CAREER DEVELOPMENT AND THE RELEVANCE OF RELATIONSHIPS

By

JOANNE LYNN CATTAFESTA

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And approved by

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ABSTRACT OF THE DISSERTATION

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By JOANNE LYNN CATTAFESTA

Dissertation Director:

Dr. Hartmut B. Mokros

This dissertation examined the relevance of relationships for career development from two perspectives – those of 159 students enrolled in professional master's degree programs (referred to as career developers – CDs) and 12 career advisers (CAs), experts consulted for their counsel. Implicit in this research was the sense these experienced and desired senses of relational quality played an important role in people's career development, but they had not been well studied to date.

A multi-method approach was utilized to examine CDs' career and relational development, age, identification with two hypothetical scenarios, and their consultation with others when seeking career advice. Data were collected through a survey. How CAs conceived of routine difficulties people encounter and the advice they describe offering them was also considered. Data were collected through in-depth interviews.

The dissertation examined CDs with different career development interests: preparation (CP), enhancement (CE) or change (CC). Age was significantly associated with whether CDs sought to prepare for, enhance or change careers and their relational

development. CDs differed significantly in their identification with Scenario-C, mostly reported by CCs. As CCs' career was "in-progress", these data suggest career concerns were more salient because of their desires for intimate relationships as careers are considered necessary for their development.

Almost all participants reported consulting intimate advisers for career advice. CPs frequently sought counsel from intimate advisers namely parents/siblings and academic advisers; these associations were significant. CEs frequently consulted co-workers; this association was also significant. CEs likely consulted co-workers for information about career enhancement opportunities, unlike CCs who may have considered them too great a risk. Surprisingly, most CDs did not report consulting expert advisers for career advice. Of those that did, most were CCs. These findings suggest that differing career choices seem to relate to differing senses of relationships.

Common dilemmas noted by CAs were balancing personal and work-life, finding identification with work and boring or overly complex assignments. CAs counseled individuals to "voice" their dissatisfaction, develop additional skills or seek new employment. They also recommended organizations consider how flexibility, career development, and negotiation of personal and instrumental goals may resolve work dilemmas.

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CHAPTER ONE

CAREER DEVELOPMENT AND THE RELEVANCE OF RELATIONSHIPS

Introduction

This dissertation examines the relevance of relationships to individuals within the context of career development from two perspectives - those of students in professional master degree programs who are referred to as career developers (CD) and career advisers (CA), those whom career developers (CD) consult for career counsel. Specifically, the aim of this dissertation is to examine how relationships enter into the practical activity of career development and decisions. The analysis evokes individuals' relationships (i.e. their relational desires and circumstances) as they link to career development and career advising processes.

This dissertation focuses on the relational aspects of career development that career developers articulate while attempting to make sense out of their career decisions. The research investigates whether and how CDs and CAs actively engage with these generalized desires addressing relational needs. It does not pose any specific hypotheses about career decisions, job satisfaction, quality of life issues, or career expectations at the outset. Rather, the research examines the relevance of relationships to career development for individuals within the context of work and in their "private" life in the process of being and becoming working professionals.

The research reported here is motivated in part by recent calls for examining the importance of relationships in how career decisions are made (Blustein, 2001; Blustein, 2006; Hall & Associates, 1996; Phillips, Christopher-Sisk, & Gravino, 2001; Schultheiss, Kress, Manzi & Glasscock, 2001). To date, much of what has been reported comes from

counseling and industrial/organizational psychologists, vocational behavioralists, and general career counselors. This dissertation seeks to locate issues of career development within a communication framework, which notes the integral role of relationships in everyday communication practices and sense-making. The issues examined are of relevance to organizational communication scholarship as relationships are central to the process of organizing and organizational life.

The traditional conceptualization of careers as a linear process of hierarchical advancements within a "social contract" (Buzzanell, 2000, p. 209), where employee loyalty is rewarded with stable and life-long employment, is no longer viable for today's modern worker. In the last decade, traditional career discourse has changed, resulting in a new discourse, "one that centralizes human agency and reflects employees' need to engage in more meaningful work experiences" (Smith, Arendt, Lahman, Settle & Duff, 2006, p. 28). It is within this emerging "protean" (Hall, 2004; Hall & Associates, 1996; Hall & Chandler, 2005; Hall & Mirvis, 1996; Hall & Moss, 1998) career discourse, this study seeks to understand the relevance of relationships for career development and career advising.

Contrary to traditional careers, the protean career is characterized by varied career/work experiences (Arthur, Inkson, & Pringle, 1999; Arthur & Rousseau, 1996), personal career/work choices (Hall & Moss, 1998), transferable skills, psychological benefits and continuous learning (Sullivan, 1999). Protean careers are "boundaryless" (Arthur & Rousseau, 1996; Cohen & Mallon, 1999; DeFillippi & Arthur, 1994; Eby, Butts, & Lockwood, 2003; Mirvis & Hall, 1994; Mirvis & Hall, 1996) as they consist of multiple work opportunities that are not primarily centered within organizations. Unlike

success that is defined by promotions and advancement (Buzzanell & Goldzwig, 1991) in traditional career discourse, protean career success is defined by feelings of pride and personal accomplishment (Hall & Moss, 1998). As Ciulla (2000) explains, this new career discourse is about "choosing how we want to live and work" (p. xvi). Continued employment then is no longer considered a reward for organizational loyalty, but is an outcome of the current position meeting the individual's needs and enhancing his/her personal growth opportunities (Smith et al., 2006). This increased focus on the individual has been linked to increased job involvement and satisfaction (Strohl, Brett, & Reily, 1994), employee empowerment (Chiles & Zorn, 1995) as well as greater independence and life balance (Cohen & Mallon, 1999).

Of interest then to this study are shifting senses about self, work and relationships in the wake of successive phases of organizational downsizing and restructuring (Cheney, 2001; Cheney & Caroll, 1997; Ciulla, 2000; Gossett & Tompkins, 2001; Krone, 2005). As observed by Beck (2000), "paid employment is being 'chopped up' both contractually and temporally, and with it the unifying time structure of social life in family, neighborhood and community" (p. 53). Yet, changes in the type of work that is valued in our society namely a shift from manufacturing to information or symbolic analytic work (Reich, 1991) are more likely to provide individuals with increased freedom and autonomy in their work and non-work lives. Within the "individualization of work" (Beck, 2000, p. 54), people have the freedom to choose from activities that meet a variety of their needs. In doing so, the concept of "work" expands to include multiple activities such as paid employment, caretaking of family members and the home, volunteerism, and

working for one's self, which individuals may alternate between throughout their lives.

As Mirvis and Hall (1994) explain,

> A more elastic concept, however, acknowledges, that work and non-work roles overlap and shape jointly a person's identity and sense of self. In practical terms, an enlarged definition of career space enables people to consider seriously taking time off to spend with growing children or to care for aging parents under the rubric of attaining psychological success (p. 369).

The shift from an "industrial society" to a "knowledge society" reallocates power previously centered within organizations to individuals as the latter continuously accumulate skills and knowledge (Arthur, Inkson & Pringle, 1999; Arthur & Rousseau, 1996) through a variety of work opportunities. For these individuals known as symbolic analysts (Reich, 1991), free agents (Hall & Mirvis, 1996) or knowledge workers, the boundaries of work expand both temporally and spatially. Because of technological developments, they are able to work "anytime and anywhere," resulting in heightened mobility among multiple self-employment or contracting "gigs," money and collegial relationships. "The person can go where the rewards they are seeking are the greatest, be they work opportunities, co-workers, family, geography or simply a change of scene" (Hall & Mirvis, 1996, p. 21).

However, this shift from manufacturing to knowledge work presents challenges as individuals are expected to take sole responsibility for their careers (Arthur, Inkson & Pringle, 1999; Arthur & Rousseau, 1996) and assume a majority of the risks associated with contractual work opportunities (Beck, 2000). Individuals working independently are more likely to experience dislocation and estrangement because of their former identification with organizational roles (Hall & Mirvis, 1996; Hall & Moss, 1998). Research on telecommuting shows this is a problem for employees working outside their

organization as they report needing to find alterative ways to meet their identity and social connection needs (Christensen, 1988; Golden, 2006; Hall, 1989; Sennett, 1998). It is expected this will also be a challenge for protean careerists (Hall & Mirvis, 1996).

For mid- and late-career workers, the prospect of pursuing a protean career is more likely to be daunting if they strongly identify with their organization or have a learned set of skills, which has brought them past success (Hall & Mirvis, 1996). To remain employable, they will need to continuously learn new skills. It is within "the new precariousness of work" (Beck, 2000, p. 54) that individuals are likely to experience anxiety, betrayal, instability, isolation, vulnerability and insecurity.

Consequently, individuals "muddle through" this climate of shifting work arrangements and the challenges associated with it to pursue meaningful employment as "independent, business men and women in their own affairs" (Beck, 2000, p. 55), instead of searching for meaning in organization-related work tasks (Hackman & Oldham, 1975). The pursuit of meaningful work within this climate of challenges is largely connected with recent organizational communication research on "renewal" or "spirituality" in the workplace (Ashmos & Duchon, 2000; Dalton, 2001; Goodier & Eisenberg. 2006; Krone, 2005; Nadesan, 1999; Pokora, 2001; Rigoglioso, 1999; Sass, 2000; Smith et al., 2006). Spirituality has been explored in relation to career development, which offers insight into understanding individuals' increasing desires for more meaningful work (Buzzanell, 2001; Dalton, 2001; Hall & Chandler, 2005; Hall & Mirvis, 1996; Hall & Moss, 1998; Lips-Wiersma, 2002; Smith et al., 2006; Scott, 2005).

This study also draws on the growing body of organizational communication research interested in the intersection of families and institutions with regards to family

and work life. As the development of intimate relationships (i.e. spouse or child) often depends on one's ability to establish a career (Oppenheimer, 1988, 1994, 2003; Oppenheimer, Kalmijn, & Lim, 1997; Oppenheimer & Lewin, 1997), a discussion of the link between careers and the development of families was considered germane for this study. Additionally, this line of work-family research examines how career developers attempt to manage, balance, and negotiate their multiple responsibilities and the development of organizational initiatives designed to assist employees with these tensions (Buzzanell, Meisenbach, Remke, Liu, Bowers, & Conn, 2005; Craig & White, 2006; Golden, Kirby, & Jorgenson, 2006; Kirby, 2006; Kirby, Golden, Medved, Jorgenson, & Buzzanell, 2003; Kirby & Krone, 2002; Kirby, Pawlowski, & Dressel, 2000). It is within these bodies of literature that the relevance of relationships to career development and career advising is explored.

This dissertation contends that career development is not independent of situational demands and desires. Career development and career advising – like all work practices – are relational activities. This work contributes then to understanding the centrality of the relational nature of human existence in a social world (Goffman, 1959, 1967, 1972; Mead, 1934; Mokros, 1996, 2003; Scheff, 1990, 1997). Thus, the dissertation seeks to explore career development and career advising within a constitutive view of communication, in which communication is understood as producing and reproducing social order and meaning (Mokros, 1996, 2003; Mokros & Deetz, 1996; Mokros, Mullins, & Saracevic, 1995). Our careers are developed through decisions we make regarding the work options available to us. During this process, we rely on our "common sense" (Geertz, 1973), the taken-for-granted assumptions that influence us

outside of our immediate awareness, which are produced and reproduced through communication. A constitutive perspective enables us to attend to this dynamic, reflective process of how meaning about self, work and careers is discursively produced, reproduced and shaped through communication.

Using a constitutive perspective to examine career development and career advising allows us to understand individuals as relational and emotional, and reminds us that concerns of self and other are always in operation, particularly within the context of work (e.g. Cockett, 2000; Mokros et al., 1995). Therefore, this study seeks to examine the relevance of relationships for individuals' career development within their choices made about work and advice sought from and offered by career advisers (CAs). To do so, I examined the following research questions:

RQ1: What is the relationship between career development and relationships (i.e. relational desires and circumstances)? How are age and gender relevant?

RQ2: What is the relationship between career development and use of career advisers as a social support resource? How are age and gender relevant?

Research questions were examined through career developers' (CDs) self-reports and their projected identification with individuals featured in the hypothetical scenarios.

Then, I followed this line of questioning by asking CAs to comment on the common work dilemmas reported by individuals who seek their counsel, the advice they offer to those individuals, and the context in which they perceive their advice is solicited. To address these concerns, I examined the following research questions:

RQ3: What are the common dilemmas career advisers describe based on encounters with individuals who consult them for advice?

RQ4: What are the advice strategies career advisers use in offering advice?

RQ5: What do career advisers report as contexts within which individuals seek their advice?

Thus, my research explored what CAs describe as common work dilemmas encountered by individuals who seek them for advice, the common discursive strategies they employ when offering advice to those who seek them, and the reasons they give for why individuals seek them out for advice.

<div align="center">Constitutive Theory of Communication</div>

Responding to Deetz's (1994) call to study and explain everyday phenomena communicationally, this dissertation is situated within a constitutive view of communication, in which communication is understood as producing and reproducing social order and meaning (Mokros, 1996, 2003; Mokros & Deetz, 1996; Mokros, Mullins, & Saracevic, 1995). This perspective is a shift away from an informational model of communication with the latter's focus on message qualities that influence production and reception. A constitutive perspective argues that through language, interaction, and self-reflection, organizing frameworks of meaning, or discourses, are created that guide and structure communicative practice, through which our discursive understandings are then shaped. As Mokros (1996) explains,

> The discursive constitution of identity references the impact of sociocultural knowledge or discourse on social practice. Discourse, from this perspective, identifies the expressive possibilities and permissibilities – that is to say, the systems of etiquette – that guide human agency and provide the parameters within which self-identity is constituted and evaluated. (p. 5)

The world of work provides perhaps the most pervasive systems of etiquette and guiding parameters in modern society. Conversations, or discourses, about work provide

for and measure individuals' self-worth, define their relative position in the structure of society, and establish the parameters within which they are to operate for a majority of their lives. A constitutive paradigm views self and identity as relational, contextually contingent and interactively constituted. However, it expands the notion of discourse beyond talk explicitly expressed in interaction, and allows for discursive practices in play in the "common repertoire" (Gergen & Gergen, 1997). We make choices about work by drawing on our "common sense" (Geertz, 1973), the taken-for-granted assumptions that influence us outside of our immediate awareness, which are produced and reproduced through communication. A constitutive perspective enables us to attend to this dynamic, reflective process of how meaning about self and work is discursively produced, reproduced and shaped through communication.

Theorizing and explaining phenomena through a constitutive perspective suggests that communication provides an interactive space for individuals to actively engage with and reflect on their experiences within a social world, which other social science disciplines have largely neglected. As Cockett (2000) suggests, "…a constitutive perspective allows us to move from thinking about things as static and representational to thinking about things as relational, dynamic and under constant construction through reflection and adaptation within the objective world…" (p. 7).

Conceptualizing the self as relational and fluid marks a significant change in how the self has been theorized and studied and, as Mokros notes (1996), marks a shift away from understanding self through developmental processes (e.g., Erikson, 1980) and individualized behavior – "a self that senses, thinks, feels, and directs action" (Gergen, 1999, p. 122). A parallel shift has occurred in studies on workplaces. Previous research

defined organizations and the employees within them as rational, logical, individualized and autonomous "persons". Using a constitutive perspective to examine career development and career advising allows us to understand individuals as relational and emotional, and reminds us that concerns of self and other are always in operation, particularly within the context of work (e.g. Cockett, 2000; Mokros et al., 1995).

<div align="center">Individuals as Relational and Emotional Beings</div>

My orientation to this research assumes an understanding of human behavior as incomplete without acknowledging the relational and emotional anchoring of human actions. A constitutive view of communication assumes this at the outset (Mokros, 1996, 2003; Mokros & Deetz, 1996; Mokros et al., 1995). This perspective enjoys a rich legacy in sociological thought dating to Cooley (1902/1992) and the social psychology of Mead (1934). Goffman's (1959, 1967) mid-20th century writings extended this view as has the notable work of Scheff (1990) more recently. Their ideas are examined briefly as they were key influences on the theoretical development of this research.

<div align="center">*The Social Nature of the Self*</div>

Mead (1934) is recognized as founding symbolic interactionism, a philosophical movement concerned with self, social experience and communication. He proposed that self is understood only in relation to social experience and relatedness, so that self is understood as a part of the larger whole, and the two are mutually dependent. Self is not something one has, but rather it is something that is in progress. As Cockett (2000) explains, "This development of self is understood as a process in the relatedness that the individual shares with others" (p. 15). Self and identity then is "an eddy in the social current and so still part of the current. It is a process in which the individual is

continuously adjusting himself in advance to the situation to which he belongs, and reacting back on it" (Mead, 1934, p. 182). In other words, self and identity are contextually contingent on social moments, but the meaning that the individual makes of the social moment is facilitated by the mind's storage of previous social interactions. Thus, self and identity are always conceived in relation to the "generalized other" (Mead, 1934, p. 154) as individuals are only able to understand themselves through their ability to see self as object. Thus, communication becomes a central concern because it is only through the use of significant symbols and their communal and continual interpretation that individuals are able to take on the perspective of the generalized other, which is essential for the development of self.

Mead (1934) distinguishes between the "I" and "me" and suggests that "the 'I' is the response of the organism to the attitudes of the other; the 'me' is the organized set of attitudes of others which one himself assumes" (p. 175). It seems as if Mead is arguing for a separation between what may be called an individualistic, autonomous self (the I) and a more reflective, relational self (the me). Mead asserts that subjective experience (the me) is only significant as it is translated into significant symbols and positions subjective experience within the larger social order

Mead's fundamental insight into social experience was that it arose out of role taking, of seeing things from the point of view of the other(s), as well as from one's own perspective. Cooley (1902/1992) extended this idea by introducing emotions into the role taking process. His concept of "the looking glass self" implies a social nature of self as it requires seeing one's self from the point of view of the other. Cooley (1902/1992) saw this self-monitoring process occurring in three steps – "the imagination of our appearance

to the other person, the imagination of his judgment of that appearance, and some sort of self-feeling, such as pride or mortification" (p. 184). This process of self-monitoring, however, arouses emotions, most notably pride and shame, as we see ourselves from the point of view of the other. From Cooley's work, we can assume emotions such as shame and pride are central for understanding the constitutive formation of meaning and self-identity within normal, everyday social relationships.

The Emotional Nature of the Self

Goffman (1959, 1967) was also interested in the idea of emotions arising out of role taking and "provided many concrete examples that convey the look and feel of continually seeing one's self through the eyes of other(s)" (Scheff & Retzinger, 2000, p. 305). In "line" with understanding self as symbolically constituted, Goffman proposed that self is created through everyday ritualized performances within social interaction. Goffman speaks of identity in terms of face, in which an image of self is constructed in accordance with approved social norms. Face is not something that people individually possess, but is dependent on interaction with social others to be supported. Through face-work, the strategic actions taken by individuals to maintain or protect their face, individuals constantly attempt to restore balance during interaction, especially when face is threatened, and develop elaborate face-saving strategies to accomplish this. Face then is an important concept for understanding individuals as emotional and relational beings as they go to great lengths to preserve their face and avoid embarrassment and shame.

For Goffman (1959, 1967) then, the relational dimension of communication is prioritized over informational concerns because of his focus on the importance of flow in interaction. From Goffman's work, we can begin to understand the complexity of

communication, particularly paying attention to the relational dimension (Bateson, 1996;

Watzlawick, Beavin, & Jackson, 1967). "That is, if the point of interaction is to avoid

embarrassment, then the relational contingencies of the interaction constitute a function

that is fundamentally more salient to the individual than the informational content"

(Cockett, 2000, p. 18-19). This is also evident in Mokros et al.'s (1995) work on the

interactions between service providers and their clients, as relational and identity

concerns were prioritized over information needs during service based interactions.

The Relational Nature of the Self

Understanding the self as motivated by relational and emotional concerns has

been studied in the context of interpersonal relationships, namely romantic (Baxter &

Erbert, 1999; Baxter & Montgomery, 1996, 1998), family and marital relationships

(Retzinger, 1991), as well as within the context of work (Carnoy, 2000; Cheney, 2001;

Ciulla, 2000; Cockett, 2000; Dudley, 1994; Mokros, 2003; Mokros et al., 1995). If we

consider individuals as largely motivated by relational and emotional concerns, then the

creation, maintenance and preservation of social bonds (Retzinger, 1991; Scheff, 1990;

Scheff & Retzinger, 2000) are of particular interest to this study. It is through the

development and maintenance of social bonds that all human motivation and

relationships can be understood (Scheff, 1990).

However, uncomfortable states of the social bond exist when individuals cannot

properly differentiate from one another (Scheff, 1990). Viewing differentiation as

existing on a continuum, Scheff claims under-differentiated individuals generally

conform to the desires of others and lose their sense of individuality, resulting in

engulfment by the other person. In this case, it is thought they consider others' needs

before their own when making decisions. Conversely, over-differentiated individuals focus almost exclusively on their own needs and often make decisions without immediate consideration of the consequences for others. As Cockett (2000) notes,

> A secure social bond is characterized by an optimal level of differentiation –
> one in which individuals understand their systematic relationship to one another
> and can approach one another with both intellectual and emotional understanding
> of their similarities and differences. (p. 21)

It is within the understanding of individuals being largely motivated by relational and emotional concerns, this dissertation seeks to examine the relevance of relationships in individuals' career development and career advisement.

The Changing Nature of Work

Popular and scholarly writers have discussed the changing nature of work with the decline of manufacturing economy and the rise of knowledge-valued work. Widespread changes in the nature of work and labor market have weakened the traditional conceptualization of careers, also known as the "grand career narrative" (Super, Savickas, & Super, 1996). To understand the organizational structures that emerged to support the grand career narrative, it is necessary to describe the historical relationships among work and social relationships. Because of page length constraints, this review is selective rather than exhaustive.

Work and Social Relationships

Historically, work has been deeply integrated within social and relational contexts. During the pre-industrial period, individuals generally worked on their family farm, in trade guilds or religious orders (Applebaum, 1992). "Working was often embedded in a culture of connection and relatedness…the major quality of agrarian work

was the deep sense of rootedness within relationships, nature and social interactions"
(Blustein, 2006, p. 30). During this time, work was an integrated aspect of individuals'
experience as they could directly identify with the tangible products of their labor. Most
individuals during this time period worked in their homes or near their families so they
had access to relational support if problems were to arise (Blustein, 2006).

Industrial Era – Manufacturing Work

During the 19th century, the Industrial Revolution dramatically changed the
working landscape as technologies were developed for the mass production of products.
As some scholars have noted (e.g., Blustein, 2006; Drucker, 1999; Marshall & Tucker,
1992; Reich, 1991), organizations began to require complex hierarchical structures to
manage production and supervise lower-level or factory line workers. This new urban
economy fostered the development of the "career" as individuals who were well-
educated, but compliant were needed "to coordinate production and handle complex
inventory tasks. These individuals later became the middle management within many
organizations, who carved out an important structure of the industrial era" (Blustein,
2006, p. 32).

For those who were not educated, work was generally repetitive, regimented and
tedious. One of the consequences of industrial and production work was that individuals
became increasingly alienated from the tangible products of their labor. Marx (1906)
argued the advent of capitalism was responsible for the dehumanization of work. Under
the pretense of the "free market", workers had become separated from their identities
through the process of selling their labor to organizations. This division between self and
work marks an important conceptual turn in how work is understood as a practice distinct

from self and introduces the fundamental struggle between self, work and monetary attainment.

The development of the time clock introduced the practice of brokering individual labor (Thompson, 1967). This sensibility fractured the life of the individual into dichotomous states of "theirs" and "mine." Stresses on individual identity arose from this splintering, and were exacerbated by the increasing pervasiveness of the Protestant work ethic, which suggested that time not working was time wasted (Weber, 1930/1998). Within this framework, work was defined as a spiritual calling through one's relationship with God.

Through the rise of capitalism, however, new "systems of etiquette" (Mokros, 1996, p. 5) were constituted and discursively maintained (Weber, 1930/1998). Success, measured in terms of wealth and possessions, became to be considered proof an individual was chosen by God. The large value individuals currently place on accumulation, ownership, convenience and wealth (Stewart & Cash, 2006) highlights the Protestant work ethic's presence in meta-discourses about self and work. Of interest then is the extent to which normative expectations regarding "personal success" factor into individuals' career decisions and their relevance for understanding the value of relationships within the context of career development.

The notion of career developed within the context of orderly and stable workplaces (Blustein, 2006). Organizations relied heavily on employees who were regimented, loyal and committed and in return, these employees were rewarded with job security and stability, and if they were fortunate, satisfaction. The relatively slow development of technology and absence of foreign competition during this time period

contributed to organizations' stability. "As a result, workers were able to consider jobs as having a forward time dimension" (Blustein, 2006, p. 35) assuming they performed their work efficiently and organization was able to compete in the economy (Sennett, 1998). They developed a personal narrative that organized their work experiences temporally (past-present-future) placing their career within their larger life story (Savickas & Baker, 2005).

Information Era – Symbolic Analytic Work

There has been a change in the type of work that is valued in our society, i.e. a shift from manufacturing to symbolic analytic processes. For symbolic analysts (Reich, 1991), free agents (Hall & Mirvis, 1996) or knowledge workers, a variety of work opportunities exist for them to continuously accumulate skills and knowledge (Arthur, Inkson & Pringle, 1999; Arthur & Rousseau, 1996). Within this context, they pursue protean (Hall, 2004; Hall & Associates, 1996; Hall & Chandler, 2005; Hall & Mirvis, 1996; Hall & Moss, 1998) careers that consist of multiple work opportunities not bound to an organization. The nature of the relationship between individuals and the organization shifts from a relationally-based work contract (with a long-term commitment) to more situated, short term work contexts in the modern information economy (Mirvis & Hall, 1996) where individuals are expected to assume a majority of the risks associated with contractual work opportunities (Beck, 2000).

The result of this "flexibility" often off-loads on protean careerists where they are less "bounded and grounded" to the organization and more often confront tight economies, career instability and choices (Flum, 2001). Flum and Blustein (2000) argue that in such a shifting economic context individuals are more likely to explore careers

repeatedly, and with higher expectations for self-actualization and finding meaningful work. At the same time, relational experiences become increasingly important, for the well-networked, connected worker to keep "an integrated identity" (Flum, 2001).

Career Development

How individuals approach the career development process is an important concern for communication scholars to consider as a discursive and relational practice. After all, we know intuitively that "to work is to relate." (Flum, 2001, p. 262). Even though relationships have been heavily examined in areas of human functioning such as health, stress and well-being (Blustein, Phillips, Jobin-Davis, Finkelberg, & Roearke, 1997; Chusid & Cochran, 1989; Way & Rossman, 1996), they have not been adequately explored in the context of work (Blustein, 2001) or in career development and decisions (Phillips, Christopher-Sisk, & Gravino, 2001).

Previous models of career development (Super, 1957, 1984; Harren, 1979) have assumed that individuals are rational, systematic and able to adequately seek and evaluate information about themselves and possible career options. Other traditional approaches to career development and to a lesser extent, career advising, have been concerned with "traits and factors" where individual traits (i.e. values, interests, skills and personalities) are "matched" to factors or requirements of particular careers or work opportunities (Campbell & Unger, 2004a). As noted by several scholars, these traditional approaches oversimplify the complexity of individuals' lives through their exclusive focus on work roles in which individuals' non-work roles may be overlooked (Brott, 2001; Campbell & Ungar, 2004a; Hansen, 1997). These approaches then do not consider the interplay between work and non-work roles and the challenges individuals face when attempting to

balance their work and personal life, a concern noted by many workers as important (Van Horn & Dautrich, 1999).

Relational Approach to Career Development

In response to a growing dissatisfaction with traditional approaches to career development in the fields of organizational behavior, counseling psychology, and management, a "relational approach" was developed, which highlights the influence of close relationships on an individual's career development (Blustein, 1997, 2001, 2006; Blustein, Prezioso, & Schultheiss, 1995; Forrest & Mikolaitis, 1986; Hall & Associates, 1996; Phillips, 1997; Phillips, Christopher-Sisk, & Gravino, 2001; Schultheiss, Kress, Manzi, & Glasscock, 2001). Generally, the results of these studies conclude that individuals make career decisions with assistance from specific others and they make decisions contingent upon their multiple responsibilities (e.g., to family, to loved ones, and so on). Given that individuals make decisions based on ambiguous, incomplete, and often-changing information, they rely on others to help them make sense of seemingly conflicting career choices.

A number of studies, which utilized a relational approach to career development, have examined how people take "short-cuts" when making career decisions (Kahneman, Slovic, & Tversky, 1982). Sometimes, these decisions are based on incomplete information gathered from others (Forrest & Mikolaitis, 1996), including intimates as individuals generally consider them to be significant informational resources (Phillips, 1997). Phillips, Christopher-Sisk, and Gravino (2001) pursued a qualitative study to understand the relational context of career decision making. The results of their study demonstrated the ways in which others involve themselves, are invoked by deciders, or

are excluded from individuals' career decision making deliberations. Advice, according to Phillips et al. (2001), is solicited through the active consultation of others. Moreover, from a career development perspective, there is some evidence there may be variation by age and family configurations in individuals' consultation of others for career advice.

Using a relational perspective allows us to attend to relational concerns and discourse as "part and parcel of career development and work-related functioning" (Flum, 2001, p. 267). However, in a majority of studies that examined the influence of close relationships on career development, communication was not a central concern. Therefore, this dissertation extends this line of "relational" research developed by organizational behaviorists, counseling psychologists, and management practitioners by examining career development through a postmodern or narrative perspective.

Postmodern or Narrative Approach to Career Development

There has been an increase in the number of studies using a postmodern approach, which focuses on life narratives and social constructions of identity, to understand career development (Blustein, 1997; Brott, 2001; Campbell & Ungar, 2004a, 2004b; Cochran, 1997; Krieshok, Hastings, Ebberwein, Wettersten, & Owen, 1999; Richmond, 1996; Savickas, 1993, Super, 1990; Ungar, 2001). This approach emphasizes that "the way in which individuals experience their world depends on how they construct meaning for events in their lives through the language available to them to describe their experiences" (Campbell & Ungar, 2004b, p. 28). This perspective is germane to this dissertation as it highlights the importance of language and discourse in the construction of ideas about careers and work, which is consistent with a constitutive perspective of communication. Our career development and decisions are influenced by how we think, feel and talk

about ourselves with others rather than by a set of objective facts (Pryor & Bright, 2003).

A postmodern approach to career development recognizes that it is through interaction

with others whether "real" or in a generalized sense (Mead, 1934) do we come to

understand our lived experience within a social world. As described by Campbell and

Ungar (2004a),

> The illusionary way in which individuals understand their world is the result
> of the socially constructed discourses in which they participate. Social
> discourses are the words and their meanings that individuals create with
> others through conversations and social interactions, which together provide
> them with language to describe their lived experience. (p. 19)

The stories we tell ourselves and others enable us to organize, understand and give

meaning to everyday communicative acts. It is through the co-construction of these

stories or narratives, we come to understand ourselves (Bruner, 1990; Bruner &

Lucariello, 1989; Gergen & Gergen, 1997; Hinchman & Hinchman, 1997; Mancuso &

Sarbin, 1986; Mandelbaum, in press; Nelson, 1989), and our work (Cochran, 1997;

Peavy, 1996; Savickas, 1993, 1997).

Career Advice

The relevance of relationships for career development is of interest because the

narratives or stories we construct about ourselves and our work are developed in relation

to those with whom we talk and seek advice from. These narratives are likely to be co-

constructed differently when seeking advice from an intimate (i.e. parent, spouse, co-

worker or friend) or career expert (i.e. executive recruiter, human resource professional,

career counselor or academic adviser). Thus, to meaningfully understand the types and

qualities of advice given in career development and advisement, this study examines

individuals' accounts of who they generally seek advice from, the types of advice that is provided to them and their reasons for seeking career advice.

Seeking Career Advice – Types and Sources of Social Support

When social support is considered by interpersonal communication scholars, human relations researchers, counseling psychologists, and vocational behavioralists, attention is frequently given to the types of emotional support elicited. Cutrona and Russell (1990) and Cutrona (1996) identified the core constructs of social support, which include emotional support, social integration (i.e. comfort or validation in universal experiences), esteem support, information support, and tangible assistance. In career development and decision-making, informational and instrumental support may be important to consider as individuals encounter significant ambiguity and try to make sense of incomplete information. When individuals are confronted with novel dilemmas or difficult career choices, intimates may provide one mechanism of social support (Cutrona, 1996) or many (Schultheiss et al., 2001). Generally, the literature emphasizes the importance of intimate relationships for social support (Cutrona, 1996).

Although Blustein et al. (1995) contend that intimate relationships support the exploration of vocational and educational choices, additional work is needed to assess the ways individuals develop such relationships and what they seek from trusted others. Clearly, in exploring educational and vocational options, career advisers may provide valuable assistance along the dimensions of esteem support, social integration, information support and tangible assistance. Receiving support from others can be powerfully helpful when negotiating career development and decision-making. Seeking refuge and support in intimate relationships (i.e. friends, co-workers, parents/siblings,

partners/spouse) is natural in times of uncertainty and change (Ibarra, 2002). Yet, if

individuals are interested in "reinventing" themselves through a career change, they need

to seek help from others who will participate with them in authoring a new story and

challenge them if they are maintaining stories that are old or limiting (Ibarra, 2002;

Ungar, 2001). This may require individuals to venture out of their familiar social

networks as often, strangers are best equipped to help them see who they are becoming

(Ibarra, 2002). However, this is contrary to our expectation that friends and family

members would offer the most useful career advice as they "know" us intimately. This is

not to say that intimates can't assist those who seek them for advice with identifying

strengths and assets to overcome weaknesses, barriers, and perceived deficits that may

constrain their story development (Campbell & Ungar, 2004b). The concern is, however,

that intimates may limit those who seek their counsel because of wanting to reinforce or

preserve an identity they are comfortable and familiar with (Ibarra, 2002).

It is not uncommon for individuals to seek advice when facing complex decisions

about their careers. However, the need to seek career advice from others is often

embedded within a broader cultural script of individualism (Flum, 2001) whereby,

> Work and relatedness represent a disparity, two different modalities of
> experience that tend to be in contrast. Where work is egocentric and solidifies
> an individual's boundaries and self-definition, relatedness is perceived as
> communal and dissolving of personal boundaries. (pp. 262-263)

Especially in today's unstable work environments, receiving relational or social support

has been associated with increased resilience, but culturally read into a script where

"independence tends to entail strength, and dependence tends to be weak" (cf. Sennett,

1998; Flum, 2001, p. 263).

As individuals are relational, the creation, maintenance and preservation of social

bonds are of primary concern (Retzinger, 1991; Scheff, 1990, 1997). Traditionally such

relational skills are associated with women's work, the realm of the family, and generally

are not considered germane in the workplace where men have historically presided

(Bellah, Madsen Sullivan, Swidler & Tipton, 1985; Fletcher, 1996; Gillian, 1982). So,

here lies an inherent contradiction. In the modern occupational world, men and women

need to be self-sustaining, to able to "stand on their own two feet", to be considered

successful in the organization and in life. Yet, at the same time, research has shown that

individuals simultaneously consider relationships as central to finding meaning in their

life and work experiences. As protean success is generally defined by feelings of pride,

personal accomplishment and meaning (Hall & Moss, 1998), this inherent contradiction

is likely to be experienced by protean careerists.

Offering Career Advice – The Role of Career Advisers

Often, individuals seek counsel from career advisers when they are experiencing

some sort of career dilemma or frustration. As described by Levinson (1983) in his study

of mid-career professionals looking to transition into another career,

> Some people feel they are no longer in the running for advancement, some
> that their talents and skills are not being fully used, and some that they have
> outgrown their jobs, companies or disciplines. Others, feeling blocked by
> being in the wrong company, industry, or position, are bored. Some are in
> over their heads, while others had merely drifted into their jobs or chosen
> directions prematurely. One or a combination of these feelings can make a
> person hate to go to work in the morning and can trigger thoughts of a way
> out. (p. 123)

CAs are called upon for counsel when those who seek their services feel under-valued,

overlooked, blocked from personal growth or advancement opportunities, bored and/or

overwhelmed (Levinson, 1983). Even individuals who have limited if any work experience report a generalized anxiety about their careers as was found in the majority (87.0%) of soon-to-be college graduates (Pittman, 2000). These students reported being uncertain of their futures and were concerned about their ability to "match" their interests, skills and abilities to opportunities available in the workforce (Pittman, 2000).

Career advisers who follow a traditional approach to career advising are generally concerned with assisting undecided individuals (i.e. clients) identify an appropriate career and career path (Pittman, 2000). In this sense, they seek to minimize their clients' career dilemmas and inconsistencies in their career decision-making. Successful career advising is assumed when clients come to a definite decision, hence resolving their current dilemma. However, traditional career advising practices fail to acknowledge individuals likely face multiple, recurring career inconsistencies and contradictions as their career choices become more fluid and less predictable (Savickas, 1993). In this context, career certainty may not be possible for many individuals, especially if they quickly rotate through stages of exploration-trial-mastery-exit across job tasks, organizations and other work boundaries (Hall & Mirvis, 1996; Sullivan, 1999).

According to Peavy (1996), most problems individuals present to career advisers are primarily related to stories that have gone astray. One of the roles of career advisers then is to provide individuals access to new discourses to describe their experiences. As Campbell and Ungar (2004a) explain,

> Constructionist therapists believe that people seek counseling when their experience contradicts or is not accounted for by the words they have available to describe their lives in an orderly way. When a counselor introduces new descriptions of the world to give names to people's experiences, clients gain an expanded repertoire of words that help them make sense of their lives…Career counselors can facilitate a similar critical deconstruction when they explore

the external voices that appear across a client's lifetime (e.g., teachers, parents, employers, peers) that have influenced his or her identity and related career choices. In this way, what a client perceives as a solid self comes to be understood as a story told about him- or herself constructed through conversations with others…. (p. 21)

CAs can encourage individuals who seek them for career advice to consider the variety of influences on their career development (Bright & Pryor, 2005). These may include parents, social contexts, age, gender, economic labor market, interests, abilities and other unpredictable events (Patton & McMahon, 1999). Career advisers can assist clients with understanding the processes, influences and patterns in their career development and how they have shaped and continue to shape their career choices and social experience. As explained by Bright and Pryor (2005),

Career counselors can attempt to identify some of the emergent patterns of behavior and link these to past events. In this way, clients can come to a greater understanding of how their life story is playing out; this, in turn, can provide them with some ideas for future career exploration. (p. 297)

In this role, "the career counselor's job is to see life prospectively, to extend a life theme into the future" (Savickas, 1997, p. 14). Instead of being concerned with predicting the suitability of different career choices for individuals based on their past knowledge, behavior, skills or interests, Savickas (1997) suggests it is important for CAs to attend to the stories clients' tell and the meanings they construct through their stories. In this sense, CAs may come to play the role of co-constructor in their clients' career and life narratives.

Work and Family

As the development of intimate relationships (i.e. spouse or child) often depends on one's ability to establish a career (Oppenheimer, 1988, 1994, 2003; Oppenheimer, Kalmijn, & Lim, 1997; Oppenheimer & Lewin, 1997), a discussion of the link between career and relational development was considered germane for this study. In addition, this study draws on the growing body of organizational communication research interested in the interplay between one's work- and family-life and how individuals attempt to balance, manage and negotiate their multiple responsibilities to work and home. Both lines of research are discussed below.

Development of Intimate Relationships

The development of intimate relationships (i.e. spouse or child) often depends on one's ability to establish a career and gain career experience (Oppenheimer, 1988, 1994, 2003; Oppenheimer, Kalmijn, & Lim, 1997; Oppenheimer & Lewin, 1997). In their work on career development and marriage timing, Oppenheimer and her colleagues found the transition of young adults, especially males, to a stable career and work-life significantly affected if and when they were married. For the young adults studied, having career experience was significantly related to their relational development. If they were unable to make a timely and successful transition to work, they often delayed getting married and generally had difficulty in developing intimate relationships. Having career experience was also found to be significantly associated with age as an established career was expected when one was over 30 years of age (Cherlin, 1980; Lloyd & South, 1996; Oppenheimer, 1994; 2003; Oppenheimer, Kalmijn, & Lim, 1997; Oppenheimer & Lewin, 1997; Topel & Ward, 1992).

The development of intimate relationships and marriage is generally considered desirable by most U.S. individuals. Thus, for the majority of individuals, the establishment of careers then becomes a primary concern. This claim is based on past census data that reports approximately 1 out of every 2 U.S. individuals are married (Hobbs & Stoops, 2002; Simmons & O'Neill, 2001; United States Census Bureau, 2005). The percentage of married U.S. individuals, however, is most likely higher than reported as these percentages were calculated in relation to the overall population, not to the proportion of individuals over 17 years of age who were legally able to marry.

There are benefits associated with marriage - better health, longevity, more frequent and better sex, well-being, emotional support, greater earnings, and greater wealth – all of which are not significantly associated with partnerships or single-hood (Ross, 1995; Waite, 1995). In addition, individuals who are married generally report higher job satisfaction and are promoted more often than their single counterparts (Ng, Eby, Sorensen, & Feldman, 2005). The uncertainty and insecurity of the labor market, however, may make it difficult for individuals to develop intimate relationships even when they have established careers (Skolnick, 2001).

Balancing Work and Family Life

One of the challenges individuals with family responsibilities face is balancing their personal and work relationships. Many organizations have acknowledged the need to help employees lead "balanced" lives (Golden, Kirby, & Jorgenson, 2006; Kirby, Golden, Medved, Jorgenson, & Buzzanell, 2003; Kirby & Krone, 2002; Morgan & Milliken, 1992) in regards to their work-family responsibilities. Three types of work-family policies have been designed by organizations to assist employees with balancing

their work and family lives - flexible work options, family-leave policies and dependent care benefits (Morgan & Milliken, 1992). The notion of balance, however, may not be experienced by many individuals if work-family initiatives are undermined through an unsupportive organizational culture or the discursive practices of co-workers who directly and indirectly discourage the use of said initiatives (Kirby & Krone, 2002).

Balance may also be elusive for those working longer hours who have a spouse who is also employed full-time as two incomes are often necessary to support a middle class lifestyle (Skolnick, 2001). Research shows the continuous conflict between work and family makes it difficult for individuals to meet the demands of work and home and undermines their ability to maintain positive self-image (Frone, Russell, & Barnes, 1996). This is most likely to occur when individuals are caught in the "life-cycle squeeze" of trying to build their careers and start families (Skolnick, 2001). Clearly, some individuals have learned how to combine work and family (Galinsky, Salmond, Bond, Kropf, Moore, & Harrington, 2003); however, how individuals can do so in ways that are mutually supporting is a considerable relational concern individuals face in their career development and decisions.

Summary of the Study

This dissertation seeks to understand individual career development within the context of work, and its links to personal relationships, family and relational needs. This dissertation empirically studies the embeddedness of relationships in individuals' career development and decisions. It takes both an empirical and interpretive approach to understanding the relevance of relationships for individuals' career development and

career advisement.   As a central concern, the dissertation urges consideration of the place of relationships in career development and career advising practices.

This chapter has provided a context for examining the ways in which the individual is constituted relationally, and the relevance of relationships for individuals' career development. In accordance with the research questions detailed earlier, a discovery-oriented strategy was selected with a quantitative and qualitative approach to understanding these phenomena empirically and to critically examine the ways in which individuals directly and indirectly consider relationships in career development and advising.

Organization of the Dissertation

Chapter Two reveals the specific methodological approach to this study. The purpose of the methods chapter is to introduce the rationale for this study's multi-method design. First, the chapter accounts for the rationale for taking both an empirical and interpretive investigation into individual accounts of the relevance of relationships for career development and advising. Second, the chapter accounts for the samples involved in this research, the collection and handling of their data, and approaches to analyzing these quantitative and qualitative data. Quantitative data served to highlight patterns in individuals' career and relational development, their identification with common dilemmas (as evidenced in two hypothetical scenarios) and their seeking of career-advice. As a second source of data, this study drew upon the interviews of CAs to examine the common dilemmas they describe encountering through individuals who consult them for advice, and the advising strategies they offer those seeking their services. In this way, this mode of inquiry is most suitable to study the interplay between the types of

challenges and advice career developers expect to receive and believe that they need, and the types of advice offered by career advisers. The chapter advances an argument for the importance of methodological triangulation in the conduct of research concerning relational and organizational practices.

Chapter Three examines references to one's self in relation to others in self-reports about career development by 159 individuals who span a range of career development interests (preparation, enhancement, change). The chapter explores the relationship between individuals' career development (career preparation, career enhancement, career change) and their relational development (single-partnered without children, married without children, married with children), their positive identification with two hypothetical scenarios (Scenario-C, Scenario-R) and their consultation with career advisers. The study also explored the ways in which age and gender mediate these relationships.

Chapter Four examines the relevance of relationships in the career development process from the perspective of career advisers (CAs), those who are sought out for career advice. The chapter examines data from 12 in-depth interviews with CAs who described the advice they offer to clients, real or hypothetical. The career advisers have expertise in the following areas: executive recruitment (ER), human resources (HR), career counseling (CC) and academic advising (AA). Three career advisers in each of these four areas were interviewed with the intent to explore CAs' description of work dilemmas encountered by individuals who seek their counsel, the advice strategies they describe offering to their clients, and the reasons career advisers give for why individuals seek their advice.

Taken together, Chapters Three and Four examine both direct and indirect measures about the relevance of relationships for individuals through participant responses to structured and open-ended questions about their work and career development. Questions solicited descriptive, open-ended and evaluative information about each participant's career history. Career developers (CDs) were asked to indicate if they had made any career and/or job changes within the last five years, six months and/or if they were currently considering a career and/or job change. If they had made any career/job changes or were currently considering a change, they were then asked to explain their reasons why. CDs were also asked about their communication with others when seeking career advice.   Data about the specific others career developers reported consulting for career advice were collected for the purposes of assessing the resources available in their social networks as a source of assistance in their career development.

CDs and CAs were also presented two hypothetical scenarios featuring career-related and relationship-related work dilemmas.   The hypothetical scenarios were developed as an alternative to self-reporting measures. They were constructed from previous research on work experiences found in the writings of Terkel (1974) and Bowe, Bowe and Streeter (2001), and feature two divergent accounts of individuals reflecting on their work. The first scenario (subsequently referred to as Scenario-C) featured an individual struggling with career difficulties as he/she is under-challenged by current work responsibilities. The second scenario (subsequently referred to as Scenario-R) featured an individual struggling with relationship difficulties as he/she is unable to manage personal and work responsibilities.

For CDs, evaluative questions were designed to assess their identification with the scenarios. For CAs, questions were designed to evaluate their familiarity with the dilemmas featured in the scenarios. CAs were asked to describe the advice they would likely offer the individuals featured in the scenarios and those they encounter through their advising work. Gender was not revealed in the hypothetical scenarios because of my interest in whether and how CAs addressed gender in their evaluative comparisons of the individuals featured in the scenarios to those who seek their counsel.

Chapter 5 concludes the dissertation with a discussion of the implications of these data in consideration of the relevance of relationships for career development and decisions. The chapter considers the implications of this study for organizational communication scholars, counseling psychologists, vocational behavioralists, human resource professionals, executive recruiters, and general career counselors. The concluding discussion also describes the limitations of this study and directions for future research.

Contributions of the Dissertation

This dissertation contributes to communication theory and method through the development of a communicative approach to career development grounded in a constitutive theory of communication. Communication is often cited as one of the most needed skills by organizational practitioners; however, this perspective obscures the process through which communication constitutes or creates individuals' social experience in work and family contexts. Theoretically, the dissertation considers the relationship between individuals' career and family choices, their consultation with career advisers and the advice offered by CAs who counsel individuals seeking career

guidance. Relationships are considered to be essential for health, well-being, and optimal work and life experiences. As such, this dissertation seeks to understand individuals' negotiation of multiple needs and responsibilities through their career development process and the presence or absence of relationships (i.e. relational desires and circumstances) in the advice offered by career advisers.

This dissertation considers how relationships enter into the practical activity of career development and decisions and seeks to contribute to our understanding of how social processes influence individual career development in the broadest sense. In this way, the dissertation contributes to a constituted understanding of organizational communication whereby individuals are constantly balancing the demands of creativity and constraints – pursuing an "integrated self" and finding meaning in their workplace while also being constrained situationally by the organization, skills, training, and demands of a tight economy. The dissertation illustrates how, for many individuals, the confluence between responsibilities at work and home are important to their personal identities, where the organization constitutes an important site for self-actualization and personal connection in individuals' everyday lives (Cheney, 1999, 2001; Deetz, 1992, Dudley, 1994).

Utilizing both critical and empirical accounts of career development processes, the methods deployed in this study are situated interactively, and thus, this dissertation makes a methodological contribution to the field of understanding career development. The dissertation utilizes qualitative, interpretive accounts of how career advisers use recurrent strategies to counsel individuals on their current situation. However, it looks at these accounts in light of the empirical investigation highlighting individuals' career

development, and relational development, their identification with others facing similar work challenges, and their patterned consultation with CAs. Thus, a combined approach affords opportunity to triangulate data to examine the complexities, intricacies, and multiple contexts of individuals' career development processes.

Further, through an examination of the process of career development, the dissertation has implications for the development of training career advisers and professional education for those whom Reich (1991) calls the "symbolic analyst." In an information economy, the symbolic analyst has the ability to flexibly examine individuals and employers to help guide their decision-making processes. Although career development is a complicated undertaking involving conflicting processes and complicated choices, this dissertation explored how individuals who have stronger relational commitments simultaneously seek out more advice from others. Similarly, the study explored the ways that CAs predicate their advice on the situatedness of the individual, thereby constituting the individual and their advice based upon what is known about the relevance of their relationships to their professional goals and circumstances. At another level, through an analysis of the types of advice CAs describe offering those who seek their counsel, the dissertation explored the ways that instrumental and relational goals often remain in tension for CDs and CAs.

CHAPTER TWO

METHODOLOGY

The goal of this dissertation is to examine how relationships enter into the practical activity of career development and decisions from two perspectives - those of students in professional master degree programs who are referred to as career developers (CD) and career advisers (CA), those whom career developers (CD) consult for career counsel. The analysis invokes individuals' relational concerns as they link to career development and career advising processes.

Study Participants

Two groups of individuals were selected for study. One group consisted of individuals who were in the process of developing careers. They were recruited from several professional master degree programs at a major public university in the northeast. A second group, career advisers (CAs), consisted of professionals working in the fields of executive recruitment, human resources, career counseling and academic advising who were sought out by prospective CDs or other advice seekers for career counsel. They were a convenience sample recruited through referrals of colleagues and initial interviewees.

Career Developer Recruitment

CDs were selected as participants because their enrollment in one of three professional master degree programs is indicative of personal concern and motivation in career development and decisions. Their enrollment in professional programs suggests a desire to enter or return to the world of work in preference to pursuing additional academic credentials. In addition, their enrollment indicates an interest in relational work

as the professions focus on service in working with people. These individuals also have greater career choices when compared to some namely blue collar workers whose career choices are limited.

CDs were recruited through professors teaching in these programs. An email message was sent to 17 professors to inquire if they would allow access to students in their classes, in spring 2004. Approximately 300 surveys were distributed in 23 classes. Most of the surveys were completed in class. The response rate was approximately 53.7% with 161 completed surveys returned. The surveys of two students were removed from the sample because they reported enrollment in undergraduate rather than master degree programs.

Career Adviser Recruitment

Twelve CAs were selected because of their professional training in career development and their role in providing career advice to individuals.   They worked in the following professions - executive recruitment (ER), human resources (HR), career counseling (CC), and academic advising (AA) - at the time of this study. Academic advisers in this study were also degree program directors and college professors. These directors of degree programs at the university attended by CDs were included because of their role in advising students.   Advising, a key aspect of their work, typically extends past academic advising. Three CAs from each profession were selected for interviewing. Initial contacts were recruited through referrals of colleagues. These initial recruits were asked for referrals at two of three interviews. After each interview, I asked for referrals of other professionals in their field who would likely be agreeable to participating in the

study. Twelve CAs were interviewed, altogether, with all interviews conducted during

the spring and summer of 2004.

Executive Recruiters

Three ERs were interviewed, two who worked for clients on a retainer basis, and

one who worked for clients on a contingency basis. The 2 ERs working on a retainer

basis were generally hired by organizations to fill available positions. Their

responsibility was to find the "right candidate" who had the work skills needed for the

position and who would complement or fit in with the organization's culture. In contrast,

the ER working on a contingency basis reported being hired generally by high-leveled

executives to assist them with career development and decisions. All 3 ERs specialized

in the public relations industry and their work experience ranged from 5 to 20 years.

Human Resource Specialists

The 3 HRs worked in three distinct organizational settings - state government,

higher education institution and for-profit organization - at the time of the study. All

worked in human resource departments. Their experience in the field of human resources

ranged from 6 to 20 years.

Career Counselors

Three CCs were recruited and interviewed. At the time of the interview, they

were working at three different career centers within the same university. Their work

experience as CCs ranged from 10 to 25 years, across a variety of settings, including

private counseling practices, career consulting firms, and organizations.

Academic Advisers

Three academic advisers, who were graduate and undergraduate program directors, were interviewed. Two were directors of the professional master degree programs selected for this study. The third was a director of a popular undergraduate degree program, who also taught in one of the three master degree programs selected for this study. All 3 AAs had both academic and industry experience in their fields of expertise, which ranged from 8 to 25 years.

Study Instruments

Hypothetical Scenarios

Purpose

Two hypothetical scenarios were developed to examine the relevance of relationships from the perspective of CDs and CAs indirectly. The scenarios presented two problematic work situations, one in which featured an individual struggling with career difficulties (subsequently referred to as Scenario-C) and the other which featured an individual struggling with relationship difficulties (subsequently referred to as Scenario-R). The scenarios functioned as a stimulus CDs and CAs were exposed to through the survey and interview instruments.

Final Form

Scenario-C featured an individual struggling with career difficulties as he/she is under-challenged by current work responsibilities. He/she describes his/her situation as frustrating because of too much predictability and repetition. As implied in the scenario, there is a mismatch between career and individual, as he/she is bored and seeks more

stimulating and challenging work. The individual thinks more work-related skills will provide opportunities for a different and an often assumed better job. In addition, extrinsic rewards such as salary, health benefits and vacation time motivate the individual. From his/her perspective, they contribute to job fulfillment and satisfaction. Table 2.1 provides a brief description of Scenario-C.

Table 2.1

Description of Scenario-C

	Description
Name:	Pat Work
Current Position:	Systems Development Engineer
	Is recognized by the organization as an important and valuable employee
Age:	38
Family/Marital Status:	Divorced with children

My work, while it is supposed to involve a certain amount of creativity, is largely repetitive and uninteresting. While the projects I tackle may be different, the work required to do them is generally the same. It is all the same, project after project, week after week, year after year. Lately, I just have been feeling unfulfilled with what I am doing. I have considered going back to school so that I can leave my job and move on to something else more satisfying. I want to work somewhere where you get all the perks – good benefits, salary, and vacations, and decent people to work with – and where I can grow and be challenged.

Scenario-R featured an individual struggling with relational difficulties as he/she is unable to manage personal and work responsibilities. He/she is estranged and disconnected from relationships outside of work as well as from his/her personal values, which are understood as contributing to his/her uniqueness, moral fiber and stability. Table 2.2 provides a description of Scenario-R.

Table 2.2

Description of Scenario-R

Description

Name:	Chris Work
Current Position:	Creative Management Director
	Is recognized by the organization as an important and valuable employee
Age:	35
Family/Marital Status:	Married with no children

Sometimes, I really worry about what I am doing here. I mean, like, what values do I have? How do these match with what I am doing here in this job? When you start thinking about these things, it can be pretty upsetting. Also, I feel overwhelmed in my job in that there is always something that needs to be done, always someone who needs my undivided attention. I work these ten to twelve-hour days, sometimes six days a week, and most days, I take no lunch, no break. It's all work, but what does it mean? My hectic schedule is having an effect on my relationships outside of work. While I want to spend more time with my family and friends, I am just too exhausted. I am physically, mentally, and emotionally drained.

Development

The hypothetical scenarios were constructed from work narratives found in the writings of Terkel (1974) and Bowe, Bowe and Streeter (2001). I created Scenario-C, a career-oriented dilemma, and Scenario-R, a relationship-oriented dilemma, to examine

the relevance of relational concerns for individuals with different interests in career development. Scenario-C and Scenario-R were also germane to my previous work experiences.

Pilot testing of the hypothetical scenarios. Scenario-C and Scenario-R were pilot tested in fall 2002 and fall 2003 with students from several professional master degree programs and working professionals, respectively. Feedback from the two pilot studies endorsed the validity of the individuals depicted and the dilemmas each confronted. Based on feedback in the pilot testings, individuals depicted in the hypothetical scenarios were personalized by giving them names ("Chris Work" and "Pat Work"); families ("Chris Work is married with no children" and "Pat Work is divorced with children"); and ages ("Chris Work is 35 years of age" and "Pat Work is 38 years of age"). Descriptions of Chris and Pat Work's current work situation were also shortened. Unnecessary information about their current position was deleted because it was reported as distracting in the pilot study.

Survey

Purpose

The survey was developed to examine the relevance of relational concerns for individuals' career development and career decisions. The survey provided an inventory of various relational measures that assessed the relevance of relational concerns and how the concept of relationship changed across career development stages. Specifically, it provided descriptive and evaluative data, socio-demographic and work-related descriptives, and self-reports of career development, relational development, identification with the two scenarios, and consultation with CAs as social resources.

Final Form

The survey consisted of 58 items (see Appendix A for the complete survey), which included both multiple choice and open-ended questions. The first part of the survey asked about CDs' reasons for returning to school, their employment status (full-time, part-time or unemployed), gender, relationship status, parental status, age, and their consultation with others when seeking career advice. Items were formatted as multiple-choice and approximately half permitted participants to supplement additional responses.

The second part of the survey asked about career and job histories. Career history change was assessed through three multi-part items (items 10, 11, and 12) that asked CDs about their current change intent, recent change within the past six months, and previous change within the past five years. Response options were "Yes", "No", and "Not Applicable". If they indicated "Yes", they were asked to complete two additional items. Items 10a, 11a, and 12a assessed specific past and/or current career change behavior. Items 10b, 11b, and 12b assessed their reasons for their career change(s).

Job history change was assessed through three multi-part items (items 13, 14, and 15) that asked CDs about their current change intent, recent change within the past six months, and previous change within the past five years. Response options were "Yes", "No", and "Not Applicable". If they indicated "Yes", they were asked to complete three additional items. Items 13a, 14a, and 15a assessed specific past and/or current job change behavior. Items 13b, 14b, and 15b assessed their reasons for their job change(s). Item 15c assessed the total number of job changes reported within the last five years. Item 16 asked those individuals currently working if they thought their current job was a

career. Response options were "yes" and "no", with respondents also asked to explain their reasons for endorsing either yes or no.

The third part of the survey inquired about security and comfort with interpersonal relationships. Items were designed through a modified version of Bartholomew and Horowitz's (1991) four dimension attachment scale, which was based on Bowlby's (1973, 1980) work on attachment. Survey participants were asked to self-report on their experiences with co-workers or if they were not currently working, fellow students. In the early stages of survey development, the author operationalized the variable relationship to refer to security and comfort with specific relationships, in this case co-workers, rather than generalized desires or concerns for relationships. The purpose of the study was revised, however, and relational concerns were examined more broadly in the context of career development and advising. Moreover, the modified four dimension attachment scale used in this study produced low reliability scores across the four factors, unlike the original scale developed by Bartholomew and Horowitz (1991). Because of these reasons, items 17-33 were not used in this study.

The fourth part of the survey assessed CDs' identification with Scenario-C and/or Scenario-R. A full description of the scenarios were provided in Tables 2.1 and 2.2. Items corresponding to Scenario-C and Scenario-R are displayed in Tables 2.3 and 2.4. Identification was assessed through CDs' responses to item 46 (Scenario-C) and item 34 (Situation-R). Both items employed a five-point Likert-type response format, ranging from 1 = strongly disagree to 5 = strongly agree.

Table 2.3

Scenario-C Items

Items
34. I can identify with this individual's experience.
35. The issues raised here are ones I have not experienced at work.*
36. I feel overwhelmed in my job.
37. I often wonder why I continue to stay at my job.
38. I have never found myself thinking similar thoughts about my own work situation.*
39. My work threatens my personal values.
40. My work schedule is not having an effect on my relationships outside of work.*
41. I think I spend too much time at work.
42. I rarely skip lunch because I am so caught up in my work.*
43. I'm unsure what the value of my work is.
44. If I were to change jobs, it would not be based on the reasons mentioned here.*
45. I know someone who is experiencing this type of situation in his/her job.

* Reverse coded

Table 2.4

Scenario-R Items

Items
46. I can identify with this individual's experience.
47. The issues raised here are ones I have not experienced at work.*
48. I have found myself thinking similar thoughts about my own work situation.
49. I often feel fulfilled in my job.*
50. My work is challenging and exhilarating.*
51. I want to pursue a job that is more satisfying to me.
52. I have been frustrated because my work is often monotonous and repetitive.
53. I need to be able to grow and be challenged at work.
54. I do not enjoy constantly experiencing new things at work.*
55. It is important that I like my job and the people I work with.
56. Salary and health benefit/vacation time packages are not vital to one's enjoyment of a job.*
57. If I were to change jobs, it would not be based on the reasons here.*
58. I know someone who is experiencing this type of situation in his/her job.

* Reverse coded

Development

     Two pilot studies conducted during fall 2002 and fall 2003 tested the clarity of survey items and the germaneness of the hypothetical scenarios for CDs. As a result, numerous items were added and several items were modified. One survey item was

added on age ("What is your age?"). Three multi-part items were added to solicit information on career history ("If yes, from what career to what career"; "If yes, why are you thinking about making a career change?"; "If yes, why did you change careers?"). Four multi-part items were added to solicit information on job history ("If yes, from what job to what job"; "If yes, why are you thinking about changing jobs?"; "If yes, why did you change jobs?"; "If yes, how many total job changes would you say that you've made within the last five years?").

To evaluate security and comfort with work relationships, several items were added ("It is hard for me to trust others at work"; "I am comfortable depending on others at work"; "I am uncomfortable having others depend on me at work"; "I worry that others do not accept me at work"; "I am comfortable with close friendships at work"; "It is important for me to feel independent and self-sufficient at work"; "I prefer depending on others at work"; "I enjoy when others depend on me at work"; "I don't want to be emotionally close with others at work"; "I often find that others are reluctant to get as close as I would like at work"; "I am comfortable being without close relationships at work"; "Sometimes, I think that others don't value me as much as I value them at work"; "I am not comfortable getting close to others at work"; "I want close relationships at work"; "I find it easy to depend on others at work"; "I worry that others will hurt me at work"; and "I think that I allow myself to become too close to others at work"). Two short explanations were provided to clarify the differences between career history and job history change ("For the purposes of this survey, a career is considered differently than a job. Career change is defined as the activity of changing professions or professional occupations. An example would be changing from a doctor to a lawyer";

"For the purposes of this survey, a job is considered differently than a career. Job change is defined as the activity of changing jobs within a particular profession or professional occupation. An example would be changing from a public relations assistant to a public relations manager"). Participants were instructed to read the explanations before completing the career and job history items. The survey instrument is included in Appendix A.

Interview

Purpose

Interview questions were developed to explore common work dilemmas CAs report encountering through individuals who seek their services, the advice CAs describe offering to those who seek them for counsel, and the context in which they perceive their advice is solicited. These data provided a different perspective from that of CDs on the relevance of relational concerns for career development, decisions and advising practices.

Final Form

Nine semi-structured interview items were developed to explore the reasons offered by CAs of why individuals seek their advice, their description of common work dilemmas based on encounters with individuals who seek them for advice and the advice strategies they offer them. Table 2.5 lists the interview instrument.

Table 2.5

Interview Instrument

Item

1. What is your professional assessment of this individual?

2. What would you recommend to this individual?

3. What aspects of this situation would you seek to address through your profession?

4. How common are scenarios like this?

5. Do you find that others come to you or ask you for career and/or job advice?

6. How does this situation compare with your experiences at work in terms of whom you advise?

7. How does this scenario differ from others you come across in your profession?

8. What do you think people are looking for in a job? How do you see your work/ profession contributing to this end?

9. What do you think people are looking for in a career? How do you see your work/ profession contributing to this end?

CAs were asked to describe the common work dilemmas they encountered through their work with individuals who sought them for career advice. To do so, CAs were asked first to comment on the hypothetical scenarios through questions one and three, "What is your professional assessment of this individual?" and "What aspects of this situation would you seek to address through your profession?" Questions four, six and seven followed to inquire "How common are scenarios like this?", "How does this situation compare with your experiences at work in terms of whom you advise?", and

"How does this scenario differ from others you come across in your profession?" Next, CAs were asked to describe the advice they have offered individuals, real or hypothetical, who have sought their services through question two, "What would you recommend to this individual?". Then, CAs were asked to comment on the context in which they perceive their advice is solicited, such that they were asked question five, "Do you find that others come to you or ask you for career and/or job advice?". Question five was also used to verify interviewees were indeed CAs. Lastly, CAs were asked to generally comment on what individuals desired in their careers or jobs, such that they were asked question eight, "What do you think people are looking for in a career? How do you see your work/profession contributing to this end?" and question nine, "What do you think people are looking for in a job? How do you see your work/profession contributing to this end?". These two questions, however, elicited data that did not directly reference the research questions and subsequently, were not included in this study.

Development

　　Pilot testing of interview. One pilot study conducted during fall 2002 through spring 2003 tested the clarity of the interview items and the germaneness of the hypothetical scenarios for CAs. As a result, three new items were added, two existing items were modified and one item was deleted. One interview item was added to assess CAs as social resources ("Do you find that others come to you or ask you for career and/or job advice?"). One interview item was added to describe what people want out of a job and how CAs assist with these desires ("What do you think people are looking for in a job?" "How do you see your work/profession contributing to this end?"). One interview item was added to describe what people want out of a career and how CAs

assist with these desires ("What do you think people are looking for in a career?" "How do you see your work/profession contributing to this end?"). Two interview items were modified to increase clarity and reflection for CAs ("How does this situation compare with your experiences at work in terms of who you advise? How does this scenario differ from others you come across in your profession?"). One interview item was deleted because it did not directly address the research questions of this study ("How are changes in the nature of work – globalization, reorganization of organizations, decreasing stability in work environments – affecting individuals?"). The interview instrument is included in Appendix B.

<div align="center">Study Procedures</div>

<div align="center">*Career Developers - Survey Distribution and Data Collection*</div>

In this study, two research protocols were used to gather data: survey and interview. Data were first obtained from CDs' self-reports through the survey instrument, which was distributed to CDs by the author.

Survey Distribution

Two copies of the informed consent form, surveys and mailing envelopes (if necessary) were distributed to each class's students across the 23 classes visited. Frequently, the author collected completed surveys in class as professors generally gave students time to participate. When this was not possible, she asked students to return the survey and informed consent form in the envelopes provided. All students who received a survey were asked to return it with the informed consent form, regardless of their participation in the study.

Survey Confidentiality

The confidentiality of survey participants was protected by the following measures. Before distributing the survey to participants, the author gave them two copies of the Informed Consent form, which described the purposes of the study, the duration of participation, a description of procedures and benefits, confidentially protection, voluntary participation, and contact information. They were instructed to keep one copy of the informed consent form for future reference. Informed consent forms were separated from surveys.

Informed consent forms and surveys were assigned an identification code prior to their distribution. Identification codes provided information as to master degree program participants were enrolled in and a random number. For example, C011 identifies the eleventh survey coming from a communication and information master degree student. When surveys and informed consent forms were collected, the author immediately divided them into two piles to preserve individual anonymity. The confidentiality of survey respondents was protected as closed-ended items were reported for groups, not individuals. Comments from open-ended survey questions were edited to remove any information that could identify individuals or the participating higher education institution. Unless survey respondents explicitly agreed to allow further use of the data, as described on the second page of the Informed Consent form, it will be destroyed three years after the completion of this study.

The informed consent form used for survey participation is included in Appendix C. The survey instrument and consent letter were approved by the Rutgers Institutional Review Board.

Career Advisers - Interview Procedure and Data Collection

In this study, two research protocols were used to gather data: survey and interview. After data were collected through the survey instrument, data were then obtained from CAs through in-depth interviews, which were conducted by the author.

Interview Procedure

All of the interviews took place at the career adviser's place of employment, usually in his/her office or a conference room. Before beginning the interview, the author briefly explained the nature of the research study and how the interview would proceed. She placed two tape recorders as near to them as possible without causing discomfort. Permission to tape record the interview was previously agreed upon. The interviews were recorded by two tape recorders, one a continuously running, "hand-held" Sony [TCM-200DV] Clear Voice tape recorder and the other a General Electric [3-5364A] tape recorder. Because of a previous incident during the pilot study when an interview was not recorded because of a defective tape recorder, she decided to use two tape recorders for this study. She made a decision to use hand-held recorders to make as little impact on the interview as possible.

When giving Scenario-R and then Scenario-C to CAs to read, the author asked them to imagine the individual featured in the scenario was seeking them for career advice. When CAs indicated they were finished reading Scenario-R, she began the interview with question one, "What is your professional assessment of this individual?". Interview questions three, four, six, seven, five, eight and nine were then asked. After CAs answered questions one to nine, CAs were given Scenario-C to read. When CAs

indicated they were finished reading Scenario-C they were asked to answer the same set of questions.

After the interview was completed, I asked CAs for referrals to colleagues I could contact for recruiting other study participants. Several CAs referred me to others in their profession. Individual face-to-face interviews with CAs generally lasted between 1-2 hours and were transcribed quickly after the interview was completed.

Interview Confidentiality

The confidentially of interview respondents was protected by the following measures. Before beginning the interview, the 12 CAs were given two copies of the Informed Consent form, which explained in detail the purposes of the study, the duration of participation, a description of procedures and benefits, confidentially protection, voluntary participation, and my contact information. The Informed Consent form also explained their responses would be tape recorded. Permission to tape record the interview was previously agreed upon in our initial conversation. The author asked them to read the informed consent form, sign one of the copies and keep the other for future reference.

The interview tapes and subsequent transcriptions were assigned an identification code. Identification codes provided information as to CAs' profession and a random number. For example, 1HR identifies the first interview coming from a human resource professional. The confidentiality of CAs' identities was protected at all times when the results of the interviews were reported in this study. Interview participants were not referred to by name, nor were any information or unique facts included that could compromise their confidentiality and anonymity. Unless interview participants explicitly

agreed to allow further use of the data, as described on the second page of the Informed

Consent form, it will be destroyed three years after the completion of the study.

The informed consent form used for interview participation is included in

Appendix D. It described the purposes of the study, the duration of participation, a

description of procedures and benefits, confidentially protection, voluntary participation,

and contact information. Both the interview instrument and consent letter were approved

by the Rutgers Institutional Review Board.

Approach to Data Analysis

Career Developers - Survey Data

Data analysis was guided by the following research questions:

RQ1:   What is the relationship between career development and relationships

(i.e. relational desires and circumstances)? How are age and gender

relevant?

RQ2:   What is the relationship between career development and consultation

with career advisers (CA) as a social support resource? How are age

and gender relevant?

The relationship between career development and relational desires and circumstances

was explored by examining the associations between individuals' career development

(i.e. career preparation, career enhancement and career change), relational development

(i.e. single without children, committed relationship without children, and committed

relationship with children), and the influence of normative expectations associated with

age and gender on career decisions. This relationship was further explored by examining

the associations between CDs' identification with the hypothetical scenarios and their

career and relational development. Lastly, the relevance of relational concerns to career development was investigated through an examination of the relationship between CDs' consultation with CAs, and their career and relational development.

Survey Analysis

Frequency counts and percentages were calculated for socio-demographic descriptors (gender and age), relationship status, parental status, relational development, individuals' current work experience, past work experience, reason(s) for returning to school, and career development. The relevance of relational concerns for individuals' career development and decisions was explored by first examining the descriptive cross-tabulations between individuals' relational development, career development and the influence of normative expectations (age and gender). Inferential statistics, including a chi-square test of independence of association, were utilized to examine the relationships between individuals' career development and their relationship status, parental status, relational development, age and gender.

Next, frequency counts and percentages were calculated for CDs' projected identification with two hypothetical scenarios. The hypothetical scenarios presented two problematic work situations, one in which featured an individual struggling with career difficulties (subsequently referred to as Scenario-C) and the other which featured an individual struggling with relationship difficulties (subsequently referred to as Scenario-R). The relevance of relational and career concerns was explored by examining the descriptive and inferential associations between individuals' career development, relational development and their positive identification with Scenario-C and Scenario-R.

These descriptive and inferential data are described in greater depth in the following chapter as they relate more directly to the purposes of this study.

Lastly, frequency counts and percentages were calculated for CDs' self-reported consultation with CAs as social resources. Consultation with CAs consisted of data on the overall number of career, intimate and expert advisers consulted, and the specific advisers individuals reported consulting when seeking career counsel. Chi-square tests of independence were consulted to evaluate whether individuals' career development influenced their consultation (low, medium, high) with career, intimate and expert advisers. This was done because the normal distributions between CPs, CEs and CCs were notably different with a larger concentration of CEs and CCs reported in the tails. Because of this, the author was concerned about the interpretability of ANOVA results. Chi-square tests of independence were also consulted to evaluate whether individuals' career development influenced their consultation with specific intimate, expert and educational CAs.

Career development. Career development included data on individuals' current and previous work experience and their reason for returning to school. Individuals' current and previous work experience was determined by their responses to items 2, 3, 11, 12, 13, and 14 (see Appendix A). The second survey item asked participants if they were currently working full-time. Response options were "Yes" and "No". If participants answered "No", then they were directed to the third survey item which asked them if they were unemployed or working part-time. Response options were "Unemployed" and "Part-time". Based on their responses, participants were coded as "1"

representing individuals who were currently working full-time or "2" representing individuals who were not currently working full-time.

For individuals who were not currently working full-time, it was necessary to determine if they had work experience from past employment. Their responses to items 11 ("Have you made a career change within the last six months?"), 12 ("Have you changed careers within the last five years?"), 14 ("Have you changed jobs within the last six months?"), and 15 ("Have you changed jobs within the last five years?") were reviewed. If they reported career or job changes within the past six months or five years, they were coded as "1" representing individuals with past work experience or "2" representing individuals without past work experience. Based on their previous responses, participants were then categorized according to their past and current work experience: "1" works full-time and has previous work experience, "2" works full-time but does not have previous work experience, "3" does not currently work full-time, but has previous work experience, and "4" has no work experience at all.

As career development also included data on individuals' interest in returning to school, the first survey item asked them to report on their reason(s) for returning to graduate school. Response options were "I am interested in changing careers", "I am interested in changing jobs", "I am interested in preparing for my first career/job", "I am interested in personal and professional development", and "Other". Approximately, one-third of participants reported they were interested in personal and professional development (36.9%) or career change (33.8%). The remaining reported their interest in career preparation (20.4%), job change (8.2%) or other (.6). As less than 10 percent (8.2%) reported an interest in job change, career change and job change were combined

into one category representing the value "career change" as one phase of career development. This decision was made because such a distinction is inconsistent with protean (Hall, 2004; Hall & Associates, 1996; Hall & Mirvis, 1996) or boundaryless careers (Arthur & Rousseau, 1996), in which individuals' work experience unfolds over time and is not connected to a single organizational setting. While some scholars (Yogev & Brett, 1985) still draw a distinction between careers and jobs, I agree with Arthur and Rousseau (1996) who assert a career perspective is more valuable for understanding work, especially in a dynamic economy.

Based on data from individuals' previous and current employment and their reason for returning to school, career development included three distinct categories: career preparation (CP), career enhancement (CE), and career change (CC). Career development was assessed directly and indirectly. Individuals who reported an interest in preparing for their first career and had no history of previous careers or full-time work experience were motivated by *career preparation* (CP). Individuals who reported an interest in personal and professional development, had full or part-time work experience, and reported no interest in changing their current career were motivated by *career enhancement* (CE). Individuals who reported an interest in career change and had a history of previous careers or full or part-time work experience were motivated by *career change* (CC).

Age. Age was examined as an independent variable. The eighth survey item asked CDs to report their chronological age. Response options were "under 25", "25-30", "31-40", "41-50", "51-60" and "61-70". These options were adapted from Arnett's (1997; 1998; 2000; 2001) research on stages of emerging and midlife adulthood. The

sample was split into three categories based on individuals' chronological age: 30 years and under, 31 – 40 years, and over 40 years).

Gender. Individuals were asked to self-identify their gender as "male" or "female". This was assessed through item 5.

Relational development. Relational development identified CDs based on their relationship status and parental status. Relationship status was defined as individuals' self-reported level of involvement (married or involved in a partnership) or non-involvement (single) in a committed relationship. Relationship status was assessed through CDs' response to item 6, the question: "What is your relationship status?" Response options were: "single", "married", "divorced", "separated", "in a committed relationship or partnership", or "other". Individuals who identified themselves as single, divorced, or separated were combined into the "single" category. Individual responses to the "other" category were recoded such that respondents who identified a spouse or that they were engaged were recoded as "spouse".

Parental status was defined as the presence or absence of children in CDs' families. Parental status was assessed through their response to item 7, the question, "Do you have any children?" Response options were: "Yes" or "No". If CDs answered "yes", then they were directed to item 7a, which asked, "If yes, how many children do you have?".

Based on self-reports of CDs' relationship and parental status, relational development was initially operationalized into four levels: single or partnered without children, single with children, married without children, and married with children. However, there were very few (n = 4) individuals who reported being single with

children. Because of the author's concern of low cell counts and interpretability of results, relational development was reduced to the three most reported combinations of relationship and parental status: single or partnered without children, married without children, and married with children.

Identification with scenarios. The survey included a series of items (Items 34-58) assessing the extent to which CDs identified with Scenario-C or Scenario-R. An exploratory factor analysis of items was considered to examine whether these items tapped into the construct "identification with Scenario-C" or "identification with Scenario-R". The dimensionality of 12 items from the projected identification measure was analyzed using maximum likelihood factor analysis. The scree plots revealed one discontinuity in eigenvalues for Scenario-R (see Figure 2.1) and two discontinuities in eigenvalues for Scenario-C (see Figure 2.2).

Principal factors extraction with varimax rotation was performed through SPSS on the items for each scale for the sample of 159 respondents. Principle components extraction was used to estimate the number of factors, presence of outliers, absence of multicollinearity, and factorability of the correlations matrices. Four factors were extracted. As indicated by squared multiple correlations (SMC), factors were not internally consistent for Scenario-R. Only one component had several variables with good loadings (in excess of .63, 40% overlapping structure), with a second factor indicating four loadings above .32. However, the data also showed substantive overlap between factors, making the factors of "identification" un-interpretable for Scenario-R.

For Scenario-C, two clear interpretable factors could be seen clustering item 46, "I can identify with this individual's experience" and item 47, "The issues raised here are

ones I have experienced at work". However, the author decided to conceptualize CDs'

identification more broadly as exploring different factors for identification with each

scenario was not relevant to the current study. Therefore, items 34 and 46, "I can identify

with this individual's experience" were selected as a single measure of CDs' positive

identification with Scenario-R (item 34) and Scenario-C (item 46).

Scree Plot of Projected Identification with Situation X Components
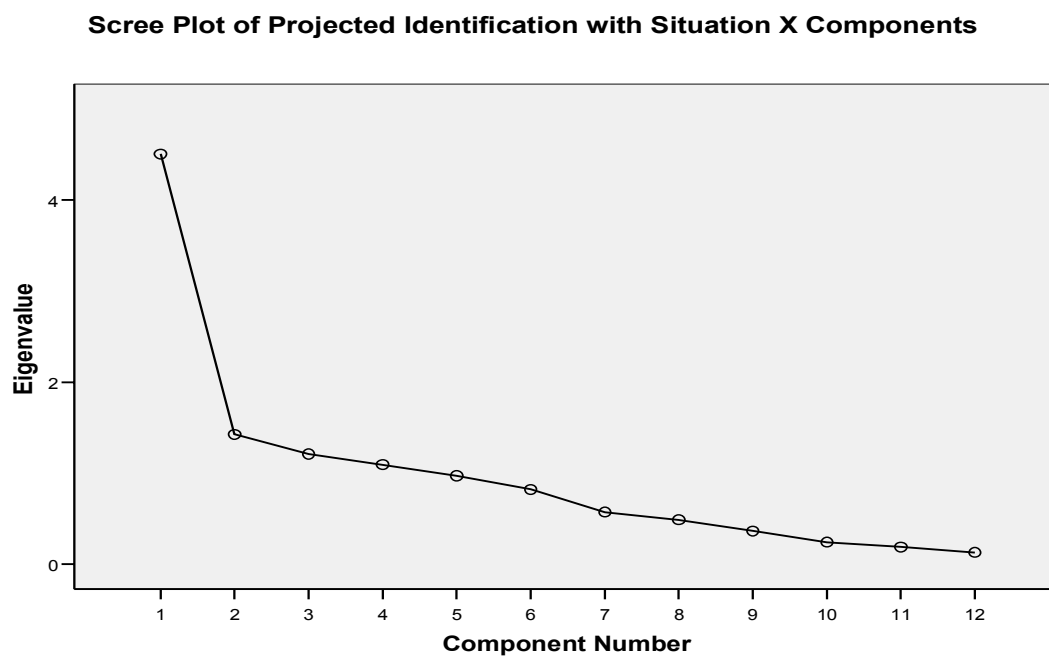
Figure 2.1. Scree Plot of Identification with Scenario-R

Scree Plot of Projected Identification with Situation Y
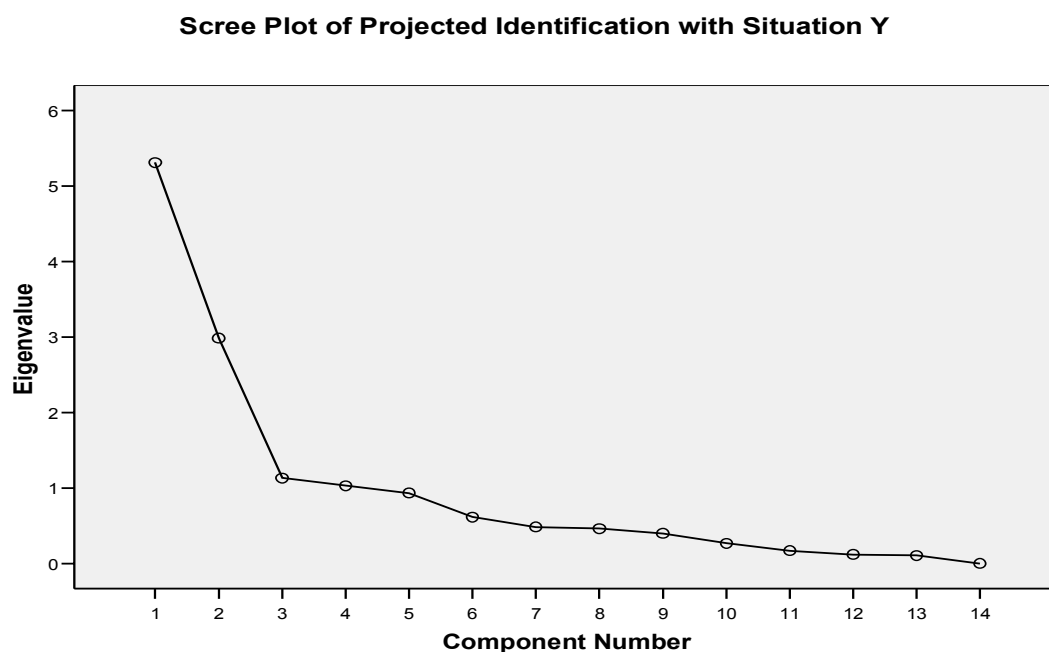
Figure 2.2. Scree Plot of Identification with Scenario-C

Based on these data, the variable identification included two distinct categories: Scenario-C and Scenario-R. CDs who reported positively identifying with Scenario-C were categorized as *Scenario-C*. CDs who reported positively identifying with Scenario-R were categorized as *Scenario-R*.

Consultation with career advisers. Item 9 provided data on who individuals reported seeking for career advice. These data served as an indirect measure of the relevance of relational concerns for CDs. They were asked to circle the individuals they consult for career advice/recommendations. CDs were instructed to circle all that applied and if necessary, write in their response(s). Response options were: "Human Resource Specialist", "Career Counselor", "Executive Search Firm/Recruiter", "Psychotherapist",

"Partner/Spouse", "Parents/Siblings", "Friend", "Co-Workers", "Professor/Teacher", and "Other".

Slightly more than 10 percent (12.6%) of CDs wrote in responses in the "Other" category when reporting who they consulted for career advice. Five responses were recoded based on their similarity to existing categories. Two new categories were developed: "No One" and "Pastor". Five responses were recoded into the "No One" category and four responses were recoded into the "Pastor" category. As a result, 14 responses were recoded and the remaining (6.3%) serve as suggested categories for future research. All original and recoded responses are listed in Table 2.6.

Table 2.6

Career Developers' Responses in "Other" Category

Case Number	Response	Recode
010	I haven't sought any career advice so far	No One
013	Pastor	Pastor
015	Pastor	Pastor
022	Career books	
032	Use on-line and magazine research	
036	Spiritual adviser	Pastor
050	Extended family (aunts, uncles, cousins, etc.)	
053	University Career Services	Career Counselor
054	Priest/priest's spouse	Pastor
052	Former supervisors	Co-Worker

Case Number	Response	Recode
060	My own research	
097	Husband	Partner/Spouse
098	Future Mother-In-Law (she is a Child Librarian)	Parents/Siblings
100	My grown children	
106	Nobody really, my case is so unusual	No One
113	Generally don't seek advice from others – tend to go it alone	No One
118	My own common sense	No One
131	My manager	Co-Worker
136	Library-related websites	
145	Mentor	
154	Mentor figure	
158	No one regarding this change	No One

Based on these data, the consultation with CAs included three distinct categories: Intimate, Expert and Educational. *Intimate career advisers* were defined as individuals whom CDs generally had greater intimate and long-term relationships, and regular contact with. They included "Partner/Spouse", "Parents/Siblings", "Friend", and "Co-Worker". *Expert career advisers* were defined as individuals whose profession directly or indirectly included an aspect of career/job counseling. They included "Human

Resource Specialist", "Career Counselor/Psychotherapist", "Executive Search Firm/Recruiter", "Psychotherapist", and "Pastor". Educational career advisers included "Academic Advisers". Originally, "Academic Advisers" was categorized as an expert career adviser. However, because more than half (57.2%) of respondents selected this option, it was separated into its own category.

Limitations of Survey

The survey instrument was limited in several ways. Survey data consisted of CDs' self-reports about their career and relational development, their responses to stimuli through the use of two hypothetical scenarios, and their consultation with CAs. Limitations on survey data included memory distortion in recall, social desirability biases in reporting, affects of question priming and the construction of cognitive based questions. In addition, the survey did not explicitly examine how relational concerns are relevant in individuals' "real-life" career development and decisions in face-to-face or mediated interactions or within communication products (like career books or content on career-related websites), an approach used by Mokros (2003) and associates in his edited book. These interactional contexts are naturally occurring and subsequently, more commonly studied within a constitutive perspective.

CDs were not asked to directly comment on previous career-related interactions. They also did not have the opportunity to provide further explanation for their responses as a majority of survey items were close-ended. The use of open-ended survey questions or in-depth interview questions would have provided additional insight into the ways in which relational desires and circumstances were relevant (or not) to individuals' career development and decisions.

The survey was constructed to encourage CDs' participation, increase the probability that surveys would be administrated during class, and to enlarge the sample size. Although these measures were used, the sample size was limited numerically. Survey data were collected from students enrolled in one of three master degree programs. These individuals, because of their skills and education, are likely to have greater career choices when compared to some namely blue collar workers whose career choices are more limited. The opportunistic sampling procedure, the master degree programs studied and the individuals who participated also restricted the generalizability of survey data.

Career Advisers - Interview Data

The purpose of this study was to examine the relevance of relationships in CAs' reports of common work dilemmas experienced by individuals who seek their services, the advice they describe offering to those who seek their counsel, and the context in which they perceive their advice is solicited. These data provided a different perspective from that of CDs on the relevance of relationships for career development, decisions and advising practices. Hence, data analysis was guided by the following research questions:

RQ3: What are the common dilemmas career advisers describe based on encounters with individuals who seek them for advice?

RQ4: What advice strategies do career advisers describe as offering those who seek their advice?

RQ5: What do career advisers (CA) report as contexts within which individuals seek their advice?

As a consequence, qualitative data analytic strategies were utilized, drawing on grounded theory (Strauss & Corbin, 1990; 1998), and modeled after Glaser and Strauss's (1967) constant comparative method and Owen's (1984) work on thematic analysis.

Interview Analysis

Interview data were analyzed utilizing an inductive, iterative approach where recurring themes or frameworks were able materialize from the interviewees rather than from preexisting categories or objectives (Strauss & Corbin, 1990). This approach requires multiple coding of data beginning with general description of themes and inductive categorization. The author read through and openly coded the interview transcripts. After comparing themes and frequently returning to the data for support of recurring themes, three overall themes initially emerged. The first concerned the common dilemmas CAs described encountering through individuals who seek them for advice. These were: (1) work-family relationships - the pursuit of an "integrated ideal"; (2) identity concerns – the individual in relation with the organization; and (3) emotional states at work – boredom, flow and engulfment. The data then were reexamined using a constant comparative method (Glaser & Strauss, 1967), working back and forth between the data and emerging themes.

CAs' advising strategies offered to those who seek their counsel were also assessed utilizing the aforementioned qualitative coding strategy. After a first reading of the interviews, the two types of "meta-talk" were considered as guiding themes: individual-directed advising strategies and organizational-directed advising strategies. From these two constructs, sub-themes emerged. Individually-directed advising strategies included specific recommendations offered to individuals for the resolution of their

problematic work situation. These advising strategies framed the work situations as externally produced and fixable. Yet, the advising strategies were internally intended. Individually-directed recommendations offered by CAs suggested individuals "voice" their dissatisfaction by talking to a boss, mental health professional or others, develop skills needed to manage work responsibilities or seek a new form of employment. In contrast, organizationally-directed recommendations included specific recommendations offered to organizations for the resolution of generalized problematic work situations. These advising strategies were more likely to frame the problematic situations as being internally produced and fixable. They generally, however, were not intended for a specific individual or organization. Organizationally-directed recommendations offered by CAs asked organizations to consider how flexibility, management of employees' career development, and the negotiation of instrumental and relational goals may help resolve work dilemmas.

Throughout the coding process, Owen's (1984) method of thematic analysis was utilized to identify and verify themes by focusing on recurring meanings, the repetition of words and phrasings, and linguistic forcefulness (e.g., vocal inflection, pauses, or other linguistic devices used by interviewees for emphasis). Although the number of interviews was limited by the nature of the sample, the goal of the iterative reading process proposed by Strauss and Corbin (1990) encourages researchers to refine the analysis through exhaustive techniques. To confirm and refine the analysis, the author consulted an independent coder to examine the themes illustrated here and representative anecdotes presented in Chapter 4, and comment on the author's interpretations.

Limitations of Interview

The interview instrument was limited in several ways. Limits on interview data included memory distortion in recall, social desirability biases in reporting and affects of interviewer and question priming. Interview data did not include actual interactions between CAs and their clients, but rather consisted of CAs' recollections of past interactions with individuals who sought their advice. The nature of the data themselves represented limitations that are, of course, contingent on how, from whom and with what purpose data were collected. The sample size was limited and sampling was opportunistic, drawn from referrals of the author's colleagues. CAs were selected because of their professional training in the executive recruitment (ER), human resources (HR), career counseling (CC), and academic advising (AA) fields, and their role in providing counsel to others. Hence, they were considered by the author to be "experts" in career advising. Yet, the majority of CDs reported consulting intimate advisers namely partner/spouse, parents/siblings, friends, and co-workers, for career advice. Future qualitative studies exploring intimate advisers or CDs themselves would yield interesting comparisons to the findings presented in this study.

Ideally, within qualitative interview studies, the author would be able to conduct follow-up interviews with participants to confirm and refine analysis. Although a second in-person interview was not possible with CAs in this study, they were provided the opportunity to review the findings of this study. One of the CAs took a genuine interest in the study, and did in fact utilize the author's hypothetical scenarios to develop training for future career counselors.

Concluding Thoughts on Methodological Triangulation

Given the original problem of this study, to examine the relevance of individuals' relationships as they link to career development and career advising activities, this study utilizes multiple methods to gather a rich understanding of relationships within the context of career development and decisions. Following DeWine and Daniels' (1993) call for methodological triangulation in organizational communication research, this study collected data from two samples - those of students enrolled in one of three professional master degree programs who were referred to as career developers (CD) and career advisers (CA), those whom were consulted by prospective CDs or other advice seekers for career counsel. These data provide a richer understanding of how relationships enter into the practical activity of career development, decisions and advising practices.

A full understanding of the manner in which relational concerns and relationships in general enter into career development, decisions, and advising practices requires an examination of "macro" (organizational) and "micro" (individual) level discourses. These include normative expectations about work and family based on one's age and gender, and the avoidance of stigma and shame, all of which influence and exert pressure on individuals as they consider their career and relational options.

These data that are considered in the forthcoming chapters establish empirical and interpretive support for addressing these concerns. The collection of two types of data (survey and in-depth interview) from two samples (CDs and CAs) affords the author the opportunity to account for the social and contextual factors shaping the relevance of

relational desires and circumstances for individuals' career development, decisions and

advising practices.

CHAPTER THREE

THE RELEVANCE OF RELATIONSHIPS IN CAREER DEVELOPMENT

PERSPECTIVES OF CAREER DEVELOPERS

Introduction

This chapter reports on results from a study that examined the relevance of relationships for career development and career decisions from the perspective of 159 individual participants, all students enrolled in one of three professional master's degree programs. It was assumed that by virtue of their enrollment in these programs these students shared in common a concern with career development. Chapter 4 further examines the relevance of relationships in career development and career decisions from a second perspective, that of *career advisers* (CA) namely professionals who provide advice and counsel to individuals with career concerns similar to those of the 159 *career developers* (CD) discussed in this chapter.

Students in three professional master degree programs were recruited for this study because their enrollment is indicative of personal motivation in career development and personal concern with career decisions. Their enrollment in professional programs suggests a desire to enter or return to the world of work in preference to pursuing additional academic credentials. In addition, their enrollment indicates an interest in working with others as each of the programs in which they were enrolled prepares professionals for careers in which social contact is a prominent if not defining feature of what constitutes work for most (e.g., consultant, counselor, event planner, information provider, spokesperson, team coordinator, and trainer). These individuals because of furthering their education have career choices as opposed to some workers namely blue

collar whose career choices are limited. The relevance of relationships for these 159 participants was examined through self-reports about their career development, and relational development, identification with two hypothetical scenarios featuring common work dilemmas, and their self-reported consultation with career advisers.

Consistent with a constitutive view of communication, variables were constructed to examine variations in CDs' social meanings of the term "relationship" through their self-reports of their relational development (i.e. the presence or absence of social bonds with an intimate other namely a spouse or child); their positive identification with the hypothetical scenarios, one which featured an individual struggling with career difficulties (Scenario-C) and the other which featured an individual struggling with relationship difficulties (Scenario-R); and their consultation with career advisers, who offer various types of social support. Survey data provided me an opportunity to examine variations in what CDs considered a "relationship" and how their social meanings were constituted differently across career development interests. It is with this goal in mind, results are now discussed.

The chapter first reports socio-demographic descriptors of the sample. Next, individuals' career and relational development is examined in the context of gender and age as they were considered important for examining the concept of relationships across career development interests. The relevance of relationships (i.e. one's experienced or desired sense of relationships) for career development is explored by examining the associations between individuals' career development interests (i.e. career preparation, career enhancement, career change) and relational development (i.e. single/partnered without children, married without children, married with children) in the context of

gender and age. For example, how do normative expectations associated with gender and age relate to CDs' experienced or desired sense of relationships, which are implied in their career and family choices?

CDs' positive identification with two hypothetical scenarios featuring common work difficulties is then discussed. The relevance of relationships (i.e. one's experienced or desired sense of relationships) for career development was explored through CDs' self-reports of their positive identification with the hypothetical scenarios, one which featured an individual struggling with career difficulties (Scenario-C) and the other which featured an individual struggling with relationship difficulties (Scenario-R). CDs' positive identification with Scenario-C and Scenario-R was considered in conjunction with their career development interests. For example, how does career and relational development relate to CDs' positive identification with the scenarios? Do normative expectations of gender and age moderate this relationship?

CDs' self-reported consultation with career advisers (CA) as social support resources is examined next. The relevance of relationships (i.e. one's experienced or desired sense of relationships) for career development was explored through CDs' self-reports of their consultation with CAs. Variations in who CDs consulted for career counsel (i.e. intimate and/or expert advisers) were compared to their career development interests. The influence of normative expectations of gender and age was also examined. For example, how do normative expectations of gender and age relate to CDs' choices regarding consultation with career advisers? The chapter concludes with a summary discussion of findings about the relevance of relationships for career development and career decisions across the 159 individuals studied.

Table 3.1 summarizes each of the statistical analyses reported in this chapter. All tests involve chi-square analysis because of the categorical nature of the data gathered in this study. The table is introduced here to offer the reader a single view of the progression of tests of independence between specific variables of interest to this study.

Table 3.1

Overview of Statistical Analyses Reported in Study

Analyses	χ^2	Statistical Result	Cramer's V
Gender x Age (A)	2 x 3	χ^2 (2, N = 157) = 4.45, p =.17	.17
A x Career Development (CD)	3 x 3	χ^2 (4, N = 157) = 33.21, p =.00 *	.33
Relational Status (RS) x Parental Status (PS)	3 x 2	χ^2 (2, N = 158) = 66.73, p =.00 *	.65
A x RS	3 x 3	χ^2 (4, N = 156) = 55.64, p =.00 *	.42
A x PS	3 x 2	χ^2 (2, N = 156) = 62.70, p =.00 *	.63
A x Relational Development (RD)	3 x 3	χ^2 (4, N = 153) = 71.34, p =.00 *	.48
CD x RD	3 x 3	χ^2 (4, N = 155) = 10.72, p =.03 *	.19
Age x CD x RD	3 x 3 x 3		
30 years and under		χ^2 (4, N = 86) = 1.13, p =.89	.89
31 – 40 years of age		χ^2 (2, N = 34) = 7.14, p =.03 *	.03
Over 40 years of age		χ^2 (2, N = 33) = 1.67, p =.80	.80
CD x Identification with Scenario-C	3 x 2	χ^2 (2, N = 102) = 6.20, p =.05 *	.05

Analyses	χ^2	Statistical Result	Cramer's V
CD x Identification with Scenario-R	3 x 2	χ^2 (2, N = 102) = 4.97, p =.08	.08
CD x Number of Career Advisers (Low-Mid-High)	3 x 3	χ^2 (4, N = 159) = 5.84, p = .21	.14
CD x Number of Intimate Advisers (Low-Mid-High)	3 x 3	χ^2 (4, N = 159) = 4.73, p =.32	.12
CD x Number of Expert Advisers (Low-Mid-High)	3 x 3	χ^2 (4, N = 159) = 74.6, p =.11	.15
CD x Intimate Advisers	3 x 2		
Co-Worker		χ^2 (2, N = 159) = 5.97, p =.05 *	.19
Academic Adviser		χ^2 (2, N = 159) = 12.14, p =.00 *	.28
Friend		χ^2 (2, N = 159) = 2.69, p =.26	.13
Parent/sibling		χ^2 (2, N = 159) = 8.59, p =.01 *	.23
Partner		χ^2 (2, N = 37) = 1.49, p =.47	.20
Spouse		χ^2 (2, N = 60) = 1.16, p = .56	.14
CD x Expert Advisers	3 x 2		
Executive search firm		χ^2 (2, N = 159) = 5.20, p =.07	.18
Human resource specialist		χ^2 (2, N = 159) = 2.18, p =.38	.12
Career counselor		χ^2 (2, N = 159) = .34, p =.85	.05
Pastor		χ^2 (2, N = 159) = 1.08, p = .58	.08
Psychotherapist		χ^2 (2, N = 37) = 1.23, p =.54	.09

Socio-Demographic Descriptors

Gender

As shown in Table 3.2, the majority (77.4%) of the sample was female. As the

master degree programs (Communication, Library Studies and Social Work) selected for

this study generally train students to enter service professions, it is not surprising that

most were female. Service work has been regarded as a "pink collar profession" because

it is largely done by females (Ehrenreich, 2001). This sample then is generally

representative of those who enter and work in service professions.

Table 3.2

Frequencies (%) of Career Developers' Gender and Age

	N	%
Gender (G)		
Male	36	22.6
Female	123	77.4
Total	159	100.0
Age (A)		
30 years and under	86	54.8
31 - 40 years	34	21.6
Over 40 years	37	23.6
Total	157[1]	100.0

[1] Note here and following the number of respondents (N) varies from the 159 who participated because some subjects, two in this case, did not provide answers.

Age

The sample generally consisted of younger CDs as more than half (54.8%) reported being 30 years or under as displayed in Table 3.2. The remaining (45.2%) were older reporting their age as 31-40 years (21.6%) or over 40 years (23.6%). These data highlight the youthfulness of the sample as compared to the overall U.S. population where the majority (59.3%) of individuals are over 40 years of age (Hobbs & Stoops, 2000). However, the youthfulness of this sample is consistent with past research on students in master's degree programs (Busacca & Wester, 2006; Luzzo, 1999, 2000).

Association between Gender and Age

A chi-square test of independence was conducted to evaluate the association between CDs' gender and age. The two variables were gender with two levels (male and female) and age with three levels (30 years and under, 31 – 40 years, and over 40 years). As shown in Table 3.1, the relationship between gender and age was not significant, χ^2 (2, $N = 157$) = 4.45, $p =$.17, Cramer's $V = .17$. These results suggest that males and females in this sample did not significantly differ by age. In preliminary analyses, gender was not a significant predictor of CDs' career development interests, their relational development, identification with the hypothetical scenarios or their reported consultation with CAs; hence, gender was not included in subsequent analyses.

Career and Relational Development, and the Influence of Age

The relevance of relationships (i.e. one's experienced or desired sense of relationships) for career development was explored by examining the associations between individuals' career development interests (i.e. career preparation, career enhancement, career change), relational development (i.e. single/partnered without

children, married without children, married with children), and the influence of normative

expectations associated with age on their career and relational decisions. The

development of both variables, career development (CD) and relational development

(RD), is explained in-depth below and summarized in Table 3.3.

Career Development

Career development (CD) included data on individuals' current and previous

work experience, and their motive for enrolling in a master's program. Data are

explained in-depth below and summarized in Table 3.3.

Current Work Experience

CDs' self-reported current work experience is reported in Table 3.3. As shown,

less than half (39.6%) reported they were currently working full-time. Either part-time

work (41.5%) or unemployment (18.9%) accounted for approximately 60 percent of

individuals' current work experience.

Previous Full-Time Work Experience

Among all of those CDs (n = 96) not currently working full-time, the majority

(61.5%) reported previous full-time work experience with the remaining (38.5%)

reporting no history of full-time work experience within the last five years. Results are

reported in Table 3.3.

Work Experience

Across the sample, more than three-quarters (76.7%) of CDs reported either

current or previous full-time work experience. The remaining (23.3%) reported no

history of full-time work experience within the last five years. Results are summarized in

Table 3.3.

Motive for Enrolling in Master's Degree Program

As shown in Table 3.3, half (49.7%) of individuals reported an interest in changing careers as their motivation for returning to school. The remaining reported an interest in preparing for their first career/job (20.8%), enhancing their current career/job (20.8%) or changing jobs (8.8%). A decision was made to collapse CDs interested in changing careers and changing jobs into one category. Such a distinction is inconsistent with protean (Hall, 2004; Hall & Associates, 1996; Hall & Mirvis, 1996) or boundaryless careers (Arthur & Rousseau, 1996) in which individuals' work experience unfolds over time and is not connected to a single organizational setting. While some scholars (Yogev & Brett, 1985) still draw a distinction between careers and jobs, I agreed with Arthur and Rousseau's (1996) assertion that using a career or protean perspective would be more valuable for understanding work, especially in a dynamic economy.

Career Development

Based on data on CDs' self-reported work experience and their motives for enrolling in school, career development was operationalized into three categories: career preparation (CP), career enhancement (CE), and career change (CC). These categories denote different career development interests. Career development was assessed directly and indirectly. Individuals who reported an interest in preparing for their first career and had no history of previous careers or full-time work experience within the last five years were involved in *career preparation* (CP). Individuals who reported an interest in personal and professional development, had full or part-time work experience, and reported no interest in changing their current career were involved in *career enhancement* (CE). Individuals who reported an interest in career change, a history of previous careers

or had full or part-time work experience were involved in *career change* (CC). As shown in Table 3.3, the majority (58.4%) of those surveyed were interested in career change with the remaining reporting an interest in career preparation (20.8%) or career enhancement (20.8%).

Table 3.3

Frequencies (%) of Work Experience, Enrollment Motive and Career Development

Variables	N	%
Current Work Experience		
Works Full-Time	63	39.6
Works Part-Time	66	41.5
Unemployed	30	18.9
Total	159	100.0
Previous Full-Time Work Experience		
Worked Full-Time	59	61.5
Has Not Worked Full-Time	37	38.5
Total	96[1]	100.0
Work Experience		
Has Worked	122	76.7
Has Not Worked	37	23.3
Total	159	100.0

Variables	N	%
Motive for Enrolling in Master's Program		
Interest in changing careers	79	49.7
Interest in changing jobs	14	8.8
Interest in preparing for first career/job	33	20.8
Interest in enhancing career/job	33	20.8
Total	159	100.0
Variables	N	%
Career Development (CD)		
Career Preparation (CP)	33	20.8
Career Enhancement (CE)	33	20.8
Career Change (CC)	93	58.4
Total	159	100.0

[1] Note deviation in N =159 is because only 96 individuals reported not currently working full-time.

Influence of Age on Career Development

As shown in Table 3.4, the proportion of CPs linearly decreased as they age from 36.0 percent when younger (30 years and under) to 5.4 percent when over 40 years. The number of CEs peaked at 35.3 percent when 31 – 40 years of age and then, steadily decreased to 10.8 percent when over 40 years. The proportion of CCs increased linearly by age from 44.2 percent among younger individuals to 83.8 percent when over 40 years of age. This is surprising as we would expect younger individuals (30 years and under)

to be more likely to experience change and instability in their careers than older

individuals (over 40 years).

Table 3.4

Age Distribution of Career Development Interest

	Age						Pearson chi square
	30 and Under n = 86		31 - 40 n = 34		Over 40 years n = 33		
	N	%	N	%	N	%	
Career Development							33.21 *
Career Preparation (CP)	31	36.0	0	0.0	2	5.4	
Career Enhancement (CE)	17	19.8	12	35.3	4	10.8	
Career Change (CC)	38	44.2	22	64.7	31	83.8	

* Significant Chi-Square at $p \leq .05$.

Among CPs (n = 33), almost all (93.9%) were younger (30 years and under).

This is consistent with the expectation that a high proportion of these younger individuals

would be preparing for their first career. Among CEs (n = 33), half (51.5%) were

younger and the remaining were in their thirties (36.4%) or over 40 years of age (12.1%).

As shown in Figure 3.1, these data suggest the presence of age-related expectations for

career development, namely career preparation and career enhancement, as few

individuals reported an interest in these activities when they were older (over 40 years).

An interest in CP and to a lesser extent CE are mostly reported when individuals are

young (30 years and under), suggesting these are not activities older individuals,

especially those over 40 years of age, generally engage in. Conversely, almost all (97.2%) individuals over 30 years of age were interested in CC or CE. Their choice presupposes the existence of an established career as they report wanting to change or enhance it.

A chi-square test of independence was consulted to assess whether age was associated with CDs' career development interests. As shown in Table 3.4, age and career development were found to be significantly related, χ^2 (4, N =157) = 33.21, p =.00, Cramer's V = .33. These results indicated there was a significant relationship between career development and age namely that an established career was expected when one was over 30 years of age. These data are consistent with previous research on careers and aging (Cherlin, 1980; Lloyd & South, 1996; Oppenheimer, 1994; 2003; Oppenheimer, Kalmijn, & Lim, 1997; Oppenheimer & Lewin, 1997; Topel & Ward, 1992).
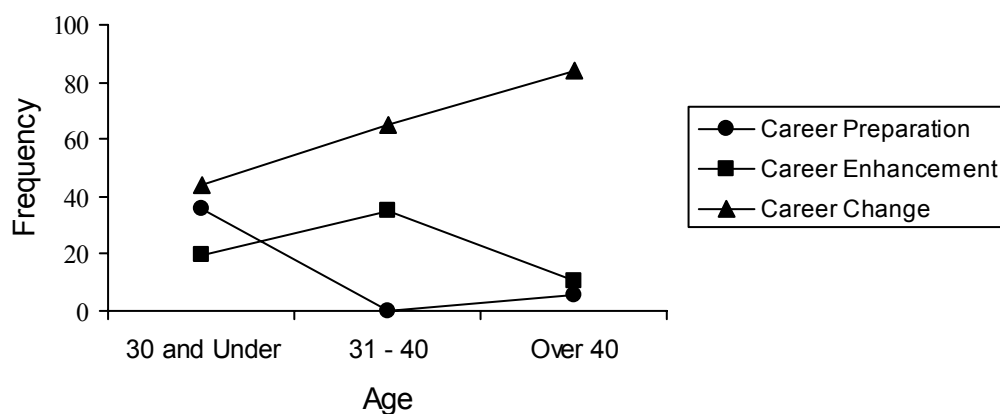
Figure 3.1. Age Distribution (%) of Individuals' Career Development Interests.

Relational Development

Relational development (RD) included data on CDs' relationship status (RS) and parental status (PS). Relationship status was defined as CDs' self-reported level of involvement (married or involved in a partnership), or noninvolvement (single) in a committed relationship. Parental status was defined as the presence or absence of children in CDs' families.

Relationship Status

CDs' relationship status is reported in Table 3.5. The majority of CDs (61.0%) reported being in a committed relationship either through marriage (37.7%) or partnership (23.3%). The remaining (39.0%) were single. It is likely that the sample's youthfulness and limited career experience accounts for only one-third (37.7%) reporting their status as married. This is in comparison to the overall U.S. population where approximately half of individuals are married (Hobbs & Stoops, 2002; Simmons & O'Neill, 2001; United States Census Bureau, 2005).

Parental Status

As shown in Table 3.5, the majority (74.1%) of individuals reported they did not have children. These data are comparable to previous population research in which only one-third (31.6%) of all U.S. individuals reported having children (U.S. Census Bureau, 2005). As more than half (54.8%) of the sample was young (30 years or under), this may account for only one-quarter (25.9%) reporting having children. The association between parental status and age is discussed in a subsequent section.

Table 3.5

Frequencies (%) of Relationship Status, Parental Status and Relational Development

Variables	N	%
Relational Status (RS)		
Single	62	39.0
Partner	37	23.3
Married	60	37.7
Total	159	100.0
Parental Status (PS)		
Child	41	25.9
No Child	117	74.1
Total	158[1]	100.0
Relational Development (RD)		
Single-Partnered w/o children	93	60.8
Married w/o children	23	15.0
Married with children	37	24.2
Total	153[2]	100.0

[1] Note deviation in N = 159 is because one subject did not provide an answer.

[2] Note four subjects were not included because relational development was restricted to the three most commonly reported combinations in order to avoid low expected values in cells of the table.

Association between Relationship Status and Parental Status

As shown in Table 3.6, almost all (93.5%) single and all (100.0%) partnered CDs reported not having children. The majority (62.7%) of married CDs reported having children. These data suggest a normative pattern for having children within the context of marriage as almost all (90.2%) CDs who reported having children were married. The association between relationship and parental status was found to be significant, χ^2 (2, N = 158) = 66.73, p =.00, Cramer's V = .65.

Table 3.6

Distribution (%) of Parental Status by Relationship Status

	Relationship Status						
	Single		Partnership		Married		Person
	n = 62		n = 37		n = 59		Chi-Square
	N	%	N	%	N	%	
Parental Status							66.73 *
No Children	58	93.5	37	100.0	22	37.3	
Children	4	6.5	0	.0	37	62.7	

* Significant at p ≤ .05.

Relational Development

Based on self-reports of CDs' relationship and parental status, relational development was initially operationalized into four categories: single-partnered without children, single-partnered with children, married without children, and married with children. I made the decision to combine single and partnered CDs into a single category based on past research which found individuals perceived marriage as a relational state distinct from single-hood, partnerships, or cohabitating partnerships (Ross, 1995; Waite, 1995).

There were, however, very few (n = 4) CDs who reported being single-partnered with children. Because of my concern of low cell counts and interpretability of results, relational development was reduced to the three most reported combinations of relationship and parental status: single-partnered without children, married without children, and married with children. CDs who reported they were single or in partnerships and did not have children were categorized as single-partnered without children. CDs who reported being married and did not have children were categorized as married without children. CDs who reported being married and had children were categorized as married with children. As shown in Table 3.5, the majority (60.8%) were single-partnered without children with the remaining reporting being married with (24.2%) and without (15.0%) children.

Influence of Age on Relational Development

These data included an analysis of the influence of age on CDs' relationship and parental status, and their relational development.

Influence of Age on Relationship Status

As shown in Table 3.7, the proportion of single individuals decreased linearly as they age from 48.8 percent among younger individuals (30 years and under) to 16.2 percent among those over 40 years. Conversely, the proportion of married individuals increased as they age from 14.0 percent among younger individuals (30 years and under) to 55.9 percent among those in their thirties and then 78.4 percent among those over 40 years. Thus, the sample reflects a normative pattern of marriage as one gets older. These data are also consistent with previous research which found ages 25 – 34 to be prime years for marriage formation (Bumpass, 1994; Bumpass & Sweet, 1989; Waite, 1995). For older CDs (over forty years), being without a significant other (spouse or partner) was highly unlikely. Among the few (n = 6) who were single and over 40 years, most (83.3%) reported being divorced. These data suggest a normative pattern of marriage as one gets older for this sample.

Table 3.7

Age Distribution (%) of Individuals' Relationship and Parental Status

	Age						Pearson chi square
	30 and Under n = 86		31-40 n = 34		Over 40 years n = 37		
	N	%	N	%	N	%	
Relationship Status							55.16 *
Single	42	48.8	13	38.2	6	16.2	
Partnership	32	37.2	2	5.9	2	5.4	
Married	12	14.0	19	55.9	29	78.4	
Parental Status							62.70 *
Children	5	5.8	9	26.5	27	75.0	
No Children	81	94.2	25	73.5	9	25.0	

* Significant Chi-Square at $p \leq .05$.

Partnered CDs almost disappear entirely after 30 years of age as shown in Figure 3.2. These data are consistent with previous research. Bumpass (1994) and Bumpass and Sweet (1989), in their studies on partnered individuals who were living together, found the proportion of partnered individuals decreased linearly as they aged from approximately 24 percent when in their twenties and early thirties to approximately 14 percent when over forty years of age. This was because partnerships were usually short-lived as most couples progressed rather quickly into either marriage or disruption of the

partnership (Bumpass, 1994; Bumpass & Sweet 1989) as was found to be the case in other studies as well (Thornton 1988; Waite, 1995; Willis & Michael 1994).

A chi-square test of independence was consulted to assess the association between age and relationship status. As shown in Table 3.7, age and relationship status were found to be significantly related, χ^2 (4, N =156) = 55.16, p =.00, Cramer's V = .42. Results support the notion of a normative pattern for marriage as one gets older as the majority of younger CDs (30 years or under) were either single or partnered, and the majority of CDs over 30 years were married.
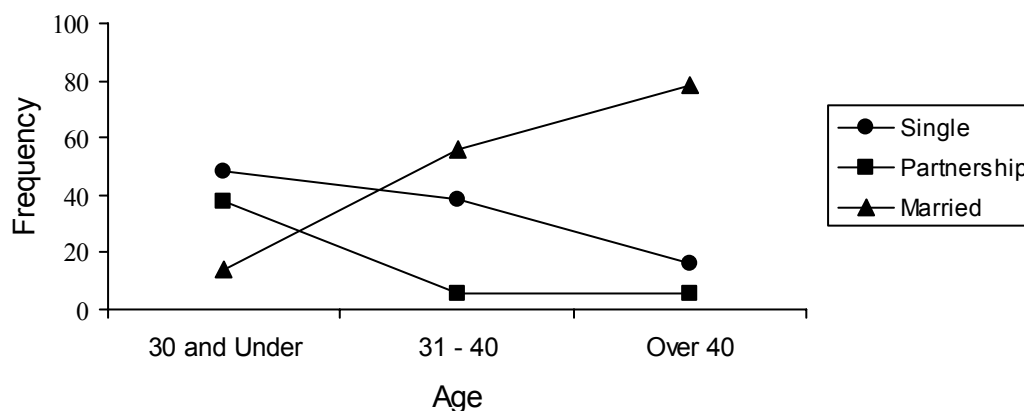
Figure 3.2. Age Distribution (%) of Career Developers' Relationship Status.

Influence of Age on Parental Status

As shown in Table 3.7, CDs with children increased linearly as they age from 5.8 percent among younger (30 years and under) individuals to 75.0 percent among individuals over 40. As this sample consisted of students enrolled in master's degree programs, it is not surprising that most (87.8%) who reported having children were over thirty years of age. This is because individuals who pursue higher education frequently

have children later in life, particularly after 30 years of age, when they have completed their schooling (Lewis & Ventura 1990; Rindfuss, Morgan, & Offutt, 1996). The relationship between parental status and age was significant, χ^2 (2, N=156) = 62.70, p =.00, Cramer's V = .63. Thus, these data reflect a normative pattern for having children as one gets older in this sample.

Influence of Age on Relational Development

As shown in Table 3.8, single-partnered CDs without children decreased linearly as they age from 86.0 percent among younger (30 years and under) individuals to 12.1 percent for those over 40 years. Married CDs without children peaked to 29.4 percent when they were in their thirties and then decreased to 18.2 percent when over 40 years. Married CDs with children increased linearly as they age from 5.8 percent when young (30 years and under) to 69.7 percent when they are over 40 years.

As shown in Figure 3.3, these data suggest being single-partnered or married without children is uncommon choice for CDs over forty years of age. When CDs were in their twenties, almost all (86.0%) reported being single or partnered without children. This pattern changes when they are in their thirties as more than half (55.9%) report being married, some with children (26.5%). When over 40 years of age, almost all (87.9%) were married and most (69.7%) had children. These data highlight how CDs referenced relationships in an experienced or desired sense differently across age categories. For younger CDs (30 years and under), relationships likely referenced their experienced relational state as single-partnered individuals without children. Intimate relationships would then include their current relationships with parents, family members, friends and others. It is also quite possible that for these younger CDs intimate

relationships also referenced what they desired (i.e. marriage and children), an interpretation that is consistent with past research on aging and human development (Cameron, Desai, Bahador, & Dremil, 1977-1978; Cross & Marcus, 1991; Nurmi, 1992).

When CDs were over 30 years of age, they were more likely to report being married and having children. Thus, relationships likely referenced relationships as experienced with their spouses and/or children. As expected for this sample, the relationship between age and relational development was significant, χ^2 (4, $N=153$) = 71.34, $p=.00$, Cramer's $V=.48$, confirming age-related patterns for marriage and having children within the context of marriage as one gets older.

Table 3.8

Age Distribution of Relational Development

	Age						Pearson chi square
	30 and Under n = 86		31 - 40 n = 34		Over 40 years n = 33		
	N	%	N	%	N	%	
Relational Development							71.34 *
Single-Partnered w/o children	74	86.0	15	44.1	4	12.1	
Married w/o children	7	8.1	10	29.4	6	18.2	
Married with children	5	5.8	9	26.5	23	69.7	

* Significant Chi-Square at $p \leq .05$.
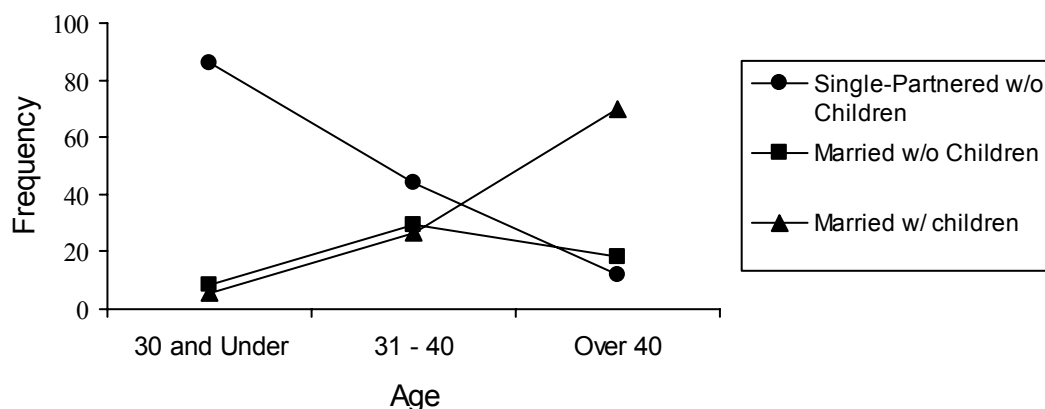
Figure 3.3. Age Distribution (%) of Career Developers' Relational Development.

The Influence of Age on Career and Relational Development

The focus of the discussion between career and relational development includes, among other things, an analysis of the relationship between career development (i.e. career preparation, career enhancement, career change) and relational development, which consisted of data on relationship status (i.e. single, partnership, married) and parental status (i.e. have children, do not have children).

Association between Career and Relational Development

Relational development was one of the variables used to examine how CDs' career development interests were associated with their relational desires and circumstances namely the presence or lack there of established intimate relationships (i.e. marriage and children). For CDs surveyed, it was expected that differences in their career development interests (i.e. preparation, enhancement, change) would correlate with assorted relational circumstances and desires. As shown in Table 3.3, this relationship was found to be significant, χ^2 (4, N =155) = 10.72, p =.03, Cramer's V =

.19. Thus, for these individuals, career development was closely linked to their relational development.

As shown in Table 3.9, the majority (84.8%) of CPs, who reported preparing for their first career, were single or partnered without children. The remaining were married with (9.1%) or without children (6.1%). These data, which reported most CPs as single (57.6%) or partnered (27.3%), were not surprising considering Oppenheimer's (1988, 1994, 2003; Oppenheimer, Kalmijn, & Lim, 1997; Oppenheimer & Lewin, 1997) work on career development and marriage timing. For the young adults she and her colleagues studied having career experience was significantly related to their relational development. If they were unable to make a timely and successful transition to work, they often delayed getting married and generally had difficulty in developing intimate relationships.

As shown in Table 3.9, individuals whose career development referenced an established career (i.e. enhancement, change) were equally likely to be single-partnered or married. At first glance, these data seem surprising as we would expect CEs and CCs, individuals who were thought to have an established career, to also report having intimate relationships. This is because intimate relationships (i.e. marriage and children) generally develop after one has established his/herself in a career (Oppenheimer, 1988, 1994, 2003; Oppenheimer, Kalmijn, & Lim, 1997; Oppenheimer & Lewin, 1997). If we consider career establishment as a prerequisite for one's relational development, we see that CDs generally adhered to this pattern. Among all of the married CDs ($N = 60$), almost all (91.6%) indirectly referenced an existent career as 63.3 percent were interested in career change and 28.3 percent in career enhancement.

On closer inspection, CCs were slightly more likely to be single-partnered without children (57.3%) than married (42.7%) whereas CEs reported an opposite pattern. Half (51.5%) of CEs were married and the remaining (48.5%) were single-partnered without children. As CEs are positively motivated by career opportunity, they were likely content in their careers, a stable state which would foster the development of intimate relationships. This is in comparison to CCs who likely confront some frustration in career development and experience career instability.

Table 3.9

Distribution (%) of Career Development by Relational Development

	Career Development						Pearson chi square
	Career Preparation n = 33		Career Enhancement n = 33		Career Change n = 89		
	N	%	N	%	N	%	
Relational Development							10.72 *
Single-Partnered w/o children	28	84.8	16	48.5	51	57.3	
Married w/o children	2	6.1	7	21.2	14	15.7	
Married with children	3	9.1	10	30.3	24	27.0	

* Significant Chi-Square at $p \leq .05$.

The Influence of Age on Career and Relational Development

For CDs surveyed, it was expected that age differences would correlate with their assorted career development interests (i.e. preparation, enhancement, change) and relational development (single-partnered without children, married without children, married with children). As shown in Table 3.3, this relationship was only significant for CDs who were 31-40 years of age, χ^2 (2, N =34) = 7.14, p =.03, Cramer's V = .03. Thus, for these individuals (31-40 years), career development was closely linked to their relational development. These data make sense considering that ages 25 – 34 have been found to be prime years for marriage formation (Bumpass, 1994; Bumpass & Sweet, 1989; Waite, 1995). Thus, it is significant for an individual in his/her thirties to have an established career for the development of intimate relationships. No significant differences were found for younger CDs (30 years and under), χ^2 (4, N =86) = 1.13, p =.89, Cramer's V = .89 or for those over forty years, χ^2 (4, N =33) = 1.67, p =.80, Cramer's V = .80. These data, however, should be interpreted with caution because of reported low cell counts.

As shown in Table 3.10, the majority (80.2%) of younger CDs (30 years and under) were concerned with career preparation (36.0%) or career change (44.2%) likely with the hope of establishing their career. This is not surprising as the establishment of one's career and work-life is often cited as an important goal, especially for young adults (Cameron, Desai, Bahador, & Dremil, 1977-1978; Cross & Marcus, 1991; Nurmi, 1992).

For the majority (74.0%) of younger CDs, relationships likely referenced their experienced relational state as single-partnered individuals without children. It is also quite possible that for these younger CDs, intimate relationships also referenced what

they desired (i.e. marriage and children), an interpretation that is consistent with past research on aging and human development (Cameron, Desai, Bahador, & Dremil, 1977-1978; Cross & Marcus, 1991; Nurmi, 1992). As CDs aged and developed in their careers, they were more likely to report being married and having children.

All (100.0%) CDs in their thirties (31-40 years) have established careers as the majority (64.7%) reported an interest in CC with the remaining (35.3%) reporting an interest in CE. As all were established in their careers, we would expect the majority to be married as compared to younger CDs. As expected, more than half (55.9%) of CDs (31-40 years) were married as compared to 13.9 percent who were younger.

Not surprisingly, almost all (93.9%) of CDs over 40 years indirectly reported having established careers as most (81.8%) were interested in career change with the remainder (12.1%) reporting an interest in career enhancement. Yet, contrary to age-related expectations for career development, there were several (6.1%) older (over 40 years) CDs who reported an interest in career preparation. These older CDs were preparing for their first career and had limited, if any, career or work experience. A possible explanation for their delayed entrance into the workplace and interest in developing a career may be because of family and care-taking responsibilities as all (100.0%) were married females with children. In general, older CDs reported the highest frequency of intimate relationships as the majority (87.9%) were married, most (69.7%) with children.

Table 3.10

Age Distribution (%) of Career and Relational Development

	Career Development						Pearson chi square
	Career Preparation		Career Enhancement		Career Change		
	N	%	N	%	N	%	
30 Years and Under (*N* = 86)							
Relational Development							1.13
Single-Partnered w/o children	28	90.3	14	82.4	32	84.2	
Married w/o children	2	6.5	2	11.8	3	7.9	
Married with children	1	3.2	1	5.9	3	7.9	
Total	31	100.0	17	100.0	38	100.0	
31 – 40 Years of Age (*N* = 34)							
Relational Development							7.14 *
Single-Partnered w/o children	0	0.0	2	16.7	13	59.1	
Married w/o children	0	0.0	4	33.3	6	27.3	
Married with children	0	0.0	6	50.0	3	13.6	
Total	0	100.0	12	100.0	22	100.0	

	Career Development					Pearson chi square
	Career Preparation		Career Enhancement		Career Change	
	N	%	N	%	N	%	
Over 40 Years of Age ($N = 33$)						
Relational Development						1.67
Single-Partnered w/o children	0	0.0	0	0.0	4	14.8	
Married w/o children	0	0.0	1	25.0	5	18.5	
Married with children	2	100.0	3	75.0	18	66.7	
Total	2	100.0	4	100.0	27	100.0	

* Significant Chi-Square at $p \leq .05$.

Projected Identification with Hypothetical Scenarios

The relevance of relationships (i.e. one's experienced or desired sense of relationships) for career development was explored indirectly through variations in CDs' identification with two hypothetical scenarios. The hypothetical scenarios introduced CDs to two common work dilemmas, one which featured an individual struggling with career-related difficulties (Scenario-C) and the other with relationship-related difficulties (Scenario-R).

Scenario-C featured Pat Work, an individual who reports struggling with career-related difficulties as he/she is under-challenged by current work tasks and responsibilities. Thus, Pat seeks more stimulating and challenging work. Pat describes his/her situation as frustrating because of too much predictability and repetition. He/she

reports being bored, which is understandable given that his/her skills exceed the tasks and responsibilities of the current position.   Implied in Scenario-C is a mismatch between Pat's abilities and the work task demands. Scenario-R featured Chris Work, an individual who reports struggling with relationship-related difficulties as he/she is unable to manage work-family relationships and responsibilities. Chris is estranged and disconnected from relationships outside of work as well as from his/her personal values, which are understood as contributing to his/her uniqueness, moral fiber and stability.

As shown in Table 3.11, approximately half of CDs reported they did not identify with either Scenario-C or Scenario-R. The remaining CDs reported identifying with Scenario-C (42.0%) and Scenario-R (37.3%) to a lesser extent. Others reported neutrality in relation to Scenario-C (10.8%) and Scenario-R (15.2%).

Table 3.11

Frequencies (%) of CDs' Identification with Scenarios C and R

	N	%
Scenario C (career-related dilemma)		
Strongly Disagree/Disagree	74	47.2
Neutral	17	10.8
Strongly Agree/Agree	66	42.0
Total	157	100.0
Scenario R (relationship-related dilemma)		
Strongly Disagree/Disagree	75	47.5
Neutral	24	15.2
Strongly Agree/Agree	59	37.3
Total	158	100.0

At first glance, these data seem surprising as it was expected that overall CDs would more frequently report identifying with the scenarios. A possible explanation for these data may be the scenarios were not entirely relevant to CDs because of their career and work histories. Most (60.4%) CDs were not working full-time and some (23.3%) reported no work experience at the time of the study. Because the scenarios were constructed from individual narratives of current working experiences found in the writings of Terkel (1974) and Bowe, Bowe and Streeter (2001), CDs who were not working or had no career or work experience may have found it difficult to identify with them.

Patterns of Identification with Scenarios

Overall, most CDs (64.2%) reported positively identifying with one of the two scenarios or both as reported in Table 3.12. There were only 15 CDs, approximately ten percent of the sample, who reported neutrality for both scenarios, neutrality for one scenario and non-identification with the other, or did not provide answers. These individuals were not included in subsequent analyses. Approximately half of CDs reported identifying with Scenario-C either alone (27.1%) or in combination with Scenario-R (20.1%). They reported identifying with Scenario-R less frequently either alone (23.6%) or in combination with Scenario-R (20.1%). Less than one-third (29.2%) did not identify with either scenario.

Table 3.12

Frequencies (%) of CDs' Identification with Scenarios-C and -R

	N	%
Scenario-C (career-related dilemma)	39	27.1
Scenario-R (relationship-related dilemma)	34	23.6
Both Scenarios -C and -R (career and relationship dilemma)	29	20.1
Neither Scenario	42	29.2
Total	144[1]	100.0

[1] Note here the number of respondents (N) varies from the 159 who participated because some subjects, fifteen in this case, reported neutrality for both scenarios, neutrality for one scenario and non-identification for the other, or they did not provide answers. Hence, they were not included.

Career Development and Positive Identification with Scenarios

For CDs surveyed, it was expected that variations in their career development interests (i.e. preparation, enhancement, change) would correlate with different identification patterns with the scenarios. As shown in Table 3.3, the relationship between career development and their identification with Scenario-C was found to be significant, χ^2 (2, N =102) = 6.20, p = .05, Cramer's V = .05. Thus, for these CDs, career development was closely linked to their identification with Scenario-C. The relationship, however, between career development and identification with Scenario-R was not significant, χ^2 (2, N =102) = 4.97, p = .08, Cramer's V = .08.

Overall, the majority (66.7%) of CPs reported positively identifying with the scenarios. Although CPs (66.7%) reported the lowest identification with the scenarios compared to CEs (72.7%) and CCs (85.0%), these data were still surprising. This is because it was not considered likely that CPs would identify with the scenarios. CPs had limited, if any, career or work experience as referenced by their interest in preparing for their first career. Hence, it was not expected they would report identifying with Scenario-C as it featured an individual who was bored and under-challenged in his/her current position. It was also unexpected CPs would report identifying with Scenario-R because of their relational development as the majority (84.8%) were not married nor did they report having children. Thus, it was thought unlikely many would identify with Scenario-R as it featured an individual having difficulty managing his/her work-family responsibilities.

As shown in Table 3.13, more than half (59.1%) of CPs who positively identified with the scenarios reported identifying with Scenario-R. These data question the

expectation those who are single or partnered do not have intimate relationships with others (i.e. additional members, friends, co-workers) they consider important. These data can also be thought of as a future concern (i.e. managing work-family responsibilities) CPs anticipate experiencing when they begin their first career. Or they can be considered as indicative of an anticipated relational state (i.e. marriage and children) that CPs desire.

Slightly more than half (58.3%) of CEs who reported positively identifying with the scenarios identified with Scenario-R. These data were fairly consistent with the relational development of CEs as half (51.5%) were married and among those, more than half (58.8%) had children. It was also considered likely that a greater number of CEs would identify with Scenario-R compared to Scenario-C. This is because CEs are positively motivated by career opportunity as opposed to CCs who likely confront some frustration in career development or CPs who have limited, if any, career experience.

The majority (59.5%) of CCs reported identifying with Scenario-C. Overall, they reported the highest identification with Scenario-C compared to CPs (40.9%) and CEs (41.7%). As individuals often establish a career before getting married and having children, CCs identification with Scenario-C ($N = 47$) is understandable considering more than half (55.3%) were single or partnered without children. Their identification with Scenario-C was also fairly expected as their interest in career change suggests an existent career. Perhaps CCs were more prone to identify with Scenario-C because they saw their situation as externally produced and fixable. Chris Work, the individual featured in Scenario-R, was having difficulty managing his/her work-family responsibilities because of presumed personal inadequacies or an inability to prioritize demands. Because Chris

Work was framed as problematic, Scenario-R does not fit those who see career change as strategy.

Table 3.13

Distribution (%) of Positive Identification with Scenarios across Career Development

	Career Development						Pearson chi square
	Career Preparation n = 22		Career Enhancement n = 24		Career Change n = 79		
	N	%	N	%	N	%	
Identification with Scenarios							
Scenario-C	9	40.9	10	41.7	47	59.5	6.20 *
Scenario-R	13	59.1	14	58.3	32	40.5	4.97

* Significant Chi-Square at $p \leq .05$.

These data highlight interesting differences regarding the relationship between career development and CDs' identification with career- or relationship-related dilemmas. When exploring the relationship between CPs and CCs, we see the main difference between these two groupings is work experience, namely CPs lack work experience while CCs have worked previously. Yet, they both desire new careers. CPs returned to school to begin a new career that it is their first. CCs returned to school to begin a new career that is different from their previous one(s). This relationship can be expressed as: CCs = [CPs + work experience]. What we find is that CPs more frequently (59.1%) identified with Scenario-R and CCs more commonly (59.5%) with Scenario-C.

These data suggest CPs consider relationships as anticipated and desired states. The first refers to relationships as a future concern (i.e. managing work-family responsibilities) CPs anticipate experiencing when they begin their first career. The second refers to relationships in a desired sense. As almost all (90.3%) CPs were single or partnered without children, they likely considered intimate relationships (i.e. spouse or children) desirable because of their perceived absence.

CCs' identification with Scenario-C suggests a somewhat different understanding of relationships. They likely considered relationships as a desired state as well, but one that was to be experienced after they were established in a career. Although CCs' interest in career change presupposes an existent career, their desire for career change in addition to their youth (approximately half were 30 years or under) suggests their career was likely still "in-process". With a career in flux, it is not surprising that more than half (57.3%) of CCs were single or partnered without children as an established career is often understood as important for the development of intimate relationships (i.e. marriage and children). However, some (42.7%) CCs were married, with (27.0%) and without (15.7%) children. These data suggest that in the presence of intimate relationships as a desired state achieved, CCs were likely to return to focusing on their careers.

Another interesting difference was noted between CCs' and CEs' understandings of relationships. Although CCs and CEs are similar as they both have work experience, they have different desires regarding their current career. CCs are interested in pursing a different career while CEs want to continue developing in their current career. This relationship can be expressed as: CEs = [CCs – current career]. Slightly more than half (58.3%) of CEs identified with Scenario-R. As CEs (51.5%) were the most likely to

report being married, their frequent identification with Scenario-R is not surprising. Their less frequent (40.5%) identification with Scenario-C is also understandable considering they were positively motivated by career opportunity and not likely experiencing career difficulties. It is likely CEs consider relationships as an experienced state; in this case, managing their work-family responsibilities may be a dilemma they currently experience. CCs, however, likely confront some frustration in their career development. CCs likely considered relationships as a desired state as well, but one perhaps better pursued in the future after they had established a career.

Initially, it was not expected CPs and CEs would identify comparably with the scenarios as they have little in common. Generally, CPs did not have prior work experience and were interested in preparing for their first career. CEs had work experience and they wanted to continue developing in their current career. The relationship between CPs and CEs can be expressed as: CP = CE – [Current career + work experience]. Over half of CPs (59.1%) and CEs (58.3%) identified with Scenario-R. For CPs, relationships are considered as experiences they anticipate or desire. It is likely CPs could actively imagine these experiences; perhaps in some ways, CPs considered their anticipations and desires as "real" to their career and relational development. For CEs, relationships are considered as active experiences as their lives are currently embedded in intimate relationships. It is likely then that managing their work-family responsibilities was a dilemma they were experiencing at the time of the study.

Influence of Age on Career Development and Positive Identification with the Scenarios

For CDs surveyed, it was expected that age differences would correlate with their assorted career development interests (i.e. preparation, enhancement, change) and positive identification with the scenarios. As shown in Table 3.14, this relationship was only significant for young CDs (30 years or under), χ^2 (2, N =77) = 6.05, p =.05, Cramer's V = .05, in their identification with Scenario-C. Thus, for these individuals, career development was closely linked to their identification with Scenario-C. No significant differences were found for CDs in their identification with Scenario-R.

These data make sense considering the transitional period young CDs were in between school and their first career at the time of the study. Although the majority (59.0%) of young CDs who identified with Scenario-C were CCs, which presupposes an existent career, their desire for career change in addition to their youth suggests their career was likely still "in-process". With a career in flux, it is not surprising that more than half (57.3%) of CCs were single or partnered without children as an established career is often understood as important for the development of intimate relationships (i.e. marriage and children). Because of their age, CCs' identification with Scenario-C suggests they likely considered relationships as a desired state as well, but one that was to be experienced after they were established in a career. This likely explains their identification with Scenario-C. For the remainder who were married, relationships were likely considered an achieved desired state. Because they were in the presence of intimate relationships namely those of a spouse or child, they were more likely to focus on their career.

Table 3.14

Age Distribution (%) of Career Development and Identification with Scenarios

	Career Development						Pearson chi square
	Career Preparation		Career Enhancement		Career Change		
	N	%	N	%	N	%	
30 Years and Under (*N* = 77)							
Identification with Scenarios							
Scenario-C	9	40.9	6	50.0	23	59.0	6.05 *
Scenario-R	13	59.1	6	50.0	16	41.0	.13
Total	22	100.0	12	100.0	39	100.0	
31 – 40 Years of Age (*N* = 34)							
Identification with Scenarios							
Scenario-C	0	0.0	3	33.3	12	66.7	3.04
Scenario-R	0	0.0	6	66.7	6	33.3	1.80
Total	0	100.0	9	100.0	18	100.0	
Over 40 Years of Age (*N* = 33)							
Identification with Scenarios							
Scenario-C	0	0.0	1	33.3	12	52.2	1.31
Scenario-R	0	0.0	2	66.7	11	47.8	2.31
Total	0	100.0	3	100.0	23	100.0	

* Significant Chi-Square at $p \le .05$.

Consultation with Career Advisers

The relevance of relationships (i.e. one's experienced or desired sense of relationships) for career development was explored through variations in CDs' self-reported consultation with others for the purpose of gaining career advice. Those consulted ranged from intimates to experts, with all individuals consulted across this range referred to as career advisers (CAs). The discussion begins with a look at the frequency of CDs' self-reported consultations with CAs when seeking career advice.

Number of Career Advisers Consulted

This section examines the overall frequency of CDs' self-reported consultations with CAs, the overall frequency of their consultations with intimate, expert and educational CAs, the frequency of consultations with intimate CAs by career development (i.e. preparation, enhancement , change), and the frequency of consultations with expert CAs by career development (i.e. preparation, enhancement , change).

Overall Consultation with Career Advisers

As shown in Table 3.15, almost all (96.9%) CDs reported consulting one or more CAs. Five (3.1%) CDs reported consulting no one for career advice as they "tended to go it alone". The modal number of CAs consulted is three. Approximately, one-third (35.8%) reported consulting two or less CAs with another third (35.8%) reporting four or more CAs.

Table 3.15

Frequencies (%) of Number of Career Advisers Consulted

Number of Career Advisers	N	%
0	5	3.1
1	25	15.7
2	27	17.0
3	45	28.3
4	32	20.1
5	19	11.9
6	3	1.9
7	3	1.9
Total	159	100.0

Career Development and the Overall Number of Career Advisers Consulted

For CDs surveyed, it was thought variations in their career development interests (i.e. preparation, enhancement, change) would significantly relate to differences in the number of CAs they report consulting for career counsel. As shown in Table 3.16, all CPs (100.0%) and nearly all CEs (93.9%) and CCs (96.8%) reported that they had consulted at least one CA. The modal number of CAs consulted by CPs is four, yet more than half (54.6%) reported consulting less than four CAs. The majority (81.8%) of CPs reported seeking counsel from two to four CAs, which in general was more than CEs (60.6%) or CCs (61.3%). Most (63.6%) CPs, however, reported consulting three or four CAs.

CEs were comparable to the overall sample as the modal number of CAs consulted is three. More than half (60.6%) reported moderate consultation with CAs namely they consulted between 2 and 4 CAs. Of the remaining, approximately one-quarter (24.3%) consulted two CAs or less and 15.1 percent consulted four or more.

Initially, CCs seemed comparable to the overall sample as the modal number of CAs consulted was three. These data were surprising as it was expected CCs would be more likely to consult a high number of CAs because of their interest in changing careers and the importance of networking for accomplishing that goal. Networking with others is often considered essential for changing careers and successful career transitions (Ehrenreich, 2005). After looking at the distributions of the three groupings, CCs (17.3%) were the most likely to report consulting a high number of CAs namely five or more compared to CPs and CEs. The majority (61.3%) of CCs however, consulted between two and four CAs with the remaining (21.5%) consulting one or less.

Overall, these data report CPs sought council from three to four CAs, which in general was more than CEs or CCs. This is not surprising as CPs were generally younger (30 years and under) and the most unfamiliar with work and careers as all had limited, if any, experience. CCs, however, were the most likely to report consulting a high number of CAs. Their consultation with CAs was expected considering their desire to change careers and their need for networking with others to accomplish that goal.

Table 3.16

Distribution (%) of Number of Career Advisers Consulted by Career Development

	Career Development						
	Career Preparation n = 33		Career Enhancement n = 33		Career Change n = 93		Pearson chi square
Number of	N	%	N	%	N	%	5.84
Career Advisers							
Low Consultation							
0	0	.0	2	6.1	3	3.2	
1	2	6.1	6	18.2	17	18.3	
Mid-Consultation							
2	6	18.2	4	12.1	17	18.3	
3	10	30.3	10	30.3	25	26.9	
4	11	33.3	6	18.2	15	16.1	
High Consultation							
5	3	9.1	4	12.1	12	12.9	
6	0	.0	1	3.0	2	2.2	
7	1	3.0	0	.0	2	2.2	

*Significant Chi-Square at $p \leq .05$.

A chi-square test of independence was consulted to evaluate the relationship between career development and CDs' level of consultation with CAs. Consultation with CAs was defined as low, medium, high instead of referring to the number of CAs that CD's reported consulting for career counsel. This was done because the distributions between CPs, CEs and CCs were different. As discussed previously, the majority of CPs (81.8%), CEs (60.6%) and CCs (61.3%) consulted two to four CAs. Yet, a greater number of CEs and CCs were found in the tails outside of their normal distributions compared to CPs. Because of this, I was concerned about the interpretability of ANOVA results. Contrary to initial expectations, the relationship between career development and the level of consultation with CAs was not significant, χ^2 (2, N =159) = 5.84, p = .21, Cramer's V = .14. Results are reported in Table 3.3. Thus, CPs, CEs and CCs did not significantly differ in the quantity (low, medium, high) of CAs they report seeking for career counsel.

Consultation with Intimate, Expert and Educational Career Advisers

CAs were operationalized into three types: intimate (I), expert (E) and educational (Ed). CAs were assessed on the nature of their relationship with those seeking their advice and their knowledge of career development and/or counseling. In this study, intimate career advisers are people related or connected to the person seeking assistance which usually occurs in face-to-face or mediated contexts. Generally, they are noted for the emotional support they provide and the frequency of contact they have with those seeking their counsel. They include: "Co-Worker", "Friend", Parents/Siblings", and "Partner/Spouse". Expert career advisers were professionals who directly included an aspect of career counseling or development in their work. They included "Executive

Recruiter", "Human Resource Specialist", "Career Counselor", "Pastoral Counselor", and "Psychotherapist". Educational career advisers were college professors whose work included academic advising. Advising, a key aspect of their work, typically extended past academic advising. Because of their role in advising students in a university context and the frequency in which CDs reported consulting them for career advice, it initially seemed relevant to distinguish them from intimate and expert advisers. The frequency in which CDs reported consulting Academic Advisers is discussed in a subsequent section.

Consultation with intimate career advisers. As shown in Table 3.17, most (89.3%) CDs reported consulting one or more intimate advisers. Slightly more than half (56.6%) consulted two or three intimate advisers. Approximately 20 percent of CDs reported consulting one intimate adviser with the remaining (12.6%) consulting the maximum of four.

As CPs, CEs, and CCs did not significantly differ in the number of CAs they reported consulting, it was thought unlikely they would do so in their consultation with intimate advisers. Most (69.7%) CPs consulted two or three intimate advisers. They (18.2%) were the least likely to consult one intimate adviser or less compared to CEs (30.3%) and CCs (35.5%) who generally consulted fewer intimate advisers.

What is interesting is the frequency in which CEs (18.2%) consulted four intimate advisers. They were the most likely to consult the maximum number of intimate advisers compared to CPs (12.1%) and CCs (10.8%). Yet, they were the least likely to be experiencing frustration with their current careers. These data endorse the claims found in the previous section regarding CEs. As more than half of CEs were involved in intimate relationships (i.e. spouse, children), they likely considered relationships as an

experienced state, one in which their lives were currently embedded. Their frequent

consultation with intimate career advisers supports this assertion.

Consistent with expectations, CPs, CEs, and CCs did not significantly differ in the

quantity (low-mid-high) of intimate advisers they reported consulting for counsel, χ^2 (4,

N =159) = 4.73, p =.32, Cramer's V = .12.

Table 3.17

Distribution (%) of Number of Intimate Advisers Consulted by Career Development

| | Career Development | | | | | | Total | |
	Career Preparation n = 33		Career Enhancement n = 33		Career Change n = 93		n = 159	
Number of Intimate Advisers	N	%	N	%	N	%	N	%
Low Consultation								
0	1	3.0	4	12.1	12	12.9	17	10.7
1	5	15.2	6	18.2	21	22.6	32	20.1
Mid-Consultation								
2	12	36.4	9	27.3	24	25.8	45	28.3
3	11	33.3	8	24.2	26	28.0	45	28.3
High Consultation								
4	4	12.1	6	18.2	10	10.8	20	12.6

* Significant Chi-Square at p ≤ .05.

Consultation with expert career advisers. As shown in Table 3.18, the majority

(75.5%) CDs did not consult expert advisers when seeking career counsel. Among those

who consulted expert advisers ($n = 39$), most (76.9%) reported consulting only one. CEs

(30.3%) most frequently consulted expert advisers compared to CPs (15.1%) and CCs

(25.8%). It is not surprising that CEs, and CCs, both of whom have career and work

experience, report consulting expert advisers more frequently than CPs. However, CEs'

tendency to consult expert advisers more frequently than CCs is unexpected considering

they were the least likely to be experiencing career difficulties. A possible explanation

for CEs frequent consultation with expert advisers was they consulted expert advisers for

advice about career enhancement opportunities.

What stands out in Table 3.18 is the tendency for CCs to report consulting

multiple expert advisers. Of the nine individuals who reported consulting more than one

expert adviser, eight (88.9%) were CCs. CCs are clearly motivated to consult expert

advisers because of their interest in changing careers. Their frequent consultation with

multiple expert advisers may have resulted from having access to professional and social

networks, most likely gained through their career experience.

As anticipated, CPs, CEs, and CCs did not significantly differ in the quantity

(low, mid, high) of expert advisers they report consulting for career counsel, χ^2 (4, N

=159) = 74.6, p =.11, Cramer's V = .15.

Table 3.18

Distribution (%) of Number of Expert Advisers Consulted by Career Development

	Career Development							
	Career Preparation n = 33		Career Enhancement n = 33		Career Change n = 93		Total n = 159	
Number of Expert Advisers	N	%	N	%	N	%	N	%
Low Consultation								
0	28	84.8	23	69.7	69	74.2	120	75.5
Mid-Consultation								
1	4	12.1	10	30.3	16	17.2	30	18.9
High Consultation								
2	1	3.0	0	0.0	7	7.5	8	5.0
3	0	0.0	0	0.0	1	1.1	1	.6

* Significant Chi-Square at $p \leq .05$.
[1] Relationship of CD to consultation with expert advisers: χ^2 (4, $N = 159$) = 74.6, $p = .11$, Cramer's $V = .15$

Specific Career Advisers Consulted

Several patterns were noted regarding CDs' reported consultation with intimate, expert and educational advisers. The first concerns the strong reliance on intimate advisers for career advice namely friends (66.5%), co-workers (57.6%), parents/siblings (50.0%) and partner/spouse (50.0%) as shown in Table 3.19. CDs reported consulting intimate advisers more frequently than expert advisers. The limited use of expert

advisers reflects a strong reliance on intimates. Yet, then again, half (50.0%) reported they did not consult their parent/sibling or partner/spouse and this is also surprising. However, when CDs' consultation of their partner/spouse is re-examined in relation to those who report having a partner or spouse ($n = 97$), we see the majority (69.1%) report consulting them. These data suggest CDs rely primarily on intimate advisers perhaps because of convenience, and the financial cost and possible stigma associated with seeking expert help. Yet by seeking intimates to whom they have access, CDs may in fact expose themselves to the immediacy of shame and enduring stigma.

The second pattern involves the frequency (57.2%) CDs reported consulting academic advisers for career advice. Their firm reliance on academic advisers suggests their advice is sought for reasons similar to those of other intimate advisers, namely because of convenience and contact. Academic advisers and their graduate students frequently and routinely interact with each other during the course of a semester. Under these circumstances, we could say academic advisers were perceived as intimate advisers because of their ability to offer multiple types of support, including emotional, to those who reported seeking their advice.

The third pattern relates to the infrequent consultation with expert advisers. Only a quarter (24.5%) of CDs reported consulting expert advisers. Perhaps this was because the likelihood that a CD would consult an "expert" depended on his/her access to expert advisers, often gained through career experience. Although the majority (79.3%) of the sample consisted of CEs (20.8%) and CCs (58.5%), who indirectly reported having career experience, more than half (54.8%) were young (30 years of age or under). These data suggest CDs' infrequent consultation with expert advisers may have resulted from

incomplete access to expert advisers because of their limited career experience.   Among those who sought counsel from expert advisers (n = 39), almost half consulted career counselors (48.7%) with psychotherapists consulted next most often (30.8%).

Table 3.19

Frequencies (%) of CDs' Consultation with Specific Career Advisers

Career Advisers	N	%
Intimate (n = 152)		
Co-Worker	83	57.6
Friend	101	66.5
Parents/Siblings	76	50.0
Partner/Spouse	76	50.0
Expert (n = 39)		
Executive search firm	7	17.9
Human resource specialist	7	17.9
Career counselor	19	48.7
Pastoral counselor	4	10.3
Psychotherapist	12	30.8
Educational (n = 159)		
Academic Adviser	91	57.2

Career Development and Consultation with Specific Career Advisers

Consultation with Intimate Advisers

Of the specific intimate advisers consulted by CDs, co-workers (69.7%) were most commonly reported by CEs, academic advisers (78.8%) by CPs, with partners (72.7%) and spouses (71.1%) most frequently consulted by CCs. Results are reported in Table 3.19. Although partners were consulted by CEs (83.3%) and spouses (80.0%) by CPs with a higher frequency than reported above, these data were re-considered in light of the few partnered CEs (n = 6) and married CPs (n = 5) in the sample.

What is interesting to consider is the variations in CDs career development interests (i.e. preparation, enhancement, change) and if/how they relate to different choices CDs make about who they consult for career counsel. Significant differences were found in CDs' consultation with academic advisers, parents/siblings, and co-workers as shown in Table 3.20. These data suggest academic advisers and parents/siblings were considered differently by CPs, CEs, and CCs. CPs most frequently consulted academic advisers and parents/siblings for career counsel. Because CPs did not have career experience or life experience in general as almost all were 30 years of age or under, they likely consulted academic advisers and parents/siblings because they considered them role models, mentors, and authority figures. For CPs, relationships were tangible support systems, which consisted of friends, family members and trusted academic advisers. This sense of relationships – looking to those who know you best and who know the market – is comforting when dealing with change and uncertainty (Ibarra, 2002). "Friends and family- with whom you share a history – can offer insight into your true nature, and they have your best interests at heart; professionals add a dose of

pragmatism, keeping you grounded in the realities of the marketplace" (Ibarra, 2002, p. 44). Yet, intimates may limit those who seek their counsel because of wanting to reinforce or preserve an identity they are comfortable and familiar with (Ibarra, 2002). Perhaps though for CPs, this sense of relationships – looking to those who know you best – was comforting because of dealing with change and uncertainty (Ibarra, 2002). At this point in their career development, CPs were not likely interested in "reinventing" themselves through a career, as might be the case for CCs, but in constructing a sense of self at work.

CEs most frequently consulted co-workers for career counsel. Similar to why they consulted expert career advisers, they may have consulted their co-workers for knowledge and/or advice about career enhancement opportunities. As they were not actively seeking a career change, they reported consulting co-workers more frequently than CCs who may have perceived consulting them to be too large a risk.

Table 3.20

Frequencies (%) of CDs' Consultation with Specific Intimate Advisers

	Intimate Career Advisers										
	Co-Workers (N = 159)		Academic Advisers (N = 159)		Friends (N = 159)		Parents/ Siblings (N = 159)		Partner (N = 37)		Spouse (N = 60)	
	N	%	N	%	N	%	N	%	N	%	N	%
CD [3][4]												
CP	18	54.5	26	78.8	25	75.8	23	69.7	5	15.2	4	12.1
CE	23	69.7	12	36.4	20	60.6	12	36.4	5	15.2	10	30.3
CC	42	45.2	53	57.0	56	60.2	41	44.1	16	17.2	27	29.0
Total	83	52.2	91	57.2	101	63.5	76	47.8	26	70.3	41	68.3

* Significant Chi-Square at $p \leq .05$.

[1] Relationship of CD to consultation with co-workers: χ^2 (2, $N = 159$) = 5.97, $p = .05$, Cramer's $V = .19$. *

[2] Relationship of CD to consultation with friends: χ^2 (2, $N = 159$) = 2.69, $p = .26$, Cramer's $V = .13$

[3] Relationship of CD to consultation with academic advisers: χ^2 (2, $N = 159$) = 12.14, $p = .00$, Cramer's $V = .28$ *

[4] Relationship of CD to consultation with parents/siblings: χ^2 (2, $N = 159$) = 8.59, $p = .01$, Cramer's $V = .23$ *

[5] Relationship of CD to consultation with partner: χ^2 (2, $N = 37$) = 1.49, $p = .47$, Cramer's $V = .20$

[6] Relationship of CD to consultation with spouse: χ^2 (2, $N = 60$) = 1.16, $p = .56$, Cramer's $V = .14$

Consultation with Expert Advisers

As shown in Table 3.21, career counselors were most commonly reported by CPs, CEs and CCs. These data suggest CDs who consult expert advisers generally do so for counsel on a combination of career and relationship dilemmas. Had they primarily consulted executive search firms or human resource specialists, it would be likely they sought counsel for career concerns namely locating a different work opportunity within

or outside of their current organization. If pastors and psychotherapists were consulted the most frequently, they likely were seeking advice for personal or relational concerns.

CCs consulted an extensive range of expert career advisers from executive search firms (7.5%) to psychotherapists (8.6%). These data suggest CCs are the most likely to seek advice for a combination of career and relational concerns. Of interest is the few (3.2%) CEs who reported consulting human resource specialists as they were the least likely to be experiencing current career difficulties. Perhaps their consultation of human resource specialists is more reflective of their desires to enhance their career through locating other opportunities within the organization. Human resource specialists are likely to know about available work opportunities in the organization which may continue to enhance and develop CEs' current career.

Table 3.21

Frequencies (%) of CDs' Consultation with Specific Expert Advisers

	Expert Career Advisers									
	Executive Search Firm (N = 159)		Human Resource Specialist (N = 159)		Career Counselor (N = 159)		Pastor (N = 159)		Psychotherapist (N = 159)	
	N	%	N	%	N	%	N	%	N	%
CD										
CP	0	0.0	1	3.0	3	9.1	1	3.0	1	3.0
CE	0	0.0	3	9.1	4	12.1	0	0.0	3	9.1
CC	7	7.5	3	3.2	12	12.9	3	3.2	8	8.6
Total	7	4.4	7	4.4	19	12.0	4	4.4	12	7.5

* Significant Chi-Square at p ≤ .05.

[1] Relationship of CD to consultation with executive search firms: χ^2 (2, N = 159) = 5.20, p =.07, Cramer's V = .18

[2] Relationship of CD to consultation with human resource specialists: χ^2 (2, N = 159) = 2.18, p =.38, Cramer's V = .12

[3] Relationship of CD to consultation with career counselors: χ^2 (2, N =159) = .34, p =.85, Cramer's V = .05

[4] Relationship of CD to consultation with pastors: χ^2 (2, N =159) = 1.08, p = .58, Cramer's V = .08

[5] Relationship of CD to consultation with psychotherapist: χ^2 (2, N = 37) = 1.23, p =.54, Cramer's V = .09

Influence of Age on Career Development and Consultation with Specific Career Advisers

The only significant difference found in CDs' career development and

consultation with career advisers was for young CDs (30 years or under), χ^2 (2, N =86) =

6.36, *p* =.04, Cramer's *V* = .04, in their consultation with academic advisers. These data were not surprising as almost all (93.9%) CPs were 30 years or under.

Summary Discussion of Findings

This chapter presented the results about the relevance of relationships for career development and career decisions from the perspective of 159 career developers surveyed. These data answered the following research questions:

RQ1: What is the relationship between career development and relationships (i.e. relational desires and circumstances)? How are age and gender relevant?

RQ2: What is the relationship between career development and use of career advisers as a social support resource? How are age and gender relevant?

Each is summarized in turn.

Relationship between Career Development and Relational Development

The relationship between career and relational development was significant. The majority (84.8%) of CPs were single or partnered without children. This was not surprising as we would expect intimate relationships (i.e. marriage and children) to develop after one has established his/herself in a career as consistent with previous research (Oppenheimer, 1988, 1994, 2003; Oppenheimer, Kalmijn, & Lim, 1997; Oppenheimer & Lewin, 1997). Yet, CDs whose career development referenced an established career (i.e. enhancement, change) were equally likely to be single-partnered or married. At first glance, these data seem surprising as we would expect CEs and CCs, individuals who were thought to have an established career, to also report having intimate relationships. If we consider, however, career establishment as a prerequisite for one's relational development, we see that CDs generally adhered to this pattern. Among all of

the married CDs ($N = 60$), almost all (91.6%) indirectly referenced an existent career as 63.3 percent were interested in career change and 28.3 percent in career enhancement.

CCs were slightly more likely to be single-partnered without children (57.3%) than married (42.7%) whereas CEs reported an opposite pattern. Half (51.5%) of CEs were married and the remaining (48.5%) were single-partnered without children. As CEs are positively motivated by career opportunity, they were likely content in their careers, a stable state which would foster the development of intimate relationships. This is in comparison to CCs who likely confront some frustration in career development and experience career instability.

Normative Influences of Age and Gender

Normative influences associated with age, not gender, were significant for the relationship between career and relational development. This relationship, however, was only significant for CDs who were 31-40 years of age, χ^2 (2, $N =34$) $= 7.14$, $p =.03$, Cramer's $V = .03$. Hence, for these individuals (31-40 years), career development was closely linked to their relational development. These data make sense considering that ages 25 – 34 have been found to be prime years for marriage formation (Bumpass, 1994; Bumpass & Sweet, 1989; Waite, 1995). Thus, it was significant for an individual in his/her thirties to have an established career for the development of intimate relationships.

All (100.0%) CDs in their thirties (31-40 years) had established careers as the majority (64.7%) reported an interest in CC with the remaining (35.3%) reporting an interest in CE. These data highlighted the significant influence of age-related norms for "having a career" when over 30 years of age and how they shaped individuals' career

development and decisions. These data are consistent with previous research on careers and aging (Cherlin, 1980; Lloyd & South, 1996; Oppenheimer, 1994; 2003; Oppenheimer, Kalmijn, & Lim, 1997; Oppenheimer & Lewin, 1997; Topel & Ward, 1992). As all CDs (31-40 years) were established in their careers, we expected the majority to be married as compared to younger CDs. Data were consistent with this expectation as more than half (55.9%) of CDs (31-40 years) were married as compared to 13.9 percent who were younger.

Relationship between Career Development and Identification with the Scenarios

For CDs surveyed, it was expected that variations in their career development interests (i.e. preparation, enhancement, change) would correlate with different identification patterns with the scenarios. This was found to be the case for CDs' identification with Scenario-C as their career development was significantly linked to their identification with Scenario-C. CDs did not significantly differ, however, in their identification with Scenario-R.

The majority (59.5%) of CCs reported identifying with Scenario-C. Overall, they reported the highest identification with Scenario-C compared to CPs (40.9%) and CEs (41.7%). As individuals often establish a career before getting married and having children, CCs identification with Scenario-C ($N = 47$) is understandable considering more than half (55.3%) were single or partnered without children. Their identification with Scenario-C was also fairly expected as their interest in career change suggests an existent career. Perhaps CCs were more prone to identify with Scenario-C because they saw their situation as externally produced and fixable, not as relationally contingent. Chris Work, the individual featured in Scenario-R, was having difficulty managing his/her work-

family responsibilities because of presumed personal inadequacies or an inability to prioritize demands. Because Chris Work was framed as problematic, Scenario-R does not fit those who see career change as strategy.

Although CCs' interest in career change presupposes an existent career, their desire for career change in addition to their youth (approximately half were 30 years or under) suggests their career was likely still "in-process". With a career in flux, it is not surprising that more than half (57.3%) of CCs were single or partnered without children as an established career is often understood as important for the development of intimate relationships (i.e. marriage and children). CCs' identification with Scenario-C suggests they likely considered relationships as a desired state as well, but one that was to be experienced after they were established in a career. Yet, some (42.7%) CCs were married, with (27.0%) and without (15.7%) children. These data suggest that in the presence of intimate relationships as a desired state achieved, CCs were significantly more likely to focus on their careers.

Influence of Age on Career Development and Identification with the Scenarios

For CDs surveyed, it was expected that age differences would correlate with their assorted career development interests (i.e. preparation, enhancement, change) and positive identification with the scenarios. This relationship was only significant for young CDs (30 years or under), χ^2 (2, $N = 77$) = 6.05, $p = .05$, Cramer's $V = .05$, in their identification with Scenario-C. Thus, for these individuals, career development was closely linked to their identification with Scenario-C. No significant differences were found for CDs in their identification with Scenario-R.

These data make sense considering the transitional period young CDs were in between school and their first career at the time of the study.   Although the majority (60.5%) of young CDs who identified with Scenario-C were CCs, which presupposes an existent career, their desire for career change in addition to their youth suggests their career was likely still "in-process". With a career in flux, it is not surprising that more than half (57.3%) of CCs were single or partnered without children as an established career is often understood as important for the development of intimate relationships (i.e. marriage and children). Because of their age, CCs' identification with Scenario-C suggests they likely considered relationships as a desired state as well, but one that was to be experienced after they were established in a career. For the remainder who were married, relationships were likely considered an achieved desired state. Because they were in the presence of intimate relationships namely those of a spouse or child, they were more likely to focus on their career.

Relationship between Career Development and the Consultation of Career Advisers

Contrary to expectations, CPs, CEs, and CCs did not significantly differ in the quantity (low, mid, high) of overall CAs, intimate advisers or expert advisers they reported consulting for career counsel.   However, two patterns were noted in regard to their specific consultation with intimate, expert and educational advisers, some of which were significant.   The first concerns the strong reliance on intimate advisers for career advice. Of the specific intimate advisers consulted by career developers, co-workers were most commonly reported by CE individuals, academic advisers by CP individuals with partners and spouses most frequently consulted by CC individuals. These data suggest CDs relied primarily on intimate advisers because of convenience, contact, and

the financial cost and possible stigma associated with seeking expert help. Yet by seeking intimates to whom they have access, CDs may in fact expose themselves to the immediacy of shame and enduring stigma.

Significant differences were found in CDs' consultation with academic advisers, parents/siblings, and co-workers, which suggested these intimate advisers were considered differently by CPs, CEs, and CCs. CPs most frequently consulted academic advisers and parents/siblings for career counsel. Because CPs did not have career experience or life experience in general as almost all were 30 years of age or under, they likely consulted academic advisers and parents/siblings for their experience, mentorship and knowledge of them. For CPs, relationships were tangible support systems, which consisted of friends, family members and trusted academic advisers. This sense of relationships – looking to those who know you best and who know the market – is comforting when dealing with change and uncertainty (Ibarra, 2002). Yet, intimates may limit those who seek their counsel because of wanting to reinforce or preserve an identity they are comfortable and familiar with (Ibarra, 2002). At this point in their career development, CPs were not likely interested in "reinventing" themselves through a career, as might be the case for CCs, but in constructing a sense of self for the workplace.

CEs most frequently consulted co-workers for career counsel. Similar to why they consulted expert career advisers, they may have consulted their co-workers for knowledge and/or advice about career enhancement opportunities. As they were not actively seeking a career change, they reported consulting co-workers more frequently than CCs who may have perceived them as a considerable risk.

The second pattern relates to the infrequent consultation with expert advisers. Only a quarter (24.5%) of CDs reported consulting expert advisers. Perhaps this was because the likelihood that a CD would consult an "expert" depended on his/her access to expert advisers, often gained through career experience. Although the majority (79.3%) of the sample consisted of CEs (20.8%) and CCs (58.5%), who indirectly reported having career experience, more than half (54.8%) were young (30 years of age or under). These data suggest CDs' infrequent consultation with expert advisers may have resulted from limited access to or awareness of expert advisers because of their career experience. Among those who sought counsel from expert advisers (n = 39), almost half consulted career counselors (48.7%) with psychotherapists consulted next most often (30.8%). These data suggest for CDs who sought counsel from expert advisers, both career and relationship concerns were relevant. Had they primarily consulted executive search firms or human resource specialists, it would be likely they sought counsel primarily for career concerns. If pastors and psychotherapists were consulted the most frequently, they likely were seeking advice for personal or relationship concerns. Despite these findings, no significant relationships were found between career development and CDs' consultation with specific expert advisers.

Influence of Age on Career Development and Consultation with Specific Advisers

The only significant difference found in CDs' career development and consultation with career advisers was for young CDs (30 years or under), χ^2 (2, N =86) = 6.36, p =.04, Cramer's V = .04, in their consultation with academic advisers. These data were not surprising as almost all (93.9%) CPs were 30 years or under.

CHAPTER FOUR

THE RELEVANCE OF RELATIONSHIPS IN CAREER DECISIONS:

PERSPECTIVES OF CAREER ADVISERS

Introduction

This chapter examines the relevance of relationships from the perspective of twelve *career advisers*, namely experts sought out for their professional advice and counsel. Chapter 3 reported the results of survey data obtained from 159 career developers (CDs), specifically age-related features of the relationship between career development, and relational development, identification with the hypothetical scenarios and consultation with others for career advice. Career advisers (CA) provided an alternative perspective for exploring the nature of relationships in career development and decisions based on the common dilemmas they describe encountering through individuals (i.e. prospective CDs or other career advice seekers) who seek their counsel, the career advice they describe offering them, and the reasons they give for why they are sought out for career counsel.

The 12 CAs included specialists in executive recruitment (ER), human resources (HR), career counseling (CC), and academic advising (AA). Academic advisers in this study were also degree program directors and college professors. These directors of degree programs at the university attended by CDs were included because of their role in advising students. Advising, a key aspect of their work, typically extends past academic advising. As described in Chapter 3, more than half (57.2%) of CDs noted consulting professors about their career development and decisions. Most (75.5%) CDs, however, did not report consulting executive recruiters (ERs), human resource professionals (HRs)

or career counselors (CCs) – those whom I had generally considered "expert" advisers –

for career counsel. These data were surprising as it was expected CDs would consult a

variety of CAs – both intimate and expert – for career counsel. After initial reflection,

however, CDs' infrequent consultations with expert CAs may be explained by their work

experience as most (approximately 60.0%) were not working full-time at the time of the

study. Among CDs not working full-time (n = 96), one-third (38.5%) reported no history

of full-time work experience within the last five years. CDs' access to expert advisers

whether because of limited work experience, financial resources or professional networks

likely accounts for their infrequent consultations with expert advisers namely ERs, HRs

and CCs. As CAs reported they were often sought out for their career counsel, most

likely they were sought out by individuals (i.e. prospective CDs or other career advice

seekers) with career experience.

Based on CAs' responses to the two hypothetical scenarios, which CDs were also

exposed to through the survey instrument, CAs provided data about the common

dilemmas they encounter through their work with individuals, the advice they describe

offering those who sought their counsel and the reasons they give for why their counsel is

sought after. These data were obtained through semi-structured interviews.

The chapter first examines the types of common work dilemmas encountered by

individuals (i.e. prospective CDs or other career advice seekers) CAs counsel. The work

dilemmas CAs identified fell into three categories: (1) Relationship: Work and Family;

(2) Relationship: Individual and Organization; and (3) Relationship: Individual and Work

Tasks. Second, commonalities and uniqueness in advice strategies CAs describe offering

to those who sought their services were examined. Third, the relevance of relationships

for career decisions was compared across CAs. Modeled after a study on relational influences in career development (Schultheiss, et. al, 2001), categories were described as general if they applied to all 12 CAs, typical if they applied to 6 to 11 CAs, and occasional if they applied to 2 to 5 CAs. In addition, a few categories were found to be specialty specific. Categories that applied only to one CA were not included. The results are organized by category to facilitate comparison across CAs' profession.

<div align="center">Common Work Dilemmas</div>

The common work dilemmas CAs identified fell into three categories: (1) Relationship: Work and Family; (2) Relationship: Individual and Organization; and (3) Relationship: Individual and Work Task. Each are now discussed in turn.

<div align="center">*Relationship: Work and Family*</div>

According to CAs, a common problem typically faced by the individuals they counseled was balancing work and family responsibilities and the stress associated with managing these competing demands. This was not surprising as many in today's workforce report the importance of being able to manage their work and family responsibilities and the difficulty they have in doing so (Van Horn & Dautrich, 1999). CAs described individuals they encountered in their work as being frequently conflicted over managing their commitments to home and family, and work. When they felt unable to meet their obligations in both realms, CAs reported they were likely to experience shame because of presumed personal inadequacies.

CAs typically recognized the normality of having multiple demands as well as the dangers this poses when individuals fail to see the impossibility of meeting demands and achieving balance. As the first career counselor (1CC) explained,

I think that it's not unusual for people to have, and I'll call them crises, sometimes they're mini crises and sometimes they're major crises. Sometimes, the major crisis, they really lead to depression, to financial disruption in the family. And then when I say mini crisis, they're unhappy, but they make it from day to day... (1CC: 81-86)

Such "wake-up calls" (1ER: 70) resulted from individuals' perceived sense of personal failure in their ability to attend to work and relational responsibilities. Even in the aftermath of these "mini/major crises" and "wake-up calls", CAs found individuals were likely to continue in their pursuit of an "integrated ideal", the notion that work and family responsibilities can be attended to and experienced in an integrated sense. Some, however, suffered health, relational or financial difficulties as a result of their attempts.

The consequences of attending to one domain (i.e. work) at the expense of the other (i.e. home) were noted by the first human resource specialist (1HR). He described a colleague whose intimate relationships had deteriorated because of his strong dedication to work. He said,

You know, some people though who I feel very bad for now who, and this one happens to be an internationally respected building trades person... He can't bear the thought of not working every day, he does not get along well with his wife allegedly... And this gentleman is pushing probably seventy at this point, should have retired a long time ago and it's just his whole identification in life and I think that's sort of sad... You know, I'm married to somebody for 35 years who is not a friend of mine...(1HR: 111-120, 122-123)

Occasionally, CAs attributed individuals' conflicts between work and family responsibilities to temporary, external influences (i.e. an increase in work responsibilities) or to new desires for intimate relationships (i.e. spouse and children) that were now incompatible with their work responsibilities or their current organization's work culture. This is portrayed in the following passage:

Yes, then it says, 'While I want to spend more time with my family and friends, I'm too exhausted.' So again, has it always been busy and it's too much now? …Married with no children. Does this person want to have a family, start a family? And now again, change in personal values and work values, a shift, that's what I'm getting. (2CC:27-33)

Lack of Control

CAs occasionally reported the pressures and tensions experienced by individuals they counseled were exacerbated when they could not manage their work and family responsibilities in ways that were productive for them. As a result, they experienced anxiety, stress and burnout. The normality of individuals having minimal control over their time is portrayed in the following passage:

I think it's pretty ordinary for people to be overwhelmed in their jobs by work days and work weeks and the stress of hours and nightmares that we hear about, you know, so constantly. About the boss [who] told me I had to go to Philadelphia on the day when my brother was getting married…the lack of control over time, that's pretty common. (2ER: 32-38)

Lack of control over one's time to balance work and family responsibilities is expressed in 1CC's description of what makes for "happy campers" at work. She said:

So I think the more control people have over the work that they do, I think they feel better about that…one of the things that makes for happy campers [laughs], I think that they like flexibility in their work. Places that are very rigid, I think that causes a lot of problems because people are trying to balance family, whether the family is you, yourself. (1CC: 267-270, 273-277)

Gendered Roles within Work and Family

CAs noted how gendered roles interacted within individuals' career development and decisions. Typically, CAs acknowledged the role of the male provider as shown in the following example:

> One of the things is he's married and [because of that], the financial piece is going to be a concern…he may be able to manage his career a little bit better so that he can find more satisfaction, feel less stressed because financially, maybe he can't make a complete career change. (1CC: 39, 42-46)

CAs occasionally recognized how the role of the male provider influenced their own career development and decisions. The third career counselor (3CC) commented that "growing up he thought being a man meant being the 'bread winner'" (3CC: 373) or the primary financial provider (Eagly, 1996; Ranson, 2001). Consistent with males in the study conducted by Mainiero and Sullivan (2005), 3CC was aware that "supporting his family meant working hard, getting the promotions, and increasing his pay" (p. 116). His interpretation relies heavily on a traditional definition of careers in which success is defined by hierarchical advancement up the "organizational ladder". From this perspective, financial obligations to support one's family then can limit males' career development and decisions as illustrated in the following example: "…sometimes a certain salary is NEEDED, you know, to support a family and yet they may want to move into a career where they would start as almost entry level position and that becomes very difficult…" (3CC: 195-198).

The role of the male provider was also acknowledged through male CAs' accounts of their spouses' career development and decisions. IHR indirectly referenced his frustration of his wife's frequent career changes as illustrated below:

> My wife's going back for her third Masters at this point and keeps changing careers and you know she's somebody every ten years, seems to burn out and some people I think are like that. It makes her a very interesting person, drives me nuts I think a little bit. (1HR: 424-426)

It is likely 1HR perceives his career decisions as being limited because of his responsibility to financially provide for his family.   His account indirectly revealed his frustration within the role as the primary provider. Similar to 3CC, 1HR's motivations of goal achievement and independent action when making career decisions can partly explain this frustration. Operating within the role of primary provider, he was likely unable to make career decisions without consideration of his family relationships and responsibilities.

The second gendered expectation concerned the role of the female caretaker. Occasionally, CAs encountered younger females who had difficulty integrating their desires for intimate relationships (i.e. spouse and children) with their career aspirations. This is highlighted in 1CC's account of conflicting desires of younger females and the influence of generalized others on their career development and decisions:

> And I think the other piece is that you will find young women, more than young men, that will come and say, 'I want a career, but I want a career that I can also, you know, get married, and have a family life, children'. So they'll, you know, and they, so they puzzle about those things too. People, some people are making decisions on many levels and I think that some of the young women, they feel almost embarrassed to say that, you know. So, I really, it's like 'look, you should be thinking about your career.' Somebody has told them to think about their career, but then, they, you know, they have these other things that they are considering too. (1CC: 324-325, 329-336)

Consistent with previous research, (Hall & Associates, 1986; 1996; Hall & Mirvis, 1996; Levinson, 1996; Mainiero & Sullivan, 2005; Schein, 1978), these data support the claim that younger females are likely to experience tensions between their desires for careers and family relationships earlier in their career development as compared to younger males.

Age-Related Norms for Career and Relational Development

This category included aged-related norms for career and relational development present in CAs' descriptions of common problems experienced by individuals seeking their counsel. CAs typically referenced age-related norms when describing individuals' motivations in the early and mid-late stages of their careers. In this example, 1CC referenced younger individuals' desire for money as being fairly expected: "Sometimes the younger ones, it's money [laughs], that may be their number one thing. And you can understand that too" (1CC: 236-237). This was also highlighted in the following example:

> You know, I think in people's early part of their career, money definitely is what motivates. You know, you graduate from school and you think, 'I want money. I want to go live on my own. I want to prove my independence, all of that, so money is going to motivate. (1ER: 114-117)

For younger individuals entering the workforce, careers likely provided them with opportunities to achieve states of autonomy and independence from their primary family namely of parents and/or siblings. Money enabled them to differentiate from family members and "achieve and acquire and grow, individuate, separate from parents and things like that, establish their own roles." (3CC: 15-16) and then, develop other intimate relationships. What these data suggest is intimate relationships (i.e. marriage and children) generally develop after one has established him/herself in a career (Oppenheimer, 1988, 1994, 2003; Oppenheimer, Kalmijn, & Lim, 1997; Oppenheimer & Lewin, 1997). This is illustrated in the following example:

> …there are some situations where maybe they have a significant other and they don't want to leave that person, or maybe they have family, so there may be circumstances that complicate things. But usually if they're students…they're not attached that strongly yet to somebody so they have some mobility. (1AA: 60-65)

At first, 2HR's frustration with CDs she encounters, namely employees, does not seem relevant for this discussion as she does not directly reference age. However, a plausible interpretation of her frustration is that it is an indirect response to a violation of age-related norms. Her frustration with and disapproval of employees who "jump around" is expressed in the following example:

> I think there are those people that are solely motivated by the money. They want advancement, they want more money, they want the bonus, they want money, money, money, money, money. And the career or the job itself isn't as important as just going up the ladder and finding that bigger, and bigger, better pay check. And I've seen people that literally have jumped around. I've known people that have literally changed jobs every six months just to get a higher pay check…I'd say that's probably 30% of the employees out there, they're solely driven by money…(2HR: 156-164)

It is possible that she considers their strong desires for money to be inappropriate given their chronological age or level of work experience.

Age-related norms regarding career development were also present in CAs' accounts of mid-late careerists. In this category, CAs typically reported mid-to-late careerists were less likely to be motivated by money than their younger counterparts: "It's possible that he initially chose this area possibly for the financial rewards. And a lot of times as people get older they're looking for more meaning and personal satisfaction…" (1CC: 4-6). According to CAs, the individuals who sought them for career advice were more interested in finding meaning and fulfillment in both their work and non-work roles as they developed in their work and family relationships. The following example describes this shift in personal motivation as they age:

> But, I think for the most part people think, I want to be comfortable, you know. Everybody, money only motivates only to a point and I think once people are comfortable, they're looking for a lot more. And it's not, I mean it's not money that's going to motivate them…You know, I think in people's early part of their career, money is definitely is what motivates…Then, as you get into your career, you figure out, 'okay, this is nice and I can live well. I can live nicely and my family is supported' and that money just doesn't do it anymore. (1ER: 108-111, 114-118)

Desires for increasing fulfillment in both work and home roles was also described in the following passage:

> And I think we see this happen as individuals get a little older, gain perspective, gain experience, gain maturity…they get into their 30's or 40's. They have a family maybe, maybe they're married, and then they start to say 'Well, is this all there is, you know? Can I, can I start to look at getting satisfaction and fulfillment in my job and also outside my job?' (3CC: 12-19)

Age-related norms regarding relational development particularly having children within the context of marriage and children were occasionally present in CAs' descriptions of individuals above 30 years of age. This is shown in the following example: "It's probably a bit unusual that this person's 35 years old and has no children, that's probably a little, if this person is married." (2ER: 43-44). Parental expectations for individuals over 30 years of age were also noted in 1CC's hypothetical assessment of Chris Work, the individual featured in Scenario-R. When describing the issues she would most likely address with him/her, 1CC presumed Chris was a parent. We can see this in the following statement: "…let's just say in our conversations we're finding that one of his children is having significant problems and it could be related to him not being in the picture as much or whatever…" (1CC: 60-61). 1CC's assumption was primarily based on her knowledge of Chris's age and relationship status provided at the beginning of the scenario. This example illustrates how aged-related norms regarding relational

development would have been likely to shape 1CC's assessment of Chris Work, had he/she been an actual client seeking her career advice. However, not all married individuals have children as was reported by half (54.0%) of U.S. married couples (Simmons & O'Neill, 2001).

In summary, one of the common problems CAs encountered through their work with individuals seeking career counsel was an inability to balance work and family relationships. These data highlight the relevance of relationships to CAs and the individuals who seek them for advice (i.e. prospective CDs or other career advice seekers). In this sense, relationships referred to experienced and desired states of relational quality in work and family contexts. When individuals were unable to meet their obligations in work and family realms, CAs reported they were likely to experience shame because of presumed personal inadequacies. They persisted in their pursuit of an "integrated ideal", the notion that they could attend to both work and family responsibilities in an integrated sense.

Relationship(s) also referenced gender and age-related norms or expectations for the development of one's career and intimate relationships (i.e. spouse and children). CAs noted individuals seeking career advice occasionally considered gendered roles namely the male role of a financial provider and the female role of a family caretaker during their career development and decisions. Typically, CAs referred to age-related norms for career and relational development, which provided insight as to the order in which individuals develop, first in their career, and then in their intimate relationships (i.e. marriage and children).

Relationship: Individual and Organization

According to CAs, a second common problem typically faced by individuals they counseled concerned their identification with and relationship to the organization. In this category, CAs reported individuals experienced difficulty in negotiating identity concerns and social role conflicts in relation to the organization. CAs attributed some of these difficulties faced by individuals to unrealistic expectations about their abilities and work skills, their instrumental value (in terms of industry norms and compensation), and their role within an unstable, global economy. CAs found individuals who were able to negotiate these identity concerns and role conflicts often recognized they existed within a structure of situational constraints. In doing so, they were able to find value and meaning in their work.

Unrealistic Expectations

According to CAs, a critical difficulty individuals encountered concerned their reliance on unrealistic expectations when making career decisions. CAs typically reported the individuals who sought them for career counsel were unrealistic about their abilities and work skills, and their instrumental value (in terms of industry norms and compensation) to organizations. This is expressed in the following CA's account of the reasons individuals seek his counsel:

> they're receptive to me talking to them because they have a, they have either an impatience or a, or a pain. And they can they can have some impatience because they, they're either unrealistic about their own skills and achievements or they're unrealistic about what's doable in the market as it exists. (2ER: 172-175)

Several CAs were not sympathetic to individuals' hopes for future employment with "all the perks" as they perceived they were unrealistic about their skills,

accomplishments, and what was possible in today's labor market. This was described by 2AA: "Yeah, wanting to…get all the perks, is something that jumps out at me because that's, that's not a motivation that I'm terribly sympathetic to. Although a fair number of people come and talk about that…" (2AA: 101-104). This was also portrayed in the following example:

> …there may be a certain note of some unrealistic expectations…I'm wondering about their priorities, it seems to me that the priority isn't getting the great job, it's getting the, getting the right perks. And in today's workplace, and today's life, today's world, perks are not what they used to be and so just having a decent job is in some ways pretty good…they might need a bit of a reality check. (1AA: 112-115)

They also reported frustration and impatience with individuals' unrealistic pursuit of an "ideal job" as expressed in the following example:

> This individual seems to want, seems to want more and wants ALL the perks...This person sounds like a whiner [laughs]…I'm already impatient with this person. This person thinks that there's an ideal position out there for him and it ain't true...I would want to caution him to not assume that the grass is always greener on the other side. And that certainly you may see some patches of green, but there's going to be some cow manure with it too. (2ER: 76-78, 85-88, 98-101)

Several CAs offered explanations for the reasons individuals hold unrealistic expectations and their use of them during career development and decision-making. According to some CAs, individuals' unrealistic expectations about their instrumental value to organizations resulted from them "not doing their homework" on industry norms and salary. This is displayed in the following example:

> If the person's a creative, then I can see why it almost goes with the territory that there are going to be some crazy hours…I was thinking this could be somebody who works in an Ad agency for example. And the hours can be all consuming, but there could be lulls as well. But people who get into that area know that going in. (2ER: 10-12, 13-15)

The sense that individuals' frustrations with their current work situation are "their own fault" because they did not adequately research their fields of interest was repeated in 1AA's talk about salaries in journalism:

> The salary stuff, people who go into journalism, they should already know the pay is crappy, so if they get frustrated by that, well that's their own fault because everybody knows journalism doesn't pay well. So that's just a fact of life, you should know that going in. (1AA: 208-210)

And in 2AA's talk about compensation in librarianship:

> Well, I could say good salary you're probably not going to get right…You shouldn't have great expectations about that…. librarians don't make a lot of money… (2AA: 91-92, 131-133)

These data highlight the frustration CAs felt towards individuals who were constrained by their own ignorance of their skills and their instrumental value (in terms of industry norms and compensation) to organizations.

Shifting and Tight Economies

CAs reported individuals they provided counsel to were also constrained by the market economy. Typically, CAs recognized that within a tight economy, many workers were simply fighting to survive. In this case, individuals were not currently motivated to find meaningful work opportunities, but rather needed employment for earning an adequate livelihood. As a result, CAs reported they were sought for different types of advice - direct career advice or assistance (i.e. specific information on current employment opportunities) and career development information (i.e. ideas about careers they had not considered before) (Schultheiss et al., 2001). This is reflected in the following account:

I'm hearing, with the population I've worked with, yes, I want a career and I'm going to plan for it. But I've seen time, reality check is here, and I need to get a job, interim work. I need to work, I need to earn money. Doesn't matter if it's in my career or not. And quite often it may NOT be again because of the change of jobs. Jobs leaving, jobs that used to be around, where employers are maybe not hiring as plentiful in certain areas. [pause] Yeah, I think people still have a sense of what they really would like to do, a real career that they would enjoy and do well in and be able to play themselves out, but reality right now is saying, 'I need to get something, anything and I need help with THAT as well as yes, when this dies over a little bit, then can I you know shift to something I really want to do?' (2CC: 261-271)

This presents a challenge for individuals seeking career advice as they may not find personal meaning in the work that they do. Some are resistant to this challenge as explained by 2HR, "I think we've seen a lot of people who've had to change career paths and go into jobs just for the sake of having a pay check. And they're, they're not happy, they're not doing what they want to do." (2HR: 85-89). In such contexts, individuals may feel like "failures" as they are unable to frame their current employment and survival in a shifting, tight economy as worthy accomplishments. They may also feel like failures if they have difficulty finding personal meaning in their non-work lives (i.e. with their spouse, children or community).

Recognition, Pride and Personal Sense of Value

Another problem CAs typically heard from individuals they counseled was they did not feel valued or recognized by their current organization. This was explained by 2HR in her description of CDs she has advised:

The great majority that I see, they want a work place where they feel valued, okay that their work is valued, that they as people are valued…They want to be treated with respect…I think that they want to feel valued and they want to be recognized for their contributions. I think that's by and large what they want. (2HR: 165-166, 179-180)

Individuals' strong desire to feel needed and valued by the organization was repeated by

3HR. She said,

> Employees want to feel needed by the organization. They want to feel that
> what they're doing is important to the organization as a whole, and not
> necessarily to the bottom line, but important, that their job is important.
> (3HR: 340-342)

For 2ER, pain was one of two reasons individuals sought his counsel. What is interesting

here is his use of the term "pain". In this sense, pain refers to the emotions individuals

experience - hurt, grief, sorrow, anguish – when they are unacknowledged by the

organization as indicated below:

> Or they're not being recognized, which overlaps a little with pain. A lot of
> people can feel a lot of pain if they don't feel recognized, don't feel valued,
> that's not just a money thing. It's, it's often not a money thing, it's often a
> title thing, it's often a thank you thing…Being passed over for promotions is
> a pain…(2ER: 180-183, 191)

Individuals likely experience pain because they consider themselves in a committed

relationship with the organization. When the organization fails to acknowledge this

relationship, the injuries sustained by the individual are considerable (Cheney & Caroll,

1997; Ciulla, 2000; Dudley, 1994; Ehrenreich, 2005; Heckscher, 1995; Sennett, 1998).

Yet, finding recognition, meaning, and a personal sense of value within the workplace

may be impossible when instrumental goals of production are all that matters.

When unacknowledged, individuals may take actions similar to those of a jilted

lover namely they leave or "walk out" on the organization. This is illustrated in 1HR's

account of a colleague who recently accepted an outside position because he was passed

over for a promotion. He recalled,

> The person I'm talking, who I know has just accepted an outside job, he happens to be in a very high position with this department…I think primarily, although there is a financial component to it, he's somebody who had expected to rise to one of the positions…above the directors. He was not selected, somebody else was selected, and I think he feels like perhaps, 'I've been training myself for a particular job and wasn't given to me' and someone who may be, you know just 'I'll show you up'. You know, kind of take off and show them. Maybe that he just, he feels burnt out in his current job at this point, burned out not necessarily, but underappreciated because he didn't get the opportunity. (1HR: 460-461, 468-475)

His colleague's desire to "show them" is likely motivated by the emotions - anger, shame, betrayal – he experienced when he was passed over for the promotion. By finding another employment opportunity, he was able to repair his image and restore his sense of identity as desirable, employable and valued. CAs reported some individuals were "gun shy" and anxious at the prospect of beginning a new relationship with an organization after one had failed. In these contexts, CDs may alter their approach to relating with the organization as they perceive the risks associated with a committed relationship to be too costly. This is reflected in 3CC's statement below:

> And I think it's because some of the issues…like changes in the world of work, competition, downsizing, restructuring, what have you, off-shoring and outsourcing, that we see people less confident, less, feelings of less loyalty, feelings of less stability in their work. And, and so often, times they don't just accept that this is a cradle to grave proposition, you know, and they, they will work for an organization their whole lives. In fact they feel very, they're not confident that they will do that. (3CC: 87-95)

When unacknowledged, individuals may also stay with the organization. CAs cited some of the reasons individuals stay with an organization - convenience, emotional attachment, fear, inertia – all of which are explanations normally used in describing why individuals stay in unhealthy interpersonal romantic relationships when they do not feel valued by their partner. (Devito, 2004). Their choice to stay can be considered as a

personal strategy used for avoiding making decisions that create uncertainty. "…people

stay because it's the devil they know, fear of the unknown" (3ER: 277-281).   Fear,

inertia and convenience may be considered possible explanations for why individuals

stay that were indirectly referenced by 2HR in her account of employees in the

organization she currently works:

> And it's strange because what I've seen is that people come here and a lot of
> them with the intention of 'I'm going to put in a couple of years' and they
> stay, and they stay. I mean I was doing training…four persons on Wednesday,
> the average tenure of those twenty people sitting around the table is twenty-
> three years. Which was amazing, I mean we went around the room, nineteen
> years, thirty years, twenty-seven years, twenty-three years, twenty-two, and
> that was like the average between twenty and twenty-three years staying here.
> And that's not uncommon, people come here and they stay. (2HR: 171-178)

In other instances where individuals reported not being valued, CAs occasionally

described how upper management intervened and through their efforts, encouraged

employees to stay with the organization. HR3 described how her organization publicly

acknowledges employees and their work efforts to ensure they feel valued and recognized

by the organization. This is illustrated in the following example:

> One of the things is again, our CEO does, is whenever she has an employee
> meeting, she will mention an employee's name in front of everyone. And it
> just could be something so minor, but the employee, you can just see the
> employee because I always stand at the back, and you can just see the
> employee's face brighten, lights right up because the CEO mentioned her
> answering one of the customer's questions, saying thank you to her. So I
> think recognition is key, I think recognition's key, you know, I think that
> that's, if most people thought about it, I think that's what most people want.
> (3HR: 342-349)

In these instances, the relationship between an individual and the organization may be

similar to that one has with an intimate, particularly if "the associations at work prove to

be more emotionally supportive than relationships at home" (Hochschild, 1997, p. 152).

Values Dissonance between the Individual and the Organization

Incongruent values individuals and organizations hold about the "rules" of their relationship were reported by CAs as a common dilemma encountered by those they counsel. CAs identified these problems as occurrences of incongruence or values dissonance between instrumental values (generally held by the organization) and personal values (generally held by individuals). In these situations, the values of the individual did not match those of the organization. This is conveyed in the statement from 2HR below:

> I mean the first thing that comes out to me is it seems that there's, there's some incongruence between his personal values and…the values of the organization that he's working for…Because something like this, this person, clearly there's a clash. You know, there's a clash between his own values versus those of the organization. (2HR: 5-7, 119-121)

Individuals may begin to question their relationship with the organization when they experience this "clash". 3CC expressed concern for those he counsels when they realized the organization was unable or unwilling to consider their personal needs (i.e. recognition, pride and a sense of value) above instrumental goals of production. 3CC suggested individuals develop relationships outside of the organization instead of seeking fulfillment in their relationship with an organization as indicated in the following comment:

> And it sounds like there's some questioning of or at least a growing awareness of something we might call values dissonance, in that he's starting to realize that, you know, all of his efforts and energy and what have you are going toward work …maybe [he's] not feeling like he's getting his needs met, so starting to question maybe what his values are. Does he have other needs that are, that exist outside of work? Is he getting those needs met and values addressed with things like relationships, friends, quality time, recreation, leisure, things like that outside of the work world? (3CC: 4-12)

In a sense, individuals seek a secure bond (Scheff, 1990) with the organization even though it is unlikely they will achieve an optimal state of differentiation in this relationship. The organization's behaviors – an almost exclusive focus on instrumental goals and a tendency to make decisions without considering the consequences for others – suggest it is incapable of achieving an optimal state.

In summary, a second common problem CAs encountered through their work with individuals seeking career counsel concerned their identification with and relationship to the organization. In this sense, relationships referenced the association between an individual and the organization. CAs attributed some of the difficulties associated with this relationship as a consequence of individuals' unrealistic expectations about their abilities, work skills and instrumental value (in terms of industry norms and compensation) and their role within an unstable, global economy. CAs reported individuals were frequently constrained by their own ignorance (of their abilities, work skills and instrumental value) or by a shifting, tight economy. This presented challenges for some individuals, particularly if they could not find personal meaning in earning a livelihood for survival, or within other contexts (i.e. home and family) outside of the organization. In such occasions when individuals could not find meaning in their work or within contexts outside of the organization, they may feel like failures.

For some individuals, the bond between themselves and the organization was considered similar to that of an intimate relationship. Yet, a committed relationship with an organization where an individual experiences recognition, pride and a personal sense of value may not be possible within a tight economy or when instrumental goals of production are all that matters.

Relationship: Individual and Work Tasks

According to CAs, a third common problem typically faced by individuals they counseled concerned their work tasks and responsibilities. In this category, CAs noted the frequency in which individuals described being "overwhelmed and harried at the pressures and responsibilities and demands of their job[s]" (3CC: 2-4). They sought advice, however, to help them deal with the emotional stress (i.e. boredom and being overwhelmed) they experienced as a result of their tasks and responsibilities.

State of Boredom

In this category, CAs generally commented on the frequency individuals who sought them for career counsel were bored in their work tasks and responsibilities. Boredom was typically cited as a common problem and was associated with individuals "not being challenged…because of the repetitive nature of their work…" (3ER: 214, 281-282), outgrowing their positions (2HR: 374), or not having enough work to do (3HR: 189-191). 3AA talked about why individuals are bored in their work and compared their experience to employees in manufacturing working on assembly lines where little thought is needed to accomplish routine tasks. She said,

> …their work has become more like factory work that they do the same thing day in and they're unfulfilled …Seems to me that they're just not engaged and they're bored with what they do…Yeah, it's a lot of the same thing, over and over again. They probably work in a cubicle, I'm thinking, Dilbert here, you know [laughs]. (3AA: 176-178, 192-195)

CAs reported individuals were generally bored if they "outgrew" or stayed in their position too long. This was not surprising to 2HR as boredom was to be expected if employees elected to stay in a position for many years. She explained,

> They're doing the same thing and the nature of the work doesn't present opportunities to do something different…And again that might be that if they've been in that position for ten years, yeah, that's pretty common …The boredom with the job thing…it has to do, again if it's somebody that's been in a position for a long time, you expect it. (2HR: 268-272, 352-353, 373-374)

When individuals are bored, however, CAs reported they were likely to feel they were not contributing to the organization as expressed in 3ER's account:

> The vast majority that we deal with is we deal with are I would say they're just unhappy in their present situation. It's become rote, no creativity. They don't, they don't, people don't feel they're really contributing anything… (3ER: 123-126)

Under these circumstances, individuals may begin to doubt their self-worth because they don't perceive themselves as adding value to the organization. In response, some will consult CAs, most often HRs, to find other opportunities within the organization where they can contribute productively. In the following example, 3HR describes her experience with employees who sought her advice when they were bored with their work tasks and responsibilities. She said,

> …they want to feel challenged every day. They don't want to come in and do a humdrum job every day. They just, you know a boring job is a boring job, they can do that on a production line. They don't want to do that…I have more people coming to me saying, 'I would like to do something more', or 'I would like to do something different' or 'Is there any place in the organization that I can move to, that I would fit into?' (3HR: 337-340, 350-351)

CAs occasionally described individuals who were unable to acknowledge boredom as a problem they experienced at work. This was because they considered boredom to be a personal shortcoming. In these situations, CAs reported individuals questioned their value because they perceived that "something must be wrong with me".

The following example illustrates 1HR's explanation of why people "just suck it up" and

stay when bored with their work tasks and responsibilities:

> Sadly, I think the people are, for whatever reason, don't acknowledge their boredom. I think people just tend to deal with it, you know like 'gee there must be something wrong with me. This is a great job. I'm making a decent income. I've got great benefits and everything'. You know, sort of like the golden handcuffs. 'I can't afford to get out of here now, I've already [put] 15 or 20 years into the pension system, and I need to get 25 to get my retirement with career benefits and everything, life benefits'…I think people just turn and quote 'suck it up' and stay with it. (1HR: 435-442)

From 1HR's perspective, individuals were reluctant to leave when bored because of their

considerable investment in the organization, investment which was described exclusively

in economic terms.

Most CAs recognized boredom as an undesirable state for employees. However,

1HR's primary concern was that boredom was a serious threat to an organization's

productivity. He said,

> I'm sure you've heard about the assembly line when people, in Nordstown, Ohio where people, the job was so simplified, the people did the thing day after day after day after day and people start sabotaging it, literally, I mean…because you can break down a job to its simplest components too much to where you're better off automating it than having somebody do that. (1HR: 209-214)

State of Being Overwhelmed

Occasionally, CAs attributed individuals' experiences of being overwhelmed with

work tasks to personal inadequacies, particularly in their delegation and time

management skills. When commenting on Chris Work, the individual featured in

Scenario-R, 1HR suggested Chris was overwhelmed because he was unwilling to

delegate tasks to his subordinates. He said,

…I really question if Chris is not somebody who's consumed with making all the decisions his or herself for fear that a subordinate is not going to do it as well as he has done. He has problems delegating in this particular area…He seems like somebody's who's trapped in a box but he may have built that box for himself… it looks like Chris could be having a problem with delegation just because he doesn't believe that people could do it perhaps as well as he can. (1HR: 129-134, 150-151)

2HR commented employees in her organization often feel overwhelmed because they don't know how to manage their work tasks and responsibilities. She said,

A lot of the pressure I honestly think is that people don't know how to manage their work. They really don't know how to manage their work. I think probably 90% of the employees here would say they're overwhelmed and overstressed and overworked. But again, I know when I work with people on different things, it's just poor planning, redundant work, doing things that cause re-work...I think many employees probably feel stressed and overworked, but I think they create that for themselves. (2HR: 93-100)

In summary, a final common problem described by CAs concerned individuals' experienced states of boredom and being overwhelmed with work tasks and responsibilities. In this sense, an individual's engagement in a work task may be thought of in relational terms, namely as a match or mismatch between his/her ability and the required work tasks. When an individual's ability and work tasks were mismatched, they were likely to be bored or overwhelmed, and attribute these emotional states to some personal shortcoming. These data highlight the relevance of relationships to CAs and the individuals who seek them for advice (i.e. prospective CDs or other career advice seekers). I now turn to a discussion of advising strategies or recommendations CAs describe offering to individuals who seek their services and what these data reveal about the relevance and meaning of relationship(s) from the perspective of CAs.

Advising Strategies

The advising strategies CAs described offering to individuals who sought their career counsel were grouped into two broad categories: individually directed or organizationally directed advice. These recommendations often focused on either communicative or instrumental mechanisms for resolving the problems individuals confronted at work. As would be expected from a counseling session with advice seekers, the emphasis of both the individually-directed or organizationally-directed advice remained with individuals' capacity to improve upon their situation, even if improvement was not probable given the organization's structural nature.

Individually-Directed Advice

CAs frequently offered advice that focused on actions individuals could take to minimize the problems they were experiencing at work. Individually-directed advice offered by CAs suggested that individuals develop personal relationships/interests outside of work, make a change, talk with someone (i.e. boss or mental health professional), and learn new skills. CAs also offered a set of "preventative" advising strategies that warned individuals when interviewing for employment to be wary of "red-flags" in the organization, and simultaneously admonished them for making choices that failed to consider these "red-flags" as important in their career development and decisions.

Develop Personal Relationships/Interests Outside of Work

Occasionally, CAs advised individuals to reinvest in personal relationships outside of work, namely with intimates, children, other family members, and local community members. 1HR advised Chris Work, the individual featured in Scenario-R, to

"take some time to smell the roses" (1HR: 101) and realize there is more to life than just

work. He said that if Chris was a friend of his, he would:

> …probably take him out at night and buy him and beer and talk to him about it, you know, you know, 'Have you ever thought about having kids and everything?' Your life isn't you know your work… (1HRA: 109-110)

1CC offered similar advice as she recommended individuals to develop interests and

personal relationships outside of work, especially if they were unable to leave the

organization because of family responsibilities. She noted how often individuals

volunteer in their community to gain a sense of purpose in their lives. She said,

> I see people in corporations very often doing a lot of community service, that makes them feel good …which is what we would recommend, find a balance so that you find that your work is more fulfilling. You know if you have to work here that whatever you do outside is more fulfilling, and it makes your life more purposeful or more meaningful to you. (1CC: 248-253)

Make a Change - Leave Your Position or the Organization

CAs, mainly ERs and HRs, occasionally recommended that individuals seek other

opportunities within the organization. Generally, they advised making lateral or

horizontal changes or finding mobility assignments. For example, 1ER reported she

encourages individuals to make lateral changes in their current organization when they

encounter difficulties related to their position. She said,

> …I would say first, if they enjoy the company where they are, are there opportunities to broaden their responsibilities?...maybe what it means is making a lateral move to eventually move up. You know, I think a lot of people think when they change jobs they have to move up, that's not always the case. Sometimes you're moving lateral, laterally because you're going to have some different responsibilities in there so you're going sideways to go up. (1ER: 260-268)

1HR described a program offered in his department called "key mobility assignments" that he would recommend to Pat Work, the individual featured in Scenario-C, if he/she were an employee. He said,

> And we have something that's unique to this department as far as I know called key mobility assignments where I decide I need somebody to help me run a project we haven't done before…This particular person Pat, I know a long preamble, Pat would be somebody who absolutely needs to look for somebody with mobility assignments, who needs an opportunity to work elsewhere. (1HR: 342-344, 362-365)

What is interesting is the advice 1HR described offering Pat Work namely to find another employee with mobility assignments suggests he may not perceive employees' career development to be one of his responsibilities as a "human resources" manager.

Because of the tight economy, CAs advised individuals to investigate other opportunities in their current organization before looking for employment elsewhere. 2HR recommended that individuals "explore all those opportunities before saying 'yeah, go ahead and make the move, look for something else', okay…because again, you don't want to give up a job right now [laughs], you know." (2HR: 273-276, 281-283). Not surprisingly to reduce turnover, HRs generally advised employees to research other opportunities within the organization before deciding to look for opportunities elsewhere.

CAs also advised individuals to seek different employment outside of their current organization, especially when there were limited opportunities within. Advice to leave the current organization was most often offered by ERs and CCs. "It may be there are no opportunities in the current organization. Then, they need to look at another organization where they're going to continue to grow and take on other things." (1ER: 261-263). In another example, 1CC advised Pat Work, the individual featured in

Scenario-C, to make a career change and seek different employment. She said, "…And it sounds like she's so unfulfilled in her work, it's it's really…she's reached a point where a career change is needed." (1CC: 117-119). 1ER also reported encouraging individuals to seek different employment opportunities because having diverse work experience is generally valued by organizations. She explained, "…diverse experience is going to help you more than staying at one company for your whole career." (1ER: 201-204).

Talk to Boss

CAs advised individuals to talk with their bosses if/when they were unhappy with their current work situation. 3ER explained,

> First thing I do is I tell people, go to your bosses. Is there someone in authority who'll given the opportunity, given they have the time in the day, the inclination to help you, is there someone who could help you?...And those who have the courage, cause I think it takes a little courage to go to your boss and say 'I have a problem'. It's my experience that half the time the boss will listen and really try to ameliorate the situation. (3ER: 81-83, 85-88)

2HR offered similar advice. She said, "…have you discussed this with your supervisor? Have you let them know how you felt? You know, have you clearly laid out your expectations in terms of what you want to do?" (2HR: 49-51). She was one of the few CAs who described actively preparing individuals for having this conversation with their boss. She said,

> And then actually, you know, actually role play with this person a little bit, say okay, 'What would that conversation look like? How would you say it, how would you approach them?' You know, 'What is the style of your supervisor?' And 'What's the best way to approach them?' So those would be some concrete things I'd probably suggest for that person. (2HR: 52-56)

However, when bosses do not respond to their requests for help, individuals may feel they have no other option than to leave the organization. 3ER explained,

But yes, people do go to their bosses and their bosses don't respond, so they feel they have to do something. And too often it's just knee jerk, and they make the situation worse rather than better…Often that's not the right situation because they're so unhappy they want to jump out of the fire. Quite often, they jump right into the frying pan or out of the frying pan and into the fire. They just, it's so bad here, it can't be worse anywhere else. So they make a wrong decision. They take the first thing that comes along and they're worse off then they were before…(3ER: 98-101, 94-98)

Talk to a "Professional"

CAs occasionally advised individuals they counseled to talk with someone else, usually a counselor or mental health professional. Often, they did this because they did not feel they had the proper training or expertise to help them sufficiently. As 1HR explained,

I would not necessarily be counseling these people one on one. A lot of the time they would be referred to somebody else who would have more guidance and expertise…Part of my job I think as a human resource director is not necessarily to have all the answers, but sometimes just know where to refer somebody to. (1HR: 18-20, 21-23)

2HR stated she would most likely advise Chris Work, the individual featured in Scenario-R, to consider seeing a counselor or mental health professional. She explained,

And he's physically and mentally, emotionally drained so I would probably maybe suggest that he might want to seek a professional…if he's somebody that's really, you know, doesn't have a handle on things. He might need counseling help from a counselor or something like that…(2HR: 29-33, 46-49)

1ER recommended that individuals talk with someone who is "neutral" or "objective", which suggests they should consult an expert adviser as opposed to an intimate. In particular, she cautioned them about disclosing too much information to co-workers. She said,

> …I do think what they need is someone, and I would recommend they be outside the office, to really talk to, to really help them...You know, if you pick someone in the office, then, you're opening up, I think, an awful lot to someone that maybe you don't really want to. I mean you can always go to a human resources person and discuss it because everything's confidential, but you're still within the office. I think you need that unbiased person who has literally no connection, who can sit and listen to you and say, 'okay, do you hear what you're saying?' and then come up with 'here's what you need to do'…(1ER: 21-28, 33)

From 1ER's perspective, expert advisers namely ERs, HRs, CCs and AAs provide "unbiased" advice to individuals without them having to incur some of the risks (i.e. rejection, decrease in mutual attraction or trust, or having self-disclosed information used against them) generally associated with disclosing to an intimate. From this, we can conclude being in an intimate relationship where you "know" the individual seeking your advice was not considered necessary for providing useful career counsel.

Learn New Skills

Often, CAs advised individuals to learn specific skills to minimize the likelihood they would be overwhelmed or bored with their work tasks. From their perspective, individuals experienced these negative emotional states because they had not learned the necessary skills to properly manage their time and responsibilities. 3HR stressed the importance of prioritizing work tasks and using time wisely to reduce the likelihood of individuals being overwhelmed. She described offering the following advice to Chris Work, the individual featured in Scenario-R:

> …try to work with lists. I think that, that's very helpful for someone to decide what really and prioritize…because there's always work to do. There's work, that's an A list, there's a B list and there's C list and she needs to decide that okay, the A list absolutely has to be done and when that's done, then I'll think about working on the B list or the C list. That would be my recommendation. So to take a step back, think about what she is doing and try to come up with lists or priorities, set up a list of priorities. (3HR: 10-19)

In this case, we can see 3HR's advice is provided for the purpose of helping individuals manage their day-to-day responsibilities. Yet, she is limited in what she can offer her current employees to help them cope with being overwhelmed. This is illustrated in the following example:

> …we're on a downsizing mode, so it's a little difficult. I can't say to them, 'Well, you know, don't work as much' because they're probably doing two jobs at this time. What I do try to tell them again is that they need to, if they can't decide, they need to at least work with their supervisors or managers and say 'What really does have to be done here? What are my priorities because I can't do it all.' (3HR: 82-88)

Occasionally, CAs advised individuals to develop new skills through additional adult education and/or training programs. 2HR described how she informs employees of skill-based programs available in her organization and encourages them to attend. She was one of the few CAs who actively managing her employees' careers as highlighted in the following example:

> So what we can do directly in advising them is to say, 'You know what? Under our auspices of human resources, we have a lot of skill based programs…so you're an administrative assistant now and you know that to get that adviser position,…you have to brush up on your supervisor skills. Okay, so let's look at those programs.' (2HR: 208-212)

She advised individuals to actively manage their career and career development by researching jobs they may be interested in and noting what qualifications, formal education and skills are needed for those positions. She said,

> And I always tell people, you know, jobs get posted every week. Print out the job that you aspire towards and look at the qualifications that it takes. And ask yourself you know 'Do I need formal education? Do I need additional training? You know, what do I need to get there? What kind of skills do I need to get there?' (2HR: 200-205)

Preventative Advice

Frequently, CAs offered "preventative advice", which was designed to help individuals evaluate their prior mistakes and present career opportunities in the hopes of teaching them how to make better career decisions in the future. The first piece of preventative advice CAs described offering to individuals concerned their career development and decisions. CAs warned individuals about making career decisions based on the premise that an "ideal job" exists. They also advised individuals to make career decisions based on the specifics of the position (i.e. work tasks and responsibilities) and hiring organization, not the perks (salary, vacation days, etc.). This is illustrated in the following example:

> I'd tell the person to think more about the JOB, then the salary and the perks and the vacation days and all that. If you're gonna have, if you're gonna get a job for Google, you better not be worried about all those things. You're with a great, the company with huge potential, let the chips fall where they may down the road. For now get the great job and put everything you've got into it, intellectually, and worry about all the other stuff later. (8AA: 148-153)

The second piece of preventative advice CAs described offering stressed the importance of asking questions when interviewing for positions. 3ER explained,

> Have some questions, have a lot of questions, having probing questions. You don't want to ask about vacation or any of this you know, but have some questions that will enable you to collect the information that you need to make a decision that's going to affect fully half of your life. (3ER: 373-376)

3ER reported individuals generally don't ask questions during interviews. He said, "Most people kind of soft shoe through an interview, they don't want to upset the interviewer because they think they want the job." (3ER: 363-364). A serious consequence of not asking questions when interviewing was that individuals often found

themselves in another problematic work situation. To some extent, 3ER reproached

individuals for not asking questions, which is highlighted in the following example:

> And then you know, six months later I get a phone call that says, 'This sucks, I'm bored, can you get me a job? You know, if I'd known this before, I wouldn't taken this job.' Well then, why didn't you ask? Why didn't you ask? (3ER: 364- 367)

3ER provided examples of important questions individuals should ask during an

interview to minimize their chances of making a poor career decision. He said,

> …think of some questions that when you took this last job, if you'd had that information, you may have made a different choice. So think of those questions based, you know 'Why is this position open? Are you growing? Is it turnover? Was it a maternity leave? You know, what is it?' But get some information. (3ER: 418-422)

2HR also described examples of important questions individuals should ask when

interviewing. She claimed individuals do not ask questions when interviewing because

they are desperate to find employment; to survive, they must accept a position if it's

offered to them. Even so, she strongly advises them to ask questions about the position

and organization to avoid problematic work situations. She said,

> People tend to, I think a lot of people are just so desperate at times to get a job, they don't ask about…'How do you treat employees? What kind of support do I get as an employee in terms of the organization? Is there opportunity for advancement? If I want to learn new things, will that be supported?'…I always encourage them to ask questions about you know 'Why is this position vacant? What happened to the other person? Where are they now?' And I also encourage them to ask for opportunities to talk to other staff members… Because that's where people find out most about an organization. (2HR: 108-122).

In summary, CAs described offering many recommendations, which focused on

actions an individual could take to minimize the problems they were experiencing at

work. Individually-directed advice suggested that individuals develop personal relationships and interests outside of work, make a change, talk with someone (i.e. a boss or mental health professional) and learn new skills for task delegation, time management, and the management of one's career. The development of personal relationships and interests outside of the organization was considered notably germane for individuals who were unable to leave their current employment. Often, CAs advised individuals to make a change and seek out other career opportunities either within or outside their current organization. Their choice of whether to search for employment within or outside of the organization was influenced by the availability of opportunities within the current organization and labor market in general. As directly and indirectly referenced in CAs' recommendations to individuals, communication was considered essential for resolving dilemmas in work and non-work contexts.

Individually-directed advice also provided insight as to CAs' understanding of relationships. From 1ER's perspective, expert advisers namely ERs, HRs, CCs and AAs provide "unbiased" advice to individuals without them having to incur the risks (i.e. rejection, decrease in mutual attraction or trust, or having self-disclosed information used against them) generally associated with disclosing to an intimate. In this case, intimate awareness and knowledge of an individual was considered unnecessary for providing individuals with relevant career advice and information.

Organization-Directed Advice

Broadly considered, these types of recommendations focused on the ways in which organizations can accommodate employees' work and family lives, manage their career development, and attend to both instrumental and relational needs.

Accommodate Work and Family

One of the recommendations offered by CA for organizations is that they need to be flexible and take into account CDs' multiple responsibilities. 3HR talked about two programs - summer hours and flex-time - she implemented to give employees more control over their time. These programs greatly minimized their feelings of being overwhelmed from managing multiple responsibilities. In describing the summer hours program, she said,

> Again, one of the things we do here…we implemented the summer hours program where you work longer hours during the week, Monday through Thursday…then on Friday, you get to home by 12:15 or somewhere in there. And we put that in because people were feeling so overwhelmed…some employees…left every Friday at 12:15. Others didn't, they probably left about 2:00 or 3:00, but the good news is, is that they didn't feel guilty about leaving at 2:00 or 3:00 because we had summer hours and at least it gave them something to look forward to as opposed to being there on Friday night until 7:00 or 7:30. So, I thought that that was VERY WELL received. I just put out a, an e-mail right before I went on vacation saying, saying that we're going to do that again this year, and I've gotten tons of positive feedback. (3HR: 94-106)

Another program 3HR described offering to her employees involved flex-time. Here, employees chose their own hours and worked when they were most productive. By working off-peak hours, employees were given "alone time" where they worked with minimal distractions, which increased their productivity. She said,

> We implemented flex time so that, you know, there's, there are the morning people and the evening people. And sometimes there's a couple of hours in the morning you may get in earlier, you can get a lot more done than you can during the day when you have all the distractions. Or you know, I'm the type of person who would rather stay, so I would work from 5 to 7 p.m. to get all things extra, paperwork or whatever that needs to be done and answer all the e-mails that I can answer and then the next morning I come in my regular time. So I think that flex time is actually good for people…(3HR: 112-119)

Manage Employees' Career Development

In this category, CAs' recommendations stressed the importance of organizations being responsive to employees' career development needs and helping them make changes within the organization, when necessary. 2CC distinguishes between what might be called "progressive" and "non-progressive" organizations by the presence or absence of responsiveness to employees' career development needs. She explained,

> But I find many organizations don't do that, you're in a position, you do it and that's it…Organizations that are much more progressive are aware of what's happening with their employees and leaders are checking that out in a sense with their employees. Maybe doing performance appraisals or just casually, finding out, you know, 'how's it going?'. Or looking at body language or having some kind of dialogue where the leaders are checking in to find out, 'Is this really where you need to be?' or 'Can we as an organization help make a shift for you?' (2CC: 142-150)

Attend to Instrumental and Relational Needs

Several CAs commented that managers, who are well-versed in accomplishing instrumental goals of the organization, need to be trained on the importance of attending to relational needs of employees. 3ER calls for the development of management and leadership skills as current managers do not provide employees with opportunities for recognition, mentoring, learning and constructive feedback on their performance or career development. He said,

> …I don't think over a period of time that one is given many opportunities to develop the management and leadership skills to prevent Chris Work from coming in here, being unhappy. It's 'Do it my way', 'I'm sorry, I don't have time to sit down with you', or 'I'm working with eight clients today, so figure it out on your own'…Instead, all these places promise the yearly review and the good, positive feedback, constructive criticism but rarely do that…And I think it's just simple things like, 'You've done a really good job today' and 'It's appreciated', I think go a long way. 'Please do this, thank you for doing that' you know, a lunch once a quarter to recognize your effort, simple things that cost no money, but nobody does. (3ER: 142-157)

His recommendation for more "management and leadership" skills suggests managers' consideration of employees' relational needs is particularly germane for the health of organizations.

Attending to both instrumental and relational goals, however, becomes a challenge for organizations operating within shifting, tight economies. For 3HR, balancing instrumental and relational goals is one of the most difficult work challenges she faces. She says,

> I think, I mean my biggest problem is trying to keep morale up on a daily basis in this organization right now as we've had several layoffs…that's why you have to constantly think of ways to you know, even if it's something little, even if it's something little, like having bagels once a month or doing a picnic once a year, sending people home on a Friday at 3:00 instead of 4:45. They're the kind of things that you have to do in an organization like we're in right now and then you could run into a problem because the shareholders are unhappy with that…(3HR: 481-482, 472-476)

She reconciles the tensions between the instrumental goals of the organization and relational needs of employees by creating opportunities for employees to experience recognition, pride and a personal sense of value through community involvement. For example, she describes "what people need in jobs today, which again I think years ago wasn't the case…I don't want to say socialness because that's not what I'm looking for, but community involvement." (3HR: 374-376) She then described the impact of getting employees involved in their local communities through fundraisers sponsored by her organization. She said,

> It is amazing to see how much employees are so willing to participate in those community fund raisers…We do a, we do a soup kitchen thing at Thanksgiving time…And it was just amazing to see that the employees loved doing that and they like work together, you know, 'you do this and I'll do this' and 'our department is going to do this and your department will do that' and it was, it's just amazing how people felt so good about that. And because we promoted it,

> I think it just makes the employees feel so much better…there's a sense of accomplishment…I think everyone needs that before they, so that when they go home, they feel again they've done something. (3HR: 385-387, 389-395, 397-400)

Feelings of connection and accomplishment present after participating in organizational events such as these momentarily provide balance between instrumental and relational goals. If organizations, however, continue to prioritize instrumental goals and only consider relational needs as an afterthought, then employees' expectations of finding meaning, value and recognition at work are not realistic.

Discussion

The reflections of CAs presented in this chapter identify some of the problematic career issues the individuals they counsel face when making career decisions and the advice CAs describe offering them. First, CAs recognized individuals have multiple responsibilities to their employers and families, and tensions arise when their family and work roles conflict. CAs reported individuals want to manage the delicate balance between their work and family life, even though constraints in both spheres may make this unattainable. In this sense, individuals were likely to pursue an integrated ideal, the notion they could attend to both work and family in an integrated sense. Unfortunately, this state is almost impossible to achieve and some individuals suffered health, relational or financial difficulties as a result of their attempts. The advice CAs described offering to those they counsel was fairly predicated on individuals' age and relational development.

Second, CAs expressed a felt concern regarding whether and how individuals identify with an organization, especially when phenomena internal and external to the organization lead them to question this relationship. CAs reported that within a tight

economy, individuals were simply fighting to survive. On a personal level, they may not be self-actualized in their position, as they may not find personal meaning in the work that they do. CAs reported that individuals in such contexts may feel like "failures." They thereby overlook opportunities to find success and meaning in the act of surviving and/or within their particular personal context (e.g., home and family). CAs also noted that people in general do not tend to see organizational or structural factors as possible reasons for their inability to succeed and instead see their circumstance as one of personal failure. The cost to individuals of such personalization is great in economic climates in which organizations consider employees as transitional or expendable labor. Even though finding recognition, meaning, and a personal sense of value within the workplace may be impossible when instrumental goals of production are all that matters, this is not appreciated by employees who regard themselves in a committed relationship within an organization.

A third problem CAs described by CAs concerned experienced states of boredom and being overwhelmed with work tasks and responsibilities. In this sense, an individual's engagement in a work task may be thought of in relational terms, namely as a match or mismatch between his/her ability and the required work tasks. CAs noted that some workers report boredom, understandable because their skills exceed the tasks and responsibilities of their position. In contrast, others report being overwhelmed, equally understandable because the responsibilities and tasks of their positions are too numerous or their skills insufficient to meet the demands of their positions. These experiences of the relationship between skill set and task demands point to the difficulties involved in achieving a "state of flow" (Csikszentmihalyi, 1990; 1997) in the

performance of work, namely a match between task expectations and employee performance.

These three critical difficulties are important to consider as they examine the ways in which individuals and organizations relate to one another. Whenever individuals sought career advice from CAs, it should not be surprising that CAs described orienting their advising strategies to either provide individually-directed or organizationally-directed recommendations. These recommendations recognized the fit between an individual's skills and the task responsibilities of a specific job may evolve or change over time. Thus, individually-directed recommendations suggested that individuals either "voice" their dissatisfaction with the organization, if warranted (by talking to a boss or a mental health professional), seek a new form of employment either within or outside the organization, or develop skills needed to successfully manage their current work responsibilities. In contrast, organizationally-directed advice asked organizations to consider how they can accommodate employees' work and family lives, manage their career development, and attend to both instrumental and relational needs.

As individuals enter and shape their work environments, there is clear evidence they continuously seek to balance instrumental and personal goals. Thus, this study raises important implications for human resource decision-making within organizations. Clearly, understanding the difficulties facing individuals, the tensions they experience and how they relate to different understandings of relationship(s) - work-family, individual-organization and skill level-work tasks – is relevant for organizations wishing to reduce turnover and/or retain employees at optimal cost to the organization.

Given these challenges, CAs play an important role when they are called upon by individuals for career guidance. This study highlighted a number of common advising strategies used by CAs across occupations and professional contexts. Many of these advising strategies stressed the importance of communication in the workplace, both interpersonal and organizational (e.g., superiors and their subordinates, among co-workers, and so on). ERs, HRs, CCs and AAs commonly expressed these recommendations.

ERs and HRs reported they advised individuals to "seek professional help" or offered a referral to a therapist or other mental health professional when they felt the individual's problem was best handled by these professionals. CCs and AAs did not report offering such advice or referral. Possibly HRs report offering such advice because they are concerned with the distribution of resources within the organization. Often, HRs' individually tailored advice reflected the emphasis they place on empowering individuals to solve their own problems, and in a sense, seek self-help. Perhaps the ERs interviewed for this study were prone to give this advice because they were employed on a retainer basis, meaning they were hired by organizations to fill available positions. Similar to HRs, they were primarily concerned with the organization's resources, in this case finding suitable employees for the organization.

When a HR could not resolve a critical challenge an employee faced, they generally referred individuals to other professionals outside the organization. Perhaps, in many ways, this is truly the best advice for the individual if the career adviser is trying to match the individual with advice and support that best fits his or her personal needs. However, at a practical level, only CCs and ERs employed on a contingency basis were

able to look at the same problem (through the hypothetical scenarios) and give more organizationally-directed or "structural" advice. That is, their recommendations were tailored to the individuals who sought them for career advice and directed them to consider common organizational practices that were either "in-sync" or "out-of-sync" with their personal needs, goals, and desires. This is not to suggest that HRs did not offer organizationally-directed recommendations, as most gave recommendations in light of organizational practices, policies, and communication strategies that may have benefited the individual (e.g., they would discuss a flex-time policy with an individual needing more time to spend with family during business hours). However, HRs often took the added step to refer individuals to resources external to the organization when they confronted problems and needed assistance beyond the scope of what the organization could help resolve. ERs hired on a retainer basis were motivated to refer individuals to external resources when facing difficult work situations, perhaps because it would be more challenging for them to "sell" this individual to an interested organization.

Beyond providing data illustrating the types of advice and advising strategies CAs described offering, this study also revealed the core reasons many CAs felt individuals consulted with them as they faced situational exigencies in organizations. Why, and in what context, individuals sought their advice was an issue well-considered by these CAs. Often, individuals sought their advice only when confronting a personal crisis or experiencing severe emotional distress. For example, 11ER stated that individuals "come to him because they're really miserable…it may be their clients, it may be their boss, it may be the people who report to them…" (11ER: 63-66). Some individuals are reluctant to talk with those closest to them (spouses, friends, co-workers) for fear of rejection. Yet,

seeking advice involves some degree of risk regardless of whether the advice giver is an intimate or expert adviser. Other reasons considered gender differences in consulting others, as well as a general concern with personal failure and shame, as explained by 1CC:

> …they could poo poo your feelings. A lot of times especially men, they don't have people that they can talk to on that level. People also feel embarrassed that at 35, I don't know what I'm going to do with my life, you know, that kind of feeling. People even younger, younger than that feel like they should know and have it together by that time…So to have someone that will listen to you in a really non-judgmental way is very therapeutic in itself. (1CC: 49-55)

CAs reported that while it was common for individuals who felt distress with their current employment situation to seek career advice, they also felt there were unique reasons for why their advice was solicited. For example, ERs reported their role as a resource for mid-career professionals. 2ER cited two distinct reasons why individuals consulted him - impatience and pain. Pain referred to the common and aforementioned reason that individuals sought career advice when they did not feel valued or recognized by the organization. Impatience was distinct from pain as a reason. Individuals sought career advice when they thought their skill set should command more lucrative employment opportunities than was currently the case or, because of a tight economy, they needed an advocate to solicit work on their behalf.

To understand the relevance of relationships, I now turn to consider the perspectives of CAs and the forms of advice they describe offering in conjunction with findings concerning CDs (as reported in Chapter 3) in Chapter 5, the concluding chapter of this dissertation.

CHAPTER FIVE - CONCLUSION

CAREER DEVELOPMENT AND THE RELEVANCE OF RELATIONSHIPS

Introduction

The goal of this dissertation was to better understand the relevance of

relationships to career development. Many scholars consider the workplace as a space

for building relationships, sustaining community, and finding meaning and a sense of

identity (Cheney, 1999, 2001; Deetz, 1992; Koonce, 1996; Mokros, 2003; Naylor,

Willimon, & Osterberg, 1996; Powell, 1994; Putnam & Fairhurst, 2001; Shaffer &

Anundsen, 1993; Shuler, 2001; Zemke, 1996). Shifts in the economy, the nature of work

and the organization of work and of the workplace, however, may threaten individuals'

abilities to develop or maintain intimate and professional relationships, build community,

and find meaningful employment opportunities (Cheney, 1999; 2001; Cheney & Carroll,

1997; Deetz, 1992; Dudley, 1994; Gossett & Tompkins, 2001).

The bond between an individual and the organization has shifted from a

relationally-based work contract (with a long-term commitment) to more situated, short

term work contexts in the modern information economy (Mirvis & Hall, 1996). In these

contexts, individuals are expected to assume a majority of the risks associated with

contractual work opportunities (Beck, 2000). Some individuals, however, consider the

bond between themselves and the organization similar to that of an intimate relationship.

When the organization fails to acknowledge this relationship, they likely experience

"pain" – hurt, grief, sorrow, anguish. In such instances, the injuries sustained by the

individual are considerable (Cheney & Caroll, 1997; Ciulla, 2000; Dudley, 1994;

Ehrenreich, 2005; Heckscher, 1995; Sennett, 1998). Yet, finding recognition, meaning,

and a personal sense of value within the workplace may be impossible when instrumental goals of production are all that matters. In this sense, the social bond between an individual and the organization exists in an uncomfortable state because they cannot properly differentiate from one another (Scheff, 1990). The organization is over-differentiated as it focuses almost exclusively on its own needs (i.e. production) and often makes decisions without immediate consideration of the consequences for others (i.e. employees, community members). Because of a tight economy, it may be necessary for employees to confirm to the desires of the organization and in doing so, lose a sense of their individuality and personal value as they need to work to survive.

Our career development and decisions are influenced by how we think, feel and talk about ourselves with others rather than by a set of objective facts (Pryor & Bright, 2003). It is through interaction with others whether "real" or in a generalized sense (Mead, 1934) do we come to understand our lived experience within a social world. Thus, relationships become a central concern for career development and decisions because the narratives or stories we construct about ourselves and our work are developed in relation to those with whom we talk and seek advice from. These narratives are likely to be co-constructed differently when seeking advice from an intimate (i.e. parent, spouse, co-worker or friend) or career expert (i.e. executive recruiter, human resource professional, career counselor or academic adviser).

Receiving support from others can be powerfully helpful when negotiating career development and decision-making. Seeking refuge and support in intimate relationships (i.e. friends, co-workers, parents/siblings, partners/spouse) is natural in times of uncertainty and change (Ibarra, 2002). Yet, if individuals are interested in "reinventing"

themselves through a career change, this may require them to venture out of their familiar social networks as often, strangers are best equipped to help them see who they are becoming (Ibarra, 2002). However, this is contrary to our expectation that friends and family members offer the most useful career advice as they "know" us intimately. This is not to say that intimates can't assist those who seek them for advice with identifying strengths and assets to overcome weaknesses, barriers, and perceived deficits that may constrain their story development (Campbell & Ungar, 2004b). The concern is, however, that intimates may limit those who seek their counsel because of wanting to reinforce or preserve an identity they are comfortable and familiar with (Ibarra, 2002).

Individuals seek career advice from others when they feel under-valued, overlooked, blocked from personal growth or advancement opportunities, bored and/or overwhelmed at work (Levinson, 1983). Even individuals who have limited if any work experience report a generalized anxiety about their careers as was found in the majority (87.0%) of soon-to-be college graduates (Pittman, 2000). These students reported being uncertain of their futures and were concerned about their ability to "match" their interests, skills and abilities to opportunities available in the workforce (Pittman, 2000). Career experience becomes important for young adults as having an established career is expected when they are older (over 30 years) (Cherlin, 1980; Lloyd & South, 1996; Oppenheimer, 1994; 2003; Oppenheimer, Kalmijn, & Lim, 1997; Oppenheimer & Lewin, 1997; Topel & Ward, 1992) and significantly related to their ability to develop intimate relationships (Bumpass, 1994; Bumpass & Sweet, 1989; Waite, 1995). As the development of intimate relationships (i.e. marriage) is generally considered desirable by

most U.S. individuals, the establishment of careers becomes a primary concern. These features were implicated in the choices people make about their careers and relationships.

To better understand the relevance of relationships to career development, the perspectives of students enrolled in three professional master degree programs were examined first. These students included individuals preparing for a first career (CP), those trying to enhance their careers (CE), and others making changes in their careers (CC). Of interest was the presence of age-related expectations for career and relational development, and how they shaped their decisions regarding work and intimate relationships. As expected, age was significantly related to whether CDs' sought to further their education to prepare for, enhance or change careers. Age was also related to CDs' relational development as indexed by their relationship status and parental status.

CCs identification with Scenario-C was significant, which was expected considering their interest in career change. As individuals often establish a career before getting married and having children, their identification with Scenario-C ($N = 47$) was understandable considering more than half (55.3%) were single or partnered without children. Surprising in this regard was the prominence of relationships (i.e. in an experienced or desired sense) reported by CPs and CEs as gauged by their identification with Scenario-R and significantly more frequent consultation with intimate advisers namely parents/siblings, academic advisers, and co-workers. Equally surprising was the limited consultation with expert advisers across CDs. Expert career advisers represent one source of social, emotional and informational support to help individuals negotiate the complexities of the work dilemmas they encounter. The reflective space they offer

individuals to examine their priorities and personal values, and co-construct their career narratives were surprisingly of limited consideration for CDs.

The study also examined the perspectives of a range of career advisers (CAs) about the dilemmas faced by current workers and those preparing for and entering the workforce. How career advisers conceive of routine difficulties people encounter in their career development and the advice they offer such individuals was considered.

This dissertation theorizes work and perspectives on work from a communication perspective that regards communication as a symbolic process through which meanings of self, work and social order are constructed. This constitutive view of communication understands messages as both informational and relational that any symbolic representation invariably positions individuals relationally. A quantitative and qualitative data gathering and analytic approach was utilized to study an individual's career and relational choices, their identification with career and relationship-related dilemmas, and their consultation with others when seeking career advice.

Implications of the Study

The goal of this dissertation was to better understand the relevance of relationships to career development. As discussed in Chapter Three, individuals with different interests in career development (preparation, enhancement, change) significantly varied in how they oriented to relationships at work and in their personal lives. As expected, age was significantly associated with whether they sought to further their education to prepare for, enhance or change careers. Almost all (93.9%) CPs were young (30 years and under) and they had little, if any, work experience. This is consistent with the expectation that a high proportion of younger (30 years and under) individuals would

be preparing for their first career. Among CDs over 30 years of age, almost all (97.0%) referenced an existing or established career by their interest in career change (74.5%) and to a lesser extent, career enhancement (22.5%). These data are consistent with previous research which found an established career was expected when one was over 30 years of age (Cherlin, 1980; Lloyd & South, 1996; Oppenheimer, 1994; 2003; Oppenheimer, Kalmijn, & Lim, 1997; Oppenheimer & Lewin, 1997; Topel & Ward, 1992).

As was also expected, age was related to an individual's relational development as indexed by their relational status and parental status. Thus, for individuals in this sample, their career development (preparation, enhancement, change) was significantly linked to their relational development (single-partnered, married, married with children). For example, the majority (84.8%) of CPs were single or partnered without children. These data were not surprising as we would expect intimate relationships (i.e. marriage and children) to develop after one has established his/herself in a career as consistent with previous research. Without career experience, young adults have difficulty developing intimate relationships (Oppenheimer, 1988, 1994, 2003; Oppenheimer, Kalmijn, & Lim, 1997; Oppenheimer & Lewin, 1997). In this sample, marriage rather than partnership was the rule for those with children, and also increasingly preferred to single or partnered among CDs over 30 years of age.

As CEs were positively motivated by career opportunity, they were likely content in their careers, a stable state which would foster the development of intimate relationships. This is in comparison to CCs who likely confronted some frustration in career development and experience career instability, which may have delayed their relational development. Generally, these data supported this claim as CCs were slightly

more likely to be single-partnered without children (57.3%) than married (42.7%)

whereas half (51.5%) of CEs reported being married.

CPs, CEs, and CCs significantly differed in their identification with Scenario-C.

Over half (59.5%) of CCs reported identifying with Scenario-C compared to CPs (40.9%)

and CEs (41.7%). CCs' identification with Scenario-C suggests they considered

relationships as a desired state, but one that was to be experienced after they were

established in a career. Although CCs' interest in career change presupposes an existent

career, their desire for career change in addition to their youth (approximately half were

30 years or under) suggests their career was likely still "in-process". With a career in

flux, it is not surprising that more than half (57.3%) of CCs were single or partnered

without children as an established career is often understood as important for the

development of intimate relationships (i.e. marriage and children). However, some

(42.7%) CCs were married, with (27.0%) and without (15.7%) children. These data

suggest that in the presence of intimate relationships as a desired state achieved, career

concerns were more salient for the CCs in this study.

Although a significant difference was not found in CDs' identification with

Scenario-R, the data highlighted interesting differences between CPs, CEs, and CCs in

regards to relationships. CPs' identification with Scenario-R can be thought of as a

future concern (i.e. managing work-family responsibilities) they anticipate experiencing

when they begin their first career. As almost all (93.9%) CPs were single or partnered

without children, they may likely have considered intimate relationships (i.e. with a

spouse or child) desirable because of their perceived absence. As CEs reported the

highest frequency of marriage, their identification with Scenario-R was also not

surprising. For them, relationships had realistic relevance because many in this group were married, some with children. Their less frequent identification with Scenario-C was also understandable considering they were positively motivated by career opportunity and were not likely experiencing any career difficulties. As their careers were generally stable, they were more likely to develop intimate relationships (i.e. marriage, children).

An interesting question relates to seeking career advice and from whom the advice is sought. Overall, CDs reported a strong reliance on intimate advisers. CDs who were married or living with a partner were likely to consult these individuals. Co-workers were most commonly reported by CEs, academic advisers by CPs with partners and spouses most frequently consulted by CCs. These data suggest CDs relied primarily on intimate advisers because of convenience, contact, and the financial cost and possible stigma associated with seeking expert help. Yet by seeking intimates to whom they have access, CDs may in fact expose themselves to the immediacy of shame and enduring stigma.

Significant differences were found in CDs' consultation with academic advisers and parents/siblings, who were most frequently consulted by CPs. A significant relationship was also found in CDs' consultation of co-workers, most frequently reported by CEs. Because CPs did not have career experience or life experience in general as almost all were 30 years of age or under, they likely consulted academic advisers and parents/siblings because of their role as mentor, authority figure, or expert. For CPs, relationships were tangible support systems, which consisted of friends, family members and trusted academic advisers. This sense of relationships – looking to those who know you best and who know the market – is comforting when dealing with change and

uncertainty (Ibarra, 2002). Yet, intimates may limit those who seek their counsel because of wanting to reinforce or preserve an identity they are comfortable and familiar with (Ibarra, 2002). At this point in their career development, CPs were not likely interested in "reinventing" themselves through a career, as might be the case for CCs, but in constructing a sense of self for the workplace.

CEs most frequently consulted co-workers for career counsel. The frequency with which CE individuals consulted intimate advisers was surprising as they were the least likely to be experiencing career difficulties at the time they were surveyed. CEs may have consulted co-workers for their knowledge and/or advice about career enhancement opportunities. As they were not actively seeking a career change, they reported consulting co-workers more frequently than CCs who may have perceived consulting them to be a considerable risk.

Expert career advisers represented one source of social and information support to help individuals negotiate the complexities of the work dilemmas they encounter. The reflective space they offer individuals to examine their priorities and personal values were surprisingly of limited consideration for CDs as only one-quarter (24.5%) reported consulting them, most of whom were CCs. These findings suggest that relationships have differing senses of relevance across the three career development interests identified. Thus, differing career choices seem to relate to differing features of relational relevance.

Career advisers (CAs) offered a second perspective on the challenges individuals face in their careers. These data highlighted the relevance of relationships to CAs and to the individuals who seek them for advice (i.e. prospective CDs or other career advice

seekers).   CAs saw the need to balance work and family relationships as a common dilemma of the clients they advised.   In this sense, relationships referred to experienced and desired states of relational quality in work and family contexts. CAs also noted the demands between work and family responsibilities shifted through time and were different for women and men. When individuals were unable to meet their obligations in work and family realms, CAs reported they were likely to experience shame because of presumed personal inadequacies. Their efforts to persist in the pursuit of an "integrated ideal", the notion that they could attend to both work and family responsibilities in an integrated sense, blocked their awareness that balance and integration may not be attainable.

CAs noted the importance of personal identification with work as a source of stability, happiness and personal meaning. Without it, individuals come to see themselves as "failures". They thereby overlook opportunities to find success and meaning in the act of surviving in a tight economy or within their particular personal context (e.g. home and family). They experience this sense of failure and "pain" because they likely consider themselves in a committed relationship with the organization. When the organization fails to acknowledge this relationship, the injuries sustained by the individual are considerable. Yet, finding meaning and a personal sense of value in the workplace may be impossible when instrumental goals of production are all that matters. This leads workers to overlook the organization or workforce as the source of their dissatisfaction.

CAs noted reports of distress and frustration in relation to assigned work tasks and responsibilities as a common compliant. These complaints were of two types. An

experienced lack of challenge in work assignments is one type with frustration over complex work assignments that placed demands on individuals that surpassed their competencies was a second. These experiences of the relationship between skill set and task demands point to the difficulties involved in achieving a "state of flow" (Csikszentmihalyi, 1990; 1997) in the performance of work, namely a match between task expectations and employee ability to perform the task.

Implications for Methodology

A more complete understanding of the relevance of relationships to career development requires an examination of the "macro" (structural) and "micro" (individual) level influences on individuals in interaction. Individuals may see problems in micro terms of their individual responsibility or the organization's responsibility when the problem is in fact a macro or structural difficulty. Normative expectations about work and family as related to an individual's age are also macro aspects that are often times overlooked as sources of individual level work frustrations. Methodologies chosen for research need to account for both macro and micro perspectives.

The hypothetical scenarios offered an alternative approach to self-report. They introduced a quasi-experimental control into the study as all participants, both career developers (CDs) and career advisers (CAs), were exposed to the same stimuli. The hypothetical scenarios offered opportunities as well as limitations for the examination of the relevance of relationships in the recommendations career advisers described offering to those who seek their services. For example, some career counselors were frustrated to not have socio-demographic information about the two hypothetical individuals depicted. Their desire to know the gender, current job, and income level of those

individuals depicted is curious. It suggests, by implication, that CAs see structural factors as key to understanding a unique individual's dilemma. "What they did" was critical to giving sound contextually grounded advice. Generally though, CAs were able to relate the hypothetical scenarios to past or current clients and described the advice they would offer as illustrated in Chapter Four. The hypothetical scenarios yielded rich data regarding the description that CAs offered about work dilemmas reported by clients they encountered in practice, the advice strategies they offer those who seek their services and the general factors that lead individuals to seek out their services.

Implications for Theory and Practice

This dissertation examined the relevance of relationships for students seeking master's degree education who varied in the types of career decisions they currently faced. It also examined these students' perceived career dilemmas and whether and from whom they sought career advice. Through socio-demographic influences, the research shows that career development and decisions are not independent of identity concerns including both real and idealized senses of what it means to be an adult and a worker, and to be successful in work and family life.

Typically, work dilemmas were viewed in the workplace as factors that interfere with productivity and individual achievement. In this sense, the problems require management in their own context. That is to say the problems are treated as external to work and the organization. This then ignores the interactivity and the mutual interdependence of the personal sphere and the work sphere. Both personal and work spheres are aspects of an individual's quest for meaning.

The challenge for CAs is to consider the ways an individual's instrumental and personal goals interact. Expert career advisers can play an important role in the modern workplace both in human resources and beyond a particular workplace when sought out. Yet, CDs reported consulting surprisingly few expert advisers. As suggested by Chapter Three, perhaps this is because individuals primarily rely on intimate advisers for convenience and comfort, thereby avoiding the financial cost and potential stigma associated with seeking expert help. CDs' infrequent consultation with expert advisers may have also resulted from limited access to or awareness of expert advisers because of their career experience as half (54.8%) were 30 years of age or under.

CAs reported that CDs ask for guidance when they are frustrated because they are unable to adequately manage both their work and family responsibilities. Workers seem to perceive an either/or choice: succeed at work, fail personally, or succeed in personal life, fail at work. They are unable to see the dialectical tension between the two and how to achieve balance rather than an either/or resolution. The problem is made worse when workers believe a simple, lasting solution as possible. This sets up a constant struggle between real work tensions and the belief that an "integrated" ideal exists. This estrangement from realistic senses of self-family and work-career balance creates conditions for severe personal difficulties in coping.

CAs recognized that within a tight economy many workers were simply fighting to survive. This presents a challenge for workers because they may not find sufficient meaningful identification with the work that they have. In such contexts, they may overlook opportunities to find success and meaning in the act of surviving and/or within their particular personal context (e.g. home and family). CAs noted that people in

general do not tend to see organizational or structural factors as possible reasons for their inability to succeed and instead personalize their circumstance as a product of personal inadequacy. CAs then would be advised to discuss these organizational or structural factors when at play in their clients' lives. Some CAs, most notably CCs and one ER employed on a contingency basis, did indeed seem to offer organizationally-directed or structural advice. That is, their recommendations were tailored to their individual client as they directed the individual to consider common organizational practices that were either "in-sync" or "out-of-sync" with his/her personal goals and desires. When offered, this kind of career advice offered most likely enables an individual to consider possibilities for managing their current work dilemma rather than surrender to personal inadequacy as explaining their current circumstance.

CAs also reported dilemmas faced by workers in terms of the relationship between the demands of assigned work tasks and an employee's ability to perform such tasks. They noted that workers report boredom with work as associated with overly simple task demands. Thereby organizations fail to sufficiently challenge these workers' skills to a degree that they experience a sense of prideful achievement through their work. An optimal response would have these workers consult CAs, most often HRs, to find other opportunities within the organization that makes better use of their talents. In contrast, other workers report being overwhelmed with work tasks assigned to them because they lack adequate skills to productively accomplish tasks assigned to them. These experiences of the relationship between skill set and task demands point to the difficulties involved in achieving a "state of flow" (Csikszentmihalyi, 1990; 1997) in the

performance of work, namely a match between task expectations and employee performance.

Limitations of Study

As is true of any research, methods for gathering and analyzing data have limitations. Multiple types of data are one approach to diminishing the limitations of a single data source as was employed in this study. However, such familiar limitations on data as memory distortion in recall, social desirability biases in reporting, affects of interviewer and question priming, misconstrued cognitive biased questions because they are poorly constructed and an overly narrow terrain investigated are all evident in this study. The nature of the data themselves represented limitations that are, of course, contingent on how, from whom, and with what purpose data were collected.

Sampling was opportunistic, drawn from populations readily available to the author. Thereby, it was not structured by characteristics of these populations. The individuals who were surveyed were unique in that they have greater career choices when compared to some namely blue collar workers whose career choices are limited. The opportunistic sampling procedure, master degree programs studied and who participated restricts generalizability.

The hypothetical scenarios presented two individuals in distress. They did not include individuals who were not distressed. In this way, they primed subjects' thoughts in only one direction. In addition, approximately half of the sample reported they did not identify with the hypothetical scenarios. These data suggest that those who were not working full-time or had limited work experience at the time of the study found it

difficult to identify with the scenarios as they were not relevant to their everyday experiences.

The lack of attention to individuals in actual interactions with CAs in the workplace and reports of others (e.g. intimates) about the individual are additional limitations that could be eliminated. The study did not interview individuals' directly about their career development or career decisions to determine the relevance of relationships to the choices they made. Nor did the study collect multi-time point longitudinal data to examine potential shifts in the importance that relationships hold for individuals over time.

Suggestions for Future Research

This dissertation explored the relevance of relationships to career development. By asking career developers and career advisors about the types of dilemmas encountered in the workplace, organizational scholars can consider the ways that individuals integrate relationships and work. As suggested, one of the implications of this dissertation is that it points toward a rethinking of the view that an "integrated self" is an attainable ideal for individuals seeking to negotiate their personal and work responsibilities. Rather, individuals make decisions about such demands minute by minute, hour by hour, day by day and so on as they constitute themselves relationally within these tensions between personal and work demands. Future research could explore the ways individuals manage their personal and work responsibilities during common situational "crises" such as the birth of a baby, erosion of an intimate relationship or a job offer in another city. Additional research is also needed to better explore how and in what circumstance individuals seek career advice from intimates and offer advice as intimates.

The use of the hypothetical scenarios with master degree students offered an indirect approach to assessing the types of dilemmas experienced by them through their identification with the hypothetical scenarios. Yet, some individuals did not report identifying with either Scenario-C or Scenario-R. Future research may consider asking participants to construct their own work scenario, or to detail a story that features a worker describing their most common challenges – challenges that the participant can identify with personally. With having multiple hypothetical scenarios, future research could include exposing matched samples of individuals to several different hypothetical scenarios. Comparisons then could be made between the differences in self-reports between matched samples. This would likely minimize the risk the hypothetical scenarios would condition individuals' and CAs' self-reported responses.

Conclusion

In this study, relationships were initially conceptualized as meaningful personal connections to significant others. Significant others would include members of one's family of origin (i.e. parents and siblings) and potentially one's extended family (i.e. grandparents, aunts, uncles, cousins); one's current family, whether constituted through marriage (i.e. husband/wife) or through agreed to relational commitment (i.e. partners) or variants of this (i.e. steady girl friend/boy friend); one's children; one's friends; and one's co-workers. Admittedly, at the level of social order and social roles, the quality of the relationship an individual holds with his/her family members (whether family of origin or current family) is unique and distinct from an individual's relationship with his/her friends and co-workers.

However, there is no necessary reason to think that the experienced quality of a relationship or the value that a specific relationship has in everyday life is gauged as unique and distinct in this same way. It was common for the quality of an individual's relationship with co-workers to hold much greater salience for that individual, whether positive or negative, than is true of the experienced quality of his or her relationship with a spouse, child or parent. Implicit in my pursuit of the research to understand the relevance of relationships to career development was the sense that these experienced and desired senses of relational quality played an important role in people's career choices, but that they had not been well studied to date. Nevertheless, my effort to study this experienced and desired sense of relational quality has led me to appreciate the difficulty of doing so without taking into account the interlaced normative or structural patterns of expectations related to career and relational development when these are each viewed as a developmental status.

What this points out for me is how difficult it is to discuss the relevance to relationships to career development without further questioning what a relationship is especially when one wishes to discuss experienced and desired senses of relationship as they implicate career choice and satisfaction within a constitutive framework. I implicitly treated the organization as a significant other and yet failed to sufficiently develop or distinguish this form of significant other from individual social actors such as those noted above. In addition, I came to see how an employee's engagement in a work task might be thought of in relational terms. If experiences of boredom or being overwhelmed are products of a mismatch between an employee's ability and required task demands, perhaps choices an individual makes in career development might

productively consider the qualities of an employee's effectiveness and satisfaction as a

relational product, namely the relationship between employee and task that results

through the interaction of performance and expectation.

APPENDIX A: SURVEY INSTRUMENT

Work Situations: Career Decisions and Reflections on Organizations

I would appreciate your assistance with a doctoral research study I am conducting that looks at career decisions. If you wish to participate and allow the use of your responses for my research purposes, please complete the following questions. Completing this survey is voluntary and you may quit at any time.

The survey has been constructed so as to ask questions that preclude your personal identification or that of any other participants. When you have finished, please return the survey and informed consent form separately by either handing them to the principle investigator or placing them in separate envelopes provided for you. Again, I very   much appreciate your assistance.

Please read the following questions and circle your answers.

1) Why have you decided to return to school? Circle the answer that <u>best</u> describes your reason.
    1. I am interested in changing careers.
    2. I am interested in changing jobs.
    3. I am interested in preparing for my first career/job.
    4. I am interested in personal and professional development.
    5. Other _____

2) Are you employed full-time?   1.   Yes   2.   No
    a) *If yes*, what is your current full-time position or employment status?
        1. Academic   2. Administrative   3. Graduate Student   4. Professional
        5. Other _____
    b) *If yes,* what type of organization do you work for?
        1. Corporation   2. Government   3. Non-Profit   4. Self-Employed
        5. University   6. Other _____
    c) *If yes*, what industry do you work in?
        _____

3) If you are not employed full-time, are you?   1.   Unemployed   2.   Part-time
    a) *If you are employed part-time*, what do you do?
        _____

4) What is your current educational level? <u>Please circle the highest degree received</u>.
    1. High School Diploma   2. Bachelor's   3. Master's   4. Doctorate
    5. Other_____

5) Are you?
    1. Male   2. Female

6) What is your relationship status?
    1. Single   2. Married   3. Divorced   4. Separated
    5. In a Committed Relationship/Partnership   6. Other _____

7) Do you have children?   1. Yes   2. No
    a) *If yes*, how many children do you have? _____

8) What is your age?
    1. 18-24   2. 25-30   3. 31-40   4. 41-50   5. 51-60   6. 61-70

9) Who do you go to for career advice/recommendations? <u>Please circle all that apply</u>.
    1. Human Resource specialist   2. Career Counselor   3. Executive Search Firm
    4. Psychotherapist   5. Partner/Spouse   6 Parents/Siblings
    7. Friend   8. Co-Workers   9. Professor/Teacher
    10. Other _____

Career History

The next set of questions asks you about your experiences with changing careers. <u>For the purposes of this survey, a career is considered differently than a job.</u> Career change is defined as the activity of changing professions or professional occupations.

An example would be changing from being a doctor to a lawyer. Another example would be changing from being a stockbroker to an elementary school teacher.

10) Are you thinking about making a career change now?
    1. Yes   2. No   3. Not Applicable

    a) *If yes*, from what career _____ to what career _____
    b) *If yes*, why are you thinking about making a career change?

    _____

11) Have you made a career change within the last six months?
    1. Yes   2. No   3. Not Applicable

    a) *If yes*, from what career _____ to what career _____
    b) *If yes*, why did you change careers?

    _____

12) Have you changed careers within the last five years?
    1. Yes   2. No   3. Not Applicable

    a) *If yes*, from what career _____ to what career_____
    b) *If yes*, why did you change careers?

    _____

Job History

The next set of questions asks you about your experiences with changing jobs. For the purposes of this survey, a job is considered differently than a career. Job change is defined as the activity of changing jobs within a particular profession or professional occupation.

An example would be changing from a public relations assistant to a public relations manager. Another example would be changing from a public relations assistant in ABC company to a public relations assistant in XYZ company. Please only include jobs that you have held for one year or more.

13) Are you thinking about changing jobs now?   1.   Yes   2.   No

    a) *If yes*, from what job _____ to what job _____
    b) *If yes*, why are you thinking about changing jobs?

    _____

14) Have you changed jobs within the last six months?   1.   Yes   2.   No

    a) *If yes*, from what job _____ to what job _____
    b) *If yes*, why did you change jobs?

    _____

15) Have you changed jobs within the last five years?   1.   Yes   2.   No

   a) *If yes*, please describe your most recent job change

     from what _____ to what _____

   b) *If yes*, why did you change jobs?

     _____

   c) *If yes*, how many total job changes would you say that you've made within the last five years?   _____

16) Do you think of your current job as a career?   1.   Yes   2.   No

   a) *If yes*, why? _____

   b) *If no*, why not? _____

Experiences with Fellow Workers or Students (if not currently working)

Please read each statement and decide how much you agree or disagree, based on your own experiences at work. Circle the number that corresponds to your answer, using the key below.

	Strongly Disagree	*Disagree*	*Neutral*	*Agree*	*Strongly Agree*
17) It is hard for me to trust others at work.	*1*	*2*	*3*	*4*	5
18) I am comfortable depending on others at work.	*1*	*2*	*3*	*4*	5
19) I am uncomfortable having others depend on me at work.	*1*	*2*	*3*	*4*	5
20) I worry that others do not accept me at work.	*1*	*2*	*3*	*4*	5
21) I am comfortable with close friendships at work.	*1*	*2*	*3*	*4*	5
22) It is important for me to feel independent and self-sufficient at work.	*1*	*2*	*3*	*4*	5

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
23) I prefer depending on others at work.	1	2	3	4	5
24) I enjoy when others depend on me at work.	1	2	3	4	5
25) I don't want to be emotionally close with others at work.	1	2	3	4	5
26) I often find that others are reluctant to get as close as I would like at work.	1	2	3	4	5
27) I am comfortable being without close relationships at work.	1	2	3	4	5
28) Sometimes, I think that others don't value me as much as I value them at work.	1	2	3	4	5
29) I am not comfortable getting close to others at work.	1	2	3	4	5
30) I want close relationships at work.	1	2	3	4	5
31) I find it easy to depend on others at work.	1	2	3	4	5
32) I worry that others will hurt me at work.	1	2	3	4	5
33) I think that I allow myself to become too close to others at work.	1	2	3	4	5

Please read the following scenario.

Scenario-R

Name:	Chris Work
Current Position:	Creative Management Director
	Is recognized by the organization as an important and valuable employee.
Age:	35
Family/Marital Status:	Married with no children

Sometimes, I really worry about what I am doing here. I mean, like, what values do I have? How do these match with what I am doing here in this job? When you start thinking about these things, it can be pretty upsetting. Also, I feel overwhelmed in my job in that there is always something that needs to be done, always someone who needs my undivided attention. I work these ten to twelve-hour days, sometimes six days a week, and most days, I take no lunch, no break. It's all work, but what does it mean? My hectic schedule is having an effect on my relationships outside of work. While I want to spend more time with my family and friends, I am just too exhausted. I am physically, mentally and emotionally drained.

Please read each statement and circle the number that indicates how much you agree or disagree with Chris Work's experiences and the like at work.

	Strongly Disagree	*Disagree*	*Neutral*	*Agree*	*Strongly Agree*
34) I can identify with this individual's experience.	1	2	3	4	5
35) The issues raised here are ones I have not experienced at work.	1	2	3	4	5
36) I feel overwhelmed in my job.	1	2	3	4	5
37) I often wonder why I continue to stay at my job.	1	2	3	4	5
38) I have never found myself thinking similar thoughts about my own work situation.	1	2	3	4	5
39) My work threatens my personal values.	1	2	3	4	5

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
40) My work schedule is not having an effect on my relationships outside of work.	1	2	3	4	5
41) I think I spend too much time at work.	1	2	3	4	5
42) I rarely skip lunch because I am so caught up in my work.	1	2	3	4	5
43) I'm unsure what the value of my work is.	1	2	3	4	5
44) If I were to change jobs, it would not be based on the reasons mentioned here.	1	2	3	4	5
45) I know someone who is experiencing this type of situation in his/her job.	1	2	3	4	5

Please read the following scenario.

Scenario-C

Name:	Pat Work
Current Position:	Systems Development Engineer
	Is recognized by the organization as an important and valuable employee.
Age:	38
Family/Marital Status:	Divorced with children

My work, while it is supposed to involve a certain amount of creativity, is largely repetitive and uninteresting. While the projects I tackle may be different, the work required to do them is generally the same. It is all the same, project after project, week after week, year after year. Lately, I just have been feeling unfulfilled with what I am doing. I have considered going back to school so that I can leave my job and move on to something else more satisfying. I want to work somewhere where you get all the perks – good benefits, salary, and vacations, and decent people to work with – and where I can grow and be challenged.

Please read each statement and circle the number that indicates how much you agree or disagree with Pat Work's experiences and the like at work.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
46) I can identify with this individual's experience.	1	2	3	4	5
47) The issues raised here are ones I have not experienced at work.	1	2	3	4	5
48) I have found myself thinking similar thoughts about my own work situation.	1	2	3	4	5
49) I often feel fulfilled in my job.	1	2	3	4	5
50) My work is challenging and exhilarating.	1	2	3	4	5
51) I want to pursue a job that is more satisfying to me.	1	2	3	4	5
52) I have been frustrated because my work is often monotonous and repetitive.	1	2	3	4	5
53) I need to be able to grow and be challenged at work.	1	2	3	4	5
54) I do not enjoy constantly experiencing new things at work.	1	2	3	4	5
55) It is important that I like my job and the people I work with.	1	2	3	4	5
56) Salary and health benefit/vacation time packages are not vital to one's enjoyment of a job.	1	2	3	4	5
57) If I were to change jobs, it would not be based on the reasons mentioned here.	1	2	3	4	5
58) I know someone who is experiencing this type of situation in his/her job.	1	2	3	4	5

Thank you for participating!

APPENDIX B: INTERVIEW INSTRUMENT

1) What is your professional assessment of this individual?

2) What would you recommend to this individual?

3) What aspects of this situation would you seek to address through your profession?

4) How common are scenarios like this?

5) How does this situation compare with your experiences at work in terms of who you advise?

6) How does this scenario differ from others you come across in your profession?

7) Do you find that others come to you or ask you for career and/or job advice?"

8) What do you think people are looking for in a job? How do you see your work/profession contributing to this end?

9) What do you think people are looking for in a career? How do you see your work/profession contributing to this end?

APPENDIX C: INFORMED CONSENT LETTER FOR SURVEY PARTICIPATION

Please read carefully and sign below:

Purpose of the Study. This doctoral research project involves research using surveys and interviews and is part of an overall study on career change.

Duration of Participation. If you wish to participate and allow the use of your responses for research purposes, then you will be asked to complete the following survey for the duration of thirty (30) minutes.

Description of Procedures and Benefits. Approximately three hundred (300) individuals will complete a survey during the course of this research project. If you volunteer, you will be asked to answer a series of questions regarding your experiences on work and career change. There will be no experimental procedures used in this study. There are no foreseeable risks or discomforts if you participate.

Confidentiality Protection. You can answer truthfully without worry that your comments will be connected to you, anyone you know or your organization. The survey has been constructed to ask questions that preclude your personal identification or that of any other participants. Your identity will be protected confidentially through assigning your survey an identification number. A master list with all names and identification numbers will be stored in a secured place in my home, which only I will have access. Unless you explicitly agree to allow further use of the data, as described on the next page, it will be destroyed three years after the completion of this study.   The confidentiality of your responses will be protected at all times when the results of the survey and interviews are reported in a published paper or an unpublished paper.

Voluntary Participation. Your participation in this study is voluntary. You may discontinue your participation in the study at any time without penalty or loss of benefit to you. You may consent to participate in the survey, but may refuse to answer a question at any time.

Contact Information. If you have any questions about the study, please contact Joanne Cattafesta, Ph.D. Candidate at joannec@scils.rutgers.edu or 732.322.8148. If you have any questions about your rights as a research subject, contact the Rutgers Office of Research and Sponsored Programs at 732.932.0150 x2104**.**

Please sign to indicate that you have read the above and voluntarily agree to participate as a subject in this survey research. Please keep a copy of this Informed Consent statement for your future reference.

Subject's Signature _____

Date Signed _____

Investigator's Signature _____

Use of Data. I would like to ask your permission to use the data collected in this investigation for future research, teaching demonstrations, and for presentations at scholarly conferences. If you do not wish to give your permission, you may still participate in this study.

If you agree to allow the data collected to be used for future research, teaching demonstrations, and for presentations at scholarly conferences, please sign below. If you do not wish to permit the use of your data, do not sign below. In this case, your data will be destroyed three years after the completion of this study.

Please sign to indicate that you have read the above statement and voluntarily agree to permit the use of your data for future research, teaching demonstrations, and presentations during scholarly conferences.

Subject's Signature

Date Signed

Investigator's Signature

APPENDIX D: INFORMED CONSENT LETTER FOR

INTERVIEW PARTICIPATION

Please read carefully and sign below:

Purpose of the Study. This doctoral research project involves research using surveys and interviews and is part of an overall study on career change.

Duration of Participation. If you wish to participate and allow the use of your responses for my research purposes, then you will be interviewed for the duration of one (1) hour.

Description of Procedures and Benefits. Twelve (12) individuals are participating in interviews during the course of this research project. If you volunteer, you will be asked to answer a series of questions regarding your experiences on work and career change for the duration of one (1) hour. There will be no experimental procedures used in this study. There are no foreseeable risks or discomforts if you participate.

Confidentiality Protection. Interviews are audio taped for analysis and the audiotapes will be kept in a secure location within in my home. You can speak truthfully without worry that your comments will be connected to you, anyone you know, or your organization. Your identity will be protected confidentially through assigning your interview with an identification number. A master list with all names and identification numbers will be stored in a secured place in my home, which only I will have access. Unless you explicitly agree to allow further use of the data, as described on the next page, it will be destroyed three years after the completion of this study. The confidentiality of your responses will be protected at all times when the results of the survey and interviews are reported in a published paper or an unpublished paper.

Voluntary Participation. Your participation in this study is voluntary. You may discontinue your participation in the study at any time without penalty or loss of benefit to you. You may consent to participate in the interview, but may refuse to answer a question at any time.

Contact Information. If you have any questions about the study, please contact Joanne Cattafesta, Ph.D. Candidate at joannec@scils.rutgers.edu or 732.322.8148. If you have any questions about your rights as a research subject, please contact the Rutgers Office of Research and Sponsored Programs at 732.932.0150 x.2104**.**

Please sign to indicate that you have read the above and voluntarily agree to participate as a subject in this interview and survey research. Please keep a copy of this Informed Consent statement for your future reference.

Subject's Signature _____

Date Signed _____

Investigator's Signature _____

Use of Data. I would like to ask your permission to use the data collected in this investigation for future research, teaching demonstrations, and for presentations at scholarly conferences. If you do not wish to give your permission, you may still participate in this study.

If you agree to allow the data collected to be used for future research, teaching demonstrations, and for presentations at scholarly conferences, please sign below. If you do not wish to permit the use of your data, do not sign below. In this case, your data will be destroyed three years after the completion of this study.

Please sign to indicate that you have read the above statement and voluntarily agree to permit the use of your data for future research, teaching demonstrations, and presentations during scholarly conferences.

Subject's Signature   _____

Date Signed   _____

Investigator's Signature   _____

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CURRICULUM VITA

JOANNE L. CATTAFESTA

Education

1999 - 2007	Rutgers, The State University of New Jersey School of Communication, Information and Library Studies (SCILS) Ph.D., October, 2007
1996 - 2000	Rutgers, The State University of New Jersey M.C.I.S., Organizational Communication Specialization
1988 - 1992	Rutgers, The State University of New Jersey B.A., Communication and English

Positions Held

2005 - Present	Assistant Professor, Department of Speech Communication, Southern Illinois University Edwardsville
2003 - 2005	Graduate Assistant, Department of Sexual Assault Services & Crime Victim Assistance (SAS/CVA), Rutgers
2003 - 2004	Research Assistant, Department of Information, SCILS, Rutgers
2001 - 2002	Assistant Director, Princeton Center for Leadership Training
1999 - 2003	Teaching Assistant, Department of Communication, SCILS, Rutgers
1999 - 2000	Research Assistant, Communication & Health Issues (CHI), Rutgers
1998 - 1999	Corporate Communication Fellow, Johnson & Johnson
1996 - 1997	Public Relations Director, The Bank of Mid-Jersey
1994 - 1995	Community Director and Fundraiser, March of Dimes
1992 - 1994	Marketing/Conference Manager, Cogent Information Systems

Publications

Stewart, L. P., Lederman, L. C., Golubow, M., Cattafesta, J. L., Goodhart, F. W., Powell, R. L., & Laitman, L. (2002). Applying communication theories to prevent dangerous drinking among college students: The RU SURE campaign. *Communication Studies, 53*(4), 381-399.