete action you took and why you took it and (2) the specific result of your action—the “payoff.” For example, “As production supervisor, I introduced a new process to replace costly hand soldering of component parts. The new process reduced assembly time per unit from 30 to 10 minutes and reduced labor costs by over 60%.” Use several of these worth statements for each job.

Length Keep your résumé to two pages or less, and list education, military service (if any), and personal background (hobbies, interests, associations) on the last page.

Personal Data Do not put personal data regarding age, marital status, or dependents on top of page one. If you must include it, do so at the end of the résumé, where it will be read after the employer has already formed an opinion of you.

Finally, two last points. First, do not produce a slipshod résumé: Avoid overcrowded pages, difficult-to-read copies, typographical errors, and other problems of this sort. Second, do not use a make-do résumé—one from 10 years ago. Produce a new résumé for each job you are applying for, gearing your job objective and worth statements to the job you want.

Make Your Résumé Scannable For many job applications it’s important to write a scannable résumé, in other words, one that is electronically readable by a computer system. Many medium- and larger-sized firms that do extensive recruiting and hiring—especially online and with the aid of applicant tracking systems—now use software to quickly and automatically review large numbers of résumés, screening out those that don’t seem to match (often based on the absence of certain key words that the employer is looking for).

There are several guidelines to keep in mind for writing scannable résumés.¹⁸ These can be summarized as follows:

Use type no smaller than 10 points and no larger than 14 points.

Do not use italicized type, and do not underline words.

Use type styles that work well for résumés and can be scanned as well as read, such as Helvetica, Futura, Optima, Times Roman, New Century Schoolbook, Courier, Univers, and Bookman.

When submitting hard copies, submit only high-resolution documents. Documents produced on a laser printer work best. Many photocopies and faxes are not clean enough for scanning.

Make sure to present your qualifications using powerful key words appropriate to the job or jobs for which you are applying. For example, trainers might use key words and phrases such as: computer-based training, interactive video, and group facilitator.

Online Bios Today, employers often encourage or require their professionals and managers to post brief biographies on corporate intranets or Web sites. These bios let other employees know about their colleagues' expertise. Tips for writing such bios include:¹⁹

Fill it with details. “The more information you enter, the more likely a person seeking someone with your background will find you”

Avoid touchy subjects. For example, avoid discussing religion and politics.

Look the part. Your profile may require posting photos. If so, dress in professional attire.

Make it search friendly. Make sure your profile contains the key words you think someone searching for someone with your background and expertise would be looking for, such as “manager,” “supervisor,” or “engineer.”

Use abbreviations. Abbreviations are important. For example, someone searching the site might more readily punch in “MBA” than “Masters in Business Administration.”

Say it with numbers. Describe specifically how your work has contributed to your current employer's and past employer's bottom lines.

Proofread. Carefully proofread your online profile, as you would your résumé.

Handling the Interview You have done all your homework and now the big day is almost here; you have an interview next week with the person who is responsible for hiring for the job you want. What must you do to excel in the interview? Here are some suggestions.

Prepare, Prepare, Prepare First, remember that preparation is essential. Before the interview, learn all you can about the employer, the job, and the people doing the recruiting. Search the Internet (or your library) to find out what is happening in the employer's field. Who is the competition? How are they doing?

Uncover the Interviewer's Needs Spend as little time as possible answering your interviewer's first questions and as much time as possible getting the person to describe his or her needs—what the person is looking to get accomplished and the type of person needed. Use open-ended questions, such as “Could you tell me more about that?”

Relate Yourself to the Person's Needs Once you understand the type of person your interviewer is looking for and the sorts of problems he or she wants solved, you are in a good position to describe your own accomplishments in terms of the interviewer's needs. Start by saying something like, “One of the problem areas you've indicated is important to you is similar to a problem I once faced.” Then state the problem, describe your solution, and reveal the results.

Think Before Answering Answering a question should be a three-step process: pause, think, speak. Pause to make sure you understand what the interviewer is driving at, think about how to structure your answer, and then speak. In your answer, try to emphasize how hiring you will help the interviewer solve his or her problem.

Make a Good Appearance and Show Enthusiasm Appropriate clothing, good grooming, a firm handshake, and the appearance of controlled energy are important. Remember that studies of interviews show that in almost 80% of the cases, interviewers make up their minds about the applicant during the first few moments of the interview. A good first impression may turn bad during the interview, but it is unlikely. Bad first impressions are almost impossible to overcome.

APPENDIX GLOSSARY

career cycle The various stages a person's career goes through.

growth stage The period from birth to age 14 during which a person develops a self-concept by identifying with and interacting with other people.

exploration stage The period (roughly from ages 15 to 24) during which a person seriously explores various occupational alternatives.

establishment stage Spans roughly ages 24 to 44 and is the heart of most people's work lives.

trial substage Period that lasts from about ages 25 to 30 during which the person determines whether or not the chosen field is suitable; if not, changes may be attempted.

stabilization substage Firm occupational goals are set and the person does more explicit career planning.

midcareer crisis substage Period during which people often make major reassessments of their progress relative to original ambitions and goals.

maintenance stage Period between ages 45 and 65 when many people slide from the stabilization substage into an established position and focus on maintaining that place.

decline stage Period where many people face having to accept reduced levels of power and responsibility, and must learn to develop new roles as mentors or confidantes for younger people.

career anchors Pivots around which a person's career swings; require self-awareness of talents and abilities, motives and needs, and attitudes and values.

APPENDIX ENDNOTES

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3. John Holland, *Making Vocational Choices: A Theory of Careers* (Upper Saddle River, NJ: Prentice Hall, 1973).
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5. This is based on James Waldroop and Timothy Butler, "Finding the Job You *Should* Want," *Fortune*, March 2, 1998, pp. 211–214.
6. Richard Bolles, *What Color Is Your Parachute?* (Berkeley, CA: Ten Speed Press, 2003), pp. 5–6.
7. *Ibid.*, p. 5. Researchers and career specialists are working with the U.S. government's O*NET to devise a methodology that will enable individuals to make better use of O*NET in identifying and choosing career paths. See, for example, Patrick Converse et al., "Matching Individuals to Occupations Using Abilities and the O*NET: Issues and an Application in Career Guidance," *Personnel Psychology*, 2004, vol. 57, pp. 451–47.
8. Edgar Schein, *Career Dynamics*, (Reading, MA: Addison Wesley, 1978) pp. 128–129; and Edgar Schein, "Career Anchors Revisited: Implications for Career Development in the 21st Century," *Academy of Management Executive* 10, no. 4 (1996), pp. 80–88.
9. *Ibid.*, pp. 257–262. For a recent test of Schein's career anchor is concept, see Yvon Martineau et al., "Multiple Career Anchors of Québec Engineers: Impact on Career Path and Success," *Relations Industrielles/Industrial Relations* 60, no. 3, Summer 2005, p. 45; pp. 455–482.

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14. See, for example, “Job Search Tips The America’s Intelligence Wire,” May 17, 2004, and “What to Do When Your Job Search Stalls,” *BusinessWeek* online, March 16, 2004.
15. John Rau, “And the Winner Is . . .,” *Across-the-Board* 54, no. 10 (November/December 1997), pp. 38–42.
16. Based on *Ibid.*, pp. 32–42.
17. Richard Payne, “How to Get a Better Job Quicker,” (New York, Mentor, 1987) pp. 54–87. See also Larry Salters, “Resume Writing for the 1990s,” *Business and Economics Review* 40, no. 3 (April 1994), pp. 11–18.
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19. Sara Needleman, “Posting a Job Profile Online? Keep it Polished,” August 29, 2006, the *Wall Street Journal*, p. B7.

PART III VIDEO CASES APPENDIX

Video 5: The HR Manager’s Job, Job Analysis, Training and Developing Employees

Video Title: Training and Development

In this video, the director of training and development turns a somewhat confrontational meeting with the firm’s marketing director into something more positive. The marketing director is making the case that there are several performance problems among employees of the company, and that she believes that inadequate training and development is the reason why. For her part, the training and development manager, Jenny Herman, says that she understands that the company, Loews Hotels, is getting complaints from customers, but that the firm’s training program has been following the employee performance standards now in place. The problem is “there are standards, but employees are still falling down.” After discussing the matter between the two of them, they agree that the training and development program was not revised for the company’s new needs, and that among other things Jenny would “like to revise the new hire certification process.” She emphasizes that “we need to hear more from the field what the training and development needs are, and then try these out, and then roll out the final program.”

Discussion Questions

1. Could the inadequate performance be a result, not of inadequate training, but of something else—such as inadequate motivation, or inadequate employee selection?
2. How would you go about finding out, based upon what you read in this part of the book?
3. The concluding discussion of the video about how human resource managers actually choose training techniques raises some useful questions. For example, do you agree that classroom training is particularly appropriate for hotel employees “because they like classroom training?”

Video 6: Performance Management and Appraisal, Career Management

Video Title: Ernst & Young

Ernst & Young, a large U.S. accounting firm, increased its employee retention rate by 5% as a result of a human resource initiative “to put people first.” By creating a performance feedback—rich culture, building great résumés for its 160,000 people in New York City and around the world, and giving them time and freedom to pursue personal goals, Ernst & Young operationalized the idea of “people first” and thereby created a more motivated work force. In this video, you’ll see the company uses mandatory goal setting, provides employees with learning opportunities in their areas of interest, and measures HR processes using an employee survey to evaluate the workplace environment. While the first segment of this video is necessarily relevant for our needs, the segment on Ernst & Young, in which Kevin, the senior auditor describes his experience at Ernst & Young, illustrates both what performance management means in practice, and the effect that it can have on employees.

Discussion Questions

1. In what ways to the HR practices that Ernst & Young (such as goal setting, and providing people with learning opportunities in their areas of interest) illustrate what performance management means in practice?
2. How important do you think it is that Ernst & Young measure HR practices using an employee survey? Why? How would you do so?
3. What role should such a survey place in the firm’s performance management program, and in its strategic human resource efforts?