Career Development in Canadian Companies:
A Shift Towards Increasing Employee Responsibility
（カナダ企業におけるキャリア・ディベロップメント
：従業員自己責任の増加傾向）

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SUMMARY IN JAPANESE: 1980 年代半ばに生じた経済状況の変化により、カナダ企業は競争力維持のために内部組織の変革を余儀なくされた。この変革の中で、人員削減が行われ、企業内における組織と従業員の関係も大きく変化した。本稿は、カナダの大企業をめぐるこの新しい状況が、従来カナダにおいて見られたキャリア・ディベロップメント(career development)に与えた影響について論じるものである。

　まず、career、career development、career path、などの用語について説明した後、従来のカナダ社会におけるキャリア・ディベロップメントに対する考え方を検討する。次に、経済状況の変化によりカナダ企業において、キャリア・ディベロップメントがどのように変わったかを調べるために行われた研究調査について報告する。面接調査は、1993年の夏に、カナダの大企業 8 社を対象に行われたものである。

　面接調査の結果、カナダ企業におけるキャリア・ディベロップメントについて以下の 3 点が明らかになった。1、従業員自身が自分のキャリアに対して責任をもつようになったこと。2、新しいパラダイムをスムーズに導入するため障害が生じたこと。3、キャリア・ディベロップメント・プログラム開発を先導しているのは、ハイテク企業であること。

　最後に、1990年代後半のカナダ企業におけるキャリア・ディベロップメントの動向について論じる。

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1. Introduction

From the end of World War II until the early 1980s, Canadian companies enjoyed a sustained period of growth. In the mid-1980s, however, given an economic recession, rapidly changing technology and increased international competition, Canadian companies were forced to change their internal structure to remain competitive. This lead to downsizing; in particular, many companies reduced the number of management levels. This has resulted in a decrease in the number of full-time employees and increased use of part-time workers by many large companies. This also occurred at a time when Canada's baby boomers were reaching middle management levels; resulting in an increasing number of people competing for a decreasing number of promotion opportunities. Despite these changes, many employees in these companies, however, are still acting under old assumptions about their futures in the company and thus have become frustrated by these changes.

This paper examines the impact of this new environment on career development practices in large Canadian firms. First, this paper explains what the terms "career," "career development," and "career path" mean and then examines some of the traditional views of career development in Canada. Second, field research was carried out to see how career development practices have changed as economic conditions have changed. Interviews were conducted at eight major Canadian companies in the summer of 1993. The methodology employed in this paper draws on existing descriptions on how to generalize theory from qualitative data.[1] This research examined career development from a HR (personnel) department perspective using in-depth interviews.

The results of these interviews indicate that there has clearly been a paradigm shift with regard to career development in Canadian companies, in particular a movement towards individuals being made responsible for their career development. This new environment thus requires employees to develop multiple skills and to take greater responsibility for their careers. Impediments to the implementation of this emerging career development paradigm included a lack of senior management vision, employee resistance, and lack of middle management support. It was also found that high tech companies are the leaders in developing successful career development programs because these companies have a greater need to retain talented employees with specialized skills. The direction in which human resources policies, and career development in

particular, are moving in the late 1990s is then discussed.

2. Career, Career Development and Career Path

The terms "career," "career development," and "career path" will be used often throughout this paper. It is thus necessary to first clarify what the terms "career," "career development," and "career path" mean and how they are related to avoid confusion.

2.1. Career

The word "career" is used in a number of different ways depending on the context, from "pursuing a career" to "career counseling"; even criminals are often regarded as having a "career." [2] In this paper a career will be defined as *a sequence of positions occupied by a person during their lifetime.*[3] This definition is also similar to the sociological perspective of careers as a lifelong sequence of jobs, which provide a link between individuals, organizations, and society. A key assumption in this definition is that people have some degree of control over their destinies and that they can manipulate opportunities in order to maximize their satisfaction and success.[4]

A career can be looked at from both an individual and an organizational perspective. The individual perspective involves looking at career stages, how individuals make their career decisions and career change.[5] An individual's career can be regarded as moving through repeated cycles of stability and change.[6] Thus during their life, an individual passes through various career stages. Individuals' career stages can be broadly broken into three stages: early, middle, and late career stages.[7]

Factors or motives which led individuals to choose one type of career over another early in their careers were called career anchors.[8] These career anchors were motives that accounted for the way people select and prepare for a career. These career anchors are managerial competence, technical functional competence, security, creativity, autonomy and independence. An implication of this was that different career paths would be needed depending upon different individuals' career anchors.[9]

Schein (1971) developed a model which looked at the basic dimensions of career change, a career cone. This model views the organization as a three

dimensional area, like a cone or cylinder. Although all careers are unique, careers seem to develop along these three dimensions. First, careers would move along a vertical direction, i.e. promotion up the organization. Second, a horizontal movement would reflect changes in specific job functions, or movements between different fields or specialties. Finally, careers could also move in a radial direction toward the center or the core, thus acquiring more power and influence in the company. Such movements often occur together with promotion but not necessarily.

The organizational perspective looks at how organizations develop and implement career related activities in an effort to better manage employees.[10] An example of an organizational perspective are career systems which are organizational strategies for helping employees manage their careers.[11] Many organizations attempt to assist employees with their careers through formalized career activities.

2.2. Career Development

Career development can be defined as *"an organized planned effort comprised of structured activities that result in a mutual planning effort between employees and the organization."* The first research devoted to "career development" examined interactions and integration between the individual and the organization. In career development, the employee is responsible for career planning and the organization, and in particular the HR staff, is responsible for career management.

Career planning is a process of helping employees to set clear career objectives and developing activities to help them achieve them.[12] This is an ongoing process of preparing, implementing and monitoring career plans undertaken by the individual alone or in concert with the organization's career system.[13] Career planning techniques include counseling, workshops, self-development materials, occupational information, and assessment programs.[14]

Career management, however, refers to specific HR activities such as job placement, performance appraisal, counseling, training and education.[15] Career management programs encourage employees to examine future career paths. These programs also help employees to analyze their abilities and interests and to better match their personal growth and development with the needs of the organization. An important aspect of career management is the extent to which the organization makes information available to employees regarding career

paths, i.e. to what degree the organization supports the employees in developing their careers. The three main goals of career management programs are (1) to help individuals improve their performance, (2) to clarify options available within the organization, and thus reduce uncertainty among the employees, and (3) to focus employee career plans upon these organizations and thus enhance their commitment and loyalty.[16]

These two separate but related processes, career planning and career management, combined to make up organizational career development programs.[17] The key feature of these career development programs is that the company and the employee are partners in career development, i.e. it assumes that employees are responsible for managing their own careers and that companies support them in this effort.[18] Organizations have two main incentives for implementing career development programs (CDP). The first is to develop employees from within, and the second is to reduce employee turnover.

2.3. Career Paths

An important component of career development are career paths. Career paths can be formally defined as *an objective description of sequential work experiences through which employees typically move*.[19] Career paths refer to the pattern of sequences and roles an employee moves through usually related to work content, during their working life.[20] Career paths, however, do not need to be described in writing in order to exist. For purposes of career management and other HR planning activities, however, career paths are only useful when they are formally defined and documented. Individual career planning without career path information can often lead to frustration because an individual is not sure where s/he is actually going. Career path information can be communicated to individuals in several ways, such as employee publications.

Organizations need to move individuals along various career paths in order to develop diverse capabilities necessary to staff various functions and types of jobs. Lateral paths provide exposure to many functions and activities necessary to develop individuals with broad capabilities. There is also a need for career professionals in some special areas who do not move at all.

A problem with career paths is that they imply the necessity of moving ahead or climbing career ladders. Lateral moves or downward moves or staying at a given level are not viewed as attractive options. This bias towards promotion

as the only meaningful career direction is clearly built into the traditional perspective of career paths.[21]

There are three kinds of career path.[22] First, historical paths which are the informal paths that have always existed in the past and are represented by past patterns of movement among the senior employees. These paths have guided promotion over the years, as superiors have promoted their subordinates through their own footsteps. These paths are easily analyzed by examining biographical data. Second, organizational paths are those defined by management. These are paths which are currently determined by current business situations. The paths could reflect the prevailing values of management in the organization. Third, behavioral paths represent the logical and possible sequence of positions that could be held based on an analysis of what people actually do in the organization. Such paths inherently challenge historical patterns and prevailing management assumptions. Mobility across organizational and functional lines may be expanded by applying behavioral paths. They provide a strong reference point for individuals in career planning activities.[23]

Although the three terms discussed above are similar and closely related, the distinctions between the three terms can be summarized as follows: a career refers to the sequence of positions occupied by an individual during their working life, career paths to the sequence through which employees typically move and career development to the mutual planning effort, based on various career paths, between employees and the organization so that individuals can achieve their goals.

3. Methodology

A qualitative method was used. One reason for this was the apparent difficulty in obtaining quantitative data because of the sensitive nature of the topic. Another reason was to provide a unique and original perspective on this area of research. The method used for this research draws on existing descriptions on how to generalize theory from qualitative data.[24]

All of the interviews were conducted in the summer of 1993. The study looked at eight large companies based in Canada covering a variety of industries. The companies chosen belong to the following industries: electric power, banking, petroleum products, automotive parts (a wholly-owned US subsid-

iary), construction materials, and computer related industries (see Table 1). It should be noted that these companies were not selected at random, but rather were selected because of their innovativeness. Furthermore, although we went in with a broad research questionnaire looking at the area of career development, no hypothesis was developed prior to entering the companies.[25] Instead, after the interviews, the data was analyzed for emerging themes.[26]

Table 1. Company Outlines

Industry	Sales	Number of Employees
Banking	8420	29855
Construction	892	2500
Electric Power	6000	28000
Automotive Parts	5157	46800
Oil A	10100	10152
Oil B	4700	8200
High Tech A	407	1300
High Tech B	1100	4800

Note. Sales figures are in million Canadian dollars. Sales and number of employees are based on figures for fiscal 1993. As the automotive parts company is a US subsidiary, sales and number of employees figures are US and Canada totals.

It was decided that using multiple data collection methods would be the most efficient way of carrying out this study.[27] This research relied on two main data sources. The main data source was the in-depth interviews with HR staff. The HR staff interview consisted of eight sections:

1. An Outline of the Company's Personnel Policy
2. Training
3. Career Development Programs
4. Typical Career Paths
5. Promotion System
6. Programs for Specialists
7. Line and Staff Distinctions
8. Employee Career Planning Activities

The interviews were semi-structured and took from 90 to 120 minutes. Tape recordings of each interview were made. The interviewer also took notes during the interview.

The second data source was compiled using secondary sources and other types of data. For the secondary data sources, industry reports and internal documents were examined.

The interviewer tried to follow several rules for qualitative analysis.[28] First there is the 24 hour rule, which requires detailed interview notes and impressions be completed within one day of the interview. The second rule is to include all data. The third rule is for the interviewer to add their own impressions, but also to separate them from the respondents' answers.

A major challenge in this case study research was to ensure that data collection and analysis met tests of reliability.[29] In order to promote reliability the same sequence of procedures and interview questions were used in all interviews.

Two key concepts in qualitative data analysis are audit trail and emerging themes. Audit trail refers to carefully documenting the stages of analysis. Emerging themes are the major trends which are identified from analysis of the data.[30] The process of analysis involved the following steps. First, all of the data was gathered relating to relevant questions. Taped interviews were transcribed into written form. All data relating to a relevant question was gathered together. Second, each respondent's answer was summarized. During this step, every effort was made to retain the essence of what the individual was trying to say. These summarized responses were then gathered together into chart form. Questions relating to a similar topic were then gathered together to form one larger chart. The key trends or issues in each chart were then summarized in order to identify any overall trends. Trends relating to different respondent groupings were then analyzed and overall emerging themes were identified.

4. Results

In the analysis of the data a number of major themes emerged. First, a shift in basic attitudes regarding career development, i.e. a paradigm shift, has occurred. Second, a number of impediments to implementing this emerging ca-

reer development paradigm were discovered. Also, companies which are implementing CDP most successfully were identified.

4.1. Emerging Paradigm for Career Development

With regards to the first major theme, a shift in the career development paradigm, there are a number of changes that have occurred (see Table 2).

Table 2. Shifting Career Development Paradigm

Area	Traditional Career Development Paradigm	Emerging Career Development Paradigm
Organizational view of career development	paternalistic elite employees	laissez faire employee initiated
Responsibility for career development	manager HR staff	employee
Career paths	vertical career path	carer puzzle career plateau
Career planning	short term promotion	long term, multi-skills skill gap analysis
Training and development	off-the-job training functional specialty	off-the-job development life-long learning

Up until the mid 1980s, the system can be described as being very paternalistic in nature as the companies were responsible for planning employees' careers and where they would move within the company. Likewise it was assumed by individual employees that the company would look after their career. Companies often said, "We will take care of you. We will manage your career." With regard to the scope of career development activities, traditionally and up to the late 1970s, career development was directed at elite employees within the organization.

However, in the late 1980s, during the recession and the accompanying layoffs and downsizing, it was felt hypocritical to promote career development

while laying off other employees. Thus most companies started taking more of a *laissez-faire* attitude towards career development and leaving it up to the employee to take a more active role. Several managers noted that the relation is now a 70-30 one, with the employee being responsible for 70% and the company for 30% of the employee's career development. The company now predominantly plays a support role in individual career development. That is, the role of the employer is one of assistance which normally takes the form of supplying resources, e.g. information to facilitate their career development, education, and reality testing.

The main individual responsible for career development has thus also changed. Traditionally each employee's direct manager and HR staff would play the major role in planning their career movements within the organization. The HR staff would play the role of an integrator trying to determine where certain individuals could be best used within the company. In this case, the HR staff would decide what training was to be provided.

Many employees would also depend on their manager to provide information and advise them. Often, information regarding career goals is conveyed to the HR department via one's superior. Since training is the responsibility of the superior, most of the training that occurs in an employee's daily life is left up to the superior. Thus depending on the particular superior, the effectiveness or ineffectiveness of the training that an employee receives would vary widely. Thus the impact a superior has on their subordinate's career is a major determinant. Employees' future promotion opportunities appear to depend a great deal on their superior. Employees thus can become totally dependent on their superior. It seems that the best way to convey ambitions and goals to the personnel department is through one's superior. Thus having one's superior look at you in a favorable light can be extremely advantageous to your career. Some employees felt that the best way to further your career was not to make any mistakes and to do exactly what your superior told you to do. Accordingly, there appeared to be little reason for employees to try something new or take the initiative.

However, this perspective towards career development has changed rapidly and now in order to climb up the corporate ladder employees must take responsibility for their own career development. All the managers interviewed said that they now encourage employees to take a more active role in their career development and that they now expect employees to be more proactive and

responsible for their careers. One manager noted that they now make it clear to employees that they are their own career manager and their careers will be based on what they do to improve themselves. In particular this means taking responsibility to fill ability gaps between what their current level is and what ability or skills are needed for higher level positions. This often means that employees have to work on their own development and action plans for carrying out their career development.

The next major area of change is career paths. Traditionally, career paths meant promotion within a functional area; i.e. vertical movement in which the employee would move up another step every few years. Most managers noted that in their companies during the boom in the early 1980s, most employees were promoted once every two years.

Career paths traditionally emphasize upward mobility within a single occupation or functional area of work. These formal career paths were developed by looking at past examples of paths followed to get to the top of the ladder, entry points into this career path, requirements for the entry position in terms of educational levels, years of service, important job experiences, and benchmark timing for reaching certain levels. In some companies, career paths have meant step by step progression tied to years of service.

Nowadays, most organizations are not using the term "career path" as there are no career paths or ladders. In the new paradigm, the terms "career plateaus" and "career puzzles" have replaced the term "career path." Career plateaus refer to the fact that organizations are flattening out and there are fewer opportunities to move up. Thus many employees are finding that they are staying in one position longer and when movement does occur, it is more of a horizontal as opposed to a vertical move. Thus many employees have been forced to adjust their expectations with regards to their own career patterns.

The term "career puzzle" refers to the fact that there is little in the way of structured direction and often individuals are moved cross-functionally across their area of specialty in order to develop skills in more than one functional area. Thus horizontal movement is becoming more common and is being encouraged in order to develop new skills necessary for the career development of the employee in the long term. Thus employees are being forced to adjust their expectations about promotions.

With regard to career planning, traditionally the focus was on how to move up and be promoted in the same functional area. Thus an employee's focus

was on the next job. Career paths provided a vital link between the individual's own career planning and the organization's actual talent requirement. These clear career paths informed employees about their career opportunities and helped employees set realistic objectives and plan practical steps in career development. It is important, however, that for each position the activities and qualifications required are clearly provided. Qualifications include skills, abilities, and knowledge required but should not include educational degrees, years of service, age or personality characteristics. Job descriptions are sometimes necessary to provide a rough outline of the job requirements.

Career planning has now become more of a lifetime pursuit of multiple skills and expertise in a number of functional areas. The main focus of these career planning activities is now becoming more long term and on developing the necessary skills to be a success within the organization and across many functional areas. For career planning, many organizations are now providing their employees with a portfolio where individuals can keep track of their own careers and focus on what individual abilities they have to develop for the future. Employees are also to keep track of their training experience.

The primary role of HR staff in developing a career planning program is to make employees aware of their options. Traditionally, organizational career planning has been informal and employees would casually discuss career possibilities with their boss. Career paths were useful ways of motivating employees by providing them with a variety of options. Yet career planning, if clearly defined is also useful to the HR staff since they can help them identify and prepare for filling future vacancies. One of the goals of career planning should be to help employees develop realistic expectations.

Reality testing is the process of keeping employees informed as to how realistic their goals are and providing proper assessments of their current ability. Reality testing combines both evaluation and feedback from managers. Most companies use a simple employee self-evaluation which is composed of employee self- and manager evaluation and employee goals to provide feedback as to where employees should develop skills and training. Another key tool is manuals to help employees identify their goals and where there should work within the company to achieve these.

There has also been a major change in attitudes towards training. Traditionally training was focused on developing a functional specialty in one particular area and focused on off-the-job training. Training has traditionally been con-

sidered very separate from career development and has focused more on short-term experience and classroom training and often there has been a lack of transference to the workplace.

Training is now seen as lifelong learning or continuous improvement in order to keep people up to date and to keep up with the competition in an era of rapid technological change. There is also more emphasis being placed on developing more specific competencies, e.g. communication and decision skills. One manager noted that their company considers training and development to consist of three stages: (a) getting into a new job and keeping it, (b) developing a high level of performance in that position, and (c) then developing the necessary skills to move on.

There has also been more of a focus on on-the-job development. For example, this may take the form of coaching or advice from peers and technical experts within the company, opportunities to try new activities in a guided way, opportunities to take on challenging assignments, delegation of responsibilities and on-the-job training provided by managers and co-workers.

4.2. Impediments to the Implementation of the Emerging Career Deveopment Paradigm

With regard to the second major theme, impediments to the implementation of this emerging career development paradigm, there are three main factors which seemed to impede successful implementation. These are lack of senior management vision, employee resistance and lack of middle management support.

This shift requires changes in policy and programs of the HR department. The first stage is developing an overall goal or vision relating to career development. In particular it is important for senior management to recognize that these goals are for the companies' survival and economic benefit by maintaining highly talented staff, especially in the high tech industries where there are few, and the cost of turnover is very high. Thus in this first stage, it is important to have senior management support. Often senior management doesn't really believe in these policies but rather uses them whenever it is convenient. These type of companies often use career development for window dressing, i.e. as a type of public relations activity.

It is also important to develop employee awareness of the coming change. This involves turning goals into action plans. Even though career development

is a positive change as employees have increased choice, its implementation is often treated with suspicion. This is because it shifts the burden onto employees who have traditionally left it up to the companies. This also leads to frustration and resistance among employees to these changes as many employees assume that these changes are only temporary and that things will return to the way they were before. Thus proper ground work to develop employees awareness as to why these programs are necessary is very important before any formal activities are carried out.

Many employees see these career development and career planning activities as downsizing tools. They thus perceive the whole career development process very negatively and are very suspicious of it. It is often seen as hypocritical to promote career development while making other employees redundant. Companies must therefore be very careful with the timing of downsizing and career development or they may be perceived as synonymous.

The third impediment to successful implementation is getting middle managers involved since these programs mean more work for these middle managers. Although changes are being made in many companies, getting middle managers to go along would appear to be the most common problem in getting a career development program successfully implemented. These middle managers would be required to do more evaluation of employees and to pass this information on more frequently to the personnel department. This will require more work for a group of employees who are already probably the busiest members of their organization. Furthermore, by providing this information to the personnel staff, the importance of superiors in the eyes of their subordinates may decrease. Thus middle management may be hesitant to give up this subtle control they have over their subordinates. Thus it is important to provide bonuses for subordinate satisfaction and to encourage managers to use this.

4.3. Company Differences

A third theme to emerge is the differences among companies. Based on the interviews, it is clear that some industries have been more successful in implementation of their career development programs than others. In general, the more high tech companies are the leaders in developing successful career development programs. As in these companies there is a greater necessity to maintain and train talented individuals with specialized skills. Second, as these

industries are more knowledge based, it is necessary to keep talented employees. Banking and other tertiary related companies are at the next stage, whereas primary industry based companies are just starting to develop these career development programs. In the manufacturing industries and public utilities, these programs are still in the infant stage.

5. Conclusions

This paper examined recent changes in career development practices in Canadian companies. The results, based on in-depth interviews with HR staff from major Canadian companies, indicate that there has clearly been a paradigm shift with regard to career development in Canadian companies, in particular a movement towards individuals being made responsible for their career development. It was also found that there were impediments to this change process which included a lack of senior management vision, employee resistance and lack of middle management support. It was also found that high tech companies are the leaders in developing and implementing successful career development programs.

With regards to trends over the next five to ten years, there appears to be a fundamental change in the nature of work going on. This will present new challenges to both individuals and organizations alike, as new opportunities for growth are created. The challenge for both sides will be to meet the needs of a constantly changing work environment.

From a corporate perspective, companies will attempt to further systematize the career development process. Thus computerized databases will provide a more fair and open method of evaluation that can be used to match employees with jobs and to determine the necessary skills to develop. These types of systems can help lessen the career development workload for middle managers and thus get them more actively involved in the career development process. Furthermore, as promotions become fewer, companies will be looking for different ways to compensate, motivate, and satisfy employees.

From an individual perspective, it will be even more important for employees to manage their own careers. Job security will gradually become nonexistent. Employees who expect companies to look after them will be faced with frustration and career anxiety. It will be up to employees to take control of

their careers and acquire the necessary skills. Learning a range of skills will be required. In particular, cross functional experience and adaptability will be the keys to succeeding in the future workforce. The overall trend will continue to be on increased employee responsibility and the onus will be on the employee to meet these future challenges.

Notes

1   See Robert Yin, *Case Study Research* (Beverly Hills, CA: Sage Publications, 1984).

2   D. T. Hall and James G. Goodale, *Human Resource Management* (Glenview, Illinois: Scott, Foresman and Company, 1986), p. 362.

3   A subjective career perspective, however would look at a career as consisting of changes in values, attitudes and motivations that occur as the person grows older. D. T. Hall, *Careers in Organizations* (Pacific Palisades, California: Goodyear Publishing, 1976), p. 3.

4   It is also assumed that the human resources function can recognize these career stages and assist employees in development which they face at each stage. Robert A. Baron and Jerald Greenberg, *Behavior in Organizations*, 3rd ed. (Boston: Allyn and Bacon, 1990), p. 317.

5   Ibid., p. 312.

6   D. J. Levinson, "A Conception of Adult Development," *American Psychologist* 41:4.

7   Hall, op. cit., p. 48.

8   Edgar H. Schein, *Career Dynamics: Matching Individual and Organizational Needs* (Reading, Massachusetts: Addison-Wesley, 1978), p. 128.

9   Edgar H. Schein, "How Career Anchors Hold Executives to Their Career Paths," *Personnel* 52 (1975).

10   Edgar H. Schein, "The Individual, The Organization, and the Career: A Conceptual Scheme," *Journal of Applied Behavioral Science* 7 (1971): 421-26.

11   J. Sonnefeld, *Managing Career Systems: Channeling the Flow of Executive Careers* (Homewood, IL: Irwin, 1984).

12   Jerry W. Gilley and Steven A. Eggland, *Principles of Human Resource Development* (Reading, Massachusetts: Addison-Wesley, 1989), p. 48.

13   Ibid., p. 67.

14   Career planning sub processes include occupational choice, organizational choice, choice of job assignment, and career self-development. Ibid., p. 50.

15   "Effective career management programs focus on long term results and account for the diversity of people and use methods other than the traditional classroom approach. These alternatives include experienced-based training, self-directive learning projects and involvement in professional organizations and associations. For best results, the HR staff will have to identify needs and career goals of the employees and then plan career management activities accordingly." Ibid., p. 52.

16   D. T. Hall and Associates, eds. *Career Development in Organizations* (San Francisco: Jossey-Bass, 1986), p. 50.

17 "Career development programs should focus around the needs of individual personal activities and interests, be flexible, develop an appropriate evaluation procedure as well as having the support of top management. For a career development program to be successful the employees and organizations must work together as a team. For effective career development, both organizations and employees need to conduct three types of analysis, needs, skills and potential. Needs analysis refers to examination of personal and organizational needs. Skills analysis refers to evaluation of employee's skills and competence while the organization examines the skills required for each job. Potential analysis is conducted when both employees and organization project the future of competency requirements and determine areas of deficiencies and weakness." T. G. Gutteridge and F. L. Otte, "Organizational Career Development: What's Going on Out There?" *Training and Development Journal* 37, no. 2 (1983): 22-23.

18 Gilley and Eggland, op. cit., p. 49.

19 James W. Walker, *Human Resource Planning* (New York: McGraw-Hill, 1980), p. 309.

20 Ibid., p. 318.

21 "Yet typical career paths which lead to success are not straight upward progressions but rather more of a zigzag type." Leonard R. Sayles and G. Strauss, *Managing Human Resources* (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1977), p. 150.

22 Walker, op. cit., p. 319.

23 Ibid., p. 318.

24 See B. Glaser and A. Strauss, *The Discovery of Grounded Theory: Strategies of Qualitative Research* (London: Wiedenfeld and Nicholson, 1967).

25 M. Miles and A. M. Huberman, *Qualitative Data Analysis* (Beverly Hills, CA: Sage Publications, 1984), p. 28.

26 Judith Meloy, *Writing the Qualitative Dissertation* (London: Lawrence Erlbaum, 1994), p. 76.

27 Miles and Huberman, op. cit., p. 36.

28 Yin, op. cit., p. 106.

29 Y. S. Lincoln and E. G. Guba, *Naturalistic Inquiry* (Beverly Hills: Sage, 1985), p. 35.

30 Meloy, op. cit., p. 76.