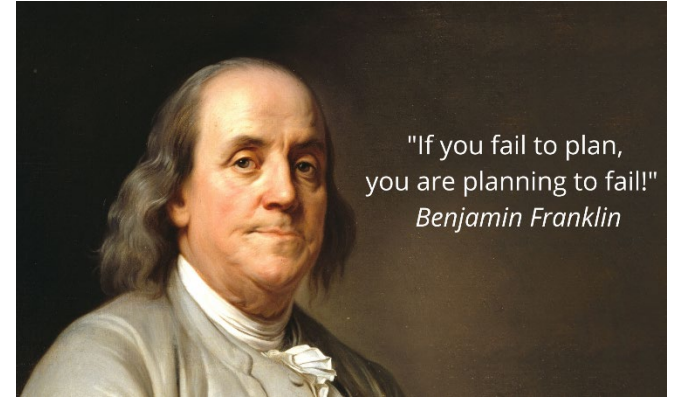


Overview: Welcome to your Career Management

Career Management is a skill that enables professionals in all walks of life to navigate and build a plan on how to get from point A to point B. A premise of career management is that individuals can and should apply considerable influence on the trajectory of their careers. Oftentimes, we concern ourselves with outcomes (e.g., titles or salary and other perks). But we need to carefully consider the skills we need to acquire and the path to acquire those skills as part of our career management journey!

Your text will describe how **Career Management** is a decision-making process where the individual gathers data and uses that information to influence choices that are made throughout a career. Individuals “develop, implement, and monitor career goals and strategies” throughout the career management process (Greenhaus, 2019, p. 12). Individuals will consult with others in their life, colleagues or managers at work, life partners, former associates, friends, recruiters, web sites and the like, to gather career-related information with which to make a decision. Throughout the course, we will discuss how you will do self-exploration and then how you will use that information to make career decisions.



Lesson Objectives:

At the end of this lesson, you will be able to:

- ✓ Define Career Management
- ✓ Discuss the changing nature of work, workforce diversity and work-life experiences
- ✓ Describe the value of a Shared Purpose for teams
- ✓ Distinguish who may share a similar purpose for our Career Management course

Lesson Schedule:

Tasks for this Lesson:

 Read:

- Read the Syllabus & Course Schedule
- Read Lesson 1 Content
- Read **Chapter 1** from Greenhaus, Jeffrey H., Callanan, Gerard A., and Godshalk, Veronica M. ["Career Management for Life, 5th edition" \(2019\)](#). Routledge; 5th edition.
- Read [Eriksen, M. & Cooper, K. \(2017\). Shared-purpose process: Implications and possibilities for student learning, development, and self-transformation. Journal of Management Education, 41\(3\), 385-414.](#)

 Complete:

- ✎ Complete Lesson 1 Discussion Assignment: Let's Get To Know Everyone - Bitmoji Style - Shared Purpose

Defining common terms in Career Management

Let's first define a few concepts that are relevant to our journey:

A **Career** is a pattern or set of work-related experiences that span the course of a person's life (Greenhaus et al, 2019, p. 10). Those with a career focus usually have a deep personal motive for both marked work-related achievement as well as monetary gain.

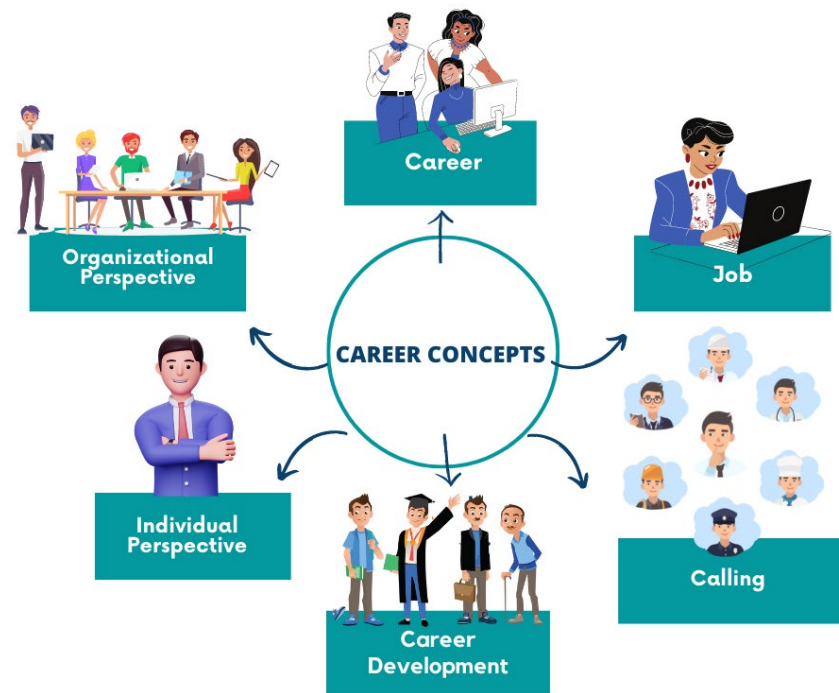
A **Job**, often referred to as a type of Work or Occupation, is focused on the financial rewards bestowed to the person from an employer, out of necessity, rather than for pleasure or fulfillment. Work is a means to acquire resources needed to enjoy time away from the job (Wrzesniewski et al, 1997). We will interchangeably use the terms job, work or occupation in our course.

A **Calling** is focused on the enjoyment gained from the job being done and is often described as fulfilling and socially useful work (Wrzesniewski et al, 1997). A calling is usually inseparable from one's life...not for financial gain or career advancement. Teachers and doctors are often referred to as having a calling.

Career development typically refers to the career stages most individuals chronologically and predictable go through, with the stages characterized by consistent themes and tasks (Greenhaus et al, 2019, p. 12). However, as we know, men and women may go through different career stages at different times based on the life experiences they may confront.

Individual perspective on Career Management is focused on issues that we as individuals face regarding one's career. Changes in the economy, technology and the global environment may affect your career as much as changes to your life such as marriage, divorce, birth, death (Wrzesniewski et al, 1997).

Organizational perspective on Career Management is focused on how companies deal with selection and hiring processes, providing for their human capital, and managing individuals throughout their career with a given company (Wrzesniewski et al, 1997). Certainly, managing new employees and their needs within a firm differs greatly from managing senior employees. Succession planning is an important planning mechanism organizations should constantly monitor. Additionally, we will acknowledge the needs of diverse groups within our organizations and understand the hurdles they, and their managers, may face while managing their careers.



External environments change the nature of work

There are many aspects to the changing nature of work. Since our book was published, we experienced a world-wide pandemic, COVID-19, which has forever changed the nature of work. Let's recall that work may be impacted through a variety of scenarios.

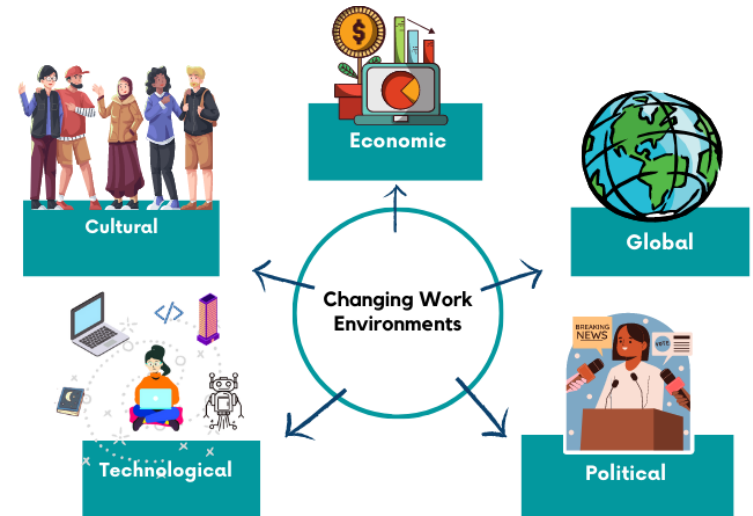
Economic effects include the impact on employment such as the Great Recession of 2008 or COVID-19. When an economy slows, employees may not be needed in many areas. In 2008, we experienced companies who downsized or laid-off many middle management employees. These individuals had to reskill and find work elsewhere, for example, those in the pharmaceutical industry may have moved to functional areas like information technology instead of sales or marketing. More recently, the COVID-19 pandemic caused many restaurants, airlines, and other hospitality related industries to shut their doors for some time, until health precautions were put in place. Companies experienced very low revenue generation during this time, and some closed their doors. These economic effects changed the complexion of the labor force as individuals may have moved from one type of work to a very different type of work.

Global effects include our ability given the current communication and information technology (IT) available to interact with individuals across the world. Many IT companies may have software development teams who are located in various places around the world (e.g., California, Pennsylvania, Ireland, and India) so that project work can continue across each day and each country when those individuals are operating during working hours. The COVID-19 pandemic has made it commonplace to have Zoom meetings and therefore less business travel is necessary and may be preferable due to costs and health concerns associated with travel. Customers can order products from virtually any location in the world, and supply channels can deliver those products in a reasonable time frame. All these global effects have increased the need for certain types of workers (like supply chain modeling and logistics) and lessened the need for some (like the "traveling salesmen").

Political effects include changes that affect the country's workers operating under certain conditions, such as war, and/or the changing attitudes of political parties. Government upheavals and instability may cause workers to leave a country to seek refuge and work elsewhere. Conservative or liberal leanings may change a societal view of work. Note the current environment of the U.S. Supreme Court overturning Roe vs. Wade and its effect on the healthcare system and related workers. The U.S. health system is disproportionately staffed by women, and it is unclear how health systems will function (post-Roe) if women are out of the workforce due to pregnancy, parental leave, or traveling to seek healthcare (Harris, 2022). In Germany, openly gay male politicians have been accepted and voted into power, while lesbian politicians have not been afforded positive visibility from the media. A similar situation has happened in Finland (Juvonen, 2016). Therefore, political leanings may impact individuals' careers.

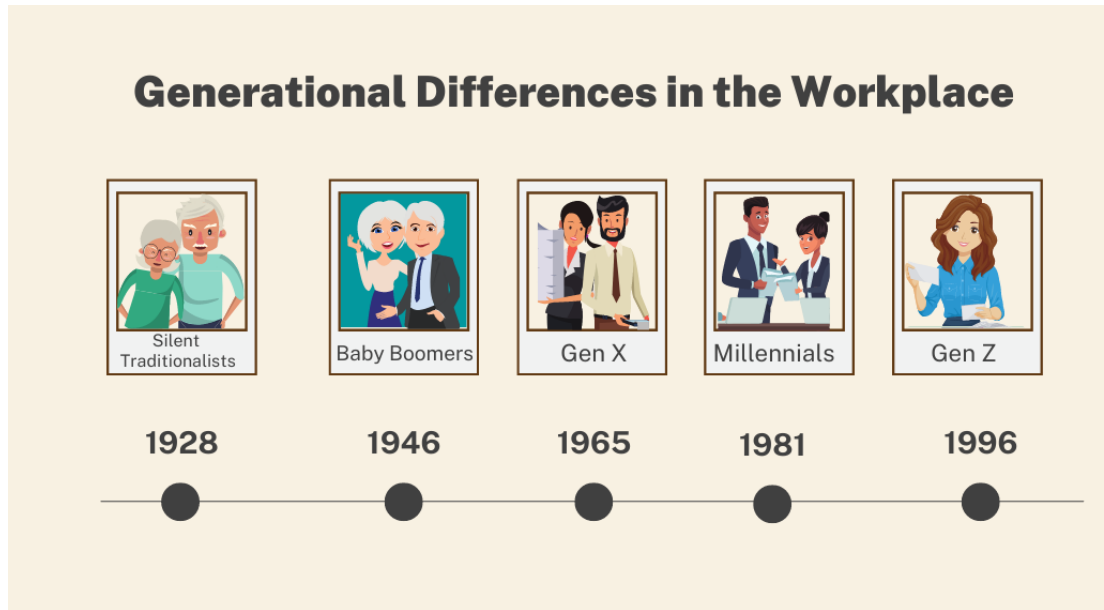
Technological effects include our ability to communicate and work over long distances. But technology also has an affect on an employee's ability to learn new systems and processes. The creation of "high tech" jobs has given rise to high-paid work, but the reskilling of low-tech workers becomes problematic and can cause a bifurcated society, where low-tech may also mean low pay. Many jobs have been made extinct by the use of technology, for example, toll booth operators and gas station attendants (in most states in the U.S.). Other jobs, like supermarket/retail store checkout workers, may need increased skills to complete purchases using scanning technology for QR coupon codes. Employees need to remain poised to be accepting of new technology, and employers should be cognizant of the training that may be necessary to keep employees "up to speed." Changes in technology may negatively affect older workers when compared to younger workers who may be more comfortable and adaptable with changing technology.

Cultural effects include a changing and diverse workforce, and our societal views of work-life balance. Much has been written over the years about the changing family – those who are single parents, dual income couples, those who desire work-life balance and prefer "working to live, versus living to work." New cultural changes effects how and where individuals work, live and shop. While many had flocked to cities or towns for the conveniences of being able to walk to work and shopping, we are now seeing cities emptied due to the COVID-19 pandemic and employers allowing employees to work from home. Individuals are now seeking other locations for lower cost living, preferred work-life balance, and larger less expensive homes within which they can live and work. These cultural changes will affect workers, their jobs, homes, and work-life living arrangements for some time to come.



Workforce diversity is ever changing.

The workforce and its demographics have changed considerably over the last few decades. More women work now than ever before, and due to the aging of the Baby-boomers, the average worker has gotten older. However, like many things, that too is changing since the youngest of the Baby-boomers born between 1960-1965 will be aging out of the workforce by 2025 or 2030. And yet, while aging continues, so does the length of time which individuals are living. The [Social Security Administration](#) suggests that the average Millennial woman born in 1993 should expect to live until the age of 90. At what age will that woman retire?



Given the many political and social upheavals around the world, immigration continues in the U.S. and throughout Europe. Many come to these countries seeking to make a better life for themselves and their families. Therefore, the diversity of the workforce continues to evolve. The Hispanic population in the U.S. is expected to be 20% of the population in 2024, and Asians are expected to be 7% of the population. African Americans are expected to be 13% of the population in 2024. As individuals become more comfortable sharing their sexual orientation, this variable will also account for increased diversity as the other factors mentioned above.

A Work-life Balancing Act

As previously mentioned, more women work now than in previous generations, in fact over 70% of married women with children under 18 were in the workforce in 2015. With divorce continuing to rise, and single women choosing to give birth and raise their children alone (approximately 39% of unmarried women gave [birth in 2020](#)[Links to an external site.](#)), nearly 24% of all households in the U.S. with children under 18 years old were in single-parent homes. Of these, 85% were in homes led by single mothers.



As we move towards more “working from home” opportunities, how does this impact the working mother or father?

It is difficult to manage a single-parent household, let alone manage the work-life balancing act that a “working from home” job creates. While companies are doing more to allow for work-life responsive options, such as telecommuting, job sharing, and other flexible work schedules and locations, managing work and life and one’s career continues to be complex. Men and women need to consider how work choices will impact their home life, and we will discuss more of this in lessons to come.

We are all in this together



You have chosen this Career Management course because you are interested in considering what the next steps may be in your career. Or maybe, you want to be more cognizant of how to pursue new career opportunities or to help others in their pursuit of future career opportunities. So, we are all in this together and we actually have a shared purpose as a class. Several researchers have shown that when a class unites behind a “Shared Purpose” and are committed to ways of supporting each other’s well-being, they are more likely to achieve their desired learning outcomes (Eriksen & Cooper 2017, Eriksen 2012).

We will spend more time in our next lesson discussing our Shared Purpose and learning what that means to each of us. But for now, think about what is your purpose in taking this course and what will diving deeply into Career Management mean for you?

As you learn about the folks in our class, who seems to have a similar or complementary shared purpose to yours?

Lesson Readings Include:

- Read: **Chapter 1** from Read **Chapter 1** from Greenhaus, Jeffrey H., Callanan, Gerard A., and Godshalk, Veronica M., "[Career Management for Life, 5th edition](#)" (2019)[Links to an external site.](#) Routledge; 5th edition.
- Read: [Eriksen, M. & Cooper, K. \(2017\). Shared-purpose process: Implications and possibilities for student learning, development, and self-transformation. Journal of Management Education, 41\(3\), 385-414.](#)

Optional readings:

- Read: **Chapter 1** from Parker, P., Hall, D. T., Kram, K. E., & Wasserman, I. C. (2018). [Peer coaching at work: Principles and practices](#). Stanford University Press.



Creating a Shared Purpose

To get to know each other and find individuals who have a **Shared Purpose** similar to yours, send greetings to your fellow classmates and tell us a little about yourself in this discussion using a Bitmoji and your favorite motivational quote! There are four parts to this discussion.

First Post. Your first post will have the following three items. Follow each step and post. Your initial post is due Wednesday at 11:59 PM ET.

Step 1. Make a Bitmoji of yourself. Comparable to the visual storytelling throughout the course, the animations bring the story to life and enhance many aspects of learning including recognition, recall, and comprehension. We use emojis in our everyday lives to express emotion, irony, humor and to substitute body language and tone of voice in text-based communication. Making a Bitmoji is quick and fun. Many of you may already have one to use but here is a [step-by-step guide](#). Sign-in or create a free account. Once you make your Bitmoji, use the Sticker Bitmoji to search for the perfect representation of yourself whether it be in sports gear, drinking coffee for the coffee lovers, or your favorite hobbies. Click on the sticker and download it. In your discussion post, click the insert tab and choose the downloaded image for your downloaded files.

Step 2. Post your favorite quote. Tell us what your favorite quote is which inspires you and let us know why you like it in detail. Throughout the course you will find inspirational quotes to spark thoughtful reflections or motivation for your career management. Share your quote in discussion board, and who stated it, and why you find it empowering.

Step 3. Let us know about you! Finish your discussion post by including the following information:

- - - Give us a sense where you live, why you live there, and what you do for work. Please do not share your street address.
 - Share your favorite recreational activity. Do you ski, run, walk, golf or garden? Tell us about it so we can learn more about you.
 - Share your favorite local foods, beverages, or local hangout.

Second & Third Post. Communicate and Connect. After your initial response, read and meaningfully respond to at least two of your fellow learners' posts by Saturday at 11:59 PM ET.

Fourth Post. Learn about others and connect with like minded individuals. After you've added your information, go to the discussion forum at the bottom of this page and discuss what you've learned about your classmates. What do you have in common with others, what have you learned about others? If you find a person you would like to pair up with, let your instructor know of your mutual agreement by email. If you have not found a person to pair up with, your instructor will pair you with a partner or dyad (no email needed). Post by Sunday at 11:59 PM ET.

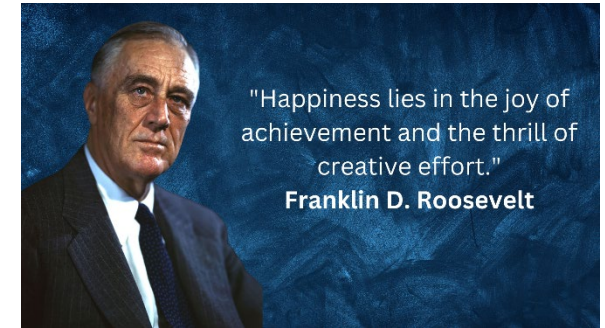
These activities will help you gain perspective in establishing a Shared Purpose.

References Include:

- Eriksen, M. (2012). Facilitating authentic becoming. *Journal of Management Education*, 36, 698-736.
- Eriksen, M. & Cooper, K. (2017). Shared-purpose process: Implications and possibilities for student learning, development, and self-transformation. *Journal of Management Education*, 41(3), 385-414.
- Parker, Polly, et al. *Peer Coaching at Work : Principles and Practices*, Stanford University Press, 2018. ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/pensu/detail.action?docID=6144250>Links to an external site..
- Greenhaus, Jeffrey H., Callanan, Gerard A., and Godshalk, Veronica M. ["Career Management for Life, 5th edition" \(2019\)Links to an external site.](#) Routledge; 5th edition.
- Harris, L. H. (2022). Navigating loss of abortion services—a large academic medical center prepares for the overturn of Roe v. Wade. *New England Journal of Medicine*.
- Juvonen, T. (2016). Out and elected: Political careers of openly gay and lesbian politicians in Germany and Finland. *Redescriptions: Political Thought, Conceptual History and Feminist Theory*, 19(1), 49-71.
- Wrzesniewski, A., McCauley, C., Rozin, P., & Schwartz, B. (1997). Jobs, careers, and callings: People's relations to their work. *Journal of Research in Personality*, 31(1), 21-33.

Overview: Our Career Management Model

This module will introduce you to stages of career development and the developmental perspective on careers. We will discuss some traditional and contemporary perspectives on careers and will also discuss what career success means and how this varies per person. We will then introduce the Career Management model which is built on relevant theory and research. Finally, we will discuss how to establish a Shared Purpose and how that will provide a framework for your Peer Coaching teams.



Lesson Objectives:

At the end of this lesson, you will be able to:

- ✓ Apply relevant concepts and theories in the career management literature to one's personal career
- ✓ Discuss the Career Management model
- ✓ Describe and experience the impact to a team (and by extension) the organization of the development and commitment to a shared purpose and supporting context within which to achieve the shared purpose
- ✓ Experience how the establishment of a shared purpose provides a framework for collaboration among team members who may share a similar purpose for our Career Management course

Lesson Schedule:

Tasks for this Lesson:



Read:

- Read the Syllabus & Course Schedule
- Read Lesson 2 Content
- Read **Chapter 2 & 4** from Greenhaus, Jeffrey H.; Callanan, Gerard A.; and Godshalk, Veronica M. ["Career Management for Life, 5th edition" \(2019\)Links to an external site.](#) Routledge; 5th edition.
- Read: **Chapters 2 & 3** from Parker, P., Hall, D. T., Kram, K. E., & Wasserman, I. C. (2018). [Peer coaching at work : Principles and practices.](#) Stanford University Press.



Complete:

- ✎ Choosing a Peer Coaching partner (select 1-2 from your time zone/region)
- ✎ Complete "Shared Purpose" agreement & add to your Career Management Journal*
- ✎ Communicate with your Peer Coaching partner to determine how you will communicate to complete work and how/by when you will establish due dates

Different Types of Career Perspectives

Let's look at three types of Career Perspectives that are common in the workplace today.



Traditional Perspectives: The traditional view of careers is likely what you think of when you think of your father or grandfather's career. Your father went to work each day to provide for the family, kept his "nose to the grindstone" and brought home his pay each week to cover the bills. It is possible that your father worked for the same company for his whole career, moving up in the ranks when the opportunity afforded itself. Some fathers may have moved from company to company, particularly if in a fast-growing industry like the technology or financial services sector. Many worked hard to earn a pension and retired at age 65.

Contemporary Perspectives: More contemporary perspectives on careers takes the view that the "organizational career", or working at one company

across a lifetime, happens very infrequently in the 21st century. Those who have a protean career orientation (PCO) have a self-directed and values-driven view of their careers. PCO individuals want to actively manage their careers and do not rely on others (or the organization). Career choices are made based on goals important to the PCO individual and are often based on personally meaningful beliefs and values. PCO individuals may refer to their work as a calling, or work that is consistent with other parts of their life.

Boundaryless Perspective: Boundaryless careers are those who are unattached from any particular organization or defined employment path. Those who pursue boundaryless careers are often today considered "gig workers," highly mobile, and often use technology to get the job done. In both cases, protean and boundaryless perspectives are focused on the employee being highly employable. A key difference between protean and boundaryless is that PCO is more of an attitude, while being boundaryless means clearly living outside "the bounds" of an organization and moving from opportunity to opportunity based on skill sets needed.

What type of career perspective do you believe you follow?

Career success means different things to different people

While success within one's career is often measured materialistically, that is only one factor we should consider. Career success is defined as "the positive material and psychological outcomes resulting from one's work activities and experiences" (Greenhaus et al, 2019, p. 12). Traditionally, we have measured career success by an objective method: salary, bonuses, number of promotions, "corner offices" and the like. Given our more recent protean and boundaryless career perspective definitions, subjective measures of career success can include job security and fewer career disruptions, and flexible work arrangements. Other variables that often are suggested to offer career success are work-life balanced careers, job challenge, great social and developmental relationships, as well as a focus on the "whole person" by the organization. A "whole person" focus could mean on-site childcare, or other services that someone might need to manage work-life issues. Watch this short video about what is provided at the Googleplex, Google's headquarter complex in Mountain View, California.



What types of corporate benefits or “perks” would you like to receive from an employer? Which ones do you receive?

We should view career success from the career actor's perspective...what do I need to be personally satisfied? And how well does my career fulfill my goals and expectations? Organizations which are perceived by their employees as investing in their personal and professional development are seen as making that developmental investment. Employees can then achieve their work-related goals, and it is often thought that those organizations will have committed employees in return.

Stages of human life development

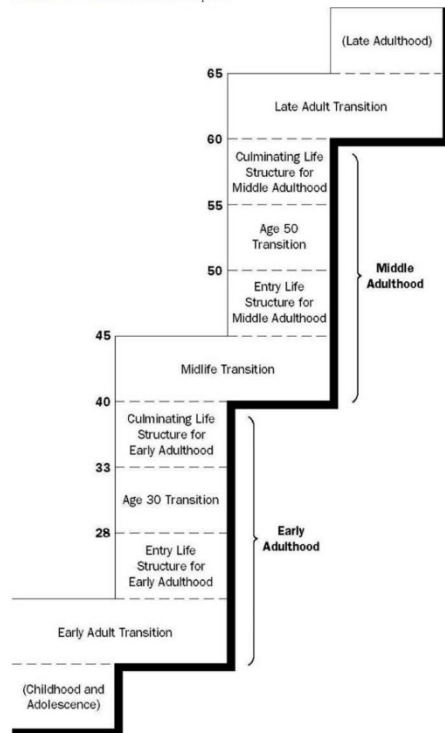
Psychologists have long investigated the stages of human life development. Particular to our studies, Erik Erikson and Daniel Levinson have done much to advance our knowledge of adult life development. Both have proposed various stages that humans progress through which identify major psychosocial events and themes. During these stages, we attempt to accomplish specific goals. You can see each stage in the following tables.

Table 2.1 Erikson's Eight Stages of Development

Stage of Development	Age
1. Basic trust versus mistrust	Infancy
2. Autonomy versus shame and doubt	Ages 1 to 3
3. Initiative versus guilt	Ages 4 to 5
4. Industry versus inferiority	Ages 6 to 11
5. Identity versus role confusion	Puberty and adolescence
6. Intimacy versus isolation	Young adulthood
7. Generativity versus stagnation	Middle adulthood
8. Ego integrity versus despair	Maturity (late adulthood)

Note: Based on material from the following: Erikson, E. H. (1963). *Childhood and society*. New York: W. W. Norton & Company; Adams, G. R. (2006). Erikson's Theory of Development. In Greenhaus, J. H. & Callanan, G. A. (Eds.), *Encyclopedia of career development* (pp. 295–298). Thousand Oaks, CA: Sage.

Table 2.2 Levinson's Eras of Development



It is important to note that there are overlaps conceptually in each psychologist's set of stages with the other psychologist. What is also consistent across both diagrams are that the stages are chronological and fairly linear...one progresses from one point through to the other point. Specific outcomes are to be accomplished within each stage, and if those outcomes are not achieved, the stage may be stalled.

What do/did you expect to happen in your early, middle or late career stages?

Levinson's model of adult life development is often cited as most relevant for career management scholars. Levinson discusses an early, middle, and late adulthood and specific career events occurring within each stage. Take a guess based on where you are now in your adult life development. We will refer to these stages throughout our course.

Career development over a lifetime with personal choices impacting progression

By using Levinson's model of adult life development, we have layered in the approximate ages and major tasks associated with each career stage. Similar to Levinson's, the assumption is that one moves through each stage in a linear fashion as they age. Take a look at the table.

Table 2.3 Four Stages of Career Development

1. Occupational and Organizational Choice
Typical Age Range: Initially 18–30; then variable
Major Tasks: Develop occupational self-image, assess alternative occupations, develop initial occupational choice, pursue necessary education, obtain job offer(s) from desired organization(s).
2. Early Career
Typical Age Range: 25–45
Major Tasks: Learn job, learn organizational rules and norms, fit into chosen occupation and organization, increase competence, pursue career goals.
3. Midcareer
Typical Age Range: 40–60
Major Tasks: Reappraise early career and early adulthood, reaffirm or modify career goals, make choices appropriate to middle adult years, remain productive in work.
4. Late Career
Typical Age Range: 55–Retirement
Major Tasks: Remain productive in work, maintain self-esteem, prepare for effective retirement, both financially and mentally.

However, not every employee progresses from the search for occupational and organizational choice, to early career and then to midcareer. What life circumstances could cause an individual to not progress in such a linear and chronological fashion?

- Consider an 18-year-old who chooses to go into the military, then college at age 28.
- Consider a woman who chooses to stay home upon the birth of her child at age 30 and returns to work at age 40.
- Consider an executive that chooses to become an entrepreneur at age 48.

What stages are these individuals in? Can they regress backwards on the Career Development stage ranges?

The answer is YES! In today's world, there is not one orderly progression from stage to stage (although when Erikson and Levinson were writing their models, they did not consider other routes). Now, we recognize that one path does not work for all people. Age or life experiences can strongly shape your aspirations and desires and therefore plays a critical role in career stage development. Women and men, at various ages and stages, may need to fulfill tasks and accomplishments at different intervals, with different speed, and at different points in their lives. This, in and of itself, speaks to the diversity that organizations need to be aware of today! At this point, it is enough to understand that certain tasks are required at each point in your career stage development and acknowledge that variations will occur.

Career Management for Life

The Career Management for Life model focuses on the career decisions and the information needed in order to make data-based decisions, create a strategy, and then enact that strategy. It is considered a full circle process where one proceeds through the model, developing useful information over time, and then comes “full circle” back to the start of the process. The process is informed by gathered information and then future decisions are positively impacted by using the data gathered.



There are important linkages in the model. First, greater awareness of the career actor and his/her environment are the goal of career exploration. This awareness then leads the career actor to create goals and a career strategy. The more operational the goal is, the more likely an effective career strategy will be enacted such that goals will be achieved. What does this mean? Essentially, it is easy at the beginning of each year to say on New Year's Eve that you want to lose weight. Many people make that goal. However, just stating the goal does not allow for one to enact it. Instead, those who specify to try to lose 2 pounds per week, establish a healthy diet and exercise routine, and set both short and long-term goals are often more successful in losing weight. We need to apply that level of detail to career goal setting as well!

Once the career strategy has been developed, it can then be implemented and appraised. An individual may set a goal of finding a position that has a managerial role. Assessing one's ability to manage others should be investigated and feedback should be received about one's ability to manage others. Given this information, then the strategy can be implemented (one can look for managerial jobs), and hopefully, progress can be made towards the goal. There may be reasons why one is successful (or not) in getting a managerial position, which may then allow (or not) for progress towards the goal. That feedback is important so that the individual knows

whether or not others believe they have the skills to be a manager. If not, then skills may need to be gained in this area. It may be that the career actor needs to mentor others to see how well they communicate with and coach junior employees. Should the individual have the skills needed, or can learn the skills needed, then he/she may be successful in finding a managerial job. Should the individual not have the skills needed and doesn't appear to be able to learn, make proper decisions, or communicate as needed for managerial roles, this feedback is important and self-appraisal is needed. It might be that the self-appraisal leads to other ideas that provide for the generative experience. Individuals may not be able to take on managerial roles within the workplace, or in other organizations, but there are often other opportunities to coach others (either as senior employees, or as Little League coaches for example). This self-appraisal and goal enactment, even if outside the firm, may lead to greater satisfaction that initially thought possible.

This cyclical process of using the career management model allows for the individual to grow and develop and can positively impact both professional and personal goals. New roles may come from this process either within or outside the organization. Individuals' motivation changes over time, and what was important just a few years ago, may no longer be important. Developing realistic goals that are compatible with one's current and future values, interests, abilities, and desired lifestyle is very important. This is the very essence of the model. It is the 'full circle' that allows one to continue in exploration, analyses, and appraisal as a problem-solving process throughout one's career.

Did you know that Shakespeare in King Lear was the one who coined the saying “The wheel is come full circle.”

Our Shared Purpose

We will use our concept of Shared Purpose to create a commitment which will be the basis for genuine partnerships throughout our course. Because we are willing to share with and learn from each other, we will move through ambiguity and misunderstanding in our interactions. Researchers suggest that the process of intentionally establishing and committing to a Shared Purpose of “learning and becoming together” (Eriksen & Cooper, 2017) creates a course context that will enable the achievement of our Shared Purpose.



Peer Coaching: Patrick Lencioni (2012) identified one of the five dysfunctions of a team as lack of commitment, and it has also been found that a low level of student commitment negatively impacts students’ learning and educational experience (Jenster & Duncan, 1987). Our Shared Purpose will attempt to circumvent lack of commitment from occurring, since it considers the social, as well the cognitive, aspects of learning and will build peer commitment. Our Career Management investigations and Peer Coaching process will help you proactively identify and develop strategies to address your own career development and learning. Your self-transformation is facilitated through our weekly engagement in self-reflection, peer coaching, and dialogues on various Career Management topics. By interacting with your Peer Coach, you will have the opportunity to share, clarify, and/or contradict each other’s thoughts, knowing that your beliefs and ideas are of value and at least considered, if not ultimately employed. We all have a valuable voice, and it will be heard!



Shared Purpose Agreement: Your Shared Purpose agreement will allow you to transform your ideas and give rise to new ideas that may not have been possible without discussion with, input by, and consideration from your Peer Coach. You will learn from your classmates’ and instructor’s experiences, as well as your own direct experiences which you may choose to share. Our course is a “safe space” so feel free to share knowing that our interactions are safe and confidential among peers. You are always welcome to not share the name of your company, or real name of your boss or co-workers, so as to “protect the innocent.”

Finally, your Peer Coaching team will be positively influenced by your Shared Purpose and commitment to each other. Research shows team members’ commitment to their organization or team is shown to positively impact organizational performance and is negatively related to cognitive withdrawal, also known today as “quiet quitting,” and employee turnover (Rashid et al, 2003) (Meyer et al, 2002).

Peer Coaching Model

The role of your Peer Coach is to deeply listen (i.e., listen to understand the other person and to meaningfully respond), ask self-reflective questions (i.e., questions that help the other person increase his or her self-awareness), share relevant personal experiences, and brainstorm with one's peer to deepen his or her self-understanding and improve his or her current performance. The Peer Coaching role is developmental, rather than evaluative. The Peer Coach does not provide evaluative feedback but rather helps one's peer consider career strategies to understand oneself and one's experiences more deeply and develop approaches to achieve desirable outcomes. As human beings, we can always learn to improve. We can learn to be empathetic and support others. Furthermore, if we strive to be organizational leaders, we need to be self-aware. Our peers can "...provide us with a mirror to see our self and their honest feedback is a gift to our self-development" (Eriksen 2017, p 394).



Our Peer Coaching model will be our framework for collaboration over the semester. You will be able to reflect on your experience of coaching your peers and being coached by your peers. This collaboration will allow for developmental processes to occur, and you will be focused on "what are you learning?" and "what are you sharing so that you and your peer might improve and meet your goals?" Our dialogue across the semester will support transformative learning. These opportunities will provide for your engagement in authentic learning experiences through which you will learn how to work effectively with one another, learn about yourselves, and take responsibility for your learning (Haber-Curran, 2015). Your dialogue will begin with questions about what is working in your career, what could be improved, and how your Peer Coaching team can support one another to improve your individual performance and the achievement of your shared purpose.

Our Shared Purpose will allow us to work together towards achieving the same goal and it will create the necessary transparency for us all to be successful and committed. Our Shared Purpose will create a sense of unity. Our Shared Purpose will allow our Peer Coaching teams to feel as if each is cared for by those around you. It will hold all of us accountable, and our collaboration will increase our engagement and enable each of you to share without fear or anxiety.

Lesson Readings Include:

- **Read: Chapter 2 & 4** from Greenhaus, Jeffrey H., Callanan, Gerard A., and Godshalk, Veronica M. "[Career Management for Life. 5th edition](#)" (2019)[Links to an external site.](#) Routledge; 5th edition.
- **Read: Chapter 2 & 3** from Parker, P., Hall, D. T., Kram, K. E., & Wasserman, I. C. (2018). [Peer coaching at work : Principles and practices](#). Stanford University Press.

Assignment: Begin Your Career Management Journal

The Career Management Journal is for your purposes to document all self-explorations and goals for future use. You will present your Journal at the end of the course for course grading. Please provide the Journal in electronic form. It is acceptable to include pictures of your hand-drawn Serpentine or Daisy charts if you wish. The rest must be typed please.

There are three items to complete for this assignment.

1. If you do not already have one, create a [google accountLinks to an external site.](#) here. Once you created an account, open Google Docs with your [sign-inLinks to an external site.](#) Title your document **Career Management Journal** with your name after the title. If you have your partner from the discussion in lesson 1, record who your partner is and why you choose them as your peer coach in your Career Management Journal. You should have choose a Peer Coaching partner or two from your time zone/region.
2. Complete "Shared Purpose" agreement and add to your Career Management Journal. Review Eriksen's "Shared Purpose" article, Appendix A, from last week. Here is some language you might include in your "Shared Purpose" agreement. Points will be given for Share Purpose Agreement Completion. Only include language that speaks to your team's "Shared Purpose":

As a member of this course, I commit to our Shared Purpose:

- To pursue happiness
- Confidentiality
- Possessing an open mind
- Being encouraged but having the right to share and not share our lived experience
- Being open to ideas, opinions, and lived-experiences that differ from ours
- Pushing outside our comfort zones
- Being curious and explorative
- Being honest
- Being present—being in the here/now
- Being engaged and participating
- Being enthusiastic
- Encouraging and supportive of one another
- Trusting one another
- Being courageous
- Being honest with others and ourselves
- Being nonjudgmental
- Challenging and question one another in a respectful way
- Being prepared for discussion by completing the assigned readings and assignments prior to the class meeting when they are due
- Sharing how we are experimenting with ideas learned in class in the outside within our day-to-day lives
- Outside class, taking time to reflect on previous classes' discussions and activities and relevant lived-experience.

3. Communicate with your Peer Coaching partner to determine how you will communicate to complete work and how/by when you will establish due dates.

References Include:

Eriksen, M. & Cooper, K. (2017). Shared-purpose process: Implications and possibilities for student learning, development, and self-transformation. *Journal of Management Education*, 41(3), 385-414.

Haber-Curran, P., & Tillapaugh, D. W. (2015). Student-centered transformative learning in leadership education: An examination of the teaching and learning process. *Journal of Transformative Education*, 13, 65-84.

Jenster, P. V., & Duncan, D. D. (1987). Creating a context of commitment: Course agreements as a foundation. *Journal of Management Education*, 11(3), 60-71.

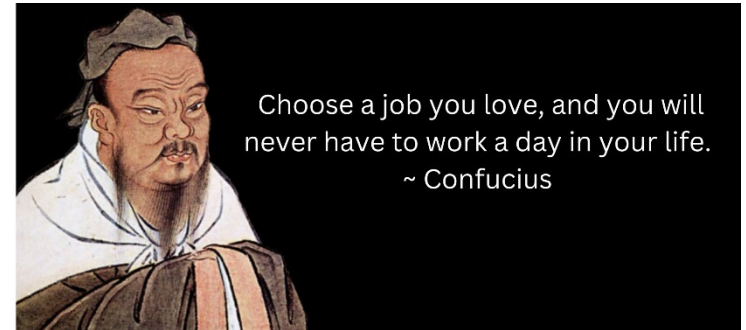
Lencioni, P. (2012). *The five dysfunctions of a team*. Pfeiffer, a Wiley Imprint, San Francisco.

Meyer, J. P., Stanley, D. J., Herscovitch, L., & Topolnytsky, L. (2002). Affective, continuance, and normative commitment to the organization: A meta-analysis of antecedents, correlates, and consequences. *Journal of Vocational Behavior*, 61, 20-52.

Rashid, Z. A., Sambasivan, M., & Johari, J. (2003). The influence of corporate culture and organizational commitment on performance. *Journal of Management Development*, 22, 708-728. <https://nymag.com/intelligencer/2022/08/the-truth-behind-quiet-quitting.html>

Overview: Application of the Career Management Model

What are your career goals? What are your life goals? Do your career goals enable you to achieve your life and personal goals? Unless you are part of the Rockefeller family and are independently wealthy, which today has been surpassed by the world's most wealthy families such as the Walton family (aka Walmart), Mars family (aka M&M candies) or the Hermes family (also known for scarves and neckties), it is likely that your career achievements allow you to live the life you want or wish to live. Spending time focused on planning your career, as we will do in this course, will allow you to set goals which if reached can then positively impact your career and life! As Confucius said, if we choose a job (or better yet – career) that we love, we will never have to work a day in our lives!



In this lesson, we will focus on applying the Career Management model. First, we will consider the role that self-exploration plays in helping to determine which jobs and careers will be a good fit. Then, we will ponder the themes and preferred work environment we wish to have. Finally, we will consider the implications of our truthful ability to appraise our careers, make genuine career decisions, and then implement those career decisions. We will consider all these topics in light of work-life decisions that should be made, noting that we all may be in different career and life stages in this moment.

Lesson Objectives:

At the end of this lesson you will be able to:

- ✓ Apply relevant concepts and theories in the career management literature to one's personal career
- ✓ Demonstrate how to complete a self-exploration process
- ✓ Demonstrate how to build a relationship with your Peer Coach

Lesson Schedule:

Tasks for this Lesson:

 Read:

- Read the Syllabus & Course Schedule
- Read Lesson 3 Content
- Read Chapter 5 & 6 from Greenhaus, Jeffrey H., Callanan, Gerard A., and Godshalk, Veronica M. ["Career Management for Life, 5th edition" \(2019\)Links to an external site.](#) Routledge; 5th edition.

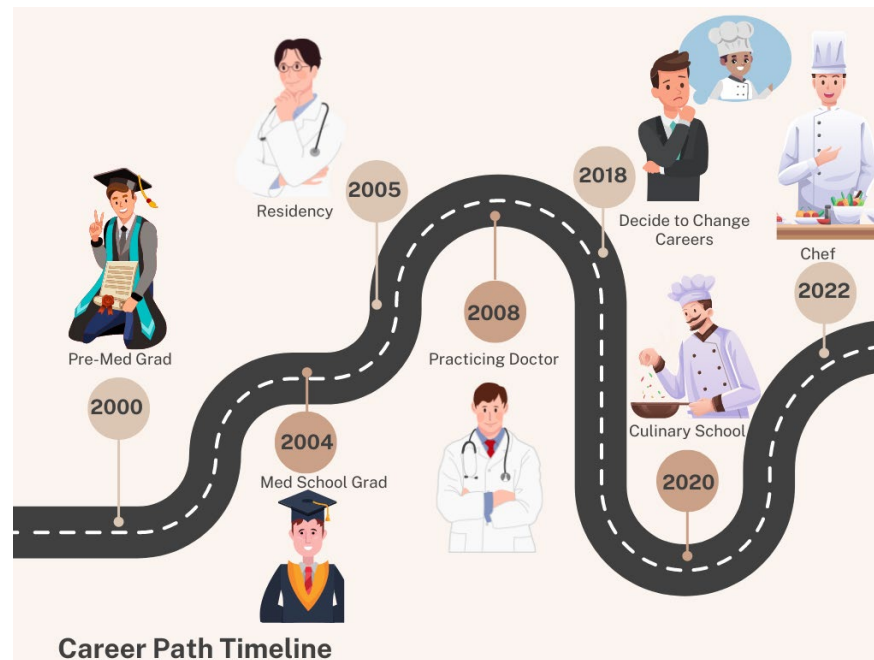
 Complete:

- ✎ Individually, complete a Serpentine Chart
- ✎ Enter the Serpentine chart in your Career Management Journal
- ✎ Complete the Peer Coach Serpentine Chart Discussion Board

Explore yourself personally and professionally

In order to determine the answer to the questions – what are my career and life goals? – we need to do some exploration about a variety of topics. These may include your values and interests, your personality and talents, or preferred lifestyle choices. We often go to school and choose college majors under the direction of what our parents or caregivers suggest we should do. Or we follow our family into the business they have created. We have all heard of the person who went to school to become a medical doctor because his father was. And then, after years of training and possibly being in the field for some time, the doctor decided he wanted to leave medicine to become a chef.

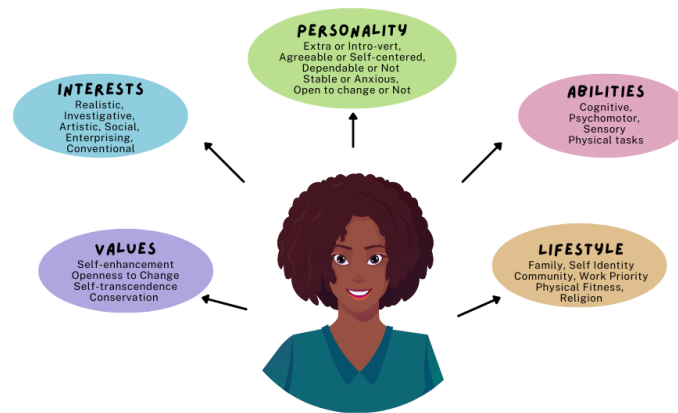
- What happened there?
- Was the doctor so influenced by his family and their lifestyle that he could not consider other options?
- Did the person not realize what the work of a medical doctor was, the close and intimate relationship doctors have with patients, or the amount of time spent in a medical office or hospital?



This scenario would suggest that little self-exploration was done prior to applying for and going into this line of education and work. However, since the person is now considering becoming a chef, working with people and long hours must not be major issues. In order for us to not go down this “chance as chance can” road, let’s spend some time doing self-exploration.

Defining five elements of self-exploration

There are various concepts that we should define so that your self-exploration can be closely explored. These include:



Values: Values represent our beliefs about the necessary qualities of our human existence that one would like to attain which serve as the guiding principles for behavior. Values that we can explore would include self-enhancement (opportunities for achievement), openness to change (how we direct ourselves to consider novel things in life), self-transcendence (how do we consider our lives in a universal perspective), and conservation (what is important to us from a tradition or security perspective).

Interests: Interests represent our preferred likes and dislikes that we see in activities or objects in our life. Interests often direct our decisions around the type of work we want to do. John Holland identified these areas of interest and then mapped types of jobs to our interests. Interests, and therefore related jobs, can be realistic, investigative, artistic, social, enterprising, and conventional.

Personality: Personality is another area of self-exploration that allows you to consider psychological characteristics that are stable and do not often change. Your thoughts, emotions, habits and behavior help to define your personality. You may have measured these through the “Big Five” types of personality tests which measure extraversion or introversion, agreeableness or being self-centered, conscientiousness or lacking dependability, emotional stability or being anxious, and openness to experience or having greater comfort with familiar situations.

Abilities: Abilities or talents refer to our capacity or proficiency to perform a wide variety of tasks. Abilities can be measured when we consider our ability to do cognitive, psychomotor, sensory or physical tasks. Understanding our abilities allows us to make better career decisions. For example, if you are 5’8”, it is likely for physical reasons that you may not play as a NBA or WNBA basketball center.

Lifestyle: Lifestyle preferences refers to our understanding of what values and interests may impact important decisions we make regarding work. We should have an awareness of our desired lifestyle. How important is family as a value and how does that impact work? How important is travel as an interest and how does that impact work? How strongly do you identify with work, or are there other parts of your life which hold equal importance (e.g., community, physical fitness, religion)? A full inventory of these preferences should be taken so that you can make informed career decisions.

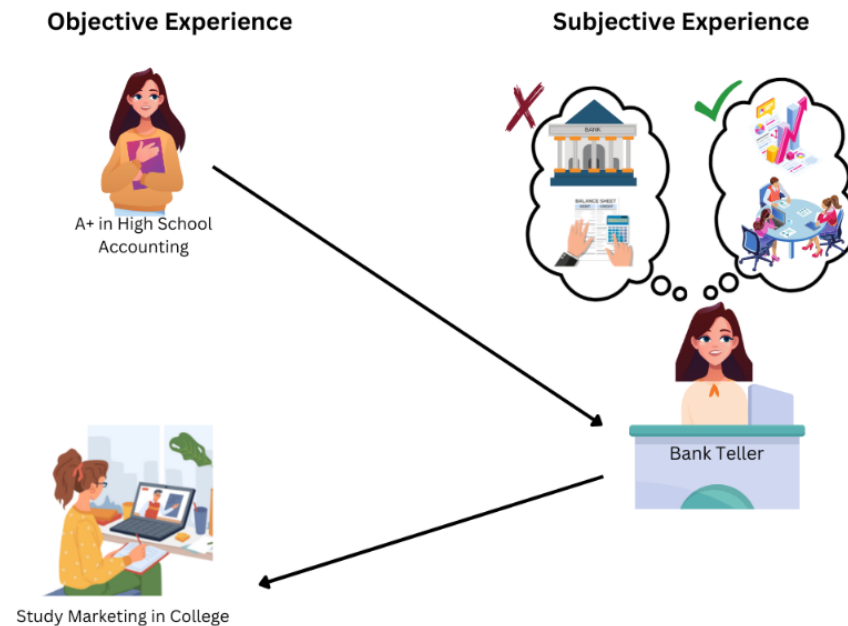
Now that we have a general idea of content areas we will need to self-explore, let’s begin the process of exploration!

Beginning your Career Management Journal

As you start to begin your self-exploration, you will realize that this course is all about YOU!

By starting your own exploration, you will need to begin entering data into your Career Management Journal, and then in conversation with your Peer Coach, you will continue the conversation by sharing information, thinking through decisions you have made and may make in the future, and pursuing our Shared Purpose of creating future career goals.

The first step in starting your self-exploration will be to start an autobiography, theme identification(s) of your career, and preferred lifestyle and work environment. You will see the Learning Exercises at the conclusion of chapter readings which cover these very topics (i.e., Learning Exercises 1A, 1B, 2, 3, and 4 which you will complete later). As shown in Exhibit 1.1, start your Career Management Journal by considering these Learning Exercises and chart your career by creating a Serpentine Chart like Exhibit 1.1. You will want to think about both objective and subjective experiences you have had in your career.



For example, you may have had an objective experience of being good in a high school accounting class and then was able to secure a summer job with a bank. However, the subjective evaluation of working in the bank allowed you to learn that being an accountant and working in banking were NOT the career choices for you. That was a valuable subjective learning experience! So, you were then able to change your college major to marketing since you found that the social aspect of working with others and focusing on selling products were of greater interest to you. These would be the first entries in your Serpentine Chart noting your early career experiences that impacted career decisions made. Continue this process until your current job/career is reached...your Serpentine Chart may be long or short based on the length of your work experiences. As you work through your Serpentine Chart also consider lifestyle choices that are or were important to you at those points of your life.

How have those lifestyle decisions impacted the themes of your life and your preferred work environment?

Using the Career Management Model to set goals

Now, that you have begun your self-exploration work, we will start to consider using the Career Management model to set goals, enacting those goals through various strategies, and finally appraising goals. A career goal is defined as your career-related outcome based on what you intend to attain from your work. Career goals have both conceptual and operational dimensions.

A **conceptual career goal** identifies the nature of the work experiences one wants to attain but without specifying a particular job or position.

An **operational career goal** translates the conceptual goal into a specific job or position.

For example, for someone who has enterprising career interests, a conceptual goal may be to go into an entrepreneurial work environment. An operational goal would make that conceptual goal become a reality in that the person may go to work for an entrepreneur, learn what it takes to become someone who owns his/her own business, and then in time, becomes someone who is an entrepreneur.

Once we establish our conceptual and operational goals, we may then consider the timeframes within which we want to achieve these goals. In our enterprising example, a short-term goal may mean that you want to find a small, entrepreneurial company to work in within the next year. You may become a member of a small business association such as the [Sustainable Business Network](#) [Links to an external site.](#) in Philadelphia, PA so that you can meet and network with entrepreneurs and potentially find someone with which to work.



By joining such an association, and learning what it takes to become an entrepreneur, you may then set a long-term goal to establish your own company in the next 3-5 years. You will need to make contacts, find funding sources and potential employees, and the like, in order to make that long-term goal a reality. You may be doing all this while still having a “day job” so your side hustle is funded until it is ready for “prime time.” Nathan Resnick (Resnick, 2017) recommends that aspiring entrepreneurs focus on three things:

- 1.
1. Use your day job to build your business.
2. Build your business using other people's money.
3. Focus on building systems.

While we will talk more about entrepreneurial careers in later lessons, it is important to reflect on short and long-term goals and how these can come into reality due to proper career goal setting.

Making career decisions



While it is easy to discuss setting career goals, it is often difficult in practice to make career decisions. There are many reasons for career indecision and they stem from one's inability to do honest self-exploration or gather information about careers of interest. These are some of the most common reasons for career indecision:

- Lack of self-information due to incomplete self-exploration or little time spent in honest self-exploration.
- Lack of internal work exploration and information related to opportunities within the current company.
- Lack of external work exploration and information related to opportunities located outside the current company.
- Lack of career decision-making self-confidence or one's ability to make career related decisions with great self-assurance.
- Career decision-making fear and anxiety related to "analysis paralysis" over making career decisions often caused by fear about losing jobs and income, and therefore career security.
- Nonwork demands which reflect one's personal, lifestyle, and or family pressures associated with making career changes that may affect nonwork life.
- Constraints based on the situation, such as the time, finances, or years invested in one career when the desire is to move into an entirely different career. We often call that "sunk costs."

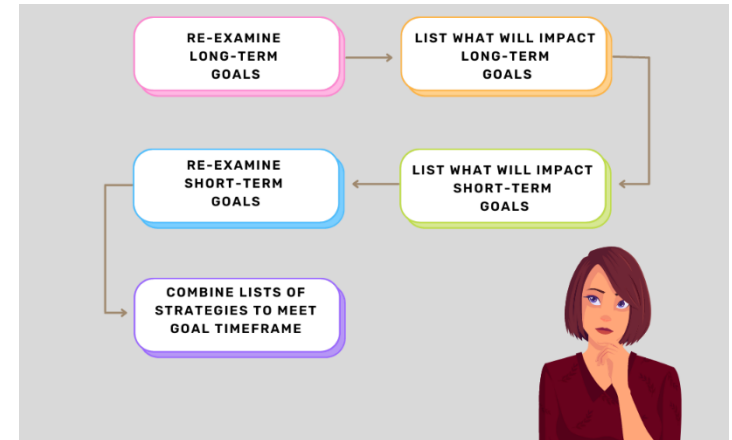
For these reasons, we often delay, do little self-exploration or may not be honest with self, and put off setting career goals. This then causes us to be unable to make career related decisions. Individuals can be "undecided" which may occur occasionally, or they can be "indecisive" which may present as chronic career indecision. Given that you are taking this course, and are being proactive in reflecting on your career, you are neither career undecided nor career indecisive. Right now, you are in self-exploration mode! Decisions on goals will come later in our course.

Start the process of developing career strategies

Once we decide that we are going to do self-exploration and set goals (as we will in our assignments during this course), we can start the process of developing career strategies. Note that developing career strategies is important as it allows us to meet career goals. In fact, career strategies are defined as any behavior, activity or experience designed to help someone meet career goals. Career strategies involve our focus on making conscious choices on where we will employ our human capital to meet and achieve career goals, and where we will not be investing our human capital (on goals we set aside or do not enact).

So that we can meet and achieve our career goals, we may want to consider this process for developing career strategies:

- Reexamine our long-term goals. Goals may be reexamined annually or biennially.
- Identify behaviors, activities, and experiences that will allow you to reach your long-term goals. In our earlier enterprising example, attending entrepreneurial association events can be a key activity to engage in prior to pursuing an entrepreneurial career.
- Reexamine our short-term goals and the fit with our long-term goals. Are these complimentary or conflictual?
- Identify behaviors, activities, and experiences that will allow you to reach your short-term goals.
- Combine these lists of strategies to meet your career goals within your desired timeframe.



Gathering data and feedback on the career strategies we will employ is certainly part of the career appraisal process. Career appraisal happens when we gather career-related feedback and use that information to positively impact our goals and strategies for the future. We may have different career ideas and expectations in our 40's than we do in our 20's. Reappraising at various career stages, or as we move into a different career stage (middle adulthood from early adulthood), is important for these reasons.

Will the development of your future career strategies and goals include a reappraisal as you prepare for an upcoming career stage?

Lesson Readings Include:

- **Read: Chapters 5 & 6** from Greenhaus, Jeffrey H., Callanan, Gerard A., and Godshalk, Veronica M. "[Career Management for Life, 5th edition](#)" (2019)[Links to an external site.](#) Routledge; 5th edition.

Assignment: Create Your Serpentine Chart

- Individually, complete a Serpentine chart (similar to Exhibit 1.1 in the CMFL) and enter into your Career Management Journal.
- Discuss your Serpentine chart with your Peer Coach.

Peer Coaching Serpentine Chart Discussion

Since you have now begun your self-exploration, and have started gathering data, you can discuss with your Peer Coach what data you might have with which to do job exploration.

First Step: The first step in conversing with your Peer Coach will be discussing your Serpentine Chart and how that information can be used in job exploration. Here are some questions to discuss with your Peer Coach, and then bring those learnings to the Discussion Board. Share what you feel comfortable bringing to your class in the Discussion Board.

- What did you learn from a subjective perspective about your career?
- What did you learn from an objective perspective about your career?
- What did your Peer Coach help you to assess?
- What are important components of your preferred work environment that you will use in future job exploration?
- What are important lifestyle considerations that you will use in future job exploration?

Next Step: Each student should bring at least one learning to the Discussion Board. We all look forward to understanding what you learned as part of your self-exploration and in conversation with your Peer Coach.

Your initial Discussion post is due Wednesday at 11:59 PM ET. After your initial response, read and meaningfully respond to at least two of your fellow learners' posts by Sunday at 11:59 PM ET.

References Include:

Resnick, N. (2017). <https://www.entrepreneur.com/starting-a-business/how-this-entrepreneur-kept-his-day-job-while-starting-a/288510>[Links to an external site.](#)

Overview: Applying Peer Coaching to the Career Management Model

While we have spent time discussing how to apply the Career Management model to the establishment of your goals, we will now discuss how your Peer Coach can work to mentor you, and you back to the other person in your dyad (or triad). We have established your Shared Purpose for the course. As part of that Shared Purpose, you agreed to collaborate with your team and support each other through the work associated with this course.

We will now spend time discussing what Peer Coaching is, and how acting as a Peer Coach to another in our course will allow you to achieve the Shared Purpose of this Career Management course. It will also allow you to learn valuable mentoring skills you can use in your workplace too!

Lesson Objectives:

At the end of this lesson you will be able to:

- ✓ Define Peer Coaching and how to implement strategies to development yourself and others
- ✓ Develop greater insight into one's career values, talents, and interests
- ✓ Improve career decision-making skills while working with your Peer Coach

Lesson Schedule:

Tasks for this Lesson:

📖 Read:

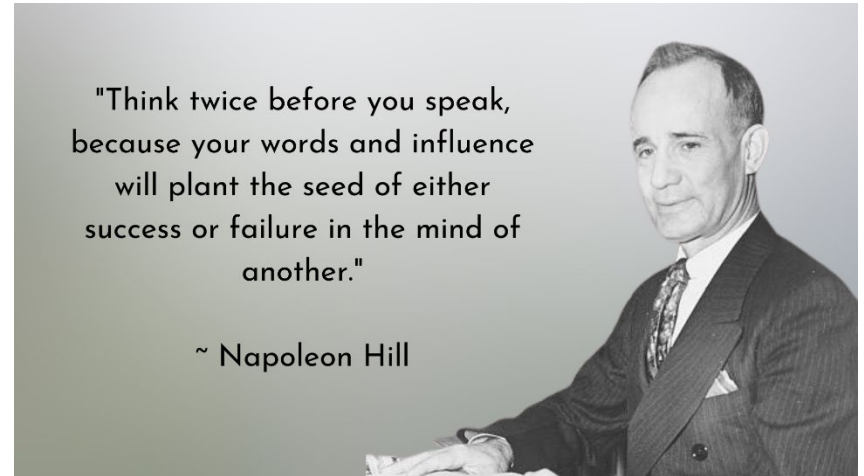
- ▶ Read the Syllabus & Course Schedule
- ▶ Read Lesson 4 Content
- ▶ Review Chapters 2 & 3 from from Parker, P., Hall, D. T., Kram, K. E., & Wasserman, I. C. (2018). [*Peer coaching at work: Principles and practices*](#). Stanford University Press.
- ▶ Read Grant, A.M., & Atad, O.I. (2022) [Coaching psychology interventions vs. positive psychology interventions: The measurable benefits of a coaching relationship](#), *The Journal of Positive Psychology*, 17:4, 532-544, DOI: 10.1080/17439760.2021.1871944.
- ▶ Read Valcour, M. (2015). You can't be a great manager if you're not a good coach. Retrieved from <https://hbr.org/2014/07/you-cant-be-a-great-manager-if-youre-not-a-good-coach>

📝 Complete:

- ✍ Complete Daisy chart and add to your Career Management Journal

"Think twice before you speak,
because your words and influence
will plant the seed of either
success or failure in the mind of
another."

~ Napoleon Hill

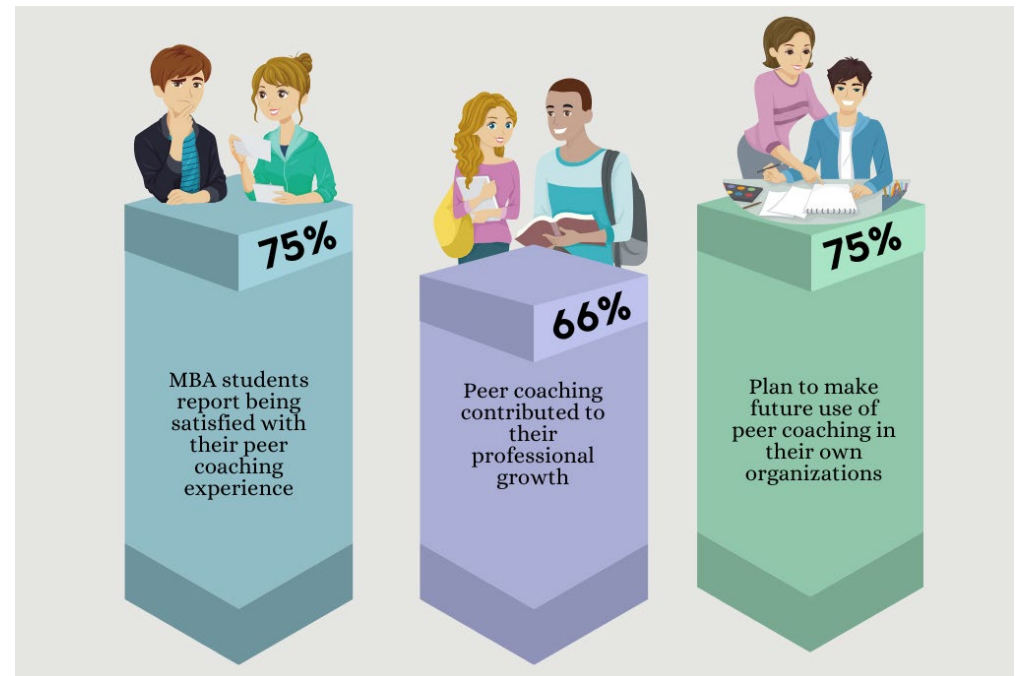


Coaching and mentoring are key to effective leadership

In many organizations today, managers are being called upon to facilitate employee development through mentoring and coaching efforts. However, it is often true that the organization does little to give managers a background in how to peer coach. Researchers have found that the most important competency separating highly effective managers from average ones is the coaching of their employees (Valcour, M. 2015). In fact, coaching and mentoring have been identified as developmental relationship models and a key component of effective leadership development programs (Leskiw & Singh, 2007) .

Peer coaching in dyads (or triads) was employed in a variety of academic settings to aid self-development, particularly with MBA students.

At Boston University, peer coaching was used to support in-class learning by partnering students with one another as peer coaches. Students paired off after completing individual learning activities to share their reactions and interpretations of what was taught. They also helped one another process self-assessment tests and exercises in which they had engaged to integrate their self-assessments when creating career development plans (sound familiar yet?). Of these MBA students, 75% reported being satisfied with their peer coaching experience. The degree of satisfaction with the peer coach appeared to be related to the time and effort individuals put into the peer coaching process. Sixty-six percent of the students reported that peer coaching contributed to their professional growth. A good number of students (75%) planned to make future use of peer coaching in their own organizations. These students did so because they noticed their experience with the peer coach in class also contributed to their own professional development (Parker et al 2008 & 2015). Finally, when peer coaching occurred in a compassionate way in the management courses, researchers found that the peer coaching process facilitated connection among students, their engagement in the course, and was found to reduce students' stress and improve their learning (Taylor, S. & Boyatzis R. 2012).



Therefore, it is important that we gain self-efficacy in coaching through both vicarious and mastery scenarios so we can be effective in this role. Our Career Management course will allow you to acquire skills in being a peer coach, regardless of whether you are a manager or not. In fact, learning these skills will enable to you to effectively coach others and may create management opportunities in the future.

Peer Coaching is a learning tool used for growth and development

Growth and development

More than ever before, peer coaching has been employed in business settings to facilitate employees' professional growth and development through the sharing of knowledge, reflection on practice, development of new skills, and improvement of competencies and performance (Parker et al 2008). Career-focused peer coaching has been found to increase goal achievement, professional development, improve networks and relationships, enhance resilience and well-being within the work environment (Jones et al 2016). Peer coaching is recognized as an effective alternative to executive and professional coaching which can be costly, and is often only made available to top echelons of organizations. It is often viewed as a learning tool in leadership development programs for both academic and corporate settings (Parker et al 2015).

Defining Peer Coaching

Peer coaching has been defined as a relationship where the "**Coach**" provides one-on-one coaching, while the "**coachee**" gets the coaching service" (Carey, et al 2011). Peer coaching involves individuals of equal status focused on facilitating the personal and professional development of all parties in the relationship. The outcomes of peer coaching involve the integration of reflection on practice to identify critical career incidents (as observed in your Serpentine and Daisy charts), as well as an emphasis on process and content that facilitates career management skill and goal development (which you will accumulate in your Career Management Journals). Good practice suggests that coaches ask open-ended and probing questions to increase the coachee's self-exploration, self-understanding, thereby facilitating personal development (Ladyshevsky, R. 2014).

Improve networks & relationships

Researchers have come to understand that learning and personal development is a social, as well as a psychological process and, thus, our peer coaching experience develops our class as a community interested in mutual learning and development (Eriksen et al 2020). The social aspect of learning emphasizes that each student has a responsibility not only for his or her learning and growth, but also a responsibility for and ability to influence fellow students' growth through peer coaching. Exceptional peer coaches enact this responsibility by being present, engaged, empathetic, supportive, caring, on time, listening deeply to and encouraging one another, as well as sharing ideas, experiences, and life lessons. This will be our lived experience and our definition of peer coaching for success!



Our peer coaching relationships

While peer coaching is well known, how to be a peer coach is not. We have developed our Shared Purpose and know that our peer coaching relationships will be a “safe space” within which each partner can share information and ask for helpful ideas and recommendations about one’s career. However, it may be that in some cases, one partner’s ability and commitment may exceed the other partners, and frustration may occur which reduces the growth and development of the other partner. Nonetheless, because a similar situation is likely to occur while coaching employees after becoming a manager, students will still learn how to coach someone, perhaps focusing on the superordinate goals of commitment and shared purpose, and through the poor coaching experience better learn what makes for an effective coaching experience. The world is a complicated place, so we might as well learn and adapt to it here in our course!



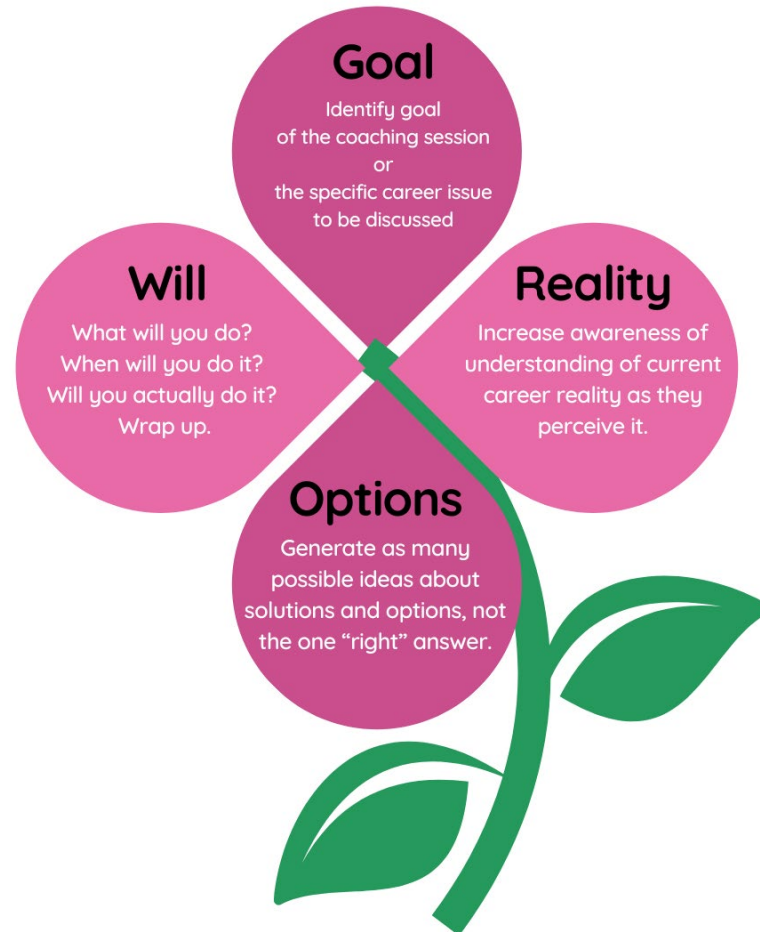
In the beginning of your peer coaching relationship, you may want to consider these questions for reflection and conversation:

- What is your peer coach doing well in your interactions with her/him that has been particularly effective in facilitating your personal career development?
- What is it you would like to see more of from your peer coach in your interactions with her/him that would further facilitate your personal career development?

Begin your peer coaching relationship with an open mind and a grateful heart. Listen with intent and offer feedback when it is appropriate. It is not your job to “fix” your partner, nor to be evaluative or judgmental. Rather it is your job as a coach to facilitate your partner’s ability to learn what his/her next career step might be.

The GROW Model Explained

Matthew Eriksen, Sarah Collins, Bailey Finocchio, and Julian Oakley (2020) offer a reflective set of questions and tasks, based on an original model from Sir John Whitmore (2015), which allows you to enhance your current peer coaching style. Here are some basic ideas adapted from their GROW Model which stands for **Goals, Reality, Options, and Will**. The GROW Model focuses on helping individuals fulfill their career potential and performance by supplementing one's learning from a variety of experiences, rather than having the peer coach try to "teach" the partner what a proper response should be. Here are the key prompts of the GROW Model:



Lesson Readings Include:

- **Review: Chapters 2 & 3:** Parker, P., Hall, D. T., Kram, K. E., & Wasserman, I. C. (2018). [*Peer coaching at work : Principles and practices*](#). Stanford University Press.
- **Read:** Grant, A.M., & Atad, O.I. (2022) [Coaching psychology interventions vs.positive psychology interventions: The measurable benefits of a coaching relationship](#). *The Journal of Positive Psychology*, 17:4, 532-544, DOI: 10.1080/17439760.2021.1871944.
- **Read:** Valcour, M. (2015). You can't be a great manager if you're not a good coach. Retrieved from <https://hbr.org/2014/07/you-cant-be-a-great-manager-if-youre-not-a-good-coach>

Optional Readings:

- Hastings, L.J., & Kane, C. (2018). [Distinguishing Mentoring, Coaching, and Advising for Leadership Development](#); *New Directions for Student Leadership* no. 158. Wiley Periodicals, Inc. Published online in Wiley Online Library (wileyonlinelibrary.com).
- Khattak, S.R., Rahman, S.U., Saleem, Z., Fayaz, M., Fayaz, M., & Iqbal, K. [Reverse Mentoring: Improving Technological Skills of Older Peers: A Moderated Mediation Approach](#); *Multicultural Education*, April 25, (2021).
- Schipani, C.A., Morehead, T., & Dorsey, A. (2021). [Overcoming Gender Discrimination in Business: Reconsidering Mentoring in the Post #Me-Too and Covid-19 Eras](#); Whitney Ross School of Journal of Business Law, U. of Pennsylvania.
- Sosik, J.J., & Godshalk, V.M. (2005). [Examining gender similarity and mentor's supervisory status in mentoring relationships](#), *Mentoring & Tutoring: Partnership in Learning*, 13:1, 39-52, DOI: 10.1080/13611260500040138

Assignment: Create Your Daisy Chart

1. Individually, complete a Daisy chart and enter into your Career Management Journal
2. Share your Daisy chart with your Peer Coach

References Include:

Carey, W., Philippon, D. J., & Cummings, G. G. (2011). Coaching models for leadership development: An integrative review. *Journal of Leadership Studies*, 5, 51-69. Quote on pg. 53.

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Leskiw, S., & Singh, P. (2007). Leadership development: learning from best practices. *Leadership & Organizational Development Journal*, 28, 444-464.

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Parker, P., Wasserman, I., Kram, K. E., & Hall, D. T. (2015). A relational communication approach to peer coaching. *Journal of Applied Behavioral Science*, 5, 231-252.

Schipani, C.A., Morehead, T., & Dorsey, A. (2021). [Overcoming Gender Discrimination in Business: Reconsidering Mentoring in the Post #Me-Too and Covid-19 Eras](#); Whitney Ross School of Journal of Business Law, U. of Pennsylvania.

Sosik, J.J., & Godshalk, V.M. (2005). [Examining gender similarity and mentor's supervisory status in mentoring relationships](#), *Mentoring & Tutoring: Partnership in Learning*, 13:1, 39-52, DOI: 10.1080/13611260500040138

Taylor, S. N., & Boyatzis, R. E. (2012). Looking at stress and learning: Peer coaching with compassion as a possible remedy. *Transformative Dialogues: Teaching and Learning Journal*, 6(1), 1-14.

Valcour, M. (2015). You can't be a great manager if you're not a good coach. Retrieved from <https://hbr.org/2014/07/you-cant-be-a-great-manager-if-youre-not-a-good-coach> [Links to an external site.](#)

Van Oosten, E., & Kram, K. E. (2014). Coaching for change. *Academy of Management Learning & Education*, 13, 290-292.

Whitmore, J. (2015). *Coaching for performance: GROWing human potential and purpose* (5th ed.). London, England: Nicholas Brealey.

Overview: Stages of Career Development - Which is yours now?

Over the next two lessons, we will review the various stages of career development that we experience as we advance through our careers. These stages, much like Erikson's and Levinson's stages of adult development, progress in a chronological way but we should keep in mind that not all our careers will progress in that linear way. In fact, most of us will experience stages of occupational discovery, establishment, advancement, and then transitions to career plateaus and possible decline, withdraw, or retirement in a cyclical fashion. Data gathered from the U.S. Bureau of Labor Statistics often shows that individuals spend on average [4.6 years in a job](#)[Links to an external site.](#), and upwards of 7 career changes across one's career. If you are questioning this data, just consider the raw numbers. Five years in one job, and a possibility of seven career changes, suggests that individuals work for at least 35 years. If starting employment after college, most of us will work from 22 to 57 years old easily. Add in a few additional years of work during college, or between various jobs that do not work out, and we can all get to the retirement age of 65 with 33 years of work experience quickly. As they say, time flies when you are having fun, and whether you are or not, time flies between starting your career, and its conclusion – your retirement! Let's discuss the career stages we all will progress through, and the various tasks associated with each career stage.

Lesson Objectives:

At the end of this lesson, you will be able to:

- ✓ Develop greater insight into one's career stage, and the tasks associated with each career stage
- ✓ Understand the occupational choice theories
- ✓ Recognize other factors influencing occupational choice and the phases related to the early career stage
- ✓ Consider individual and organizational actions during the early career stage
- ✓ Consider work-life implications during the early career stage.

Lesson Schedule:

Tasks for this Lesson:

 Read:

- Read: Syllabus & Course Schedule
- Read: Lesson 5 Content
- Read: Chapters 7 & 8, including the Natalie the Retail Manager cases A and B at the end of each chapter from Greenhaus, Jeffrey H., Callanan, Gerard A., and Godshalk, Veronica M. ["Career Management for Life, 5th edition" \(2019\)](#)[Links to an external site.](#) Routledge; 5th edition.

 Complete:

- ✎ Complete Lesson 5 Discussion: Natalie the Retail Manager, Part A & B
- ✎ Complete Self-exploration assignments you choose (complete minimally two Learning Exercises) from CMFL Learning Exercises 1A, 1B, 2, 3, 4A, 4B. These can be found on pg. 126-133. Add to Journal.

**"Efforts and courage are
not enough without
purpose and direction."
~John F. Kennedy**



Choosing occupations and organization the work for you

It sounds so easy...it should be easy...and yet it isn't! Why is choosing the right occupation, and then the right organization, so difficult?

First, we struggle with concerns about finances...will the occupation I choose afford me the lifestyle I desire? Will I be able to afford the education associated with my desired occupation? Second, we concern ourselves with whether or not a particular job and career will be needed in the future. Did a telephone operator working for Bell Telephone (now AT&T) ever think she [would no longer be needed](#)[Links to an external site.](#)? Or what about the guy who installed public telephones in New York City? Did you know that the last public payphone was removed recently from NYC? The World Economic Forum reports that nearly 40% of workers believe their [jobs will be obsolete in five years](#)[Links to an external site.](#), and 60% believe their jobs will be taking over by machines.



Finally, many of us are concerned about failing in our chosen profession. It can take many years to complete the education needed to be successful in our [occupation](#)[Links to an external site.](#). As we know, the debt associated with higher education has become astronomical and graduates of public colleges or universities have had to shoulder on average over \$26,000 in [debt after graduating](#)[Links to an external site.](#). Student loan default rates are nearly twice as high in majority Black zip codes (17.7%), when compared to majority Hispanic (13%), or majority White zip codes (9%). The fear of failure is real when this type of price tag is associated with the cost of education.

What can we do to change these situations and allow ourselves to feel confident in the decision to choose an occupation and organization that works for you? First, let's understand what we mean by occupation.

Occupation is defined as a set "...of similar jobs found in several establishments" that would require a defined skill set.

Jobs in accounting would differ from web design which would differ from personal fitness training. One set of jobs requires quantitative skills (accounting), one entails computer programming or graphic design skills (web design) while the last example involves knowledge of the human body and how it operates (fitness training). These would all necessitate educational backgrounds and interests that would differ remarkably. Understanding one's interests and abilities allows us to make decisions on occupational choice. Refer now to the chapter on *Choosing Occupations and Organizations* to review the Theories of Occupational Choice and the themes associated with these choices. These themes allow us to understand occupational decision making and the various factors that should be considered when making such decisions.

You will start working on more Self-exploration Exercises at the conclusion of this lesson! Without a great understanding of one's values, interests, abilities, and preferred lifestyle, one would have to have amazing luck to "fall into" the appropriate occupation. The Self-Exploration Exercises, along with the work you are doing with your Peer Coach, will help you to become more aware of your needs and work towards finding the right occupation (or a more accurate one) once you have done this self-analysis.

Stay tuned!

Choosing the right job in the right organization



Human resource management researchers often consider the process of choosing candidates for the organization a one-sided affair. They place job ads, review candidates, hold interviews and make offers, hopefully to candidates who have the best person-job fit. Then they hold their breath hoping the new employee stays for a while...so the process does not need to start again. However, this process also has important organizational entry implications when looking at it from the candidate's perspective – yours! Here are the important tasks you need to concern yourself with during the process of choosing the appropriate organization.

Recruitment is the process of mutual attraction where the organization is concerned with finding and attracting a large and diverse pool of candidates for specific jobs, and where the candidates are looking for clarification on job tasks and both short- and long-term opportunities for career growth within the organization.

Selection is the process where both parties assess the person-job fit between the job opportunity and tasks to be accomplished, and the skills the candidate brings. There is a mutual choice/decision made by both parties. During this phase, interviewing and job

offers occur, and decisions need to be made based on expectations of what information has emerged during the selection process. The organization is often concerned with the person-job fit as it relates to future performance and retention, while the candidate is concerned that what she has been told about the job opportunity is accurate and future career growth opportunities exist.

Orientation is the process that begins once a candidate has been selected and begins work. This is the initial adjustment period and may include training to acclimate the new employee in their job. This process may be overlooked by organizations and would be a great question to ask during the interview phase. Mentoring may be offered to ease the orientation process.

Socialization is the process that allows the individual to belong to the organization. There may be social events that allow that process to occur, even if at the “water cooler.” Today, companies are struggling to socialize new employees when these employees spend much time working from home, and meeting only via remote synchronous technology (e.g., Zoom). Formal training can assist in the socialization process, as can mentoring. This is another topic a candidate can ask while interviewing, so that you understand how you will be brought up to speed and be successful quickly in the new job.

Please note that organizations are having difficulty in socializing new employees given the COVID19 pandemic and new hires over the last few years. A study of new public accounting recruits found that the new remote work environment since the pandemic has negatively affected and reduced socialization (Bailey, C., et al, 2022). Several aspects of socialization, such as informal mentoring with newcomers and quality of networking, was reduced. While new recruits were able to effectively learn new technical skills, understanding the firm's expectations particular regarding client interactions and appropriate business attire were not learned through observation. Newcomers' ability to interact and bond with co-workers was hampered, and there is concern that this could impeded future career progression and commitment to the organization and profession. Organizations are rectifying this situation by now strategically asking new recruits to attend meetings in person with more senior colleagues so that socialization may occur, albeit later in their development. Yet the trend towards remote synchronous work environments may need to address socialization needs of early careerists.

Realistic and unrealistic expectations from organizations



Determining what is the best line of work, or occupation, is only the first step. We must then determine the kind of organization for which you might work. Those in the accounting field know it is a very different way of life if you choose to be an accountant in a large public accounting firm compared to a small manufacturing company.

Finding information about your appropriate organizational choice is much easier today than it

had been in the past...thanks to the computer and its related google machine! Searching on any topic, from organizations and salaries related to particular jobs, to organizational culture, to what characterizes a management style (thank you Indeed and Glassdoor!) can be found online. As with many things, you may want to take that feedback “with a grain of salt” and interpret what you find with a bit of skepticism. However, this information can give you an idea of whether a certain occupation or organization would be the correct fit for you. What other sources might you use to gain a realistic view of an organization? What questions might you ask to gather accurate job and organization-related information? How can you avoid the “reality shock” so often experienced when starting a new job?

DEVELOPING REALISTIC EXPECTATIONS	VS	ENDING UNREALISTIC EXPECTATIONS
<ul style="list-style-type: none">◆ Ask fact-based questions during the recruitment process.◆ Hear the truth during the recruitment process.◆ Notice how employees work in the workspace, get there early, and observe!◆ Speak to the manager you will work for directly, and don't let HR be a go-between. Ask to speak to a higher-level manager too so you can assess management style.◆ Assumptions about a company can cloud your thinking, so ask specific questions about the local office with which you are interviewing.◆ Work with friends or colleagues to develop strong questions to have a realistic job preview. Ask a variety of questions to different people in the firm, or do the work to see if you like it such as an intern.◆ Be clear on the work you want to do, and what you are not interested in (like travel or working at night or weekends).◆ Consider the work-life balance you want and ask how others in the company achieve their work-life balance.◆ Use your network to develop realistic expectations of occupations and organizations!		<ul style="list-style-type: none">◆ You should be prepared to ask the company as many questions as they are prepared to ask you!◆ Don't be overly optimistic in hearing answers to questions – don't get sold on the job!◆ Don't allow yourself to be hustled through the interview.◆ Ask to talk to potential fellow employees or customers. If they say no, what are they hiding? Why did the job become open; where did the last person go?◆ Don't stereotype small companies vs. large ones, or certain types of functional areas. Many jobs require interdisciplinary thinking and communication.◆ Don't allow lack of work experience to suggest you are incapable of asking direct questions and getting the answers you need!◆ If they tell you travel (working nights/weekends) is part of the job, expect that it is and be prepared to do that work.◆ Ask about work-life balance once you have received an offer but prior to accepting. Make sure you know how the company reacts to your need for work-life balance.◆ Use your network to lessen the chance that you develop unrealistic expectations of occupations and organizations! Listen!

Getting established in the company you have chosen

Early Career Stage: During the Early Career Stage, the first set of tasks involved getting established in the company you have chosen. Each functional area has various tasks associated with becoming established and performing well. The key themes associated with the Early Career Stage include fitting in, being dependent on others, learning, having your competence tested, feelings of insecurity and seeking approval. A strong relationship with your manager can clearly set the stage for success or failure during this phase. But also, a well-developed socialization experience can also prepare the newcomer for the tasks associated with acclimating to the organization and performing well in the job.

Establishment Phase: A key, but often unspoken, issue during the Establishment Phase involves mutual acceptance into the organization and the psychological contract. As a newcomer, if we are accepted, this will do much to set us up for success. It is likely we would be fitting in, feeling more secure, showing our competence, and getting approvals from management. The psychological contract gets instituted during the recruitment process and can lead to great “let downs” when the organization does not live up to its promises.

The **psychological contract** is a set of implied agreements between the employer and new employee that serve to specify contributions that one makes to the other.

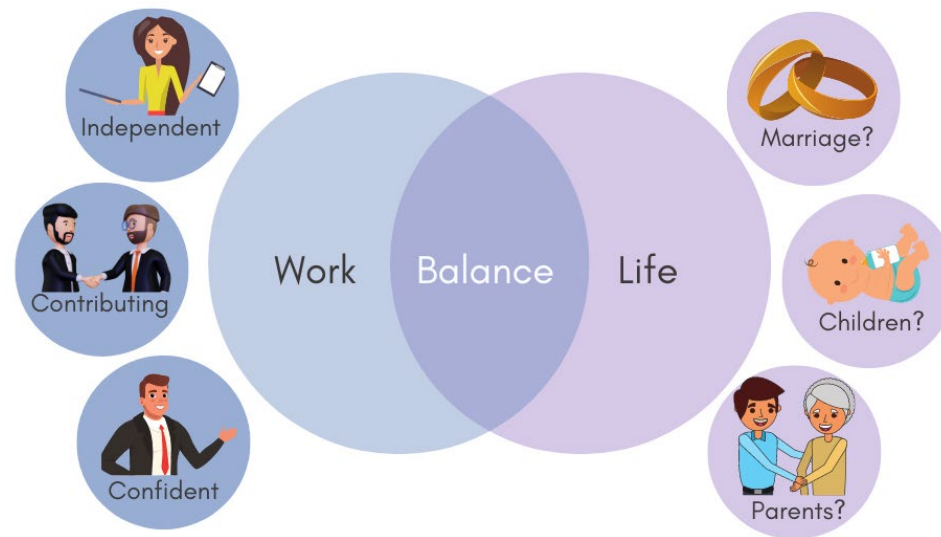
The employee puts in 40 hours of work per week, and the employer pays the individual for that work. Of course, this is the most obvious part of the psychological contract...and in fact, this is often explicitly defined in the contract (i.e., how much pay for an amount of work hours). But there are many unspoken and implied parts to the psychological contract which often involve career trajectory, learning opportunities, promotions and the like.

Researchers have found that psychological contracts that provide socio-emotional (relational contracts) and developmental support (balanced contracts) lead to higher work engagement, whereas psychological contracts without these elements (transactional contracts focused exclusively on work for pay) lead to lower work engagement. Others have concluded that both socio-emotional and developmental psychological contracts were related to higher organizational commitment. All that to say that employers should consider the positive outcomes associated with psychological contracts and work arrangements which have a long-term and developmental orientation. These are found to enhance loyalty to the organization (relational contracts) and allow for continuous learning and meaningful performance challenges (balanced contracts). Employers should also consider the negative impact of short-term contracts and narrow job descriptions (transactional contracts) as well as the negative impact of contracts that lead to uncertainty about the future and minimize involvement in the organization. The psychological contract is useful when it suggests, then provides, that which is needed by the early career stage employee.



The Achievement Phase

The Early Career Stage: As employees progress through the early career stage successfully, they often advance to the Achievement phase. During this phase, key themes encountered include moving up hierarchically in the organization, becoming independent, contributing, increasing one's competence and self-confidence, and seeking to become an authority figure. Note that the Achievement phase does not necessarily suggest that advancement is a given during this timeframe, particularly with the flatter organizational management structures of today. But achieving in one's line of work, becoming a functional expert, and giving back to the organization and your colleagues, can be the prism and definition of Achievement. This phase also produces a review of the person's career orientation and its alignment with expectations. If a compatibility exists, then the employee is often job and career satisfied, organizational committed, and has an intention to stay with the firm. If not, this could drive the employee to revisit organizational (and possibly occupational) exploration tasks that we earlier discussed.



The Achievement Phase: An important consideration during the Achievement phase is work-life balance. You might realize that spending several years with an organization after college, moving into the Achievement phase, and establishing yourself and your career happens concurrently with your progression into (early to middle) adulthood. It is often the case that employees during this phase are considering other important life choices. These would include marriage and having children and may include care of elderly parents as well. Just as you are getting to a point in your career where you feel established and are seeking opportunities for greater achievement, you may also need to consider how your life will be impacted, especially if greater achievement includes more time at work, the emotional strain of managing others, or time traveling for work. Given our use of technology, and being on call 24/7, this phase may cause the employee to establish boundaries so to preclude job creep from affecting personal life. We will discuss work-life balance issues in our next lesson, but clearly wanted to point out the irony this timing often has in our lives.

Lesson Readings Include:

Read: Chapters 7 & 8, including the Natalie the Retail Manager cases A and B at the end of each chapter from Greenhaus, Jeffrey H., Callanan, Gerard A., and Godshalk, Veronica M. "[Career Management for Life, 5th edition](#)" (2019) [Links to an external site.](#) Routledge; 5th edition.

Assignment: Self-exploration

Complete Self-exploration assignments you choose (complete minimally two Learning Exercises) from CMFL Learning Exercises 1A, 1B, 2, 3, 4A, 4B (pg. 126-133). Add to Journal.

Natalie the Retail Manager, Part A & B Discussion:

Case Discussion Board Instructions: Each case is described at the end of the chapters you have been asked to read. Please thoroughly read the case and review the Case Analysis Questions which follow each case.

Working in your Peer Coaching teams (you may be assigned a larger team for this Discussion Board, that is two Peer Coaching teams working as one), choose 1-2 questions posed in the Case Analysis and determine how your team would answer the question. Post your answers to these questions in the Discussion Board. Your Team's initial Discussion post is due Wednesday at 11:59 PM ET. Only one Team post with your answers is needed. After your initial response, individually read and meaningfully respond to at least two of your fellow learners' posts by Sunday at 11:59 PM ET.

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Overview: Middle and Late Career Stages: Work-Life Challenges & Opportunities

What comes to mind when you think middle and late career stages? Mid-life crisis? Seniority in the organization? Retirement? Living in Shangri-la?

Well, these things can all be true since when we consider the later stages of career development, and we are normally talking about those who are in middle adulthood which ranges from the age of 40-65. Late adulthood starts after the age of 65. Regardless, there are individual and organizational tasks to consider. Importantly, while the normal U.S. retirement age today is 65, most born after 1960 should not expect full retirement benefits from the Social Security Administration until 67. The Social Security Administration allows you to collect full benefits at 67 (change occurred in 2000), while reduced benefits can be received as early as 62.

Let's start discussing the middle and late career stages, and while you might now be dreaming of retirement, you will need to work and save your pennies to afford that retirement. The U.S. Census tells us that since 1960, male life expectancy has increased to 77.0 years—a gain of about 10 years. Female life expectancy grew to 81.7 years— an increase of almost [9 years](#)[Links to an external site.](#). You will likely be able to live off SSA benefits, but since you may live 10-15 years after retirement and depending on how you want to live, you are going to need a significant amount of savings to travel to Shangri-la! Note that the Social Security Administration allows you to collect full benefits at 67 (change occurred in 2000), while reduced benefits can be received at [62](#)[Links to an external site.](#).

Lesson Objectives:

At the end of this lesson you will be able to:

- ✓ Recognize significant issues relevant to the middle and late career stages
- ✓ Consider individual and organizational actions during the middle and late career stages
- ✓ Consider alternative work arrangements during the middle and late career stages
- ✓ Consider work-life implications during the middle and late career stages



Lesson Schedule:

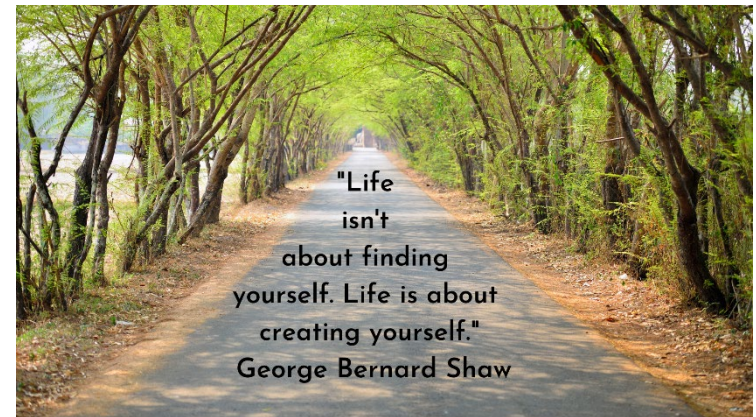
Tasks for this Lesson:

 Read:

- Read the Syllabus & Course Schedule
- Read Lesson 6 Content
- Read Chapter 9, including the George the Banker case from Greenhaus, Jeffrey H., Callanan, Gerard A., and Godshalk, Veronica M. ["Career Management for Life, 5th edition" \(2019\) Links to an external site.](#) Routledge; 5th edition.

 Complete:

-  Complete CMFL Learning Exercise 8 (pg. 213) and add to Journal.
-  Complete Lesson 6 Discussion: George the Banker



Middlescence to Retirement

We have all heard of the mid-life crisis (when men color what hair they may have and buy a convertible car, or women seek Botox and younger “friends”). We have heard the jokes, but the reality is very real. During middle age, we reappraise where we are from a work and personal perspective and determine if we have “made it” or not. Everyone has a different bar placed where they want to consider having “made it,” or your own definition of **career success**. This could include income, amount of material belongings accrued, or the “corner office” and rank in the organization. Some people take this much more seriously than others, and we all know folks who have made significant changes to their lives based on this appraisal. While we all must cope with change and the aging process, from a work perspective, we also need to remain productive to be able to provide for our families and eventually afford retirement. In this lesson, we will discuss how middle and late career stage adults remain productive by continuing to update skills, accept opportunities to exercise sufficient autonomy, and engage in opportunities to mentor others and create generational “give back” or “pay it forward” professional relationships.

The middle adulthood period has been dubbed **middlescence** since it can be as confusing a time as adolescence. When economies are poor, many middle career stage employees may be let go from jobs given their high salaries when compared to early career employees, and finding suitably paid work can be difficult. In other situations, organizations may not have enough high-level management jobs to offer middle career stage employees, and they may become career plateaued. Life situations, such as divorce and death of loved ones, can exacerbate the employees’ ability to cope and some “check out” of the organization. Over time, these employees may find their skills obsolete. These are all horrible but real situations which can clearly confuse the “middlescent” employee.

The answer to these situations is for the employee, and his or her management, to encourage and provide opportunities for the individual to remain productive and to continue to learn and grow in the job. While not all plateaued employees, or those facing obsolescence, will remain “solid citizens” within the organization, managers must guard from middle career employees becoming “deadwood”.

HERE ARE A FEW WAYS MANAGERS CAN ENCOURAGE PRODUCTIVITY FOR MIDDLE AND LATE CAREERISTS:

Help structurally plateaued employee understand there are few opportunities for upward mobility in the firm. The organization may have flattened its management ranks, or recently merged with another firm, thereby lessening available management jobs.

Explain how technology may have lessened the need for management ranks within the organization, thereby lowering the number of manager jobs available.

Explain how changes in technology may have lessened the need for some job descriptions while increasing need in other areas. Suggest that the employee reskill to take advantage of these new job opportunities thereby minimizing obsolescence.

Suggest the employee use this time to enjoy the stable life plateau they are on, take the time to master new skills, and replenish their psychic energy.

Ask middle stage employees to adapt to their current situation by reappraising and redefining career success. Work-life balance may be found in this redefinition! Being satisfied is not only defined by financial wealth!

Give the middle stage employee as much autonomy as necessary, and as much ability and responsibility to exercise their decision-making skills. Don’t allow them to feel underutilized.

Provide content plateaued employees opportunities for challenging work, or a broadened skill set. This may offset the employees interest in higher level positions. Opportunities to learn and grow may suffice.

If all these suggestions are unsuccessful, the manager might consider offering job or career change alternatives – either within or outside the firm. While a career change is a voluntary decision on part of the employee, understanding that no further increases in hierarchical or job content responsibilities are available can help employees to make that decision on their own. There is no point in delaying what might become an eventuality.

Mentoring opportunities

MENTORING OPPORTUNITIES

Junior Employee Protégé with a Mentor	Senior Employee Mentor with a Protégé
Protégé experiences increased socialization	Mentors offering career development mentoring support report higher performance, higher career success
Protégé earns more money than those without a mentor at an earlier age	Mentors offering career development mentoring support report increased job satisfaction and organizational commitment
Protégé is more highly educated and competent	Mentors offering psychosocial mentoring report increased job satisfaction, organizational commitment, perceived career success, job performance
Protégé is more likely to follow a career path	Mentors' intent to leave the organization is lessened
Protégé reports higher career satisfaction, organizational commitment, career resilience and success	Mentors offering role modeling mentoring report increased job satisfaction and enhanced job performance
Protégé receives greater recognition, and career mobility	Mentor's perceived quality of the mentoring relationship is related to higher job satisfaction and career success
Protégé experiences career development and psychosocial support	Mentors learning is increased when mentors participate in the learning of proteges
Protégé understands organizational policies and communications	Mentors receive increased visibility, reputation and respect as an outcome of mentoring
Protégé able to better master work-life balance due to guidance from mentor	Mentors who participate in mentoring relationships demonstrate high levels of well-being.

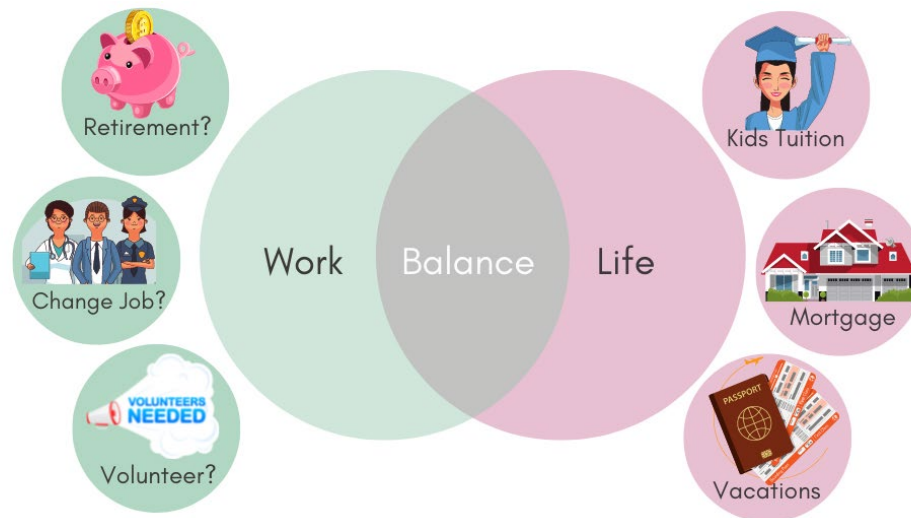
One of the best ways to encourage the middle and late career stage employees to grow in their work is to offer mentoring opportunities. Levinson noted that the need for **generativity** (or guiding the next generation) is strong during middle and late career stages. The idea of offering advice, sponsorship, affirmation, role modeling and friendship benefits both parties – the senior and junior partners in the relationship. Benefits accruing both partners include:

It is difficult to determine who is your mentor, and who isn't, or who needs mentoring. The key to this is communications...by asking junior colleagues if you can mentor/help them or by asking management if you can work towards establishing mentoring relationships, you are showing your interest in generativity. It is infrequent when individuals are not interested in being mentored. Junior employees should consider asking more senior employees to be their mentor, again, with management involvement to assure the correct parties are chosen. Or ask if your company has a formal mentoring program. If nothing else, you have put yourself out there and have offered (or asked for) support that may be outside your job description and often the management team is very appreciative of these efforts!

Dealing with job loss can be very difficult

During the middle and late career stages, dealing with job loss can be very difficult. Due to increasing age and a job loss situation, the individual may develop growing self-doubt as to their worth in the workplace. Additionally, increasing financial strains may be relevant since folks in their 40-60's are often paying for their family's schooling or college tuition, mortgage, family vacations, saving for retirement, and the like.

Regardless of the reason for job loss, now is a time to do self-exploration. While many midcareerists will go through the shock and denial phases of accepting the loss of their job, as one might expect, the emotional and physical toll should not be underestimated. A recent study of individuals 50-67 years of age of English-speaking Blacks, Hispanics and Whites found that men with high job insecurity reported poorer health (increased blood pressure and epinephrine/adrenaline which increases heart rate) than men who are not job insecure, and all women sampled. Women who experience high job insecurity had no different health measures than other women, and experienced better health than high job insecure men. However, women experience more negative psychological outcomes, with those who experience job insecurity reporting higher levels of hostility, loneliness, depressive symptoms, and perceived stress compared with men who experience job insecurity as well as men and women who do not experience job insecurity (Kalil, A. et al 2010).



Certainly, mental and physical health constraints can make searching for a new job difficult. It may indeed be for these reasons that the midcareerist decides to retire. But there are many opportunities to consider employment and volunteer activities to keep one occupied and productive. If reemployment is the goal, then the Career Management Model should be followed and self-exploration should begin. Yet, if now is the time to consider retirement and volunteer activities, or just straight travel to Shangra-la, it is best to gather your loved ones, share the good news, and consider how your finances and SSA benefits will support you through retirement.

End of the career path and transition to retirement

Retirement signifies the end of the career path and a transition to late adulthood, even if it happens at an early age chronologically. That is due to the definition of **retirement** as the departure and withdraw from the workforce where the individual physically and psychologically distances themselves from work. However, drawing this line today is often difficult, since some late careerists find that their companies may want them off the payroll and its associated paid benefits, but is willing to pay the employee as a 1099 self-employed or independent contract employee (giving no benefits since these are available from the government at age 65 in the U.S.). The late careerist may be offered work on a temporary basis, or on a reduced hours basis, essentially entering a **phased retirement** opportunity. **Bridge employment** is another type of phased retirement opportunity where the individual moves from a traditional type of employment to a transitional type of employment that allows for some earned income but likely not at the rate previously received. For example, schoolteachers who become principals often retire when they have 30 years of service or are age 60, or may retire with 35 years of service regardless of age. A 60-year-old former high school principal may seek bridge employment as a “temporary principal” when schools need help as young principals go out on maternity/paternity leave. This bridge employment could last a few months, earn the retiree good income, and still allow for summers off! That is a good gig! Former university chancellors and presidents may follow similar bridge opportunities when interim positions need to be filled.

Finally, while we all might wish for **early retirement**, there are many issues to consider before taking it. There are a variety of “push and pull” factors that enable early retirement. Push factors include reduced job opportunities due to poor economies, playing corporate politics the wrong way, or a lack of jobs in a given town. Pull factors include one’s affluence, significant savings, sale of a company, or ability to accept financial incentives from offered early retirement packages. Early retirement does allow the individual to spend more time with family and friends, and that may be a needed release. Or early retirement may be

necessitated due to poor health or other conditions. By the end of 2020, the COVID19 pandemic drove 28.6 million Baby-boomers out of the workforce and into retirement, which is over 3 million more than those who retired in [2019](#)[Links to an external site.](#) Early retirement provides many benefits to the middle to late careerists and studies have shown that seven years of retirement is good for health and reduces chances of getting a serious disease like diabetes or heart conditions by 20%. However, there is also evidence that retirement and its accompanying loneliness and social isolation is linked to illness, cardiovascular disease, cognitive decline, and death. Another study showed that those retirees that were accustomed to getting exercise through strenuous jobs, like construction or landscaping, are less likely to become obese during retirement. Retirees who spend time doing chores and household work, and exercise, [sleep](#)[Links to an external site.](#) better. In all, retirees need to make a plan to take care of themselves physically, emotionally, and fiscally to enjoy their well-deserved time to themselves!



Lesson Readings Include:

- Read Chapter 9, including the George the Banker case at the end of the chapter from Greenhaus, Jeffrey H., Callanan, Gerard A., and Godshalk, Veronica M. ["Career Management for Life, 5th edition" \(2019\) Links to an external site.](#) Routledge; 5th edition.

Assignment: Self-exploration Exercise

- Complete Self-exploration assignment from CMFL Learning Exercise 8 (pg. 213). Add to Journal.

George the Banker Case Discussion

George the Banker Case Discussion Instructions: Each case is described at the end of the chapters you have been asked to read. Please thoroughly read the case and review the Case Analysis Questions which follow each case.

Working in your Peer Coaching teams (you may be assigned a larger team for this Discussion Board, that is two Peer Coaching teams working as one), choose 1-2 questions posed in the Case Analysis and determine how your team would answer the question. Post your answers to these questions in the Discussion Board. Your Team's initial Discussion post is due Wednesday at 11:59 PM ET. Only one Team post with your answers is needed. After your initial response, individually read and meaningfully respond to at least two of your fellow learners' posts by Sunday at 11:59 PM ET.

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Overview: Work-Life Challenges, Stressors & Opportunities

Job stress is a multi-dimensional concept and employees react differently to stress. There is plenty of research noting the effects of stress on emotional and physical health, and our resulting behavior. This lesson will introduce job stress and consider stressors we experience from both work and non-work related domains. We will also discuss how we can apply coping behaviors and seek social support from those around us, so we can make proper career decisions that affect our lives. While we may expect there to be not-so-good news associated with job stress, there are many benefits from stress. Most importantly, stress spurs us towards enhanced performance and may require us to communicate with family, friends and co-workers to seek the support we may need. We will discuss these topics in light of current issues facing today's workers.

Lesson Objectives:

At the end of this lesson you will be able to:

- ✓ Consider the impact of work and other stressors on career decisions and life
- ✓ Consider the difference between stress and burnout
- ✓ Recognize stress and strain symptoms
- ✓ Develop social support and coping behaviors
- ✓ Understand work-life balance and enrichment concepts

Lesson Schedule:

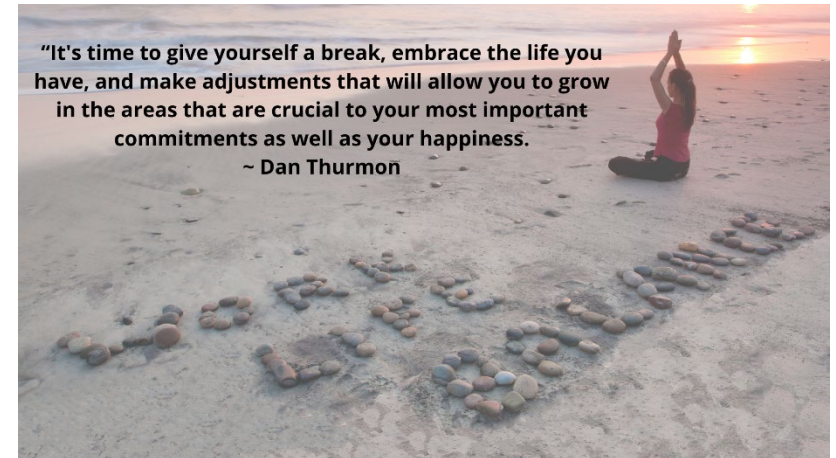
Tasks for this Lesson:

 Read:

- Read the Syllabus & Course Schedule
- Read Lesson 7 Content
- Read Chapters 10 & 3 from Greenhaus, Jeffrey H., Callanan, Gerard A., and Godshalk, Veronica M. ["Career Management for Life, 5th edition" \(2019\) Links to an external site.](#) Routledge; 5th edition.

 Complete:

- ✎ Complete Lesson 7 Discussion: Saachi the Stressed Saleswoman
- ✎ Complete any outstanding Self-exploration assignments you may have. Add to Journal.



**"It's time to give yourself a break, embrace the life you have, and make adjustments that will allow you to grow in the areas that are crucial to your most important commitments as well as your happiness."
~ Dan Thurmon**

Stress can result from either the work or home environment

Stress: Stress occurs when an individual is confronted with an opportunity, constraint or demand that may threaten the person's overall well-being. Stress can result from either the work or family/home environment. For stress to be aroused, the individual must care about the outcomes of the situation at hand and may have little control over the situation or lack resources to control the situation. Stressors that impact our work lives include career concerns, work-family conflicts, job demands or characteristics of the organization or the role you play in the organization. For example, when the economy is poor, smaller organizations may need to lay off employees and therefore that situation may give rise to concern and stress about employment prospects. Similarly, work-family conflict may arise as you need to look for new employment yet have childcare concerns concurrently, and therefore may need support during the evenings to look for that new job, update the resume, etc. These organizational characteristics (small firm experiencing layoffs) and work-family conflict (little personal time in the evenings to look for a new job) will cause stress if you care about seeking employment.



As you might guess, there are internal factors that cause job stress in some folks, and not in others. Type A behavior can be a stressor and is characterized by extreme competitiveness, preference for multi-tasking, and constant strive for achievement. However, not all Type A individuals experience stress. Why? It is due to our appraisal of the situation. Type As may thrive in this type of environment and may choose organizations accordingly. On the other hand, Type Bs may experience extreme levels of stress when they appraise a situation that is too competitive or intense. Remember, perception is everything!



Burnout: We often hear about extreme levels of stress known as burnout. **Burnout** is excessive psychological strain associated with chronic job stress. Individuals respond to burnout with the following reactions, often found in jobs that consist of high human contact particularly in social services (e.g., teachers or coaches) and health care sectors (e.g., doctors or nurses). Burnout produces feelings of *emotional exhaustion* where the individual starts to *depersonalize* those they interact with to be better able to manage the exhaustion and relationship. *Low personal accomplishment* is often a self-evaluation by the person with burnout, even if that evaluation is not true. Organizations need to be aware of spotting burnout and provide needed resources so that employees are reassured of their self-worth and receive support in order to lower the incidence of burnout. Employees need to seek social support from family and friends to lower the negative effects associated with burnout. These steps are not mutually exclusive and should be taken such that stressed and burned-out employees seek the support needed to manage the strain associated with these phenomena.

Technology clearly creates stressors as we now may believe we need to respond to work 24/7 due to laptop computers, available internet, and smart phones. One study in Belgium found that only work-related PC/laptop use, and not smartphone use, outside of work hours increased work-to-home conflict and stress. Another study found that bringing work home (telework) on weekdays was associated with less happiness and telework was also associated with more

stress. Interestingly, the effect of working at home on subjective well-being also varied by parental status and gender. Fathers reported a lower level of well-being when working at home on weekdays but a higher level of well-being when working at home on weekends/holidays. Non-parents' well-being does not vary much by where they work on weekdays, but on weekends/holidays, childless males felt less stress whereas childless females felt more stress when teleworking. There may be other factors that impacted these findings, such as mothers allowing fathers to work on weekends thereby impacting their well-being, or childless females experiencing more stress when working on weekends due to other social engagements they'd rather enjoy. Let's consider now what employees can do to manage work-related stress.

Support from others can reduce stress

Social support is the outreach we do to others in our lives, and the help they give us to deal with stressors. Support from others can reduce stress associated with the environment and can protect individuals from harmful effects of stress when stress is experienced. Social support can come in the following forms:

- **Emotional support** when others provide empathy and care.
- **Instrumental support** when others provide tangible aid, such as grandparents babysitting the children.
- **Information support** when others provide you advice to cope with experienced situations.
- **Appraisal support** when others provide you feedback in a way that informs and offers another lens on self-evaluation, such as an opinion on another way to consider a new assignment.



Social support has been found to be predicted by high levels of emotional intelligence, that is, those high in emotional intelligence perceive social support more readily, and in turn perceive lower stress and greater well-being. Instrumental social support is also important for us to ask for and offer to others. In fact, a study found that family instrumental support does reduce family to work conflict. However, grandparent childcare was found to increase conflict when offered at higher levels, and increased family to work conflict. Work to family conflict has been found to predict increases in turnover intentions, whereas increases in family to work conflict did not. So even when going to “grandmother’s house,” moderation may be the key to reducing family to work conflict and related stress!

Social support primarily affects our resilience levels, which, in turn, affects our work–life balance. One study suggests that increases in the level of social support offered also increases resilience, and this positive change in the level of resilience increases affects work-life balance. Social support has long been considered one of the protective factors of resilience. Social support via cognitive appraisal also buffers mental health outcomes. Resilience is considered a personality trait that is effective in maintaining work–life balance. We will discuss resilience in our next lesson.

Coping behaviors allow us to reduce the harmful effects of stressful situations and may minimize related emotional and physical strains. The three categories of coping behaviors include problem-focused coping, cognitive restructuring, and attempts to manage the strain symptoms. Of course, psychological detachment is another option, and today we call that “quiet quitting.” While we can detach on vacation, on weekends or during the evening, long term detachment will become noticeable and may not result in intended consequences. Consider your coping behavior and its intended consequence, particularly if it may result in searching for a new job. Discuss your coping behaviors with your Peer Coach, and what may be most appropriate or beneficial in your situation. Your organization may also provide opportunities for coping, reducing stressors, and managing stressful situations and strain symptoms. Also consider these options when discussing your work-related stress with your Peer Coach.

What can you do to reduce stressors and better cope with stress?

Is work-life balance possible?

Work-life balance appears to be an ideal for which we all strive. **Work-life balance** is considered the overall positive feeling that results from being engaged, effective and satisfied in the various arenas of life that we highly value. While the arenas may vary per person, they are usually considered work, family, recreational, community, religious and civic. Balance is a highly subjective, and elusive term. Balance for a new parent is no less nor more easily achieved than balance for a middle to late careerist who must support elder care. Organizations must be cognizant of the needs for all employees and provide time away from the office when possible. Yet when organizations believe that working from home, or telework/telecommuting, is the answer, it may not be (in and of itself).

Telecommuting Benefits: Telecommuting has long been noted for its ability to foster work-family balance and job satisfaction. However, for employees seeking to advance in their careers, caution is often advised, since telecommuting has been viewed as a signal to lack of dedication to one's career. One study has compared the career success of telecommuters and non-telecommuters. The results indicated telecommuters and non-telecommuters did not differ in number of promotions, but telecommuters experienced lower salary growth. Additionally, extent of telecommuting was negatively related to promotions and salary growth, indicating it is not simply telecommuting per se that effects career success, but rather the extent of telecommuting. Work context, that is, the extent to which telecommuting is the norm in the workplace, played a highly influential role. A greater number of promotions were received by telecommuters when where they worked welcomed telecommuting, and when they engaged in supplemental work/extra hours spent working. Extensive telecommuters with more supplemental work hours and face-to-face contact with their supervisor also received greater salary growth. Together, these results challenge previous research that has tended to portray telecommuting as harmful to one's career success by providing a more informed understanding of how to harness its benefits. It should be noted that extra time on the job, albeit by telecommuting, is still time on the job. Employees need to weigh extra work hours with the salary benefit offered.

COVID-19's Impact: The disruptions brought by the COVID-19 pandemic compelled most employees to remotely work from home. Telecommuting ensured the continuity of work or services offered by the firm and reduced disruptions brought on by the pandemic. However, telecommuting has been found to negatively affect work-life balance. A study of European public servants found that those who remotely worked from home suffered from increased work-to-life and life-to-work conflicts. Telecommuting triggered greater work-related fatigue, which worsened perceived work-life balance. However, for those who reported high levels of work engagement, they also reported more positive effects of working from home on work-life balance. Other studies have found that working from home at a new pace of work can sustain job satisfaction and can lower work-related stress.

Telecommuting Costs: Consistent with the above findings, a study of 36,000 workers who completed a European Working Conditions Survey noted telecommuting negatively impacted their work-life balance. Occasional teleworkers are found to have the best job quality, while those highly mobile teleworkers, rarely in the office or home, are found to have the worst job quality and work-life balance. Home-based teleworkers, particularly women, reported good results in terms of job quality and work-life balance, but at a cost. Home-based female teleworkers were found to report lower income and career prospects. Another recent study found that work-life balance was negatively affected by telework. Yet for those who were highly job motivated and job satisfied, these feelings seemed to soften the blow of telework's negative impact on work-life balance.

So, is work-life balance achievable? Telecommuting seems to have its ups and downs and may not be the panacea to work-life balance. While the above results suggest work-life balance is not without its issues, other studies note that working from home has positive effects on work-life balance (like throwing in a load of laundry while on a conference call), and work-life balance positively effects employee happiness (more time for family game night since the laundry is done)! Several studies confirm the positive impact of employee happiness on job performance, and some offer insight into the positive impact of telecommuting on work-life balance and happiness! As with many perceptions we have, work-life balance seems to be in the eye of the beholder, but certain conditions do encourage it.

Are you able to telework? What does or could teleworking do to manage your work-related stressors and achieve work-life balance?



Work-life Conflict & Work-life Enrichment

Work-life balance seems to be a balance between (minimized) work-life conflict and work-life enrichment. It is self-explanatory to describe work-life conflict, but what is work-life enrichment? **Work-life enrichment** occurs when there are complementary situations between the work and life domains, or work benefits life, and life benefits work. We do learn new skills and perspectives while at work interacting with others who may differ from us. We clearly acquire monetary resources as a function of work. These are examples of the instrumental path through which work benefits life. There is also an affective path where the resources of one domain impact the other. For example, self-confidence gained at work can help your social life; social capital and wisdom learned from your significant other can assist your work life. Even your pets at home may positively impact your work-life balance. Interacting with animals has been shown to decrease cortisol (a stress-related hormone) and lower blood pressure. Other studies have found that animals can reduce loneliness, increase feelings of social support, and boost your mood. Given all that our world has been through, more employees are considering the value of work-life enrichment and the positive effects it has on life.



A study found that on days where participants reported more networking behavior, they also experienced more coworker support and more positive affect at work. Employees also suggested that the co-worker support they received after networking also positively impacted their work-life enrichment, most likely due to the instrumental support received. The positive association of networking and coworker support is in line with theories of social exchange and belongingness and provides support for work-life enrichment and its instrumental and affective paths. Therefore, it is important to consider the spill-over of constructive effects of work on life, and life on work. Get out there, even if virtually, and get engaged! And don't forget to pet a furry friend!

Why is it so difficult to make career decisions?

This lesson has focused on job stress, burnout, and related issues. We have also considered the benefits and costs of telecommuting, and effects on work-life balance. Finally, we have considered the importance of social support and developing coping mechanisms, and benefits associated with work-life enrichment. Is it difficult, in light of all this information, to make wise work-life career decisions? You bet it is!

Why is it so difficult to make career decisions that are consistent with work aspirations, while at the same time being informed by life circumstances? It is often that case that we are torn between the two. Work considerations often involve one's career trajectory, opportunities for success and professional growth. Life considerations, such as the desire to raise a family, to live in a warm climate or a big city or small town, to be close to extended family, include many more variables than we can cognitively process and often all these considerations complicate the decision-making process. We must concern ourselves with priorities that can and will change over time.

This is why self-exploration is so vital to the process. We will be spending more time in the next few lessons doing self-exploration inclusive of understanding our non-work roles and other life contexts. When we understand ourselves and our environment, we can have wholistic conversations with important partners in our life to determine if our decision-making is biased or uninformed. Communicating with life partners allows us to problem solve and consider their perspectives, their careers, and others in our lives (care for children, parents, and even animals). Where dual-income couples are concerned, determining how new jobs effect the other party is important. Will someone's career take a "back seat" and if so, for how long? Is that acceptable to the other person, from a time and financial standpoint? Will a job change create more or less work-life conflict, or work-life balance? What role does family or significant others play in the decision?

[Watch this video.](#) Just as PGA golf professionals like Jordan Spieth talk about decisions he and his caddy (Michael Greller) make on the golf course from a "we" perspective, so too must couples consider making informed career decisions from "we" perspective, so that no partner needs to say "...it's on me!" Here are golf partners Jordan Spieth and Michael Greller discussing a stressful golf situation at the third round of the 2022 BMW Championship, in Wilmington, Delaware, and Spieth making the (not so wise) decision. Only need to watch the first 2 minutes or so to get how this relationship works:

"We" will work with your Peer Coaches and significant life partners as we gather information with which to make wise career decisions as we continue towards determining our career goals.



Lesson Readings Include:

Read Chapters 10 & 3, including the Saachi case at the end of the chapter from Greenhaus, Jeffrey H., Callanan, Gerard A., and Godshalk, Veronica M. ["Career Management for Life, 5th edition" \(2019\) Links to an external site.](#) Routledge; 5th edition.

Saachi the Stressed Saleswoman Discussion

Saachi the Stressed Saleswoman Case Discussion Board Instructions: Each case is described at the end of the chapters you have been asked to read. Please thoroughly read the case and review the Case Analysis Questions which follow each case.

Working in your Peer Coaching teams (you may be assigned a larger team for this Discussion Board, that is two Peer Coaching teams working as one), choose 1-2 questions posed in the Case Analysis and determine how your team would answer the question. Post your answers to these questions in the Discussion Board. Your Team's initial Discussion post is due Wednesday at 11:59 PM ET. Only one Team post with your answers is needed. After your initial response, individually read and meaningfully respond to at least two of your fellow learners' posts by Sunday at 11:59 PM ET.

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Overview: Career Adaptability and Impact on Career Decisions

We are now going to start to integrate the knowledge you have gathered over the first half of our course and continue that self-exploration that we have initiated. Whether you begin looking at your current career stage, or an upcoming career stage, and the tasks associated with those stages, now is the time to start contemplating the impact of how adaptable your career will need to become in the future. This lesson will focus on three concepts: Career adaptability, Resilience, and Employability.

We will go into the research literature and discuss how these concepts are linked, and how you can gain the needed insight to put these in motion to benefit your career and future employability. A main objective of career management, and our course, is to prepare you for future employability either in higher ranking or more responsible positions with your current firm, or within a new organization. In any case, preparing for these opportunities and establishing your goals will put you on a path towards career success and professional growth.

Lesson Objectives:

At the end of this lesson, you will be able to:

- ✓ Discuss the dimensions of career adaptability on the career decision-making process
- ✓ Apply the the career resilience and employability concepts
- ✓ Explain certain career research terminology
- ✓ Analyze various outcome variables related to career adaptability, resilience, and employability
- ✓ Distinguish the impact of career adaptability on work, life, and career decisions

Lesson Schedule:

Tasks for this Lesson:

📖 Read:

- Read the Syllabus & Course Schedule
- Read Lesson 8 Content
- Read Chapter 2 & 5 from Maree, K. (2017). [*Psychology of Career Adaptability, Employability and Resilience*](#). Cham, Switzerland: Springer Nature.
- Review Rudolph, C. W., Lavigne, K. N., Katz, I. M., & Zacher, H. (2017). *Linking dimensions of career adaptability to adaptation results: A meta-analysis*. *Journal of Vocational Behavior*, 102, 151-173.

📝 Complete:

- ✎ Complete surveys/questionnaires to assess your: Career Adaptability, Resilience, and Employability & Career Anchor Orientations (refer to Chapter 5 for a discussion of these orientations)
- ✎ Add findings to your Journal

"Like tiny seeds with potent power to
push through tough ground and
become mighty trees, we hold innate
reserves of unimaginable strength.
We are resilient."
~ Catherine DeVrye



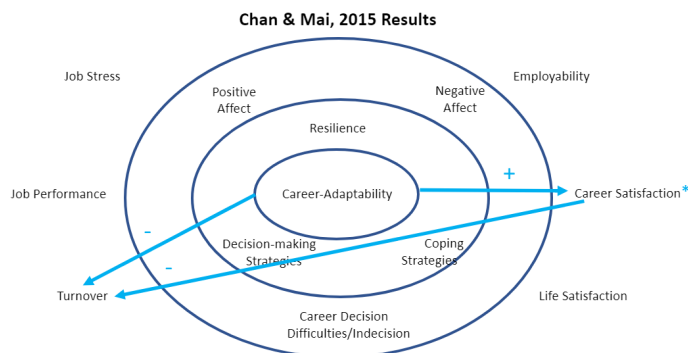
Research in Career Adaptability

You may have noticed in the introduction that we are going into the “research literature” to learn more about career adaptability. That is always an opportunity for college professors to “geek out” but we are going to try and make this palatable for you. To do so, we have created several pictures of relationships between career adaptability and the variables of interest to career management researchers. You have already read about many of these “variables,” and we can bet that they certainly are of interest to you and your career. For example, how does career adaptability relate to job or career satisfaction, turnover or intent to leave the firm, or job performance? We would call all of these **outcome variables**. Stay tuned! We will discuss all these relationships.

First, let’s discuss several terms we will use in defining these relationships. **Variables** are constructs or concepts of interest to us in career management. We just mentioned a few above: job or career satisfaction, turnover, performance. While we’d like to say that one variable **causes** another, as in high job satisfaction causes increased job performance, we cannot. Why? Well, it is because we are talking about the social sciences and human behavior, and **causation** (or the relation between events, or the ability to bring about or produce something happening) cannot be strictly determined. That is usually because there are many factors. Those factors may explain some percentage of the relationship between Variable A and Variable B, but because there are often many factors that determine human behavior, it is highly unusual for us to ever be able to say with 75-100% certainty that Variable A **caused** Variable B. That happens in the hard sciences more frequently, e.g., Car A sped into Car B thereby causing it to be demolished.

Instead of suggesting causation, we will talk about the likelihood that Variable A has impacted Variable B and how it has been impacted. Therefore, we will use these terms which note the direction (positive/negative) and strength (statistical significance) of the relationship:

- “Positively Impacts” or is “Positively related”: this connotes that when there are increases in Variable A (career adaptability), we will often find increases in Variable B (career satisfaction).
- Positive relationships suggest when one variable increases (or decreases) the other variable moves in the same direction.
- “Negatively Impacts” or is “Negatively related”: this connotes that when there are increases in Variable B (career satisfaction) there is an inverse/opposite relationship with Variable C (turnover).
- Negative relationships suggest when one variable increases the other variable moves in the opposite direction (decreases or vice versa).
- Strength of the relationship is determined by statistics. You might remember p values, and in your readings, you will notice it. Having a statistically significant results (small p values are usually <0.05) denotes that the relationship is strong and replicable (i.e., it will be found in one study and then in subsequent studies which measure the same variables).



We will also discuss **mediated relationships**, which typically suggest that the relationship between Variable A and Variable C is explained by Variable B. The below relationships shows a mediated relationship between career adaptability and turnover through career satisfaction. The slide also explains a **direct relationship** path these researchers found between career adaptability and turnover. The direction of the relationships between these variables is described below the graphic.

**This finding represents a mediated relationship: Career-Adaptability > Career Satisfaction > Turnover. Employees scoring higher in career adaptabilities are more likely to be contented with their career achievements and have higher career satisfaction. They will have less tendency to leave/turnover because they are satisfied. In other words, if the employees are adaptable, have confidence, concern and control of their work, they will have less tendency to voluntarily leave the organization.*

Develop coping behaviors for career adaptability

Mark Savickas first began researching about career adaptability in 1997. **Career adaptability** involves the psychosocial capacity to make needed changes for oneself and situations to managing tasks, transitions, and traumas associated with career exploration, career choice, and work adjustment. It is the “readiness to cope with the predictable tasks of preparing for and participating in the work role and with the unpredictable adjustments prompted by changes in work and working conditions.” He therefore posited that career adaptability was related to the learning, decision-making and coping processes related to career management. **Career adaptability** has been found to have four dimensions through which individuals are able to develop coping behaviors:

Concern: Individuals have concern for their future careers, and are optimistic, and therefore are likely to plan for their career.

Control: Individuals believe they have agency and responsibility over their careers and can determine the direction and trajectory of their career.

Curiosity: Individuals are curious about occupations which leads to exploration and the knowledge needed to prepare for those occupations.

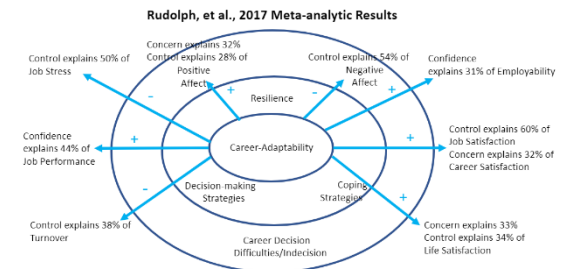
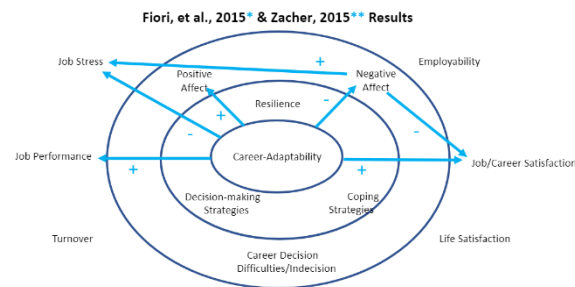
Confidence: Individuals believe they have self-efficacy to pursue careers and problem-solving ability to deal with barriers during the career decision-making process.

Given our increasingly unstable world economy, it is unlikely that individuals will stay with one employer throughout their entire career. Therefore, the ability to do self-reflection and skill development is essential so we can build resilience and increase opportunities for employability. Interestingly, several positive psychological traits, such as hope, optimism and resilience, have been found to be positively related to career adaptability. So, career adaptability sets the stage as a mechanism, that when implemented, will create a capacity in individuals to prepare for their career management needs. Those who enact adaptability are often more hopeful and resilient in their career decision making.

The next two graphics show the relationship of career adaptability to several variables of interest. Please note that the Rudolph et al., 2017 article is a compilation (or meta-analysis) of over 300 research articles on the topic, and while not all variables in their study are included in our graphic, you can see variables that are of interest to you. Please review the article to see all other variables that were studied. Our next section will discuss how career resilience is linked to adaptability and other variables of interest.

**Fiori, et al.'s finding suggests those with higher career adaptability experience greater positive affect and less negative affect; lower levels of negative affect result in low levels of job stress (positive relationship/same direction) and high levels of job satisfaction (negative relationship/inverse direction). Career adaptability also found to lower job stress and increase job satisfaction directly.*

***Zacher's finding suggests career adaptability positively predicted career performance, as well as job and career satisfaction.*



Meta-analytic results are aggregated results from over 300 articles, yet not all variables were included in analyses. Career-Adaptability's scale includes these factors: concern, control, curiosity and confidence. Concern refers to an individual's interest in and preparation for their future. Control entails the degree of responsibility an individual takes for their future. Confidence refers to an individual's belief in themselves/abilities to attain career goals. Curiosity motivates to explore many alternative futures.

Career resilience explained

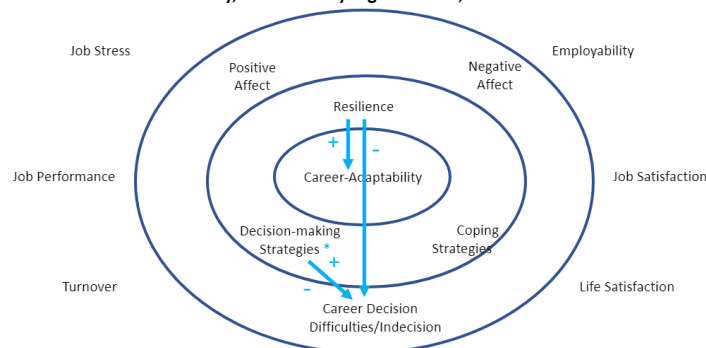
While we have linked our self-exploration activities to tasks associated with career management, you can now see that you possess a set of psychological resources (e.g., career adaptability, resilience, hope, and optimism) which can also help you to manage your career development, negotiate career transitions, and to happily plan the future. **Career resilience** is defined as the ability to overcome career setbacks and professional disappointments and is the motivation to adapt to the changing environment we face in difficult work situations.

Savickas and his colleagues suggest that if done properly, career adaptability can be a lever to offer congruence between people and their environment. If being successful in life is associated with one's achievements, then the subjective feeling of a successful life is closely associated with well-being and life satisfaction. **Life satisfaction** includes satisfaction with various life domains to which people attach importance, such as job or career satisfaction, marital satisfaction, and non-work or leisure satisfaction. Therefore, **well-being** can be seen as a subjective perception of the quality of life and can be more influenced by various satisfactions such as job, career, and life satisfaction. This is important for the following reasons (and why we include some of these as variables of interest).

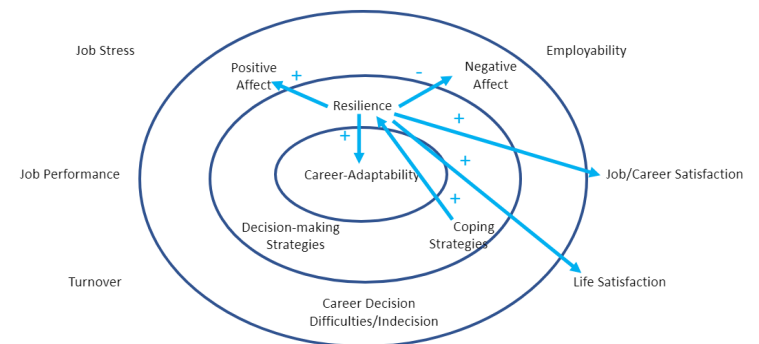
People's career adaptability and career resilience contribute to proactive self-exploration and use of environmental resources as well as the reactive management of constraints and serve to maintain employability. If career adaptive behaviors prove ineffective, individuals begin to experience decreased well-being and an increased misfit with their work environment. In such cases, individuals need to exhibit resilience to help them remain employable and recreate perceptions of fit with their environment (that may mean looking for other job opportunities). Resilience can be considered a response to psychological strain associated with undesirable conditions. Rather than resilience being conceptualized as a stable trait, it is defined as a develop-able ability, through repeated exposure to and successful adaptation to adversities. Strong evidence exists that resilience positively predicts life satisfaction and positive affect, and negatively predicts negative affect. Positive and negative affect act as well-being indices. Moreover, it has been found that resilience is associated with a positive view of the self, the world, and the future, and by virtue of all this, to life satisfaction.

In the below graphic, you can see the relationship of resilience to career adaptability, to positive and negative affect, and to job, career, and life satisfaction. Additionally, you can see that for those who chose to implement coping strategies, they are buffered by resilience (that response to the psychological strain associated with undesirable career setbacks) and therefore respond with higher levels of career satisfaction. In the upcoming section, we will discuss how employability is linked to career adaptability and resilience.

Shin & Kelly, 2014⁺ & Buyukgoze-Kavas, 2016⁺⁺ Results



DiMaggio et al., 2016⁺, Lyon et al., 2015⁺⁺ & Bajaj et al., 2016⁺⁺⁺ Results



**Resilience is positive related to Career-adaptability.*

***Coping strategies are buffered by resilience, which in turn positively impacts career satisfaction.*

****Resilience positively predicts life satisfaction and positive affect, and negatively predicts negative affect (all indices of well-being.)*

**** Shin & Kelly found some Decision-making strategies were negatively related, or decreased Career Decision difficulties: Greater info gathering, internal locus of control, & speed in making decision
Other Decision-making strategies were positively related, or increased Career Decision difficulties:
Greater procrastination, dependence on and desire to please others, aspirations for ideal occupation, & willingness to compromise*

***Buyukgoze-Kavas found high levels of resilience predicts high levels of career adaptability.*

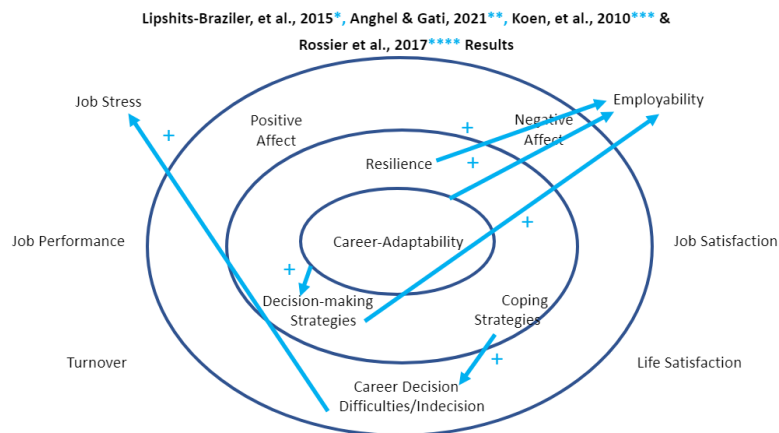
Adaptability + Resilience = Employability

While several researchers have defined **employability** as possibility of accessing a suitable job or to remain employed in a social, economic, cultural, and technological context, Laure Guilbert and colleagues defined **employability** as an ability that might be partly stable (e.g., based on human capital or our personal traits) and partly variable over time (e.g., changed over time by career adaptability or career resilience).

Individuals who report higher employability also report a wealth of positive outcomes, such as positive affect related to change, higher career success, a better perceived health, and greater well-being. Employability has also been found to affect well-being through its influence on perception of one's career trajectory.

When individuals face adverse working conditions, we suggest it is their career adaptability and resilience which will enable them to manage their career development during these times, and therefore enhance their personal and professional well-being. Our Career Management model starts with a focus on self-exploration and exploration of the occupational environment to stimulate one's **curiosity**; the planning of information-seeking strategies, short- and long-term goals to increase **concern**; the decision making necessary to carve out possible career options, tasks, and goals to activate **control**; and to strengthen one's **confidence** in decision making, we suggest problem solving and discussion with significant others and Peer Coaches. These actions are consistent with Guilbert and Savickas' research findings and are likely to enhance one's **adaptability** and **resilience** and increase the likelihood of future **employability**. Given the links we have already established between employability and variables of interest, the below graphic notes many of these relationships including one that shows how still undecided employees (after being previously involved in career counseling sessions) have increased job stress associated with their undecided state. Therefore, a key takeaway from all self-exploration efforts is to make a decision, even if that decision is to do nothing at this time!

Our self-exploration efforts at the conclusion of this lesson will be to determine our career adaptability, resilience, employability, and which career anchor orientation you feel most represents your career at this time. [Recall Edgar Schein's career anchors from Chapter 5.] By using these scales and self-assessing, you can then have conversations with your Peer Coach as to how well you believe the findings describe your current career situation. As with most things, honesty with yourself assists the process!



**Undecided participants used more Nonproductive coping strategies than decided participants did, and the students who used more Nonproductive coping strategies reported a higher degree of career decision-making difficulties. Increases in Nonproductive strategies indeed increased Career Decision difficulties.*

Those who reported a decrease in Nonproductive coping strategies and an increase in Productive coping strategies over time became career decided, whereas those who reported no change over time in these strategies remained career undecided.

***Still undecided participants experienced increased negative emotions and stress when still undecided, more so than undecided participants who chose being undecided, about career*

decisions at the end of their program.

****Career Adaptability in the form of career decision making job search strategies positively predicts employability.*

*****Resilience and Career Adaptability are positively related to employability.*

Lesson Readings Include:

- Read Chapter 2 & 5 from Maree, K. (2017). [*Psychology of Career Adaptability, Employability and Resilience*](#). Cham, Switzerland: Springer Nature.
- Review Rudolph, C. W., Lavigne, K. N., Katz, I. M., & Zacher, H. (2017). [*Linking dimensions of career adaptability to adaptation results: A meta-analysis*](#). *Journal of Vocational Behavior*, 102, 151-173.
- Complete questionnaires to assess your Career Adaptability, Resilience and Employability, and Career Anchor Orientations (refer to Chapter 5 for a discussion of these orientations): These are now closed. Please refer to your journal.

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Overview: Workforce Diversity and Effects on Career Management

What is Workforce Diversity? Given the changing landscape of North America and most developed countries around the world facing lower population growth and an influx of immigrants, the workplace is becoming more diverse. More women, immigrants of various ethnicities, and people of color are entering the workplace with advanced education and a desire to better their (and their families') prospects for the future. Technology also allows for people with physical disabilities and cognitive differences to be productive in the workplace. **Diversity** refers to any compositional differences among employees within a work unit.

Organizations also embrace diversity since workers are harder to employ. Recall that many Baby Boomers, the largest generation, is now retiring from the workforce. There are many arguments for why organizations should employ a diverse workforce including an instrumental rationale known as the "business case" which includes the cost argument, the marketing argument, along with team-based creativity and problem-solving arguments. Additionally, firms may realize a "moral motive" rationale by reducing workplace discrimination, such as access or treatment discrimination, as the right thing to do. Among these, the most strongly raised arguments are those for fairness and justice in the organization and equity in career opportunities. We will discuss a model of organizational fairness and update our understanding of workforce diversity since it is an evolving topic.

Lesson Objectives:

At the end of this lesson you will be able to:

- ✓ Demonstrate how diversity, equity and inclusion lens can impact and be relevant to one's career
- ✓ Define stereotyping and how it impacts careers
- ✓ Understand the justice rationale for workplace diversity
- ✓ Understand the instrument rationale for workplace diversity
- ✓ Recognize the complexity of workplace diversity and what it signals to various groups

Lesson Schedule:

Tasks for this Lesson:



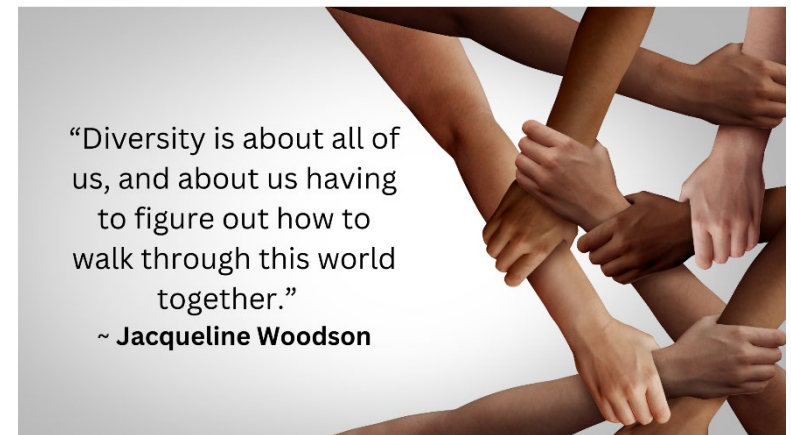
Read:

- Read the Syllabus & Course Schedule
- Read Lesson 9 Content
- Read Chapter 11 including the Dave the Aspiring Executive, cases A from Greenhaus, Jeffrey H., Callanan, Gerard A., and Godshalk, Veronica M. "[Career Management for Life, 5th edition](#)" (2019) [Links to an external site.](#) Routledge; 5th edition.
- Dover, T.L., Kaiser, C.R., & Major, B. (2020). *Mixed signals: The unintended effects of diversity initiatives*. *Social Issues and Policy Review*, 14(1), 152—181. DOI: 10.1111/sipr.12059



Complete:

- ✎ Dave the Aspiring Executive (Part A) Discussion Board



Organizational Fairness



In Chapter 11, we offer a model of Organizational Fairness that addresses the cultural and gender dissimilarities that exist among us. These dissimilarities lead to feelings and beliefs that may give rise to a lack of understanding between diverse workforce members. Stereotyping, lack of warmth or psychological distancing, and cultural misunderstandings may result. **Stereotyping** is defined as a widely held but fixed and oversimplified idea of a person. And this is what is posited as causing “lost opportunities” for diverse workforce members due to differential treatment across the organization’s employees. Careers may be affected due to:

Unsatisfactory or dysfunctional supportive relationships which may (or not) include mentoring, proper supervision, and sponsorship. Many studies have found that while cross-race relationships tend to provide career support to the protégé, they provide less psychosocial support than same-race relationships. Cross-gender developmental relationships are more complicated due to the possibility of gender stereotyping or suggestions of a sexual or romantic relationship developing. Informal mentoring relationships still outperform formal mentoring relationships in what is offered to protégés, albeit they are often constrained by the above noted issues. Informal mentoring continues to occur, but we should acknowledge that since fewer women and people of color are in higher ranks within the firm, their

opportunities for informal mentoring (by same sex or race mentors) are limited.

Restricted developmental opportunities may occur when individuals are stereotyped by others and when these negative stereotypes affect a number of outcomes, including performance. Stereotyping thereby creates a negative cycle when individuals are characterized with low competence; the stereotype may then impact one’s performance when it is internalized (when we think others think we are incompetent) and perform less well (since we may be cognitively impaired by the stereotype) which leads to restricted opportunities.

Restricted job power, peripheral career paths, and lack of autonomy, keeps women and people of color in lower-level jobs. The concern becomes...”they haven’t had the experience to...” And when women and people of color (also known as occupational minorities) do ascend to more important roles in the organization, they are more likely than white men to be promoted as CEO of weakly performing firms. A study of a 15-year period of CEO transitions found no significant differences in tenure length between occupational minorities and white men, yet they found that when firm performance declines during the tenure of occupational minority CEOs, these leaders are likely to be replaced by white men. Researchers coined this phenomenon the “savior effect.”

Exclusion from informal networks besets women and people of color since these informal get-togethers often happen during the evenings or in locations which may prove uncomfortable to them. Golf or tennis at the country club, or drinks and dinner at a bar, are often where informal networking occurs. These situations may disallow for participation and establishment of relationships and may benefit some but not all.

The model suggests that due to differential treatment, women and people of color may be evaluated differently when it comes to job performance, and possibly less favorably. These evaluations then lead to more limited career advancement opportunities. Studies have found that when white male leaders perform successfully, perceptions of their leadership capabilities are confirmed and reinforced. However, black leaders are consistently evaluated negatively regardless of performance. In fact, when black leaders perform well, perceptions of their leadership capabilities remain challenged, and they are assumed to have compensatory qualities that offset their lack of ability. However, when performance is negative, stereotypes and assumptions about these leaders’ incompetence are confirmed and reinforced. Additionally, research has found that white participants evaluated female workers more negatively than their male colleagues only when both teammates were white. Black women seemed to not share the negative fate of their white female counterparts in this study, and that was attributed to the possibility that they were buffered from the gender bias due to their “invisibility,” which clearly hampers career advancement.

What can organizations do to minimize this unfair treatment?

Organizations adopting Diversity Initiatives

Organizations adopt diversity initiatives so they might welcome a larger, potential employee pool with the possibility of outperforming competitors as a result of these diverse hires. The Dover, Kaiser, and Major (2020) article you have been asked to read covers the rationales for diversity and well as some intended and unintended consequences of diversity. This is an interesting, and potentially controversial, discussion of diversity but certainly a topic we should consider from all angles.

The **justice rationale** suggests that organizations create diversity initiatives because it is the right thing to do, and that it will theoretically create a more equitable workplace. The justice rationale is focused on the moral imperative of this work. On the other hand, the **instrumental rationale** speaks to the business case for why diversity is important. Diversity has been found to produce more effective and efficient workplaces. Finally, diversity initiatives offer **signaling** opportunities for the organization to communicate to various constituencies that the firm is pro-diversity. These constituencies may include potential employees, current employees, and those outside the firm (investors, competitors, and the general public).

However, the point made by Dover et al. is that while there may be good reason to pursue diversity initiatives, there is “...little in the way of rigorous empirical evidence [which] supports the conclusion that implementing a diversity initiative leads to less prejudice, less discrimination, or more representation of traditionally excluded groups. In other words, whereas diversity-supportive workplaces are associated with positive benefits, there is little evidence that the adoption of diversity initiatives is a causal factor leading to these positive benefits.”

The authors suggest that diversity may manifest unintended and underexamined signaling consequences. They suggest that “...diversity initiatives may ironically work against the stated goals of these initiatives by: (1) leading people to assume an organization is less discriminatory against minority groups and more discriminatory against majority groups; (2) leading to perceptions of exclusion among members of advantaged groups that can prompt backlash; and (3) leading to biased assumptions about the competency of members of disadvantaged groups.”

Diversity initiatives need to be seriously considered especially in light of the advantages they offer to organizations (noted in the following sections), at the same time cognizant of these unintended outcomes.

While Dover et al. suggest that these unintended consequences may exist, they still note the value of diversity in its ability to create a fairer and more inclusive workplace. Several ways suggested to avoid these unintended consequences include:

Framing diversity broadly so that diversity efforts acknowledge that everyone is diverse and that all types of personal attributes (e.g., personality, communication style) and job characteristics (e.g., job sector within an organization) contribute to diversity.

Emphasizing the instrumental rationale of diversity, such as diversity's role in increasing the firm's profits, market share or problem-solving ability.

Noting the moral and justice arguments that all groups be treated fairly, respectfully, and have access to voice and influence in the decision-making process.

Educating employees in attempts to control bias and focus on allyship among workers by allowing employees to see themselves as change agents.

Emphasizing group commonalities as well as differences.

Identifying measurable goals by using data to track the efficacy of diversity initiatives.

Is diversity possible and valuable? Clearly, there are good reasons for diversity, but it is a complex subject. Given that, what policies can be offered to make organizations diverse, and allow employees to feel they are included and belong?



Making unbiased organizational decisions

Organizations have been plagued with both gender and ethnicity bias for some time. Studies have shown that when applicants for jobs are evaluated, female applicants often need much more impressive resumes than men. Additionally, concern is often raised when the applicant has an ethnic sounding name such as Joe versus Jamar, or Sally versus Saachi. As we noted, the cause for these concerns often stems from gender, racial or ethnic stereotypes. Organizations have attempted to mitigate stereotyping through very clear signals that include:

Redefining Merit: specify what criteria are needed for success in the job.

Creating Opportunities for Blind Decision-Making by assure that applicants are drawn from a wide pool and make hiring managers/committees “blind” to the gender/race/ethnicity of applicant as long as possible. Orchestras have done this by asking musicians to audition behind a screen so that decision makers could not tell the gender of the applicant. This has increased the number of women in orchestras which now approximate at 40%. In the 1970s, orchestras had fewer than 10% women.

Embracing “Substituting” Strategies by minimizing stereotypes for women such as “she was too bossy, abrasive, aggressive”, and ask the question of whether the male applicant would be considered inappropriate for these reasons.

Articulating New Social Norms where leaders should note what is appropriate for men and women, and various ethnicities, by facilitating equal acceptance of behaviors. Google’s top executives noted that men often applied for more promotions than women and suggest that women should self-nominate and advocate for themselves. Women responded to the call and accepted the social norm that all should self-nominate and that became an accepted norm in the organization.

Educating Employees by sharing the instrumental value of diversity, such as, firms with more female directors on their boards have higher average returns on equity and better growth than firms which are homogeneous.

While we can expect for reactions to diversity to be subtle or responded to slowly in for-profit organizations of various sizes, we might expect that the top 15 medical schools around the world would embrace diversity in the 21st century. However, a recent study showed that even there (at Harvard, Johns Hopkins, Stanford, and Oxford), organizations are slow to embrace diversity as evidenced by equal pay, mentoring and diversity action plans. Discrimination against female and ethnic-minority academics seemed to manifest through more difficult working conditions for these groups: temporary contracts, lower pay for the same job, lower chances of recruitment or promotion, lower success rates in funding applications, research publications perceived to be less important, and less respect from students. Clearly, even these egalitarian organizations could use institutional change, such as more equitable job contracts, enhanced recruitment and retention strategies, and support for promotion. Leadership, at these and all organizations, might ensure that selection procedures are not weighted against specific groups, and institute a zero-tolerance policy for discrimination.



Diversity Training

Merit

Social Norms

Opportunities

Educating Employees

Substituting

Research on the value of diversity

Diversity has been investigated at both the macro and micro levels within the organization. At the macro level, the relationship between diversity and firm performance has been studied. While some studies suggest the findings are unclear and no direct effects can be found, other more recent studies report the opposite. Aside from the justice rationale, one study found strong empirical support for the idea that racial diversity can indeed be a strategic instrumental resource that improves profitability. In a study of racial diversity in law firms, the researchers found that diversity was not most valuable when it was concentrated only at the partner level. In fact, the results suggest just the opposite. The researchers found that the best financial performing law firms were those who had greater diversity at the associate partner or lower levels of management.

Another study examined data from 35 countries and 24 industries to understand the relationship between gender diversity and firm performance. This research found that the more gender diversity has been normatively accepted in a country or industry, the more that these gender-diverse firms experience positive market valuation and increased revenue. Other studies have looked at the firm's board composition and found that the more gender diverse a board of directors is, the greater the likelihood of enhanced firm performance. In fact, three or more females seems to affect performance more positively. Ethnic diversity of the board also appears to positively effect financial performance. These findings underscore the importance of the relationship between gender and ethnic diversity and an organization's financial performance.



At the micro or employee level of the firm, a study of five countries found that organizations which use diversity branding do attract talent, while those who use inclusion branding become employers of choice. This is due to employers signaling to prospective employees that diversity, equity, and inclusion are important to the firm's top management. However, it was the focus on inclusion which allowed employees to feel a sense of belonging. Other studies have similarly found that diversity language or photos in job ads results in greater likelihood of diversity hires than those without mention of diversity initiatives due to the employees anticipating greater belonging.

Based on these findings, one can argue that diversity does produce positive financial performance in the firm and attracts employees. It is estimated that Fortune 500

companies spend upwards of \$16 billion USD on diversity management efforts each year, and therefore, that statistic alone suggests that diversity is valuable and should produce promising results.

Lesson Readings Include:

- Read Chapter 11 including the Dave the Aspiring Executive, cases A from Greenhaus, Jeffrey H., Callanan, Gerard A., and Godshalk, Veronica M. ["Career Management for Life, 5th edition" \(2019\) Links to an external site.](#) Routledge; 5th edition.
- Dover, T.L., Kaiser, C.R., & Major, B. (2020). [Mixed signals: The unintended effects of diversity initiatives. Social Issues and Policy Review](#), 14(1), 152—181. DOI: 10.1111/sipr.12059

Dave the Aspiring Executive

Dave the Aspiring Executive, Part A Case Discussion Board Instructions: Each case is described at the end of the chapters you have been asked to read. Please thoroughly read the case and review the Case Analysis Questions which follow each case.

Working in your Peer Coaching teams (you may be assigned a larger team for this Discussion Board, that is two Peer Coaching teams working as one), choose 1-2 questions posed in the Case Analysis and determine how your team would answer the question. Post your answers to these questions in the Discussion Board.

Your Team's initial Discussion post is due Wednesday at 11:59 PM ET. Only one Team post with your answers is needed.

After your initial response, individually read and meaningfully respond to at least two of your fellow learners' posts by Sunday at 11:59 PM ET.

References Include:

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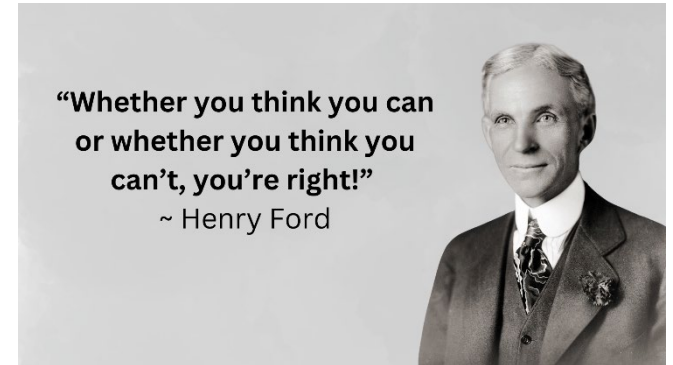
Overview: Entrepreneurial Career Choices

Entrepreneurship is a unique way to earn a living in that we take on all the risk associated with the new venture but also all the rewards associated with a growing and thriving new business. That is the allure of **entrepreneurship**, and we define it as *managing a business of one's own that requires personal sacrifice, creativity, and risk taking, to create something of value*. In our technology-laden world, the opportunity to become an entrepreneur is enabled a bit more by communication technology which allows the “Gig” environment we are now experiencing. We will discuss the opportunities and threats associated with entrepreneurship and points to consider should you choose it as a career option.

At the end of this lesson you will be able to:

Lesson Objectives:

- ✓ Define the concept of entrepreneurship and the opportunities and challenges that exist in this career choice
- ✓ Recognize the characteristics of entrepreneurs
- ✓ Recognize other factors that encourage entrepreneurship
- ✓ Describe the Gig economy
- ✓ Distinguish entrepreneurial hurdles for women and minorities



Lesson Schedule:

Tasks for this Lesson:



Read:

- Read the Syllabus & Course Schedule
- Read Lesson 10 Content
- Read Chapter 12 case B from Greenhaus, Jeffrey H., Callanan, Gerard A., and Godshalk, Veronica M. ["Career Management for Life, 5th edition" \(2019\) Links to an external site.](#) Routledge; 5th edition.



Complete:

- ✎ Complete the Dave the Aspiring Executive (Part B) Discussion Board

What characteristics do entrepreneurs have?

Entrepreneurs have been studied for many decades, and if you think about pre-Industrial times, all those who worked were in business for themselves. The boot maker, the ironsmith, and the baker were all entrepreneurs – in business for themselves to earn a living and provide for their families. In fact, the term “entrepreneur” comes from a thirteenth-century French verb “entreprendre” which means “to do something or to undertake.” By the sixteenth century, the verb had also become a noun and was being used to refer to someone who starts a business venture. Entrepreneurship is therefore not a new concept!

There are several characteristics of entrepreneurs and their new ventures that distinguish them from employees:

Personal Commitment: There is a substantial degree of personal commitment to the success of the firm since the career and the business are so intertwined. You often hear of entrepreneurs mortgaging their homes, and maxing out personal credit cards, to get the business off the ground financially. The debt associated with the new venture is the entrepreneur’s personal debt.

Thrive in Unstructured Environments: Entrepreneurs often thrive in highly unstructured and chaotic environments, more so than employees would. In fact, most of us are employees so that we can follow the leaders of our firm and not have to worry about its day-to-day existence. The ability to thrive and survive when there is little predictability is a characteristic of entrepreneurship.

Proactive and Innovative: Entrepreneurs often tend towards being proactive and innovative. Taking risks and creatively responding quickly to the market with a product or service are characteristics of entrepreneurs.

Play Multiple Roles Simultaneously: An owner of a new venture often needs to play multiple roles simultaneously. Few of us can be marketers, financiers, planners, and implementers all at the same time. But entrepreneurs are able to manage various functions successfully (in order to stay in business.)

Independent Individuals: Entrepreneurs often are highly independent individuals and have a high need for autonomy. They prefer not working for others.

Tolerance for Ambiguity: Entrepreneurs normally have a high tolerance for ambiguity, an internal locus of control, and a high need for achievement.

Entrepreneurs as Role Models: It is not uncommon to find entrepreneurs who experienced their parents, or other role models, as entrepreneurs and the individual finds that road as a preferable work environment to pursue.



What encourages one to become an entrepreneur?

Just like other professions, sometimes entrepreneurs just fall into “it.” Certainly, the personal characteristics just mentioned predispose someone towards entrepreneurship. There may be environmental conditions or other factors that encourage one to become an entrepreneur. Job loss, or impending job loss, can impact an individual so that they strongly consider entrepreneurship as an option to other full-time employment. Someone may be so dissatisfied with working for a (large) company that the allure of running a business is strongly considered. There may be business conditions, like a recession or favorable technology breakthroughs, that provide an avenue to pursue entrepreneurship. Entrepreneurship can be a bridge from the organizational world of work to phased retirement too!



Additionally, it might be that the entrepreneur indeed is highly creative and has developed a new product or service not found readily in the market. The passion for such an offering may be so great that the individual creates a business so they can sell that product or service to others. If you've seen the 2021 movie **Julia** about Julia Childs, the American turned French chef, that is a story of a woman who spent many years writing a cookbook so that other American women could learn the joys of cooking! She first started her television career in the early 1960's on the Public Broadcasting System making pennies. She then turned her passion for food into a cookbook and television empire, that eventually changed television so that we now have channels focused exclusively on cooking and baking such as the **Food Network Kitchen, MasterChef, The Great British Bake Off**. While she initially never considered herself an entrepreneur, her net worth upon her death in 2004 was approximated at \$50 million USD. Her passion led her to great financial success.

Gigs allow you to work independently outside organizational boundaries

Workers who work independently outside organizational boundaries, most typically defined as not *receiving any benefits other than remuneration from those organizations*, are participating in the “Gig” economy. This sector of the U.S. economy has grown tremendously since 2020, and there currently exists about 1.1 billion Gig workers worldwide. It is projected that the Gig economy will reach upwards of \$455 billion USD by 2023. By 2027, half of the U.S. population will have engaged in Gig work. Gig workers are often connected to their clients via digital platforms which allow for short-term or contracted work, or asset sharing. The Gig worker is an Uber driver, or a freelance writer, or the Gig worker may be an information technology or legal professional. Opportunities run the gambit and are not constrained to low paid employment. Gig workers may be dabbling in side gigs to monetize an entrepreneurial passion project, while holding down a full-time traditional, organizationally-based job with benefits.



Some concerns do exist for the Gig worker who is managed by algorithm. While we have centuries of working for the “manager,” we now are moving towards Gig workers who may be managed by algorithm (those who respond to work via an app, or a crowdwork platform). This digitalized work arrangement creates new dynamics for the entrepreneur who pursues Gig work. Is there truly autonomy in Gig work, or are you responding to an algorithmic manager? There may be issues regarding the quality of this work experience that have yet to be experienced long enough to be understood. Younger generations are arriving in the Gig economy at a time where “work” has been replaced with “gigs” or “tasks.” This is a different type of employment from the traditional organizational form, and it is highly casualized, less committed by both parties, and may have a spill-over effect on non-working lives, which are increasingly disrupted by these social changes. In fact, there is much concern that the Gig economy will create further volatility in the structure of society where Gig workers experience greater financial instability and work transience, and less job security. There may also be greater interference with work-life balance if you are “on call” 24/7 by that algorithmic manager. However, we should explore opportunities where changes can be implemented to bring about a positive experience for all Gig workers in the future so they might not only survive but thrive. Clearly, career management for Gig workers is crucial towards being resilient and agile.

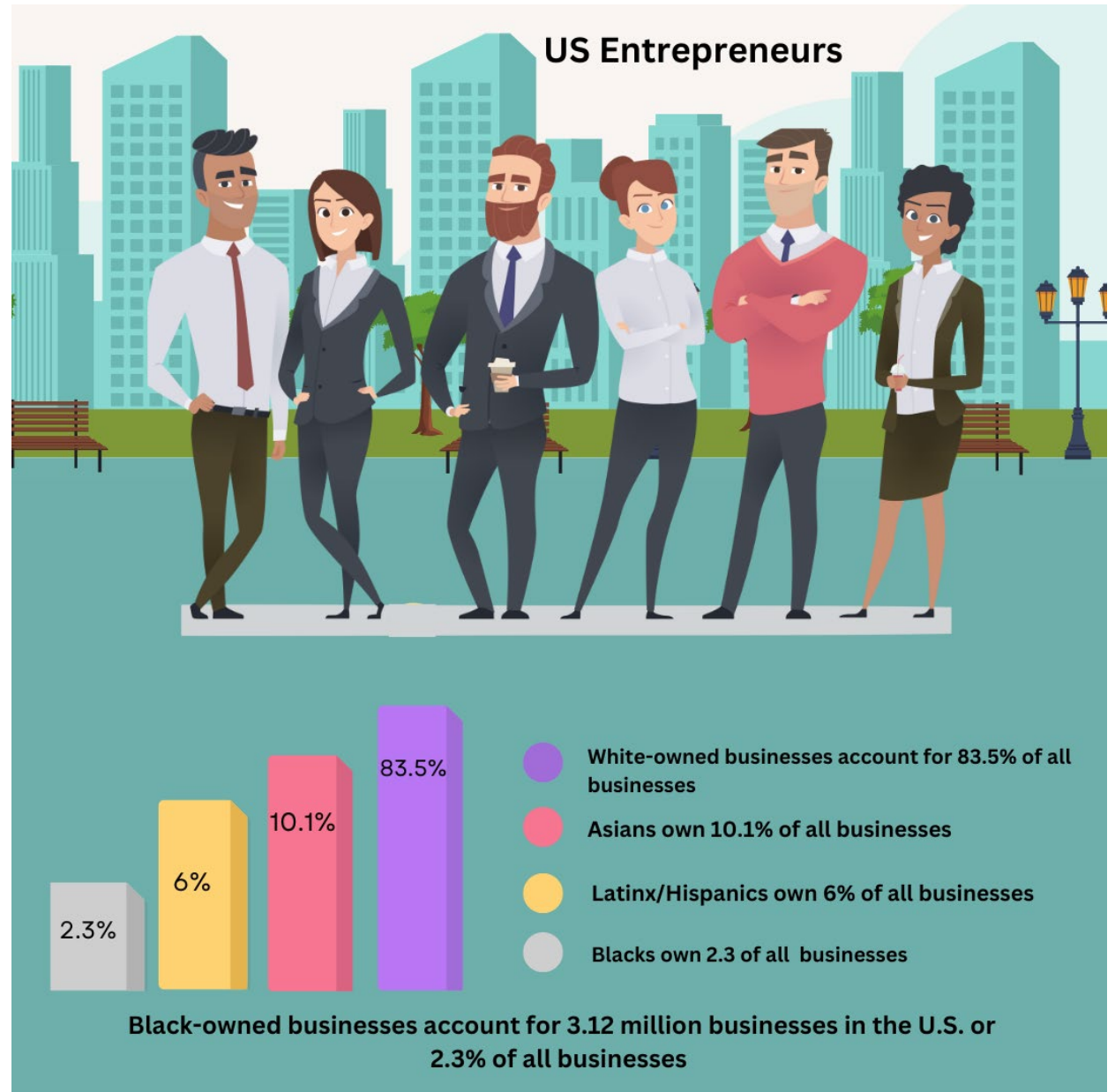
What are the numbers of minority entrepreneurs?

Much like careers in traditional organizations, women and people of color have different experiences from other entrepreneurs when they start their new ventures. Surviving and thriving with the new venture is key. However, having the funding to make the new venture a success is also paramount. Women-owned businesses comprise 25% of all new start-ups in the U.S., and account for nearly \$1.8 trillion USD to the economy. In 2020, 64% of all new women-owned businesses were started by women of color, and Latina-owned businesses grew by 87%. However, only 25% of women business owners seek business financing, with only 7% of women business owners receiving venture start-up funds.

Black-owned businesses account for 3.12 million businesses in the U.S., or 2.3% of all businesses. Asians own 10.1% of all businesses, while Latinx/Hispanics own 6% of all businesses. White-owned businesses account for 83.5% of all businesses. While many businesses experienced significant financial hardships during the COVID19 pandemic, it appears that businesses owned by people of color experienced greater financial setbacks. Reduced revenues caused many business owners to cut back operations, and Black and Asian owners reduced their operations 67% in response to the pandemic, while Latinx/Hispanics (63%) and Whites (54%) experienced fewer disruptions. While the U.S. government offered Paycheck Protection Program financing during the pandemic, Black owned firms received significantly less funding (43%) compared to Latinx/Hispanic (61%), Asian (68%), or White (79%) owned firms. It is unclear why minorities received lower governmental financing but some suggest it points to discrimination, lower program communications to these business owners, or lack of program understanding by these owners.



This data confirms much of what inhibits new venture creation. Lower personal wealth, true of both women and people of color on average, inhibits one's ability to start a new venture. Personal wealth can be defined by assets *singularly in one's name, such as home ownership, assets in financial institutions, retirement accounts, trusts, stocks, or mutual funds*. In many cases, women or people of color either do not have sufficient personal wealth, or that wealth has a lower value thereby making business financing more challenging. These access barriers to new venture development plague both women and minority entrepreneurs. Therefore, women and minorities need to be cognizant of access to credit and economic networks that will support their new ventures, along with other start-up support like the Small Business Administration and local support groups that can help the entrepreneur navigate the factors that predispose a new venture towards success. It may be that taking a turn first as a Gig worker will enable the female and minority entrepreneur to see if entrepreneurship is possible and attainable.



Lesson Readings Include:

- Read Chapter 12 from Greenhaus, Jeffrey H., Callanan, Gerard A., and Godshalk, Veronica M. ["Career Management for Life, 5th edition" \(2019\) Links to an external site.](#) Routledge; 5th edition.

Dave the Aspiring Executive, Part B Case Discussion

Dave the Aspiring Executive, Part B Case Discussion Board Instructions : Each case is described at the end of the chapters you have been asked to read. Please thoroughly read the case and review the Case Analysis Questions which follow each case.

Working in your Peer Coaching teams (you may be assigned a larger team for this Discussion Board, that is two Peer Coaching teams working as one), choose 1-2 questions posed in the Case Analysis and determine how your team would answer the question. Post your answers to these questions in the Discussion Board.

Your Team's initial Discussion post is due Wednesday at 11:59 PM ET. Only one Team post with your answers is needed.

After your initial response, individually read and meaningfully respond to at least two of your fellow learners' posts by Sunday at 11:59 PM ET.

References Include:

- Ashford, S.J., Barker Caza, B., & Reid, E.M. (2018). From surviving to thriving in the gig economy: A research agenda for individuals in the new world of work. *Research in Organizational Behavior*, 38, 23-41. <https://doi.org/10.1016/j.riob.2018.11.001>[Links to an external site.](#)
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Overview: International Career Choices

As organizations are becoming more global, so too are opportunities for global careers. A global, or *international career*, can be defined when an employee performs work that occurs and unfolds across boundaries of countries and geographic regions and may take place over an extended time. The international careerist needs to take into consideration a variety of concerns on a regular basis, more so than just a person working on an international project where one is communicating across the world via email, phone, or video conferencing. There is clearly a continuum of international experiences. When one is communicating and working exclusively via video conferencing, time, language, and organizational culture needs to be taking into consideration. When the international career involves moving to a foreign country, understanding the national culture and behavioral patterns at the workplace, and all at the same time, caring for oneself and a significant other or family, these experiences can clearly affect everyone's well-being in a much greater way. In these cases, the international careerist has many more issues to consider when making that move. We will discuss many of these examples and help to determine if an international career is for you.

Lesson Objectives:

- ✓ Recognize available international choices for career progression
- ✓ Discuss the expatriation and repatriation issues
- ✓ Describe the phases of expatriation

Lesson Schedule:

Tasks for this Lesson:



Read:

- ▶ Read the Syllabus & Course Schedule
- ▶ Read Lesson 11 Content
- ▶ Read Chapter 13 from Greenhaus, Jeffrey H., Callanan, Gerard A., and Godshalk, Veronica M. ["Career Management for Life, 5th edition" \(2019\) Links to an external site.](#) Routledge; 5th edition.



Complete:

- ✎ Complete the Entrepreneurial or International Career Discussion Board



International Career Types

The international career can range through a spectrum of experiences. A **traditional expatriate assignment** occurs when a company physically relocates the employee to a location of operation in another country usually for an extended period of time. This is called a **corporate expatriation** and typically these assignments last for more than one year. Individuals may also experience **self-initiated expatriation**, where the person decides to move and relocate to a foreign country and begins working there. Often, a main difference between these types of experiences is the funding source. Corporations pay for the individual to relocate when asked to take on the international assignment (including travel and housing expenses on both sides of the move, school for children, assisting in finding work for the spouse, and the like.) When someone chooses a self-initiated expatriation, they are often pay for all related expenses.



In some cases, the expatriate may decide to stay somewhat permanently in the foreign country for an extended period, thereby becoming an **immigrant worker**. Given today's technology, we are seeing more examples of the **virtual expatriate**, where the individual works and stays in the home country but may manage and coordinate the work of employees in a remote location. The virtual expatriate may visit the remote location or operation, but these are very short and temporary (1-2 weeks at most). The person continues to reside in the home country and all work efforts with others in the remote location are by virtual connection.

Finally, a **flexpatriate** is one who travels continuously from project to project, and country to country. These are often

longer in length (several months at a time), but do not require permanent relocation. The upstart of a manufacturing facility abroad may require some workers to be flexpatriates.

International work assignments may occur where the individual leaves the home country for brief periods of travel and to pursue business abroad. Many individuals who own clothing companies need to travel to Asia to pick out fabric and notions (trim, buttons, zippers) prior to the clothing being fabricated. These trips are examples of international work assignments as they may only be a week in length. Additionally, there are many companies that have their headquarters located around the world but may still have significant operations in the U.S. Employees of these organizations may need to travel for training to the headquarters but reside in their home country (where the headquarters is not located).

Did you know several high-tech & financial firms have international headquarters in Dublin, Ireland?

These include Citi, Hubspot, LinkedIn, MasterCard, and Slack.

Three Phases of Expatriation

When the international careerist decides to go abroad, there are many issues that should be considered when becoming an expatriate. As with any career decision, expatriation needs to be carefully investigated to determine if the effort will be worth the costs associated with the career move.

The phases of expatriation include:

The Preparation Phase includes a determination of whether the individual is prepared to live and work in the foreign country. What length of time will the person be expected to live abroad? How much interaction will there be with country nationals, and what language is expected to be spoken? What are the differences in national culture between the employee's home country and the host country? Note that language and culture are very different in Dubai than in Dublin when the home country and culture is the United States. Are there significant differences in remuneration and performance expectations, and has the expatriate understood and communicated those expectations with the host country/company? If a corporate expatriation, will the corporation cover the differences? If self-initiated, does the individual realize and understand the monetary differences and how that may affect their income? Will women and people of color be treated any differently in the host country than in the home country? As importantly, will the family and significant other of the expatriate be negatively affected in any way? These are all preparations that the individual needs to consider from both a career management and work-life perspective to be successful and happy once "launched" abroad.

The Adaptation Phase includes a focus on the individual and their ability to be motivated to do the job once in the host country, as well as their ability to adapt to the host culture. Does the expatriate have the ability to exercise control over the situation to perform well at the job? Studies have found that expatriates perform well when they are not hung up in red tape and are able to exercise autonomy over their work. Enhanced cultural adjustment occurs when individuals are more conscientious, extraverted, and open to experiences, are emotionally stable and exhibit a low level of ethnocentrism. Does the expatriate have the support of their family to perform well on the job? While some expatriates may leave their loved ones behind in the home country, studies have found that expatriates perform better when they have their families with them in the host country and the family is adapting well to the new surroundings. Clearly, both positive and negative outcomes can happen for the expatriate in regard to family support. Those who do not acclimate may not perform well and may find the experience unrewarding. Those who do acclimate, and whose families do as well, will receive the needed support to perform well. These individuals usually have more positive outcomes associated with the expatriate experience.

The Contribution Phase is when the expatriate is enabled as a successful contributor to the host country/company because they have adapted well and have a supportive family life. Additionally, the individual must be comfortable and work effectively with host country nationals. Just as in any career move, the establishment of a network of supporters, sponsors or mentors in the host country can serve to support the expatriate. This phase allows the expatriate to experience much about the company and have a broader perspective which should allow for greater career opportunities in the future.



Repatriation once you return

Oftentimes, the rationale for expatriation is to learn more in one's role and about the company at large. This learning process might then lead to enhanced career opportunities when one repatriates. The repatriation process is about the re-acclimation back to the home country once the opportunity to live and work abroad concludes. Much like the expatriation process, there are hurdles that need to be crossed for repatriation to be successful. Then, once back in the home country, there may be additional career management hurdles to consider. A full investigation of both sides of the process should be considered prior to making any expatriation decisions.



Know the details of the repatriation. First, the organization and employee need to determine the steps involved, logistics and timing of the repatriation. One of the most involved steps may be the planning of the move as well as planning for family to move back to their previous existence (ie., school, work, and home base). Another issue is to what job will the repatriate return. Is the previous job available and is that the most obvious place for the repatriate to go? Or is that job too low level at this point, and will other job accommodations be made available? What does the long-term career plan look like for the repatriate? If the person has performed poorly abroad, what does that do for their long-term reintegration with the company? Finally what readjustments need to occur on part of the repatriate, their families, or the organization to successfully return to the home country?

Know the expectations of the repatriation. It is not uncommon for dissatisfied employees to leave the firm once they have returned from repatriation. Research has found that the number of international assignments where negatively related to career advancement upon repatriation, but it appears that

less than four international assignments were the “sweet spot” towards gaining advancement. In fact, the acquisition of managerial skills was negatively related to career advancement (so don't go international if only to learn managerial skills based on this research finding). When repatriates perceive repatriation support by the company, experience objective career success, and they believe their career management has been self-directed, they report high levels of career satisfaction. As might be expected, when repatriates draw career development and psychosocial support from a variety of supporters both in the host and home countries, their process of repatriation becomes a much smoother one.

Dual career couples who expatriate together do well. Interestingly, when dual career couples expatriate, the issues mentioned above must be considered in their context too. But contrary to expectations of a recent study, most of the interviewed couples reported very successful repatriation experiences, and only a few adjustment challenges were raised. The interviews suggested four key factors as relevant to these couples, and in fact, are consistent with our career management model.

Suggestions included that repatriation adjustment was successful when dual career couples:

- actively self-managed their expatriation process jointly
- had earlier experiences of expatriation and repatriation
- had a successful integration of work life and family life
- and had planned and realized their dual-career interests upon repatriation.



Lesson Readings Include:

Read Chapter 13 from Greenhaus, Jeffrey H., Callanan, Gerard A., and Godshalk, Veronica M. "[Career Management for Life, 5th edition](#)" (2019) [Links to an external site](#). Routledge; 5th edition.

Would you choose Entrepreneurial or International careers? Why or why not?

Choose from one of the following options to discuss in this board:

1. Would you choose an **entrepreneurial** career? If not, why not? If so, give us an example of what passion you have for a product or service that could cause you to start your own company.

OR

2. Would you choose an **international** career? If not, why not? If so, give us an example of where and why you would choose to expatriate.

Discussion Board Instructions: This is an **INDIVIDUAL** discussion board. While you may discuss these topics with your Peer Coach, each student should post their own comments on one or the other topic.

Your initial Discussion post is due Wednesday at 11:59 PM ET.

After your initial response, individually read and meaningfully respond to at least two of your fellow learners' posts (on both topics) by Sunday at 11:59 PM ET.

References Include:

- Breitenmoser, A., Bader, B., & Berg, N. (2018). Why does repatriate career success vary? An empirical investigation from both traditional and protean career perspectives. *Human Resource Management*, 57, 1049–1063. <https://doi.org/10.1002/hrm.21888>[Links to an external site](#).
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Overview: Human Resource Management & Careers

Throughout this lesson, we will comment on the intersection of corporate's human resource management (HRM) efforts and how they may impact your career. While much of the content is covered in your readings, we will discuss how these policies or practices may impact your career specifically. Given that, we need to acknowledge that some of you work in very small organizations, family businesses, or may be entrepreneurs. In these cases, human resources management policies might be a bit less clearly defined or nonexistent. However, consider that across one's career, there may be opportunities to take advantage of and be supported by such policies. The U.S. government, as well as in other countries, has many laws that pertain to employment but a full discussion of these is outside the bounds of our course. In summary, make sure you are knowledgeable about what your rights are and what is available to you for support when needed.



Lesson Objectives:

At the end of this lesson you will be able to:

- ✓ Describe the impact of organizational policies, practices, politics, training, and culture on one's career management.
- ✓ Assess the impact of organizational policies, practices, politics, training, and culture on one's career management.
- ✓ Recognize how networking aids in understanding HRM and the opportunity to enhance your career.

Lesson Schedule:

Tasks for this Lesson:

📖 Read:

- Read the Syllabus & Course Schedule
- Read Lesson 12 Content
- Read Chapter 14 & 15 from Greenhaus, Jeffrey H., Callanan, Gerard A., and Godshalk, Veronica M. ["Career Management for Life, 5th edition" \(2019\) Links to an external site.](#) Routledge; 5th edition.
- Review Chapter 6 from Greenhaus, Jeffrey H., Callanan, Gerard A., and Godshalk, Veronica M. ["Career Management for Life, 5th edition" \(2019\) Links to an external site.](#) Routledge; 5th edition.

📝 Complete:

- ✍ Complete Self-exploration assignments from Career Management For Life Learning Exercises 5 & 6 (pgs. 170-175).
- ✍ Determine what HR policies does your company offer that support your career management?
- ✍ Add both to Journal as these may impact your career goals by being noted action items you may pursue.
- ✍ Complete Journal entries.

HRM Planning & Staffing

Human resource management has traditionally been focused on how the organization brings new employees into its operations. Workforce planning and staffing are the mainstays of HRM. In today's environment, planning and staffing have become more critical for a few reasons we have mentioned throughout the course. First, the Baby Boomers are retiring, or have left the workforce post-COVID for various reasons, and many positions need to be filled. Second, the younger generations are lower in scale when compared to the Baby Boomer generation and organizations need to reconsider whether specific jobs are necessary or can they be combined (given lower numbers of possible employees to fill the jobs). Larger organizations spend time trying to forecast their employment needs, but these external factors have exacerbated this work. Organizations are becoming creative trying every option to recruit early careerists from making sure that tuition reimbursement opportunities are clearly communicated, to providing technology so that employees can work from home (telework) more readily. Other socialization techniques are made available, like mentoring and networking events, so that new employees feel welcomed into the firm. As we mentioned in our diversity chapter, this is incredibly important in recruiting and retaining women and people of color.



towards succession planning so that executive management ranks are filled, and the “next in line” for those high-ranking jobs are prepared to take them. If you are an HBO fan, succession planning is not as glamorous or dramatized as the “Succession” show, about the fictitious family (?) who runs a cable news network and is constantly fighting around who is “next in line” to be the CEO. But it certainly is filled with some politics.

How might these policies or practices impact your career?

Consider how networking within your organization may allow you to navigate these HRM functions and how your career might benefit from being involved and understanding them.

HRM Professional Development

Many organizations provide professional development, or learning, opportunities to their employees. These may be offered within or outside the firm. Companies may offer various functional training, and some even have internal universities to educate employees (such as McDonald's [Hamburger University](#)[Links to an external site.](#)). Higher educational opportunities, like earning an MBA, which are paid for by the firm would be considered external professional development. So too would participation in professional association events, such as these:

- [American Marketing Association](#)[Links to an external site.](#)
- [National Association of Black Accountants](#)[Links to an external site.](#)
- [Women in Manufacturing Summit](#)[Links to an external site.](#)

Often, firms will pay for the employee's participation in these professional associations. It is good for the employee, and for the firm, although you might need to make a case about how you will learn when participating and benefit the firm by doing so. Find professional associations that support your line of work, and they may have a local chapter nearby. These are great networking opportunities and can land you business too!

Orientation programs offered help the new recruit get acclimated to the firm. Often, more senior employees will assist in the training offered at orientations. This may be an opportunity for the senior employee to show leadership competence. Mentoring programs also allow the senior employee to offer guidance in career development, as well as offering psychosocial support, to the newcomer. All of these professional development processes function to enhance the performance of junior and senior employees alike.

How might these policies or practices impact your career?

Consider how networking within your organization may allow you to navigate these HRM functions and how your career might benefit from being involved and understanding them.



HRM Performance Management

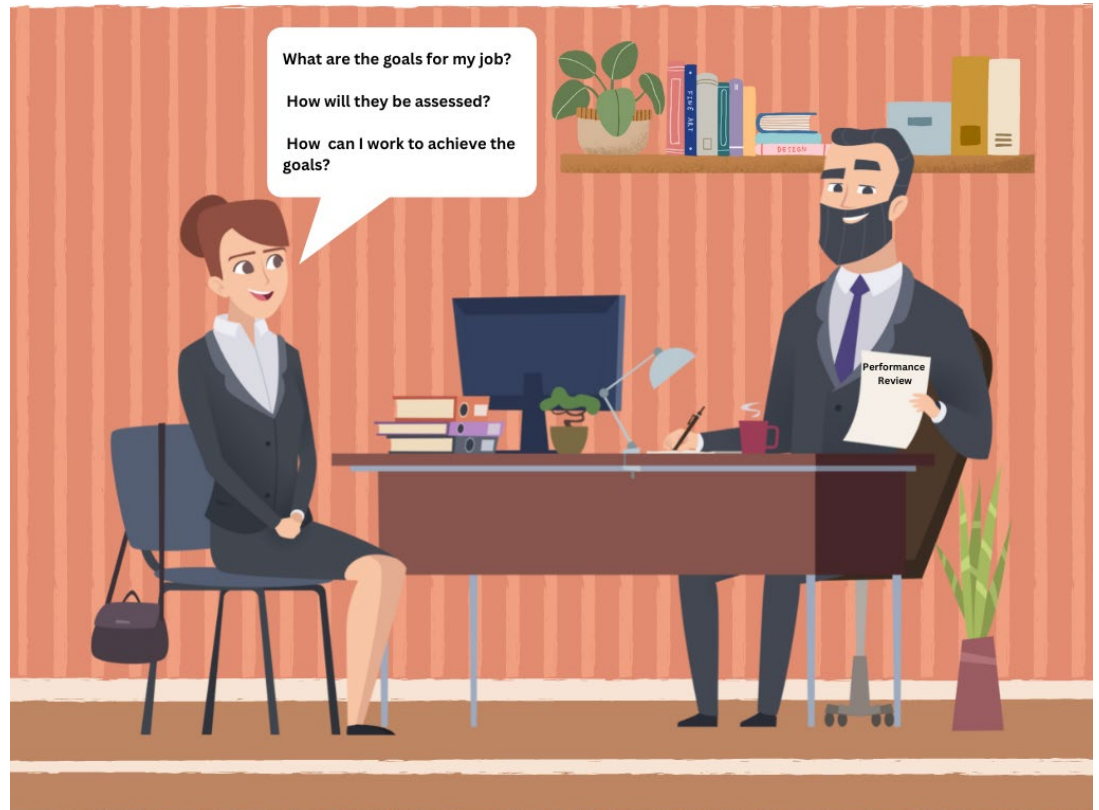
Often the human resource management team, along with line managers, are involved in performance management. This function allows us to set goals (yearly or quarterly) against which we measure our work performance. Performance management systems are normally tied to reward systems, so that our individual performance may affect our financial rewards at the end of the year. Many companies are now monitoring performance management data through HRIS (Human Resource Information Systems, sometimes now called Human Capital or Talent Management systems). Some examples of these systems are:

- [Workday](#) [Links to an external site.](#)
- [PeopleSoft](#) [Links to an external site.](#)

These systems are part of larger enterprise-wide management systems that may include finance, payroll, or resource planning systems. A key component to these systems is that the employee understands from their manager what the goals are, how they will be assessed, and how the employee can work to achieve the goals. It is incumbent on the employee to document productivity so that when the quarterly or annual review occurs, the data is available to discuss goal achievement. Do not leave it up to the “system” to document your performance. It is your career, so constantly be updating your accomplishments.

How might these policies or practices impact your career?

Consider how networking within your organization may allow you to navigate these HRM functions and how your career might benefit from being involved and understanding them.



HRM Employee Relations

Employee relations, and the firm's efforts to bolster employee morale, are important components of HR management. This function assures that the organization's culture is strong and supportive of employees. Work-life programs may be offered to acknowledge the nonwork component of employees' lives so that employees may learn to balance all important aspects of life. Offerings may be formal in nature (such as EAP, Employee Assistance Programs) or may be informal (such as impromptu telework when family members are ill or rebalancing workloads when a colleague is overloaded with projects).



The efforts associated with employee relations are established to be cognizant of the employee, their work-life balance, and to offer respect to each individual accordingly. This respect on part of the organization usually goes a long way to earning high employee morale and mutual respect. Communicating the firm's goals around supportive work-life policies, respect for the differences of all employees, and holding everyone (especially management) accountable for supporting employee relations programs creates a positive work environment and culture. As we know, a positive work environment is often associated with strong performance. Therefore, employee relations efforts are not in vain.

How might these policies or practices impact your career?

Consider how networking within your organization may allow you to navigate these HRM functions and how your career might benefit from being involved and understanding them.

Lesson Readings Include:

- Read Chapter 14 & 15 from Greenhaus, Jeffrey H., Callanan, Gerard A., and Godshalk, Veronica M. "[Career Management for Life, 5th edition](#)" (2019) [Links to an external site.](#) Routledge; 5th edition.
- Review Chapter 6 from Greenhaus, Jeffrey H., Callanan, Gerard A., and Godshalk, Veronica M. "[Career Management for Life, 5th edition](#)" (2019) [Links to an external site.](#) Routledge; 5th edition.

Assignment: Journal HR and Self-exploration

- Complete Self-exploration assignments from *Career Management For Life* Learning Exercises 5 & 6 (pgs. 170-175).
- Complete final survey regarding [work-related outcomes](#)[Links to an external site.](#)
- Determine what HR policies your company offers that support your career management goals?
- Add findings (from surveys and HR policy investigation) to your journal as these may impact your career goals by being noted action items you may pursue.
- Complete Journal entries.

References Include

- Smith, Ryan. (March 29, 2022). Is It Hard to Get Into Hamburger University? College Reality Check. <https://collegerealitycheck.com/hamburger-university/>[Links to an external site.](#)

Overview: Learning through Peer Coaching

As we conclude our course, we are now going to use all the reflections you have gathered to make smart career decisions. You have already worked with your Peer Coach to create your Shared Purpose and completed several self-exploration activities together. We will now integrate that learning, and leverage your Peer Coach relationship, to determine what your future career goals will be. In this lesson, we will further discuss what makes for a wonderful Peer Coaching relationship and how you may use this skill to work with diverse colleagues in this course, and in your life and organization. We will also begin the final assignments and prepare you to articulate and visualize your future career aspirations.

Lesson Objectives:

At the end of this lesson you will be able to:

- ✓ Describe your best Peer Coaching style
- ✓ Describe the inter-relatedness of career and life involvements with your Peer Coach
- ✓ Prepare your career goals with support of your Peer Coach
- ✓ Communicate your career goals through video conversation with your Peer Coach

Lesson Schedule:

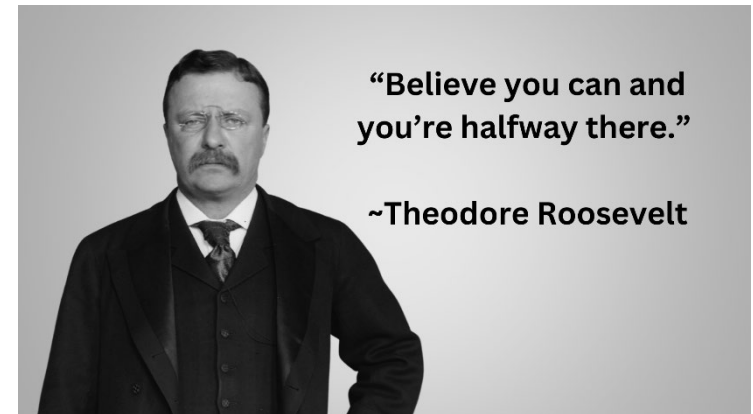
Tasks for this Lesson:

📖 Read:

- Read the Syllabus & Course Schedule
- Read Lesson 13 Content
- Review **Chapters 2 & 3** from Parker, P., Hall, D. T., Kram, K. E., & Wasserman, I. C. (2018). [*Peer coaching at work: Principles and practices*](#). Stanford University Press from Lesson 2.
- Review Grant, A.M., & Atad, O.I. (2022) [*Coaching psychology interventions vs. positive psychology interventions: The measurable benefits of a coaching relationship*](#). *The Journal of Positive Psychology*, 17:4, 532-544, DOI: 10.1080/17439760.2021.1871944 from Lesson 4.

📝 Complete:

- ✍ Submit Journal
- ✍ Submit Peer Coaching Video
- ✍ Submit Team Evaluation



Coaching Styles

The purpose of establishing relationships with Peer Coaches is so you articulate your career aspirations and visualize what SMART goals you need to achieve to realize your goals. **Career aspirations** are often considered our career hopes and ambitions. Yet, we have learned that we cannot leave our career up to “hopes and dreams.” The Career Management model, and the Learning Exercises 5 and 6 you recently completed, specifies that we make insightful decisions by establishing short and long-term SMART career goals. We likely know that **SMART goals** are those that are **specific, measurable, actionable, time-based**, and **realistic**. Let’s discuss how you can act as a supportive and positive Peer Coach so that your partner can articulate what their future career goals are. This will allow you to set a plan for the near-term so that you can get to those long-term aspirations!

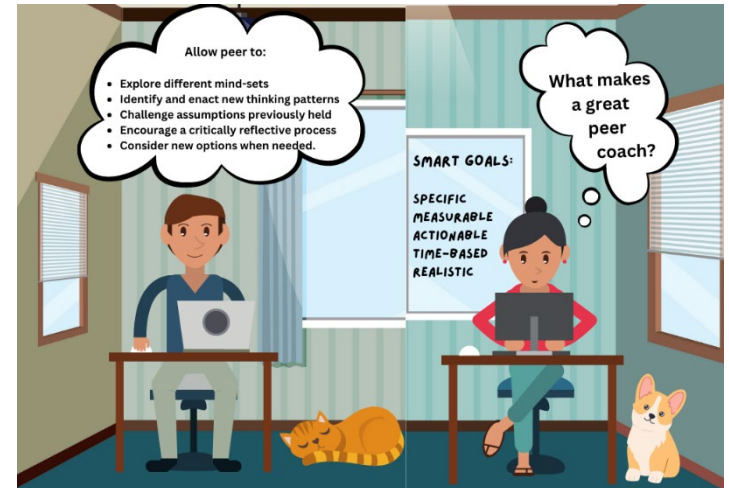
We learned in the “Peer Coaching at Work” chapters from Lesson 2 that we can understand our strengths and weaknesses not only through self-exploration but also through the interactive support of others. Peer Coaches offer reciprocity, which allows peers to offer relational competence by allowing each partner to offer a variety of information in support of the other. Over the course, you have had the opportunities to check in with your Peer Coach and to raise each other’s awareness of careers. You have also established your Shared Purpose agreement to promote safety in working together by specifying mutual expectations about behaviors that are acceptable and those that are not.

You have spent time working together to share your Serpentine and Daisy charts and listening to each other and providing encouraging support. Peer Coaches are acting as a constructive guide, and you have delivered feedback through these critical reflective exercises. You have asked questions of each other and asked each other to consider the inter-relatedness of your career and life involvements. These feedback processes have built self-awareness by offering a continuous self-disclosure loop. Parker et al. noted in the “Peer Coaching at Work” chapters the following important responsibilities of a reflective Peer Coaching practice:

- Peer Coaches allow partners to explore different mind-sets that foster ideas which allow an individual to identify and enact new thinking patterns.
- Peer Coaches enable each person to challenge assumptions previously held.
- Peer Coaches therefore encourage a critically reflective process which helps all parties to think about thinking and to notice what they notice, and to consider new options when needed.

Great Peer Coaches build self-awareness for their partners and for themselves, listen and offer feedback, create reflective thinking feedback loops, and develop supportive and positive relationships with their peers.

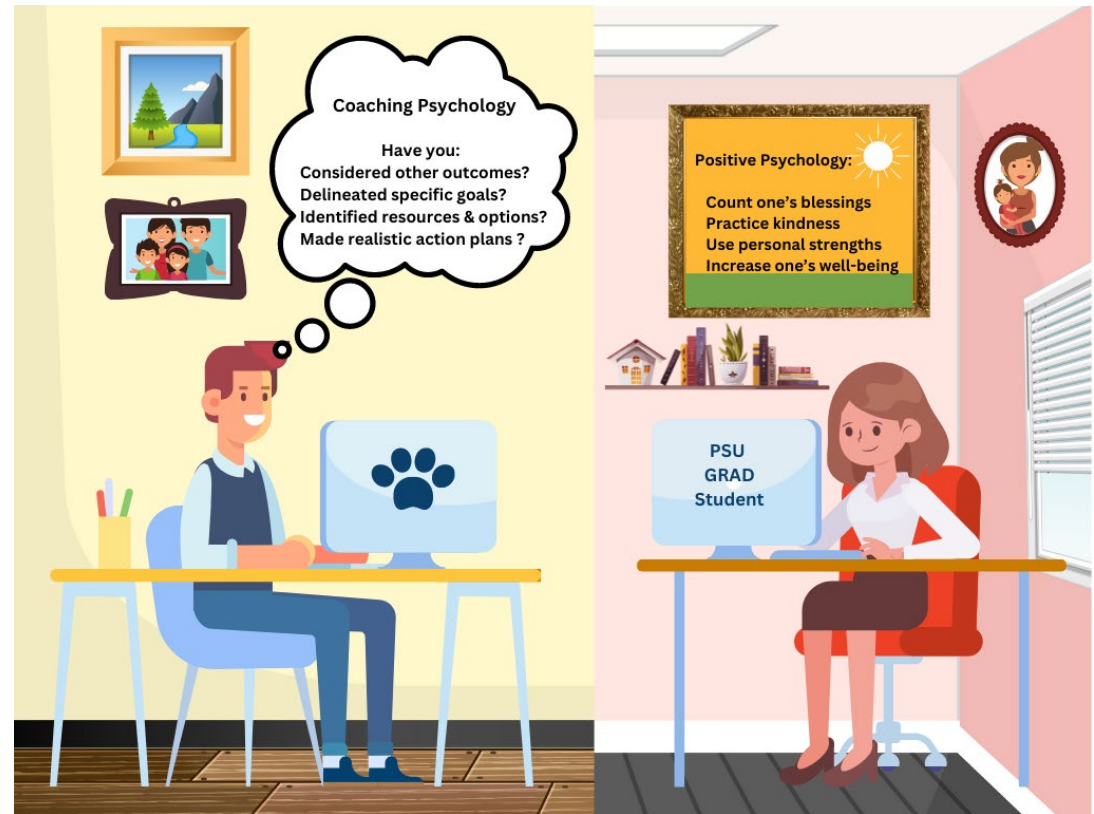
Be a Great Peer Coach! Go Team!



What is the difference between Positive Psychology and Coaching Psychology?

In Lesson 4, you read the “Coaching psychology interventions vs. positive psychology interventions” article. Much has been written recently about positive psychology, using “going with the flow” to encourage creativity, and how having an optimistic attitude affects everything! We know that a positive attitude toward learning and engaging intentionally with your Peer Coach does create a supportive relationship which is about developing awareness in self and others.

The article discusses the use of Positive Psychology interventions or planned exercises which are designed to enhance psychological well-being and encourage positive behaviors. These positive behaviors may include counting one’s blessings, practicing kindness, and using personal strengths to increase one’s well-being. Peer coaching can be seen as one way to use personal strengths to support your own and other’s well-being. Coaching Psychology interventions, while also directed on attaining positive outcomes, are more focused on what we have been offering in our Peer Coaching relationships: helping the peer to consider various career outcomes, delineating specific goals, identifying resources and options, and building self-efficacy to formulate and monitor action plans to achieve career goals. While both Positive Psychology and Coaching Psychology interventions have outcomes that support peers making progress toward their goals through career aspiration discussions, it appears from this study that Coaching Psychology is more attributable to enhancing a sense of personal agency that is directly related to the goal attainment process. It is the coaching relationship itself, or the **supportive context**, that manifests the idea that one has **personal agency**, or one’s belief that you **are capable of** developing career goals, action plans and the resources to achieve these goals. These findings suggest that this self-insight increased from the Coaching Psychology process, not Positive Psychology, as it lends support to the idea that enhanced personal agency lies at the core of its positive effects on goal attainment, career and life goal consistency, and psychological well-being. These findings are supportive of the personal agency found in our Career Management model and should be a goal of the Peer Coaching progress.

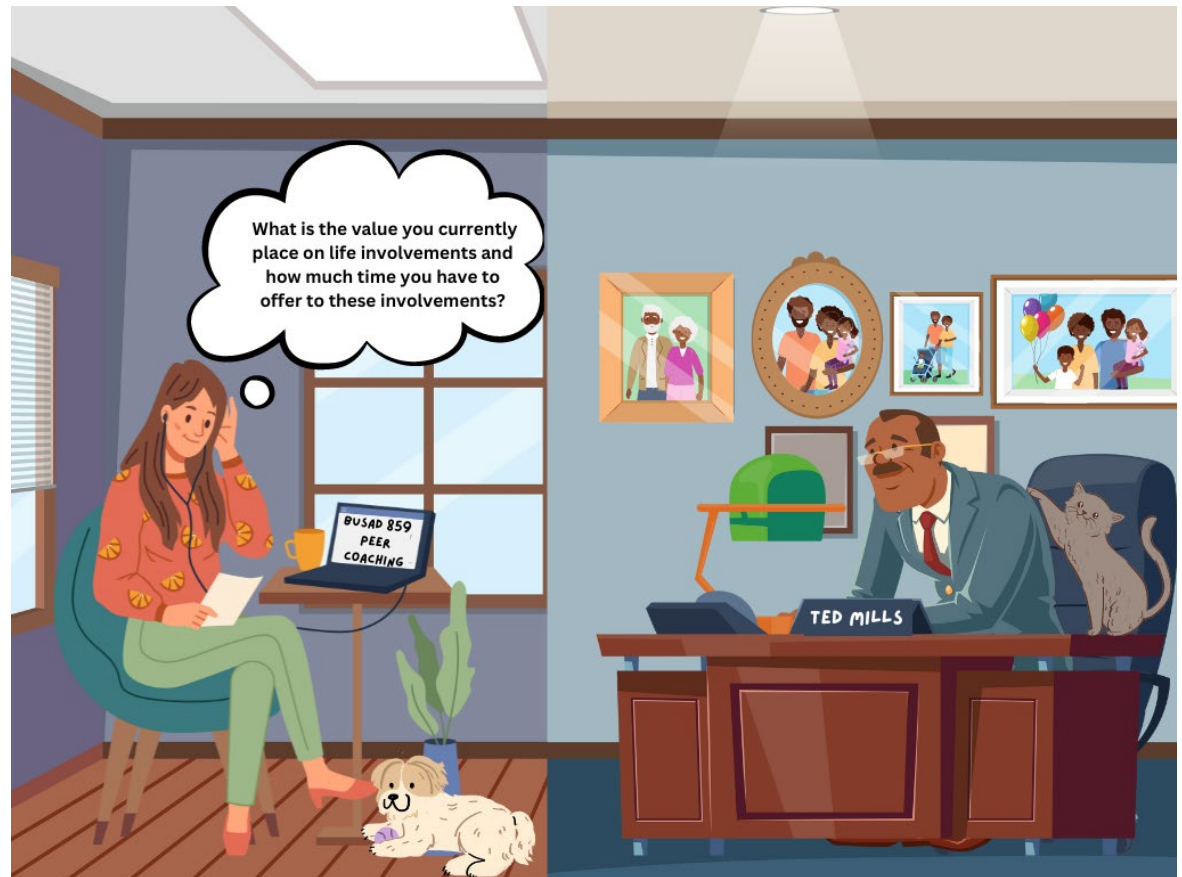


Think of all the winning teams that had a great Coach. Was it the *supportive coach* or the *players who believed they could win*?

How can you offer your coaching style to others?

Being a Peer Coach that offers a Coaching Psychology approach to your peers seems to be the way to go. At this point, review the readings mentioned previously so you can enhance your Peer Coaching style and support your peers as they try to gain greater personal agency in developing career goals and the necessary action plans to achieve them.

How can you offer a Coaching Psychology approach to your peers? As you discuss the inter-relatedness of career and life involvements with your Peer Coach, your Peer Coach might ask you to consider the value you currently place on life involvements and how much time you have to offer to these involvements. For example, those in the Early Career stage may be very focused on becoming established in their careers and advancing in them. Other life involvements at this stage, like starting a family, might have to be taken up later. Or if you do have a young family during your Early Career, it may mean that conversations with your Peer Coach focus on setting goals towards advancement with a longer time horizon. Neither of these choices is right or wrong, but your personal agency in making these decisions will positively affect your life and career! Listen to your Peer Coach and consider various approaches to your situation. Use your own strength and personal agency to prepare your career goals with support of your Peer Coach.



Lesson Readings Include:

- Review Chapters 2 & 3 from Parker, P., Hall, D. T., Kram, K. E., & Wasserman, I. C. (2018). *Peer coaching at work : Principles and practices*[Links to an external site.](#)[Links to an external site.](#) Stanford University Press.
- Review Grant, A.M., & Atad, O.I. (2022) [Coaching psychology interventions vs.positive psychology interventions: The measurable benefits of a coaching relationship.](#) *The Journal of Positive Psychology*, 17:4, 532-544, DOI: 10.1080/17439760.2021.1871944.

Assignment: Self-exploration Exercise

- Peer Coaching Assignment (5 min videos)

Use all Learning Exercises, Self-explorations, and your completed Journal to prepare your video conversation with your Peer Coach. The video can be a recorded zoom session where you discuss your short and long-term career goals with your Peer Coach. The video should be a brief description of the goals you have previously developed, shared verbally with your Peer Coach, and your coach will offer feedback for your consideration. The conclusion of your video should be you commenting back to your Peer Coach on receiving the feedback and how you might incorporate that (or not) into your career goals. You will use this interaction as the final preparation for your Individual Career Goal Analyses project submission in the final lesson. Think of the video as the “first round” conversation of your final presentation as you prepare and gain insight from your Peer Coach. Another option is to use Microsoft Teams Video Chat to record your session.

You will have two weeks to complete this assignment. Also submit the following:

- Submit Journal - Complete your journal for your final submission.
- Submit Peer Coaching Video
- Submit Team Evaluation (see next page for instructions on Team Evaluation).

Team Evaluation

Peer assessment is a valuable tool for me to evaluate the individual contributions of group members. While I will be able to evaluate your individual contributions primarily from your assignments, this assessment provides additional information on what might take place elsewhere with your Peer Coach. It is important and I urge you to take it seriously. It's not a popularity contest. It's a frank, honest assessment. I'm also requiring that you provide an assessment of your own contribution. Again, be honest. I'm not looking for modesty.

References Include:

- Grant, A.M., & Atad, O.I. (2022) Coaching psychology interventions vs. positive psychology interventions: The measurable benefits of a coaching relationship, *Journal of Positive Psychology*, 17(4), 532-544. DOI: 10.1080/17439760.2021.1871944
- Parker, P., Hall, D. T. T., Kram, K. E., & Wasserman, I. C. (2018). *Peer coaching at work: Principles and practices*. Stanford University Press.

Overview: Learning through Career Goal Self-Analyses

Here we are...you have accomplished much throughout the semester! Congrats! Now is your time to shine and to develop your career plan that you can use for the foreseeable future. Remember when we said this is your opportunity to spend time focused on your career goals? Well, now we integrate all those learnings across the semester into an Individualized Career Goal Self-Analyses. You have the data, and you have personal agency. You have been coached and have offered coaching and have experienced diverse ways of seeing things. You may have discussed plans with significant others in your life. Use that information to determine what your short and long-term career goals are!

Regarding timing, we have discussed short and long-term career goals and you might wonder what that means. One person's short-term goals may differ from another's...so is there a specific length of time you should focus on defining? We suggest that long term could be a 3-7 year increment, while short term could be 1-3 years. But this is definitely industry and person specific! You define what you mean by the short and long-term elements, so that in the future when you look back, you have described your thinking at this time. This is your career plan and develop it with that in mind...future usefulness!

Lesson Objectives:

At the end of this lesson, you will be able to:

- ✓ Illustrate the inter-relatedness of career and life involvements
- ✓ Finalize your career goals
- ✓ Communicate your career direction through your Individual Career Goal Analyses presentation

Lesson Schedule:

Tasks for this Lesson:



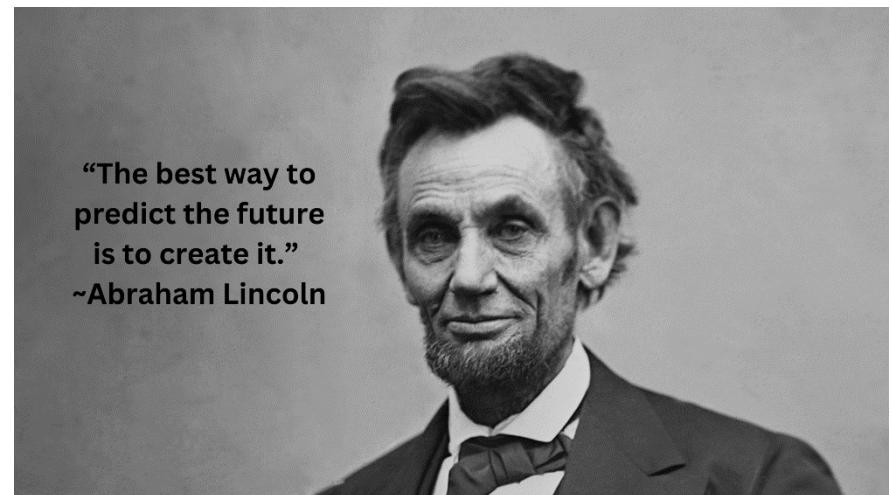
Read:

- Read the Syllabus & Course Schedule
- Read Lesson 14 Content



Complete:

- ✎ Individual Career Analyses presentation



How inter-related are your career and life goals?

As you are finalizing your career goals, you should have had conversation with your Peer Coach around how consistent your career goals and action plans are with your life goals. Many of us may have financial goals, or goals to achieve a certain title or position/level within a firm. Your goal maybe as simple as maintaining productive employment through late career. Regardless of the level of ambitious intensity, it is your goal and own it!



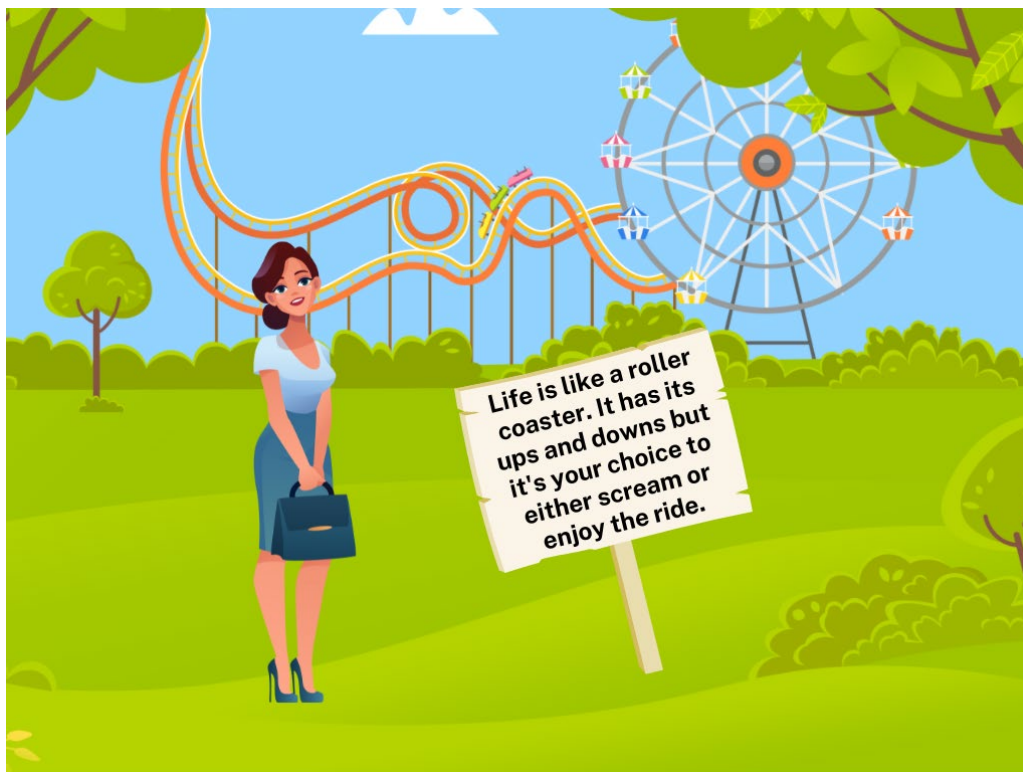
A consideration should be how consistent are these career goals, and the action plan to achieve these goals, with your life goals? For example, if you prefer to live in the country on a farm, aspiring to be an executive in a large organization (possibly located in a metropolitan area) may be antithetical. Unless of course, that company is a tractor (or other farm equipment) manufacturer! Likewise, if you want to live on that farm and be an entrepreneur, you may need to travel to produce or distribute your product or service. Will your life-style chosen location have any impact on your need to access the market? How will the travel effect your non-work life?

All this to say, think hard about what your career goals are and how consistent (or not) these are with your life goals. Again, it may be that thinking through and discussing these issues may allow you to live on the farm later in your career, once financial or other career goals have been attained “in the big city.” An honest conversation with your Peer Coach, and life partner, may enable to you contemplate many of the issues associated with the inter-relatedness of these life domains.

Assessing our career goals

Over the last few weeks, you have spent a considerable amount of time developing career goals and the necessary action plans to achieve them. But are we ever done with finalizing our career goals? The short answer is “No”! The Career Management model suggests continually revisiting your goals and action plans and updating them as life changes.

But much of the important work is done! You have completed many self-explorations and analyzed that data. Most researchers will say that we do not change our preferences considerably throughout our lifetime. If we prefer living and working in the country, it is unlikely that we will move to the big city (for long). The key is that you have documented your preferences in your Journal and Individual Career Goal Analyses, and you can use that as your career goal baseline as you move forward in your career. Remember that as we progress through career stages (i.e., Early, Midcareer, Late career) our needs will likely change. We recommend that you strongly consider updating your career goals every few years (or sooner if you are in an industry that is constantly in flux). This is especially true as you transition from one career stage to another, so be mindful of these transitions (from early to middle to late adulthood) and how they are affecting your career and life.



Life can change our career goals, as family, health, wealth attainment and other factors may influence our goals and action plans. Being a career adaptable and resilient person will allow for continued employability if that is what is desired. At some point, we all hope to retire, and then we may be done with our career goals. But depending on when retirement happens, does it make sense to make plans for what to do to experience a successful and fulfilling retirement? These might be travel plans or plans to volunteer in your community. Those would be different goals for a different purpose, but since you now know how to gather preference data, analyze it, and make goals and action plans, you can use the process we have spent time on for establishing a successful retirement at the end of your career.

Cheers to you for a successful career, and an even more enjoyable retirement upon the completion and attainment of your career goals!

Assignment: Individual Career Goal Analyses Presentation

- Use all Learning Exercises, your Journal and Peer Coaching Video to prepare your presentation.

Submit your Individual Career Goal Analyses Presentation describing career goals and the necessary action plans to achieve them. This presentation will be a PPT or similar presentation with voice overs. You should include the goal setting outcomes that you came to at the conclusion of Learning Exercise 6. Include your goals and action plans for attainment of those goals, with associated timeframes. You should present your Career Goal Analyses with a preamble noting your current career stage and specify the timeframe you will cover with this plan. The presentation does not need to be your entire life/career plan (remember this is outlined in your Daisy and Serpentine charts), but it should show specific steps for the short and long-term (and how you define these timeframes). Please note: I will have your Learning Exercises in the Journal, and Coaching Video, to refer to as needed. Therefore, this presentation should only be a summary of your short and long-term career goals with the preamble noted above. Anticipated length of slide presentation =<5 to 10 min. A good rule of thumb is that each slide is 1-2 minutes in length to discuss, quick division shows...you likely only need 5 slides at most! Good luck! I look forward to reviewing your presentation!