

DOCUMENT RESUME

ED 306 476

CG 021 609

AUTHOR Maddox, E. Nick; And Others
 TITLE Managerial and Organizational Career Development: An Annotated Bibliography.
 INSTITUTION Career Planning and Adult Development Network, San Jose, CA.
 PUB DATE 88
 NOTE 61p.
 PUB TYPE Reference Materials - Bibliographies (131) -- Collected Works - Serials (022)
 JOURNAL CIT Career Planning and Adult Development Journal; v4 n4 Win 1988

EDRS PRICE MF01/PC03 Plus Postage.
 DESCRIPTORS Annotated Bibliographies; *Career Development; *Management Development; Organizations (Groups); Professional Development

ABSTRACT

This annotated bibliography is an extension of an earlier work published in the "Career Planning and Adult Development Journal" in 1983. It represents a cross-sectional look at the expanding field of career development as it relates to organizational behavior and human resource management disciplines and practice. Citations are included of 295 articles published in the past 10 years that relate to the area of career development. Citations are numbered and arranged alphabetically by author's last name and contain complete bibliographic information and a brief annotation. Although the bibliography is not divided into sections, a subject index at the conclusion of the journal refers readers to citation numbers listed under a variety of topics, including career development research studies, career management, career planning/programming, career transition, dual careerism, employee counseling, family-work interface, job satisfaction, mentoring, organizational commitment and turnover, organizational entry and socialization, outplacement, retirement, women and careers, and work stress and burnout. The 19 questionnaires which appear in the bibliography are listed by instrument name and citation number in the subject index under the heading "Questionnaires/Instruments." (NB)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

CAREER PLANNING and ADULT DEVELOPMENT JOURNAL

The *Career Planning and Adult Development Journal* (ISSN 0736-1920) is an official publication of the Career Planning and Adult Development Network, a non-profit organization of human resource professionals, career counselors, educators and researchers. Network offices are located at 4965 Sierra Road, San Jose, California 95132. Telephone (408) 559-4946.

Frequency of Publication: The Journal is published quarterly.

Change of Address: Send both the old and new addresses at least four weeks before the change is to take effect. Please enclose your network label, when possible.

Reprints: Reprints of articles are available at \$3 each. Write for a quote on quantity orders.

Back Issues: Back issues of the Journal, when available, are \$7.50 each.

Permission: Excerpts of less than 200 words may be reprinted without prior permission of the publisher, if the *Journal* and the Network are properly credited. Written permission from the publisher must be requested when reproducing more than 200 words of *Journal* material.

Advertising: Write to the Managing Editor to request rates and specifications. Advertisement of a product is not an endorsement by the Network, and should not be construed as such.

Annual Subscription Rates:

| | |
|-----------------------------|------|
| Network members | Free |
| Non-members /US | \$25 |
| Non-members /Foreign | \$35 |
| Airmail/Foreign(Additional) | \$12 |

Method of Payment: US Dollars.

Publisher and Managing Editor:

Richard L. Knowdell
Career Planning and Adult Development Network
4965 Sierra Road, San Jose, CA 95132
(408) 559-4946

Office Manager:

Marge Barbee
Career Research and Testing
2005 Hamilton Ave., San Jose, CA 95125
(408) 559-4945

General Editor:

John Shepard
Snyder Hall, College of Education
University of Toledo, Toledo, OH 43606
(419) 537-4311

Guest Editor:

E. Nick Maddox
Stetson University, Deland, FL
(904) 734-4121, Ext. 539

Editorial Board

Bonnie Carle
Senior Project Specialist
Owens Corning Fiberglas
Fiberglas Tower, Toledo, Ohio 43604

Harry Drier
Associate Director
The National Center for
Research in Vocational Education
Ohio State University
1960 Kenny Road, Columbus, Ohio 43210

Carl McDaniels
Professor, Counselor Education
Virginia Tech,
Blacksburg, Virginia 24061-0302

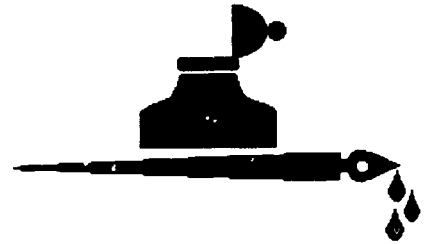
Kenneth Hoyt
Distinguished Professor
Kansas State University, Manhattan, Kansas 66506

Thomas Hohenshil
Professor, College of Education
Virginia Tech
Blacksburg, Virginia 24061-0302

Jeanne C. Bleuer
Associate Director, ERIC/CAPS
2108 School of Education
University of Michigan
Ann Arbor, Michigan 48109-1259

Deborah P. Bloch
Assistant Professor
Baruch College
17 Lexington Avenue
New York, New York 10010

© Copyright 1988, Career Planning and Adult Development Network



GUIDELINES FOR AUTHORS

The *Career Planning and Adult Development Journal* welcomes original manuscripts on career planning and adult development topics and issues. If you are interested in a particular issue, working in a model program, dealing with a special clientele, working in an unusual setting or with motivative materials, write it up and send it in. All material should communicate ideas clearly to a readership composed primarily of practitioners.

Manuscripts will be acknowledged upon receipt and sent to an appropriate expert for blind review. We will notify you within a few weeks as to the disposition of your submission. Upon publication, the author will receive three copies of the Journal.

Following are guidelines for submitting a manuscript:

1. Submit the original and one clear copy. Original should be typed on 8-1/2" x 11" white bond. Word processor-generated copy of the original is acceptable. (Manuscripts generated in Microsoft Works or MacWrite are preferred.)

2. Double space material, including references, quotations, tables and figures.

3. Avoid footnotes.

4. Use tables sparingly and type them on separate pages. Please supply graphs, illustrations and drawings as camera-ready art wherever possible. We will set figure captions in appropriate type. Authors bear responsibility for accuracy of references, quotations, tables and figures.

5. On a separate page, include your name, position, title, place of employment and mailing address, and indicate how you would prefer to be cited in the Journal.

6. Arrangement and form of references and subheads should follow the American Psychological Association bibliographical format. (For books: Author, book, publisher, city of publication, year, page numbers. For articles: Author, article, publication, year, volume, number, pages.)

7. Avoid the use of the generic masculine pronoun and sexist terminology. Aim for a readable, approachable, immediate style, avoiding the passive voice and the detached academic tone of typical journal entries.

8. Do not submit material that is under consideration by another periodical. If you have published an article in another publication that you believe is of merit, you may wish to submit it to the *Career Planning and Adult Development Network Newsletter* for consideration as a summary or abstract.

9. Manuscripts usually should not exceed 3,500 words. A typical article would run from 10-12 pages of double-spaced, typewritten copy. Please do not let length considerations inhibit you from expressing your ideas.

10. We reserve the right to edit all submissions for style and clarity of presentation. We will communicate with you directly to clarify any confusion as to the content of your submission.

11. Submit manuscripts to: John Shepard, General Editor, *Career Planning and Adult Development Journal*, Snyder Hall, College of Education, University of Toledo, Toledo, OH 43606. You may contact Dr. Shepard at (419) 866-6064 or (419) 537-4311 with questions or ideas concerning your entry or an idea for a manuscript.

Managerial and Organizational Career Development: An Annotated Bibliography

By E. Nick Maddox
Wendy Sauer
Marlyn B. Maddox

Preface

This bibliography is an extension of an earlier work published in the *Career Planning and Adult Development Journal* in 1983. Career development continues to grow as a major topic in organizational behavior and human resource management disciplines and practice. With our evolving society, more and more organizations are building and expanding their career development efforts. This bibliography represents a cross-sectional look at an expanding field. We do not claim to have all relevant articles, but given time and resource constraints, we have put together a resource that should be useful to academics and practitioners.

We would like to acknowledge the support of several persons and agencies. First, the Journal's staff deserve recognition for their perseverance in helping get this piece out despite several setbacks in timing. Dr. Jim Sampson (Florida State University) also deserves recognition, for he originally

conceptualized this project when I was a graduate student under his supervision. Jim also is instrumental as my dissertation chair in getting me beyond the Ph.D. Finally, funding for this project was provided through a grant from the School of Business Administration Foundation at Stetson University in Deland, Florida.

This work is dedicated to Marlyn and my son, Eric, who has given us both third careers.

E. Nick Maddox
Deland, Florida

MANAGERIAL AND ORGANIZATIONAL CAREER DEVELOPMENT: AN ANNOTATED BIBLIOGRAPHY

by E. Nick Maddox, Wendy Sauer and Marlyn Maddox

1) Abbott, G.P. (1984). *The mystique of counseling. Supervision, 46(8), 7-8.*

- The author looks at ways to benefit from the use of counseling, intelligently and effectively, to help employees adjust. It is inadvisable to be overly critical, to focus on nitpicking, or to reprimand someone in the presence of others. These tactics usually have negative consequences. The author supports a participative approach where the supervisor listens rather than dictates to the employee. When punishment is needed, it should fit the situation and the individual involved. Fifteen points are noted as contributing to effective counseling. No Bibliography.

2) Abush, R., and Burkhead, E.J. (1984). *Job stress in mid-life working women: Relationships among personality type, job characteristics, and job tension. Journal of Counseling Psychology, 31, 36-44.*

- The authors review past literature and research on job stress and the relationship between stress and other personalistic and work-related factors, noting that little attention has been directed at studying the phenomenon with women. Through survey research, this study investigated the relationships between female Type A personality, perceptions of job characteristics, and feelings of job tension. The sample consisted of 161 female state workers. The Women's Work Questionnaire contained four measures including the Type A Personality Index, the Job Characteristics Inventory, the Job-Related Tension Index, and

a measure of personal and job-related factors. Using multiple regression to analyze the data, results suggest a significant relationship between perceived job tension and Type A personality and various job characteristics. Results are discussed in terms of person-environment fit and Type A personality orientation, as well as from the perspective of positive and negative job factors. The authors conclude that interventions designed to reduce job tension must encompass both individual and work environment factors to be effective. Bibliography.

3) Adams, Jr., D.N. (1980). *When laying off employees, the word is out-training. Personnel Journal, 59, 719-721.*

- The author focuses on the issue of outplacement and describes the Learning Pyramid program for out-training. This program is designed to create a win-win situation for the organization and out-placed individual by saving the organization money, by increasing the employees earning power, and by contributing to the enhancement of the overall economy. Out-Training is preferable to outplacement because employees are able to solve their own employment problems. The author notes the advantages and disadvantages of such a program for both the individual and the organization. In this model, the subsequent job search of the individual is construed as an orderly, step-by-step process. Cost of skepticism about consequences and benefits detract from program development. No Bibliog-

raphy.

4) Alleman, E., Cochran, J. Dover-spice, J. and Newman, I. (1984). *Enriching mentoring relationships. Personnel and Guidance Journal, 62, 329-332.*

- The authors focus on describing new research evidence on the evolution and benefits of mentoring, while suggesting how counselors can use this information to deliver services to clients. Mentoring is viewed as behavior based and can be enhanced by encouraging mentorship behaviors rather than by trying to match individuals based on compatibility or traits. While the authors define mentoring in the traditional sense, they indicate that there are three types of help that mentors provide: 1) they increase protege competence and performance; 2) they enhance the protege's sense of competence; and 3) they showcase the protege's accomplishments for other organizational members. The authors look at questions related to distinguishing mentors from non-mentors, noting sex differences of mentors, and perceptions of similarity among other questions salient to future research in this area. Bibliography.

5) Allenbaugh, G.E. (1983). *Coaching....a managerial tool for more effective work performance. Management Review, 72(5), 21-26.*

- The author believes that the most significant task of managers is to develop themselves and their subordinates. The

key areas of positive motivation include task meaningfulness, amount of responsibility, and knowledge of results via feedback. Coaching is viewed as an alternative to traditional appraisal wherein all three of these factors can be enhanced. The foundations of positive coaching involve a focus on the job, not the individual, respect for the individual, and assessment based on current performance. The author describes a number of good coaching techniques, among them: observation; working through problems; channeling; delegation, and feedback. The author also notes the importance of role clarification and provides guidelines for enhancing this component of the coaching interaction. It is suggested that mutual and on-going feedback are crucial factors in the success of the coach and subordinate. No Bibliography.

6) Alper, S.W., and Mandel, R.E. (1984). What policies and practices characterize the most effective HR departments? *Personnel Administrator*, 29(11), 120-121+.

- The authors report survey research on the perceptions of various groups related to human resource (HR) development in organizations. The characteristics of effective and ineffective companies are compared and contrasted from a sample of 785 opinion leaders who were thought to be knowledgeable about HR practices. Twenty-five factors were rated related to HR policies and practices. Additionally, subjects were asked to project future changes that would be needed in the management of human resources. These themes are discussed. Overall human resource considerations should play a greater role in business decision-making and strategic planning within organizations. Bibliography.

7) Anderson, D.S. (1983). Career development in four professions: an empirical study. *Psychological Reports*, 53, 1263-70.

- The author traces the career progressions of four samples who pursued science-based and humanities-based professional training. Secondarily, the

author evaluated how one's university experience influenced attitudes of subjects on various professional, educational, and social issues. A brief questionnaire was used to determine subjects' educational background, career, and occupational history. Clear differences are explicated in qualifications beyond the minimum for careers of the four samples. Bibliography.

8) Archer, F.W. (1984). Charting a career course. *Personnel Journal*, 64(7), 60-64.

- The author believes that technological, societal and personal attitude changes in the recent past have made career planning a more difficult enterprise than before. The author notes that many managers perceive career planning as both a myth and a waste of time. Career planning is seen, by the author, as hard work that involves a commitment of time on a continual basis to assess oneself and the job environment. Among the career planning procedures that are described are: 1) lifelong professional commitment; 2) mid-course corrections; 3) job-hopping; 4) the family business, and 5) matching personal goals with the goals of one's organization. The author provides a five-step career planning model and suggests ways that trainers can develop career planning workshops that benefit their employees. No Bibliography.

9) Armstrong, J.C. (1981). Decision behavior and outcome of midlife career changes. *Vocational Guidance Quarterly*, 29, 203-211.

- The author conducted research on the decision approach used by midlife adults related to career change. Using a questionnaire, the author found that incremental change patterns were associated with marginal career change goals and that a rational pattern of change was associated with a major career change goal set. The author surmised that there is a connection between the decision approach of the individual and the success of failure concurrent on making a career change. One-third of the subjects were found to rely on a rational ap-

proach. The adults in this survey research were either enrollees at a community college or individuals who had recently completed a minimum of 45 hours at a community college. The author concludes that if a rational decision approach is used, returning to school for career change is a good decision. A second implication was that counselors did not appear to be a necessary resource for this group of career changers. Bibliography.

10) Arnone, W. (1982). Pre-retirement planning: An employee benefit that has come of age. *Personnel Journal*, 61(11), 760-763.

- The author notes the emergence of pre-retirement planning programs in organizations with many programs focusing on or inclusive of topics like budgeting, leisure planning, part-time or self-employment options, and personal counseling. Such programs are viewed both as a legitimate response to employee needs and as a benefit to employees. Programs focus on the provision of information, on consideration of health matters, on time management after retirement, on tuition support for continuing education, on information on pensions, and other fiscal plans. Such plans will increase in the future as the demographics of society change, and as life expectancy increases. Important considerations in the design of such programs include: 1) size of group (limit of 30); 2) siting and facilities; 3) group homogeneity, and 4) use of a skilled consultant. Advantages for employees are seen to be: improved morale; improved performance; loyalty prior to retirement; improved manpower transition management, and enhanced self-efficacy for participating individuals. No Bibliography.

11) Atkinson, J., and Huston, T.L. (1984). Sex role orientation and division of labor early in marriage. *Journal of Personality and Social Psychology*, 46, 330-345.

- The authors explore division of labor by newlyweds including the extent to

which spouses share responsibilities regarding household work. Survey data was accumulated in a longitudinal study of early marriage patterns, focusing on attitudes toward women, personal attributes, and perceived skill in 26 household tasks. Results suggest that women's sex role attitudes were related to their role in the labor force. This was not the case with men. The more-traditional the couple was in terms of traditional employment hours, the less the husband was involved in female sex-typed household tasks. Gender-related attitudes and skills of newlyweds influence the structure of early marriage patterns, according to the authors. Bibliography.

12) Axsmith, M. (1982). Coaching and counseling. *Business Quarterly*, 47(11), 44-53.

- The author feels that coaching and counseling are supervisory roles that can enhance individual and organizational functioning. Performance counseling is needed for a variety of reasons: 1) greater emphasis on productivity; 2) the changing legal climate; 3) the cost of terminations; 4) the need to manage plateaued workers, and 5) extended retirement ages. Developing coaching/counseling relationships is difficult because of the power involved between supervisor and subordinate, because many supervisors are tough-minded and overly rational, and because of worker expectancies. Guidelines for establishing positive communications and collaborative supervision are given. No Bibliography.

13) Bailey, T. (1980). Industrial placement at Goodyear, Part 1: The company's position. *Personnel Administrator*, 25, 42-48.

- The author describes some of the problems that Goodyear had at its Akron plants which - in the mid-1970s - led to new awareness of how outplacement can be used to enhance the dynamics with employees. A job fair approach was used in the Goodyear program. The author reports that 85% of the employees of the program finished the complete package.

Too often, outplacement is directed only at managerial personnel. Outplacement saves the organization money on unemployment compensation, can keep morale high during difficult economic times, and demonstrates concern for employees. In this situation, a consultant was used to implement the program and the author gives guidelines for selection of a consultant and delineates the goals of the program. No Bibliography.

14) Baird, L., and Kram, K. (1983). Career dynamics: Managing the supervisor-subordinate relationship. *Organizational Dynamics*, 11, 46-64.

- The authors consider the issue of supervisory dyads from a career development point-of-view, while delineating the various roles and career development needs of individuals as they progress through the various stages of career evolution. The needs of both subordinates and supervisors are identified in personal and task realms across career stages, and guidelines are offered for management of the relationship by both parties. Among these guidelines are: 1) recognizing the relationship as an exchange process; 2) clearly identifying the needs of both parties at all times during the interaction; 3) understanding the mutuality and transitory potential of the relationship; 4) understanding the constraints under which both parties function, and 5) establishing feedback and evaluative systems to freshen the relationship. Additionally, the authors point out the valence of the mentoring process and specify four stages in this process: initiation, cultivation, separation, and redefinition. Bibliography.

15) Bamford, J. (1986). Surviving the group interview. *Forbes*, 190-191.

- The author provides guidelines for coping with the challenge of intense group interviews during career searches. The author provides numerous examples of both appropriate and inappropriate instances of group interviewing and gives the following advice related to such interviews: 1) do not expect a straight-forward

approach; 2) expect pressure; 3) find out about interviewers; 4) use time-outs; 5) assert control, and 6) do not try to snow the interviewers. No Bibliography.

16) Barkhaus, R.S., and Meeks, C.L. (1982). A practical view of outplacement counseling. *Personnel Administrator*, 27(3), 77-81.

- The author describes an outplacement program at Magnavox that was instituted for employees who declined a relocation. The purpose of the program was to develop an on-going support group among employees which would help them during their remaining time with the organization. Further, the program sought to help employees develop and maintain positive attitudes about their potential and the future, to help employees establish clear career goals, and to increase the job-hunting skills of those employees that were terminated. The program entailed six 2-hour group sessions held on company time over a two week period. Results of process surveys indicated that 85% of the employees felt positively about the program, 77% found the program helpful and felt better about termination because of it, and that most employees in the program felt that resume preparation was the most significant learning acquired during the program. No Bibliography.

17) Bateman, T.S., and Strasser, S. (1984). A longitudinal analysis of the antecedents of organizational commitment. *Academy of Management Journal*, 27, 95-112.

- The authors review both literature on and limitations of research in the realm of organizational commitment. Through longitudinal, multivariate methods, the authors attempt to overcome shortcomings that are noted. Using a sample of nurses, the authors collected data on organizational commitment, leader behaviors, job characteristics, need for achievement, job tension, job satisfaction, and a number of other factors. The questionnaire was administered twice with a five-month interlude between

administration. Considerable effort is expended to describe analytical techniques and to discuss the findings of the project. Among the many findings was the fact that organizational commitment appears to be an antecedent of job satisfaction rather than an outcome of it. Of the four demographic and eight non-demographic factors measured, overall job satisfaction and environmental alternatives accounted for most of the variance in the model. Bibliography.

18) Baytos, L.A. (1979). Easing the pain of termination. *Personnel Journal*, 58(4), 64-70.

- The author suggests that the trauma of termination can be cancelled through a well-structured outplacement program. Many pressures are forcing organizations to deal with the issue of outplacement. Among those identified by the author are: 1) increasing numbers of involuntary terminations; 2) increasing duration of unemployment periods; 3) there is no clear pattern of administering severance benefits; 4) increasing awareness of the trauma involved in termination, and 5) increasing public and employee pressure on organizations to manage the issue. The author offers these guidelines for developing programs: 1) outplacement arrangements should meet employee needs; 2) insurance benefits should be held over during unemployment; 3) severance pay should be paid, and 4) severance benefits must be a part of outplacement programs. Bibliography.

19) Bazzoli, G.J. (1985). The early retirement decision: New empirical evidence on the influence of health. *The Journal of Human Resources*, 20, 214-234.

- The author examines a number of health variables in reference to the retirement decision, focusing on the issue of health measurement as it relates to previous research and theory on retirement. A complex model of the decision process is provided and data from the 1969 through 1975 Social Security Administration survey on retirement is profiled. Unlike many previous findings,

the empirical results suggest that economic variables play a more important role than health in retirement decisions. Implications for retirement policies are provided, including changes that reflect the more important nature of income influences on ultimate decisions to retire. Bibliography.

20) Benfield, C.J. (1986). The career attitude check. *Association Management*, 38, 100.

- The author provides a self-administered checklist for diagnosing one's satisfaction with career. An immediate analytical framework accompanies the 24-item self test focusing on helping an individual understand how various attitudes and behaviors contribute to either career success or setbacks. No Bibliography/Career Attitudes/Self Test.

21) Benton, D.A. (1980). A guide to workforce reduction planning. *Personnel Journal*, 59, 281-285, 316.

- The author reports an informal study on how organizations manage outplacement efforts. The author reviews a number of ways that outplacement programming can evolve and suggests that seniority, release of marginal performers, performance appraisal, appraisal of potential, and several other factors can be included as criteria in the development of a strategy for outplacement. The author recommends that planning efforts can often reduce the displacement of termination. Ways to enhance planning include: 1) use of planning and forecasting in the manpower arena, and 2) communication of plans on a timely basis to all parties involved. The author ties outplacement efforts closely to the human resource management (HRM) function and supports a humanistic approach that provides outplacement as a benefit to employees, while both managing layoff survivors and involving employees in the delineation of planning efforts. No Bibliography.

22) Best, F. (1985). The nature of work in a changing society. *Personnel Journal*, 64(1), 36-42.

- The author stresses that work and lifestyle are a closely interactive phenomenon and that changes in either arena affect the other arena. The author foresees a transitional future and delineates many factors and events that will influence the future world of work. Major transitions are expected in technology, capitalization, education and skill arenas, compensation and distribution of rewards, organization decision processes, leisure time, and values and the relevance of work to individuals. The author then delineates some of the ways in which individuals and organizations may cope with and adapt to the changes that are likely to occur. Overall, it is felt that change is inevitable, but the path that it takes remains unclear. Bibliography.

23) Beutel, N.J. (1983). Managing the older worker. *Personnel Administrator*, 28(8), 31-41.

- The author looks at the various dilemmas that older workers face and at the ways in which organizations manage the older worker, especially in reference to pre-retirement programs. Reporting on the results of a survey, the author looked into the following areas: 1) factors that influence employee retirement decisions; 2) factors that influence the decision to stay with the organization beyond retirement age; 3) changes that occur if there is no mandatory retirement age; 4) the nature of pre-retirement programs; 5) types of work that are available to older workers, and 6) the usefulness of performance appraisals for personnel decisions with older workers. The author found that the most frequent reasons for retiring included health problems, provision of an attractive retirement package, and retirement of a spouse. Reasons for staying in a job included inflation, job satisfaction, and fear of retirement. The author draws a number of conclusions as a result of the research, indicating that more surveys of older workers and the use of Realistic Pre-retirement Previews may be beneficial to both employees and the organization. No Bibliography.

24) Bird, G.A., and Bird, G.W. (1985). **Determinants of mobility in two-earner families: Does the wife's income count?** *Journal of Marriage and the Family*, 47, 753-758.

- The authors review a study that investigated demographic and attitudinal predictors of mobility in two-earner families. The sample consisted of 69 couples in families where both spouses were employed in career positions. Independent variables included age, education, number of children, individual income, employment status, role salience, and sex-role orientation. Dependent variables included mobility items related to the projected job. The authors assert that demographic variables in combination with attitudinal predictors are useful for explanation of past as well as future mobility in two-earner families. Although few families in the past made mobility decisions to accommodate the wife's job, the authors conclude that changes in attitudes towards women's employment in conjunction with increases in wives' incomes influence families to consider the wife's employment when making mobility decisions. Results suggest that sex-role orientation, role salience, and individual income most often influence mobility decisions. Bibliography.

25) Bissell, C.B. (1985). **Defusing the difficult employee: How to handle problem people.** *Management World*, 14(2), 30-31.

- The author focuses on characteristics of and management strategies with problem employees. These individuals tend to blame others for their mishaps, cost organizations time and money, and convolute the interpersonal environment of a firm. The author suggests that managers avoid a number of pitfalls when dealing with these employees including ignoring them, excusing their behavior, trying to change them, and taking the bait. Eight specific means are given for better coping including: confrontation, consistency, identification of the emotional climate, and praise when praise is

appropriate. Dealing with difficult people is part of management. No Bibliography.

26) Blank, A.M. (1983). **Lack of satisfaction in post-retirement years.** *Psychological Reports*, 53, 1223-1226.

- The author reviews the development and application of a questionnaire designed to identify sources of difficulty associated with retirement. A sample of 32 retirees was used to evaluate the issues. Findings show that retired persons confront a number of problems in leaving work and establishing a new life routine. Specific issues involve aging, leisure time, financial stability, health, housing, nutrition, and fear of crime. Results from the survey indicates that at least half of these factors are significantly associated. Increased retirement satisfaction can accrue with prior planning for the transition. Bibliography.

27) Bluedorn, A.C. (1982). **A unified model of turnover in organizations.** *Human Relations*, 35, 135-153.

- The author synthesizes three existing models in the area of turnover and then addresses the merits of the models via research. The author denotes both the positive and negative aspects of each model and investigates 15 primary variables of importance using multiple regression analysis. Among the variables of interest are age, marital status, pay, role conflict, length of service, education, and environmental opportunities. The author reports path analysis relationships which generally indicate that the model as developed has some validity. Specific findings are reported in detail. The author suggests that further research is needed to clearly specify and clarify the influence of key variables on intent to terminate employment. Bibliography.

28) Bowen, D.D. (1982). **On considering aspects of the mentoring process.** *Behavior Today*, 13, 4-5.

- This article explores some of the facts and fictions of the mentoring issue while providing basic definitions and background information relevant to men-

toring. Special attention is given to women's issues in mentoring including mentoring and discrimination, mentor overload, and fear of influence. Ideas developed in this brief article came from a sample of male-female and female-female mentoring dyads. While mentoring can be beneficial to both parties, it is difficult for women to find mentors; male-female mentoring relationships were reported to work better than female-female arrangements. No Bibliography.

29) Bowen, D.D., and Hisrich, R.D. (1986). **The female entrepreneur: A career development perspective.** *Academy of Management Review*, 11, 393-407.

- The authors review and discuss the emergence of women into both organizational and entrepreneurial careers and relate career theories to theories of entrepreneurialism. Using Sonnetfeld and Kotler's model of career development and Apple's model of entrepreneurialism, the authors cite and describe key variables from and across models. Key factors in both realms include educational level, the need for achievement, locus of control, risk-taking, and degree of gender identification for women. Childhood factors that affect career and entrepreneurialism for women include parental SES, parental occupation, birth order, and overall relationships with parents. Work history and adult development history are also considered to be important. The authors outline nine characteristics that have apparently been associated with female entrepreneurialism, although results from studies of these factors are mixed. Through psychometric testing and intensive interviewing, the authors suggest that the dynamics of the process can be uncovered. Bibliography/Female Careers/Entrepreneurialism-Female.

30) Brief, A.P. (1982). **Undoing the educational process of the newly hired professional.** *Personnel Administrator*, 27(9), 55-58.

- The author discusses the influence of job attitudes and expectations acquired

during education and what employers can do to initially mold, modify, or accommodate these expectations so that the new employee is well-integrated into the organization. In congruence with this discussion, the author outlines a model of new hire-employer conflict. Key points of the model include: 1) realistic job previews; 2) orientation programming, and 3) the development of mentoring relationships within the firm. All three factors are designed to normalize conflicts that arise as a new hire experiences the disparity between what he/she was trained to do and what he/she actually does. The author further recommends that employers should be more involved in professional training, should model the nature of the job environment to prospective candidates, should clearly specify the current status and future projections for the organization, and should explicitly detail all HRM policies that will affect the new hire initially and over time. The author concludes that the expectations of both parties should be melded into a more congruent framework. No Bibliography.

31) Brousseau, K.R. (1983). Toward a dynamic model of job-person relationships; Findings, research questions, and implications for the work system. *Academy of Management Review*, 8, 33-45.

- The author delineates a model of person-job fit that includes attention to individual differences, the temporal nature of the fit, and various factors in the realm of career dynamics. Among the important variables are: 1) higher order need strength, 2) the influence of the job environment on the individual; 3) the stages of job longevity; 4) how the job impacts on the individual over time, and 5) the influence of career stages on the individual. The author uses Driver's career concept perspective to denote how individuals perceive ideal careers. Career orientation appears to be influenced by the interaction of career stage, the current needs and abilities of the individual, the previous career experience of the individual, and the fit between the

current job and the individual's preferred or ideal development sequence. The author suggests various relationships between crucial variables in a dynamic work environment. These relationships impact on job movement, diversity in job types, and the choice processes that individuals use in career decisions. The author provides a model of informed choice within developmental work systems. Bibliography.

32) Brousseau, K.R., and Prince, J.B. (1981). Job-person dynamics: An extension of longitudinal research. *Journal of Applied Psychology*, 66(1), 59-62.

- The author reports on findings on job-person fit, while denoting the shortcomings of current research into the question of job-person fit, especially with respect to the measurement of personality variables and their susceptibility to change as a result of job-induced influences. The research is an extension of previous work with engineers, scientists, and managers in a petroleum organization. The author used the Guilford-Zimmerman Temperament Survey and the Job Diagnostic Survey in test-retest reliability and correlational analysis. Results suggest that an individual's personality is affected by many features of the job environment. The author described the nature of a number of variables in this research and concludes that findings support the view that neither one's performance in a job nor one's fit with a job are static in nature and both are influenced by many transitory and on-going job factors. Bibliography.

33) Brown, D. (1985). Career counseling: Before, after, and instead of personal counseling. *Vocational Guidance Quarterly*, 33(3), 197-201.

- The author calls into question whether psychotherapists and counselors have the training for or inclination to provide career-related counseling, although there is a clear relationship between employment trauma and other personal traumas. Various job-related factors, including

social support, autonomy, and job/role clarity contribute to manifestations of psychological symptoms, especially related to chronic stress syndromes. Key questions that the counselor must ask in the career realm include: 1) how long has there been a problem; 2) how accurate is the individual's self- and job-perception, and 3) how does work contribute to stress in the life of the client. The task of the counselor is to discover how stress affects individual functioning. Bibliography.

34) Brown, E.S., and Hoffman, W.H. (1982). Multiple career paths: An organizational conceptualization. *Human Resource Planning*, 5(4), 209-216.

- The author delineates the five-path career management program at Alcoa applied to R & D personnel and to laboratory workers. At this organization, individual needs and skills are recognized so that the individual can best contribute to the firm. The author explains the evolution of Alcoa's current program and the five paths that are available to individuals based on both their skills and contributions to the firm. These paths include technical development, technical application, technical management, operations management, and business management. A model of these five parallel advancement tracks is provided. Constant monitoring of the program and flexible career management are needed components of the enhanced career management effort. Bibliography.

35) Buckman, S. (1984). Finding out why a good performer went bad. *Supervisory Management*, 29(8), 39-42.

- The author articulates reasons why formerly good performers go bad, while providing guidelines to use when one encounters this situation with an employee. Among the suggestions offered are to approach the situation in a non-threatening way and accurately state the facts of the matter to the involved employee. Further, the supervisor should discuss the potential ramifications of current performance with the employee.

Further steps include: 1) identification of problem-solving techniques; 2) restatement of the positions; 3) establishment of deadlines for goal achievement; 4) documentation, and 5) performance tracking. No Bibliography.

36) Bullock, J.M. (1986). Changing expectations. *Personnel Administrator*, 31(5), 18+.

- The author provides a commentary on the changes that are eventuating in the career realms. Using historical and anecdotal examples of career patterns, the author moves to present changes that define the marketplace mentality including the impact of "me generation" thinking and the continuation of the basic American entrepreneurial approach to business. The author asserts that problems within the work force are in large part attributable to the employer and that changes in the employers' view of the workforce may lead to greater motivation on the part of new workers. No Bibliography.

37) Buono, A.F., and Kamm, J.B. (1983). Marginality and the organizational socialization of female managers. *Human Relations*, 36, 1125-1140.

- The authors review theoretical notions related to behavioral marginality and organizational socialization, while focusing on how women are reacting to traditional and emerging roles within organizations. The authors provide evidence that women aren't evolving in their organizational movement as fast as once was thought. It appears, from this authors' work, that women are consistently embedded in lower management positions. The authors review the nature of the dual labor market, the female role perspective, and organizational structure explanations for this situation. Theoretical review of studies of marginality and the psychological consequences of marginality indicate that the marginal individual is subject to increased sensitivity, emotionality, and ambivalence. The authors believe that the traditional response of organizations to these

phenomena are negative stereotyping, prejudicial attitudes, and discriminate treatment. The authors assert that organizational socialization involves three phases: 1) anticipatory socialization; 2) organizational encounter, and 3) adjustment to group norms and values. These phases are described and the authors opinion is that the topic is far more complex than is often thought. Bibliography.

38) Burke, R.J. (1984). Relationships in and around organizations: It's both who you know and what you know that counts. *Psychological Reports*, 55, 299-307.

- The author analyzes the functions that networks serve in organizations and who is likely to participate in such networks, focusing on the characteristics of participants. Questionnaires were distributed through an organizational MBA course. Results indicate that most respondents were aware of the functions that networks served. Among the most common purposes of such informal relationships were 1) information; 2) contacts, and 3) referrals for jobs. Professionals from larger organizations with more extensive relationships perceived more network functions. Results also suggest that women and minorities were as active in informal networking as were men in organizations. Bibliography.

39) Bushardt, S.C., Moore, R.N., and Debnath, S.C. (1982). Picking the right person for your mentor. *SAM Advanced Management Journal*, 47(3), 46-54.

- The authors provide a "how-to" perspective for aspiring managers who must seek out the sponsorship and coaching of mentors to facilitate their professional development. The authors suggest the following selection criteria as critical to the identification of a proactive mentor: 1) Can the mentor really help? 2) Does he/she have your confidence? 3) Can you gain help for him/her? 4) Has the individual had previous success as a mentor? Further,

the authors suggest ways to both evaluate prospective mentors and strategies for developing or encouraging the mentor interaction. These strategies are based on high personal visibility on and off the job, on demonstration of personal competence, on encouragement of an interdependency, on aligning one's interests with that of prospective mentors, and on the communication and management of a positive, professional image. Planning, rather than chance, leads to the development of a facilitative relationship. No Bibliography.

40) Cairo, P.C. (1983). Counseling in industry. *Personnel Psychology*, 36, 1-18.

- The author reviews and comments upon the existing literature on counseling in business settings by summarizing what is known about the application of career counseling services to industry, and by noting the effectiveness of various counseling interventions with specific populations and clients. There are, to date, few studies that shed light on the topic and most articles in the arena describe various counseling approaches or programs without specifying evaluation motifs to use to determine efficacy. Additionally, the author feels that where research has been done, there are severe problems with the methodology; the specific problems related to this point are delineated. The dearth of information on the topic may be due to a lack of organizational interest on publishing details of the types of programs that do exist. Further, the organizations with programs may use such programs even if they have not assessed the impact of programming on employees. The author recommends a number of improvements in the area including more clarity on what counseling entails and more comparisons between types of counseling interventions. Bibliography.

41) Cantor, B. (1982). Career planning. *Public Relations Journal*, 38(11), 16-19.

- The author looks at the issue of career

planning as insurance for the future, specific to the public relations profession. The author indicates that the basic responsibility of career planning is to identify and sell both short-term and long-term goals to both the organization and the employees. One must anticipate the changes that will occur which impact on career development within an organization. Guidelines for career planning include: 1) Decide what you want from your career; 2) Impress the right people; 3) Respect your competitors; 4) Advance one job at a time; 5) Conform to the dominant management style, and 6) Be and remain visible. Other guidelines are specified. The author asserts that if an individual accepts responsibility for career development that he/she will never have to panic in the face of a potential career setback. No Bibliography.

42) Carnaza, J.P., Korman, A.K., Ference, T.P., and Stoner, J.A.F. (1981). Plateaued and non-plateaued managers: Factors in job performance. *Journal of Management*, 7, 7-25.

- The authors investigate a number of questions including the impact of career staging on performance of mid- and upper-level managers. Further, the authors look at the ways in which being plateaued can affect such managers. The authors describe the use of the Managerial Career Survey and the Management Survey with a sample of 449 managers where instruments were given to both supervisors and managers. The dynamics of instrument theory and development is provided. A total of 15 work-related and demographic variables were spotlighted in the study. Results are described in detail; they suggest that knowledge of promotional likelihood, the degree of mutuality of self-perception, and organizational estimates of potential can enhance to some degree job performance as well as what opinions, attitudes, and expectations affect performance. Bibliography.

43) Cate, R.M., Koval, J.E., and Ponzetti, J.J. (1984). Power strategies in dual-career and traditional couples.

Journal of Social Psychology 123, 287-288.

- The authors report research evaluating the various familial power strategies that are used by dual and traditional couples. They review the issue of dual-careerism and indicate that with more families fitting this mode, more marital problems may occur. Questionnaires were sent to married university personnel to assess power strategies. Fifty dual-career couples and 19 traditional couples made up the final sample. Results are reported. Dual career partners used more direct-bilateral, direct-unilateral, and indirect-bilateral power strategies than traditional couples. Results support the belief that dual-career couples use more power in their relationships than do traditional. Bibliography

44) Clawson, J.G. (1985). Is mentoring necessary? *Training and Development Journal*, 39(4), 36-39.

- The author reviews the criticality of mentoring within organizations and notes three key questions that relate to the overall topic: 1) What is mentoring? 2) Is it essential to career planning? 3) How should mentoring be incorporated, if at all, into individual and organizational planning? The author suggests that individuals may concentrate on learning from their immediate supervisors early in their careers and later on, they may focus on obtaining powerful sponsorship where leverage will improve their career movement. HRM specialists should both reconsider the structure of the mentoring process and emphasize the identification of good coaches within the organization. The author reports on Roche's study of mentoring and on a study at the University of Virginia related to the degree of influence of others on one's career development. Of 214 relationships that were noted, only 14 of those relationships could be categorized as actually involving classical mentorship. Bibliography.

45) Colapietro, E., and Rockwell, B. (1985). A cognitive approach to stress and the working couple: Looking at what really matters. *Journal of Career*

Development, 12, 87-91.

- The authors provide an outline for a work-family workshop that is based on the futuristic assumptions of Toffler, Yankelovich, and Schnall. The authors question whether teaching coping skills such as communication, assertiveness, conflict resolution, decision-making, and stress/time management skills is sufficient to deal with the many complex personal, societal, and economic factors that contribute to role conflicts and stress within the working couple. The workshop is described as a cognitively-based stress management workshop for working couples wherein the goal is to challenge individuals' belief systems and actions related to these factors. A second goal of the workshop is to promote growth and change through a developmental model of challenge and support. The authors believe that baby-boomers want action-oriented solution paths as they work with the various life demands of work and family rather than simple "quick fix" approaches to problems. Programs must recognize and address the needs of participants and needs assessment is a positive way to insure that such needs are the foundation of a program. Bibliography.

46) Connell, J.J. (1983). The future office: New technologies, new career paths. *Personnel*, 60(4), 23-32.

- The author notes that while many predictions have been made about the future and its changes, few changes have occurred, to date, in organizational structure, job content, or career pathing. The three sources of change within the office environment include new technologies, the criticality of information as a resource, and growing concern with cost effectiveness on the part of upper management. The author prescribes in detail some of the trends that will occur in each of these areas. In the future, career paths will evolve in the office management profession. These include the emergence of a service-center function, development of the delivery function, and growth of the information management function. The author

predicts resistance to change and notes that the real challenge will be to deal with emergent changes. No Bibliography.

47) Cook, M.F. (1979). *Is the mentor relationship primarily a male experience?* *Personnel Administrator*, 24(11), 82-86.

- The author asserts that few individuals can make it alone in the corporate environment without the assistance of a male powerful sponsor. The author notes that the style of an individual has a direct effect on success within any position and that the quality of one's work is important, but the real key is whether powerful individuals within the firm provide guidance and inside information to facilitate career movement. The author offers a number of reasons why women have not had the mentoring experience that they've needed in the past. Among these reasons are: 1) women set their sights lower than men; 2) women aren't taken seriously as top level talent, and 3) it is often uncomfortable for the male manager to form a mentoring relationship with women. The key to successful mentor team building is one's ability to spot individuals who are in positions to get things done and let them know that their support is respected and needed. The author reports on a study of key executives that indicates the importance of mentoring in the early and middle stages of successful careers. Other research is cited and discussed. Bibliography.

48) Cross, L. (1982). *Career development - a critical look.* *Training and Development Journal*, 36(11), 58-60.

- The author believes that career development has always been closely related to the general personnel function, especially with employees who have advancement potential. The author identifies three current overriding philosophies that influence the ways in which career development is manifested within an organization. These include: 1) The individual is solely responsible for his/her career progress; 2) Management is

obligated to establish and define career paths for employees; and 3) Management is obligated to educate employees in career development topics and skills. The overall development of an individual within a firm is regarded as a mutually reciprocal and beneficial relationship. The author provides a list of guidelines that organizational HRM personnel can use to help employees maximize their job advancement and mobility. The author advocates a stronger relationship between CD theorists and HRM practitioners and believes that regular skill audits and manpower forecasting can improve the overall management of careers within organizations. No Bibliography.

49) Cross, L. (1983). *Career management development: a system that gets results.* *Training and Development Journal*, 37(2), 54-63.

- The author suggests that individual career development is most effective when it is directly related to other existing areas of personnel management within a firm. The process of career management begins with recruitment and selection and continues throughout the career progress of the individual. Key guidelines that can be used in the management of a career system include: 1) Monitoring of performance and potential; 2) Development of succession plans; 3) Analysis of individual and organizational needs; 4) Specification of individual career plans, and 5) Training of management development staff. The author notes that developing individual and organizational career plans takes into consideration a number of factors including work force requirements, personal qualifications of existing personnel, individual development needs, timing of career changes and availability of qualified candidates. The author outlines the ways that career development and management development are linked. Bibliography.

50) Crouter, A.C. (1984). *Spillover from family to work: The neglected side of the work-family interface.* *Human Relations*, 37, 425-442.

- The author notes that currently most attention in this area is directed at understanding how work affects the family unit and the structure of relationships and roles within the unit. The author considers the reverse and discusses the influence of the family on work behavior and performance, while providing a strong background elaboration of the overall topic. The author reports on field study research that was designed to generate hypotheses about the family's impact on the workplace. Through interviews with a group of 55 family members, the author compiled a list of factors that seem important to consider in the interface. The author delineates the interviewing format, the data reduction efforts, and examples of the response sets that were garnered during the interviews. An extensive discussion of the spillover effect is provided. Whether one has children appears to be an important factor in the nature of the spillover that one experiences. Further, the positive or negative effects of sex role is linked to the age of the children within the family. The author suggests future areas where research may clarify the topic, while noting that programs in the workplace are important ways for organizations to assist their employees with interface problems. Bibliography.

51) Cruise, F.J., and Bushell, R.T. (1982). *Career options review: Before termination is the only answer.* *EEO Today*, 9, 274-279.

- The authors describe an alternative approach to outplacement involving career options review wherein individual behavioral patterns and corporate employment history are used to help both the displaced employee and the organization adapt to changes that may eventuate. The authors outline a number of areas that can be barometers of performance problems. In the Career Options Review (COR) plan, the authors provide seven steps that include: 1) employee meetings; 2) testing; 3) personal statements; 4) goal statements; 5) skills assessment; 6) marketability analysis, and 7) management

reports. Further well-defined guidelines are provided for management of a COR program. The author views the program as a joint responsibility of the firm and the employee. No Bibliography.

52) Dalton, D.R., and Todor, W.D. (1979). Turnover turned over: An expanded and positive perspective. *Academy of Management Review*, 4, 225-236.

- The authors review in depth the topic of turnover from a number of positions including the organizational, psychological, economic, and sociological venues. The focus of most turnover literature is on the negative impact of turnover, although evidence does suggest that there are some positive consequences of turnover. The authors note that level of pay, routinization of work, integration, centralization versus decentralization, and accurate job communication are variables that are frequently applied to study of the topic area. There are four primary reasons why turnover can be difficult to understand and evaluate. These include: turnover is usually defined in terms of percentages of an existing workforce, and the fact that there is a lack of breadth in interpretation of turnover data. The authors suggest directions for possible clarification of the issue. Bibliography.

52) Davidson, J.F. (1984). Watching the good ones go. *Supervisory Management*, 29(10), 26-28.

- The author considers the problems that evolve when good employees leave firms. Departures should not be taken personally. The realities of the work world are that many times the only way for an employee to up his/her salary is to leave an organization. Management should try to ascertain why good employees leave their firms because this may indicate problems that can be corrected to promote retention. Exit interviews are a very good way to get this information; they also serve as a last chance for management to influence the employee to stay with the firm. No Bibliography.

53) Dawson, C.M. (1983). Will career plateauing become a bigger problem? *Personnel Journal*, 62(1), 78-89.

- The author believes that career plateauing will become more of a problem in the future because the baby boom generation is now beginning to overstock the job market. This will lead to structural plateauing for many individuals in their 30s and can introduce the following negative consequences: 1) low or reduced productivity; 2) depleted morale and depleted loyalty, and 3) higher turnover within organizations. The author discriminates between the *job content plateauing* which involves job stabilization and *structural plateauing* where an employee has risen to his/her highest level in the firm. With the first plateauing situation, programs such as job enrichment, goal adjustments, and lateral transfers can alleviate some of the problems. The author indicates a number of evolving factors in organizations, in the general economy, and in the society that are likely to exacerbate the negative consequences of earlier plateauing. Among these are fewer opportunities for advancement, greater competition for jobs, overspecialization of tasks leading to functional tunnels, depleted expectancies of opportunity and success, and the aging of the general workforce. The solutions offered include career pathing, innovative career practices, organizational redesign, and changes in employee roles and expectations. Bibliography.

54) Delmonte, M.M. (1984). Meditation practice as related to occupational stress, health, and productivity. *Perceptual and Motor Skills*, 59, 581-582.

- The author reviews studies that relate meditation to various stress-related syndromes that are common in organizations, asserting that various meditation practices can be used to alleviate these problems. Results from the reviewed studies tend to suggest that meditation may be an effective stress management technique for some people who suffer from work-related stress and are willing to devote time to the practice. The author

notes the paucity of research on meditation as applied to occupational stress, Bibliography.

55) Digman, L.A. (1980). Determining management development needs. *Human Resource Management*, 19, 12-16.

- The author considers the issue of how organizations really determine the developmental needs of employees, while offering a number of prescribed methods for need determination and while comparing these methods to actual organizational practices. A questionnaire was used to establish current practices in a variety of U.S. corporations. Questions addressed three major areas of concern: 1) the developmental needs of the organization; 2) the developmental needs of the individual, and 3) the congruency/disparity between actual and ideal means of determining needs. Management judgement is often used as the sole method for establishment of needs and only 13% of the surveyed CEOs indicated any systematic approach to the issue. The author reviews other data from the survey and offers a number of established approaches for dealing with the problem, including a survey of needs approach, task analysis, and a problem-solving approach. Bibliography.

56) Dobson, C., and Morrow, P.C. (1984). Effects of career orientation on retirement attitudes and retirement planning. *Journal of Vocational Behavior*, 24, 73-83.

- The authors discuss the issue of retirement planning and consider variables other than attitudes that affect the overall process of retirement. The authors review research on retirement in relationship to career orientation, occupational status, and retirement attitudes. Using a sample of 213 older workers, the authors found that higher occupational status and professional orientation led to a stronger commitment to work, more negative attitudes toward retirement, and greater than anticipated retirement adjustment. Other results are discussed. The authors suggest that pre-

retirement programs are best for employees with high work commitment and negative retirement attitudes. Phased retirement is one way to reduce job involvement. Bibliography.

57) Draughn, P.S. (1984). Perceptions of competence in work and marriage of middle-aged men. *Journal of Marriage and Family*, 46, 403-409.

- The author explores the relationship of perceived job competence to perceived husband competence of middle-aged men employed in various business settings. The author also explored the effects of race, occupational status, and employment of spouses in explaining the overall status of the male in each role. Interviews with married men (N=175) were used to acquire data. Results support the conclusion that the middle-aged man's perception of success is related to the man's perception of success in the husbanding role. Race and income level were found to also impact perceptions. White males had higher perceived job competence scores than blacks.

58) Driessnack, C.H. (1980). Outplacement - a new personnel practice. *Personnel Administrator*, 25(10), 84-93.

- The author discusses outplacement as a management concept and as a tool used to benefit both terminated employees and organizations. The author notes that outplacement can enhance organizational effectiveness, but is often best applied via the use of an outside consultant. By working with and helping employees to successfully adjust to new careers, organizations are seen as generating goodwill among their employees. The author suggests that if organizations do not become more adept and sensitive in this arena that the federal government may step in more aggressively. No Bibliography.

59) Dugoni, B.L., and Ilgen, D.R. (1981). Realistic job previews and the adjustment of new employees. *Academy of Management Journal*, 24, 579-591.

- The authors promote realistic job

previews as methods for exchange of information between organizations and the prospective employees. Research confirms that Realistic Job Interviews (RJPs) reduce turnover, although the reason for this has not been established. Research focuses on how previews impact on employees' expectations, job satisfaction, work coping ability, awareness of pros and cons of the organization, and openness of communication. In an experimental manipulation, *control* subjects were given a standard orientation while *experimental* subjects received standard orientation materials plus elements of RJP. Experimental subjects expressed lower expectations than controls and job satisfaction did significantly differ for the two groups after two months. No significant differences existed between groups on coping or openness of climate dimensions. The met expectations hypothesis appears questionable, while expectations do not appear to impact job satisfaction. Bibliography.

60) Etzioni, D. (1984). Moderating effect of social support on that stress-burnout relationship. *Journal of Applied Psychology*, 69, 615-622.

- The author investigated the moderating effect of social support on the relationship between life and work-related stresses and burnout. Using a sample of Israeli social service professionals, the author administered the 21-item Burnout Measure which assessed self-reported stress in work, and lifestyle, and support in the same two areas. Results indicated a positive relationship between life, work stress, and burnout. A negative relationship was discovered between social support in life and work and burnout. Stress was negatively correlated with support and more so, when the sources of support and stress were the same. Recommendations are offered regarding future social support research. Bibliography.

61) Farrant, A. (1985). Proper handling of subordinate problems. *Supervision*, 47(3), 9-10.

- The author asserts that workplace

problems must be managed proactively to minimize the impact of the problem. While supervisors often avoid distasteful disciplinary duties, it is better to grapple with them immediately than to let them fester into major setbacks. The author suggests that social support from other supervisors is a good strategy to use in managing difficult situations. Communication is a very important factor in managing these dilemmas and can be best utilized in confidence with the employee who needs guidance. No Bibliography

62) Farylo, B., and Paludi, M.A. (1985). Development discontinuities in mentor choice by male students. *The Journal of Social Psychology*, 125, 521-522.

- The authors consider the mentoring relationship as related to males and note that most successful men report significant mentoring experiences as young adults. Not having a mentor may be a serious handicap to both career and psychological development. In this research, men were asked to note whom they modeled themselves after during various periods of their lives. Results suggest that men usually select other men as mentors, although the type of male chosen varies. Bibliography.

63) Feingold, S.N. (1983). Tracking new career categories will become a preoccupation for job seekers and managers. *Personnel Administrator*, 28(12), 86-91.

- The author traces the development of career patterns and projects how the information age will alter career patterns in the future. The author provides a schematic listing of careers that will emerge in the next century, while indicating the key points that will lead to these emerging careers. Women are seen as becoming the dominant force in the workplace. There are concerns that technology may not create as many jobs as it eliminates, although computer management positions should increase tremendously. Two key training needs are recognized; 1) the need to assist and train workers who are displaced by future

changes; and 2) the need to adapt educational curriculums to prepare children for the jobs of the future. No Bibliography.

64) Feldman, D.C., and Brett, J.M. (1983). Coping with new jobs: A comparative study of new hires and job changers. *Academy of Management Journal*, 26, 258-272.

- In this research article, the authors compare the stress that is engendered by first jobs versus changes in one's organizational status or position. Job adaptation is closely related to the stress paradigm for both new hires and for intraorganizational job changers. Eight coping strategies are examined including: 1) working longer hours; 2) changing work procedures; 3) delegating responsibilities; 4) redefining the job; 5) gaining task support; 6) information gathering, and 7) social support. Through interviews and questionnaires, the authors traced the experiences of 55 new hires and 45 job changers. Results suggest that new jobs and job changes do create uncertainty for employees and that new employees do adopt new behavioral patterns to cope. The authors suggest that more research work needs to be done on the relationship between individual coping strategies and organizational facilitation of adjustment. Bibliography.

65) Finnegan, R., Westefeld, J., and Elmore, R. (1981). A model for a middle-life career decision-making workshop. *Vocational Guidance Quarterly*, 30, 69-72.

- The authors introduce a model for managing mid-life problems of employees based on helping people gain knowledge of themselves and their social environment, and recognizing that mid-life reassessment is not unusual. Peer assistance, recognition of commonality, and information gathering are important factors in the workshop. Interests, values, abilities, confinements, and the environment are domains that are assessed by participants as they seek re-orientation. After analysis of these domains, participants develop a case

study based on their current situation and the projection of an ideal career future. Self-contracts are used to instill motivation in participants. Bibliography.

66) Fisher, C.D. (1985). Social support and adjustment to work: A longitudinal study. *Journal of Management*, 11, 39-53.

- The author reports on research designed to investigate the relationships between stress, support, and work outcomes, with a focus on determining how social support from colleagues and supervisors facilitates newcomer adjustment and adaptation to stress. The sample was comprised of newly graduated nurses. Three questionnaires were used in the research to get at dimensions of support and stress as well as overall adjustment to work. In this study, stress was positively associated with turnover and intention to leave the profession. Stress was negatively correlated with job satisfaction and degree of professional and organization commitment. Social support was negatively correlated with stress from unmet expectations. It appeared that support reduced the level of stress and facilitated positive adjustment outcomes. Implications are that some support should be made available to new employees during their early transitions to new work venues. Bibliography.

67) Fitt, L.W., and Newton, D.A. (1981). When the mentor is a man and the protegee is a woman. *Harvard Business Review*, 59(4), 56+.

- The authors examine the various interactions and situations that arise when women take men as their mentors, noting that at lower levels in organizations, women need more career encouragement, while at higher levels, more "selling" is required of a mentor. From survey data of 30 women, the authors investigate the risks and tensions within the mentoring relationship. Results indicate that male mentors played that role for women when developing talent was their primary motivation. Additionally, it appears that the larger the organization, the greater the benefit of men-

toring to women. The culture of an organization was an important factor in the promotion and development of the mentoring connection. In organizations where MBO or career planning programs are institutionalized, mentoring had less of an effect. A key risk for mentor and mentoree is that close association may breed suspicion of sexual entanglement. Bibliography.

68) Flynn, W.R., and Litzinger, J.U. (1981). Careers without conflict. *Personnel Administrator*, 26(7), 81-85.

- The authors address issues within dual career families and the types of strategies that such couples use as they deal with problems of time, needs, and priorities. The authors assert that counseling and career planning can greatly increase the abilities of such couples to manage problems cooperatively. Among other strategies for managing the arrangement are: 1) two careers in one organization; 2) two careers in two organizations where career stability is present, and 3) the maintenance of separate households. Understanding, foresight, and searching for mutually acceptable alternatives are key ingredients in success. Bibliography.

69) Forman, B.I. (1984). Reconsidering retirement: Understanding emerging trends. *The Futurist*, 18, 43-49.

- The author explores the implications of changing patterns of retirement within the society. Early retirement is viewed as one trend that could have detrimental consequences for organizations including an acute labor shortage in the future. Examples of various European practices are reviewed regarding the encouragement of retirement. The author develops several implications for future policies as American policy makers are becoming more attentive to the issue of retirement and the problems that demographic shifts may cause. No Bibliography.

70) Frey, B.R., and Noller, R.B. (1983). Mentoring: A legacy of success. *Journal of Creative Behavior*, 17, 60-64.

- The authors review the implications of

an annotated bibliography (1965-1983) on mentoring, while tracing the history of the concept. Mentoring is seen as a very contemporaneous topic, although the actual definition of mentoring may be difficult to prescribe. Mentoring success depends on the person, position, time factors, and desire of the mentor to develop the mentoree. Proteges are seen as needing to be ambitious, trusting, and competent.

Mentoring is especially important to women moving up in organizations. "Old boy" networking and other forms of networking do enhance advancement and many factors impact on the mentor and mentoree as the relationship develops. Bibliography.

71) Fulmer, R.M. (1985). The two-career family. *Management Planning*, 33(1), 60-1.

- The author looks at the issue of two-career families and indicates that during the 1980s, the number of women in the workplace is likely to increase by 20%. Four major sources of problems have been identified in research: 1) task overload; 2) personal identity and social esteem; 3) social network dilemmas, and 4) multiple role-balancing. Demographic, economic, and family changes are multiplying the number of options that are available and managers must plan for changes in this arena that will affect their organizations. No Bibliography.

72) Gerstein, M. (1985). Mentoring: An age-old practice in a knowledge-based society. *Journal of Counseling and Development*, 64, 156-157.

- The author provides a brief review of the literature on mentoring and benefits of mentoring as identified in recent research. Among these benefits are: 1) job advancement; 2) greater control in the work environment; 3) support; 4) more resource access; 5) better development of reputation, and 6) personal satisfaction. Reciprocity of benefit is generally the underlying factor that leads to positive outcomes for mentors and mentorees. The author provides a number of guide-

lines for mentoring including: ensuring that programs are voluntary; maximizing mentors personal discretion to mentor; sharing mutual expectations, and rewarding and making mentors more visible. Bibliography.

73) Gerstein, M., and Amos, M.A. (****). Implementation and evaluation of adult career development programs in organizations. *Journal of Career Development*, 12, 210-218.

- The authors identify and discuss criteria for development of career programs in organizations. Among these criteria are guidelines and recommendations for program development, and implementation and considerations that should be met for effective program evaluation. During program development, it is critical to sell top management, to state objectives and measures in clear terms, to build a strong programmatic foundation, and to establish realistic deadlines. During implementation, it is important to sell the program to middle managers, to realize the realities of organizational life, to engender realistic expectations, and to maintain program focus on the individual. Using evaluation methods to provide feedback on the changing needs of the individual and organization is vital to program efficacy. Bibliography.

74) Gilmore, C.B., and Fannin, W.R. (1982). The dual career couple: a challenge to personnel in the eighties. *Business Horizons*, May-June, 36-41.

- The authors look into the dilemmas that organizations face as more and more individuals partake of dual-career marriages. This demographic shift will force companies to review and amend long-held personnel practices. Three types of dual careerism are identified: 1) where couples share the same career in the same firm; 2) where couples have different careers in the same firm, and 3) where couples work in different companies. Recruitment, transfer, and nepotism policies must be adapted to meet the challenge of the emergent dual careerism. To best manage the situation,

organizations should recognize the needs of dual career pairs and seek to identify and meet the individual needs of the couple. A primary consideration in managing the problems associated with dual-careerism is to identify such couples early and provide intervention on a timely basis so that difficulties are proactively managed. Bibliography.

75) Glicken, M.D. (1983). A counseling approach to employee burnout. *Personnel Journal*, 62, 222-228.

- The author advocates an individual counseling approach to burnout, noting that individuals go through four separate stages of burnout: 1) enthusiasm; 2) stagnation; 3) frustration, and 4) apathy. Numerous symptoms of burnout are provided, but all revolve around the idea of decreased morale and productivity. Often burnout can be tied to the individual's perception of equity and fairness in the reward system of the organization. The key to effective intervention is to help workers react logically to sources or causes of burnout within the organization and develop coping strategies for dealing with these difficulties. The author asserts that bureaucratic hierarchies are especially conducive to the development of burnout. Several comprehensive intervention programs are suggested that allow for diagnosis of burnout and effective treatment of the problem. Bibliography.

76) Glicken, M.D., and Janka, K. (1982). Executives under fire: The burnout syndrome. *California Management Review*, 24(3), 67-72.

- The authors review the presence and implications of burnout in executive levels of firms, indicating that burnout is characterized by depression, anxiety, apathy, boredom, and a general lack of job enthusiasm. Among the symptomatic behaviors of the burned-out individual are: 1) blaming; 2) perpetual complaining; 3) absenteeism; 4) job inattentiveness; 5) interpersonal conflicts, and 6) isolation from others. Several organizational conditions are identified which create conditions promoting burnout. The

authors provide guidelines for preventing and intervening where burnout is present and describe Career Enhancement Therapy which is designed to directly impact on burned-out workers. While prevention should focus on developing organizational cultures that are stimulating and challenging, treatment must be directed to the individual's needs. Bibliography.

77) Glitzer, B.M., and Maler, B. (1982). Six steps to contemporary career development. *Training*, 19(12), 48-49, 53.

- The authors provide information on the similarities and differences between traditional and contemporary models of organizational career development. Career development is viewed as systematic individual career planning under the guidance of the organization. This contemporary perspective has emerged as a result of women and minority workers, as well as sociocultural changes. The key components of a program would include: 1) examination of current practices; 2) acquisition of top management support; 3) communication of organizational philosophy and support; 4) design of programs, and 5) program evaluation. Managers must remain sensitive to the needs of employees and must take into account the many changes that will affect organizational functioning in the future. No Bibliography.

78) Gould, S., and Penley, L.E. (1984). Career strategies and salary progression: A study of their relationship in a municipal bureaucracy. *Organizational Behavior and Human Performance*, 34, 244-265.

- The authors report on the use and effectiveness of several career strategies for achieving career objectives using the Career Strategies Inventory. A stratified sample of municipal employees was taken with stratification based on sex and race. Results of the study indicate greater use of various career strategies by managers versus non-managers and by non-plateaued versus plateaued employees. Salary progression was most related to

such factors as creating new opportunities, enhancing others, extended involvement, and conformity to opinion. For managers, self-nomination and networking were most associated with salary progression. Few differences were noted between the career strategies of men and women. However, males were more likely to use the extended work involvement strategy and women were more likely to report seeking guidance as a strategy. Bibliography.

79) Greenhaus, J.H., and Beutell, N.J. (1985). Sources of conflict between work and family roles. *Academy of Management Review*, 10, 76-88.

- After reviewing perspectives of family/work relationships, the authors depict a model of factors interrelated between work, family, and role pressures. The authors also review key studies over the past decade on the topic, specifying time, behavior, and strain-based conflict arenas that have been studied. The model that is proposed indicates that characteristics that affect an individual's time-involvement, strain, or behavior within a role can produce conflict between that role and another role. Work/family conflict is increased when work and family roles are important to the individual's self-concept or when there are negative sanctions for non-compliance with various role demands. The authors offer at least six research propositions that may be worthy of study within the area and suggest that work and family or lifestyles are interdependent. The authors recommend that more comprehensive models of this interdependence be tested and that better scales of various critical dimensions be developed. Bibliography.

80) Greenhaus, J.H., & Springob, H.K. (1980). Managerial perceptions of career planning information. *Journal of Management*, 6, 79-88.

- The authors report on research designed to assess managers' responses to the career planning information they possess as well as to elucidate the relationships between several characteristics

of employees and the adequacy of the information as reported by employees. The sample was drawn from a group of middle managers from the banking industry. The managers completed a questionnaire which included the key dimensions of career salience, self-esteem, career planning information, job satisfaction, and several demographic and experience factors. Results suggest that perceptions of information adequacy tend to vary across a number of career planning issues. Periodic monitoring of perceptions can be used for both planning and evaluating the salience and efficacy of career programs. Bibliography.

81) Greenhalgh, L.A. (1980). A process model of organizational turnover. *Academy of Management Review*, 5, 299-303.

- In creating a process view of turnover, the author considers the relationships between turnover, career staging, and job security, while focusing primarily on the voluntary quit decision. A model is provided that depicts the stages of an individual's movement within a firm including: 1) choice of an organization; 2) employment interview and negotiation; 3) induction and initial entry; 4) decision to depart during a transition, and 5) decision to contribute. The author offers numerous potential evaluation, research, and exploratory methods to look at turnover from a multi-factor perspective. The decision to leave an organization is based on two key decisions: a) commitment to a course of action to leave, and b) actualizing that commitment with behavior. Bibliography/Organizational turnover-Model.

82) Griffith, A.R. (1981). A survey of career development in state and local governments. *Journal of Employment Counseling*, 18, 12-23.

- The authors surveyed the kinds of career development services that are provided by non-federal civil service agencies. Information on the characteristics of the providers, the extent of the services, the length of time offered, and

the target of the services is reported. Questionnaires were sent to chief personnel officers for each of the states and the 50 largest cities. Career development in government appears to be a part-time programmatic focus for most agencies. Services tend to be more employer-oriented than employee-oriented and there is minimal effort expended to meet employee's needs. Bibliography/CD-Government Agencies/Survey Research.

83) Hagberg, J., and Hirsh, S. (1982). Share the responsibility to create an effective career development program. *Training*, 19(12), 49, 52.

- The author decries the band-aid approach that usually governs career development (CD) programs and provides guidelines for critical roles and activities within effective programs. CD is seen as a collaborative program effort between employees, managers, HRD personnel, and trainers with the following critical keys for maximizing output of a program: 1) ask the right questions; 2) evaluate one's present job; 3) be honest in one's job situation; 4) establish a support network, and 5) develop and act upon a clear plan. Specific roles and efforts are recommended for other primary players in a positive CD program. No Bibliography.

84) Halloran, D.F. (1985). The retirement identity crisis - and how to beat it. *Personnel Journal*, 64(5), 38-40.

- The author suggests that as retirement approaches, many people do an about-face as they confront the reality of the situation and become hesitant to plan for or commit to a plan for retirement. Additionally, fear of the unknown may make employees less willing to proactively manage their own planning. Over-identification with our work lives may be a third reason that the retirement separation negatively impacts on people and seems important to recognize, especially with individuals who have been extremely successful in their career. Guidelines are given for better identity adjustment including: 1) the cultivation of one's individuality; 2) maintenance of

outside interests; 3) associations with external people, and 4) promotion of alternative aspects of one's life. No Bibliography.

85) Harris, P.R. (1985). Future work. *Personnel Journal*, 64(6), 52-58.

- The author suggests that a two-tier work force may be emerging with the top level being high-paid executives; the majority of workers would be low-paid labor. To cope with this and other transformations that may eventuate, organizations are testing a number of methods including: 1) employee assistance programs; 2) recruitment efforts; 3) retraining; 4) cross cultural exchanges, and 5) monitoring the environment for emergent trends. Automation and computerization are seen as two factors that will impact the very foundations of corporate culture. Part of managing these new technologies is preparing workers for emerging transitions and challenges. This may be done through continued training and consultation on the future of work. No Bibliography.

86) Hasting, R.E. (1982). No fault career counseling can boost middle and upper management. *Personnel Administrator*, 27(1), 22-27.

- The author highlights the efforts of Ameritrust programs to help middle and upper-level managers cope with changes in their jobs and work roles. The Career Assistance Program has helped the bank encounter and manage change more effectively by giving managers skills and confidence in their abilities to handle change. Self-assessment and goal-setting are critical components of the program. Both internal advancement and external outplacement are used to help managers find more opportune jobs without placing blame for the change on them or on the system. The author sees that as managers are more effective in their careers, they are more able to contribute to the firm's productivity. No Bibliography.

87) Hayslip, J.B., & Van Zandt, C.E. (1985). Dealing with re-education in force: Career guidance for state em-

ployees. *Vocational Guidance Quarterly*, 33, 256-261.

- The authors deal with the topic of outplacement in the public sector and the specific problems that are encountered when State employees face termination. A case report format is used to detail a workshop for layoffs that included the following phases: 1) grief recognition; 2) job-naming; 3) individual job brainstorming; 4) job-seeking skills, and 5) action planning. Positive feedback from the workshop indicates that participants benefitted from the format, although no longitudinal data supports the overall effects of the program. Bibliography.

88) Henriksen, D. (1982). Outplacement program guidance that insures success. *Personnel Journal*, 61, 583-589.

- The author discusses critical issues in outplacement and provides guidelines for program management when recruitment is necessary in an organization. Programs may be developed in-house or through consulting contracts. Outplacement is becoming more standard in organizations. This benefits organizations because: 1) employees feel that the organization has an extended interest in them as people; 2) cost reductions occur; 3) image and morale development result; and 4) minimization of legal problems related to termination occurs. Components of a program should include support, skill assessment, marketing, and job-seeking training. Specific measures for developing a program are given whether a consultant or in-house program is used. Properly managed outplacement can help individuals and organizations. No Bibliography.

89) Hill, N.C. (1984). The need for positive reinforcement in corrective counseling. *Supervisory Management*, 29(12), 10-14.

- The authors assert that counseling can take three basic forms with employees: correcting; coaching, and consulting. Correction is a necessary component of counseling, especially when there are

performance deficits. The purposes of the three forms is described by the author, although the focus is on corrective counseling because it often provokes the greatest potential for conflict. Positive reinforcement is seen as a counseling approach that allows the supervisor to gently shape the behaviors of problem employees without generating animosity. Reinforcement demands frequent contact and feedback between supervisor and subordinate. When performance standards are consistent and where treatment is non-differential, there is a greater likelihood of improved performance. No Bibliography.

90) Hill, R.E., and Hansen, J.I. (1986). An analysis of vocational interests for female research and development managers, *Journal of Vocational Behavior*, 28, 70-83.

- The authors describe the challenges and difficulties that R & D managers face and the concerns that they typically have related to CD. Using the Strong-Campbell Interest Inventory, the authors compare female R & D managers' interests to those of technical specialists, male R & D managers, and other managers. The authors report the general orientation of the managers, their basic interest scales, their academic comfort scales, and their I-E profiles. Results suggest that there is a heavy influence on scientific domains and a rejection of social and artistic domains within the profiles. There appears to be a blending of the investigative and enterprising styles and female R & D personnel were quite similar to both female engineers and male R & D managers. Bibliography.

91) Hillis, D.J. (1983). An operational view of career planning. *Personnel Journal*, 62, 574, 576, 578-579.

- The author describes the career development program at Delco Electronics. Several different program models are offered so that managers and employees have systematic, goal-oriented timetables for pursuing more responsibility in their careers. The programs also offer employees practical on-the-job experi-

ences that help them prepare for their future positions. The author provides a framework for understanding the benefits and the evolutionary path of the programs. Such programs are seen to contribute to the quality-of-work life within a firm. No Bibliography.

92) Hodges, P.M. (1982). A guide to pre-retirement education. *Personnel Journal*, 61, 186-188.

- The author asserts that pre-retirement programs are growing because of changes in our society that will force people to work longer in their careers. The earlier and more comprehensive a program, the better the chances are that employees will benefit from a positive, satisfying retirement experience. Many programs are of questionable quality at this time and one must be careful in contracting for such services. Organizations should make certain that they know what their goals are in establishing a policy, and communicate these intentions clearly to employees. Additionally, adequate funding must be present so that programs can successfully achieve their goals and increase the feelings of self-worth among employees. Caution should be taken to avoid using pre-retirement programs to manipulate employee decisions about retirement. No Bibliography.

93) Holohan, C.K., & Gilbert, L.A. (1979). Inter-role conflict for working women. *Journal of Applied Psychology*, 64, 86-90.

- The authors compared role conflict experienced by career and non-career women, focusing on four major life roles of worker, spouse, parent, and self. It was hypothesized that women who viewed their employment as careers would report greater role conflict than women who saw their work as a job. A questionnaire was mailed to a sample of married women with bachelors' degrees, employed full-time at a large state university. Contrary to expectations, the job group reported greater role conflict than the career group. The results also suggest that spouse support is a crucial factor for the reduction of role conflict

with both groups of women. Key variables such as spouse support, work commitment, and the nature of one's job may contribute to the extent to which married working women with children experience role conflict. Bibliography.

94) (1983) How companies feel about outplacement services. *Personnel*, 60(1), 55-57.

- The author notes that outplacement services were unknown before 1960, although they are now routine in about 75% of all Fortune 500 companies. In a survey of 129 chief personnel executives in New England, the author found that 38% used outplacement over the past 3 years and that 32% had plans to use the services eventually. Services were used to uphold the image of a firm, to provide fair treatment for employees, to enhance overall morale, to avoid EEO suits, and to help managers exercise more proactive dismissal options. Results indicate that subsequent job search for displaced employees was significantly shortened. Generally, such services should help individuals learn about themselves and the work world so that a quick and positive placement occurs. No Bibliography.

95) Hoyt, K.B. (1984). Getting to work. *Training and Development Journal*, 38(9), 71-80.

- The author reviews the various stages that American society has encountered and considers ways that high technology futures will affect the availability of jobs. With movement toward a service and information-based economy, quality of life programs may become more predominant because of their concern for people. These programs may focus on participation in organizational decision-making. This and other factors will continue the current occupational revolution and the likelihood is that future work will become more meaningful to people. Bibliography.

96) Hunsaker, J.S. (1983). Work and family life must be integrated. *Personnel Administrator*, 28(4), 87-92.

- The author focuses on the need for integration between family and work roles, especially as related to economic, social, and psychological factors that affect individuals. Factors that will lead to greater integration include: 1) more women in the workforce; 2) more dual career families; 3) more searching for self-fulfillment, and 4) more holistic lifestyles among workers. Organizations must adopt career development programs to deal with the evolved needs. This can be accomplished by sensitivity to the relationships between work and lifestyle as well as through: 1) selective recruiting based on "fit"; 2) provision of realistic job previews; 3) flexible work scheduling, and 4) accommodations for spouses to travel with employees. Proactivity is a key to offering work alternatives to employees. Bibliography.

97) Hunt, D.M., & Micheal, C. (1983). Mentorship: A career training and development tool. *Academy of Management Review*, 8, 475-485.

- The authors review literature on mentoring and indicate that mentorship is an important factor in many facets of organizational careers. Several mentoring models are described including coaching, guidance, sponsorship, supporter, godfatherhood, and teacher. Four types of mentoring are elucidated based on gender typology for the mentor and protege. Examples of the relationships that develop in each type are provided. A conceptual model for the study of mentorship is provided based on context, mentor characteristics, protege characteristics, mentoring stage, and outcome of the relationship. Outcomes for a mentor may include satisfaction, confirmation, and rejuvenation, while outcomes for proteges can include modeling, better pay, development of talent, and greater employee competence. Selection of proteges should be based upon: 1) good performance; 2) a social connection; 3) high visibility, and 4) presence of a congruent social background. Bibliography.

98) Iaffaldano, M.T., and Muchinsky,

P.M. (1985). Job satisfaction and job performance: A meta-analysis. *Psychological Bulletin*, 97, 251-273.

- The authors present a comprehensive coverage of the theories and research on the relationship between job satisfaction and performance. Overall, from the meta-analysis, it appears that the best estimate of true correlation between satisfaction and performance is rather low. Seventy-four relevant studies were used as the basis for the analysis and over 12,000 subjects were involved in these studies. Two hundred and seventeen satisfaction-performance correlations were extracted for the meta-analysis. Results indicate a minimal relationship between these two variables. Bibliography.

99) Ingram, E., & Giles, W.F. (1983). Developing an information base for the career planning interview. *Personnel Administrator*, 28(11), 88-90, 101-102.

- The authors describe how managers can adapt the career planning interview to meet the demands of their organization. Career management programs should enhance the skills of managers and subordinates. More objective criteria for career planning must be used to insure greater objectivity in career planning. The authors suggest four ways that interviews can be used to enhance career development where both idiographic and comparative assessments are key data tools. Bibliography.

100) Jackofsky, E.F., Ferris, K.R., & Breckenridge, B.G. (1986). Evidence for a curvilinear relationship between job performance and turnover. *Journal of Management*, 12, 105-112.

- The authors consider the relationships between various dimensions of job performance and turnover in a research project involving 169 male accountants and 107 truck drivers. The authors note that most studies focus on linear relationships between variables and produce results that are inconsistent or inconclusive. The authors base their research on a conceptual model where turnover is highest with low and high performers

and lowest for moderate performers. In this sample, 21% of the accountants and 44% of the truckers had left their jobs during the study. Results support the curvilinear hypothesis and job performance does seem related to turnover. Bibliography.

101) Jackofsky, E.F., & Peters, L.H. (1983). The hypothesized effects of ability in the turnover process. *Academy of Management Review*, 8, 46-49.

- The authors provide a solid review of previous theory and research on turnover, although the focus of this article is on how ability may affect turnover. Abilities may mediate the individual's perception of the ease of a move from a firm because high ability may imply ease of movement. However, the relationship between abilities and satisfaction may depend on the nature of the tasks that are performed and whether these tasks are congruent with the abilities of the employee. A negative relationship is found between ability and satisfaction on routine tasks, while a curvilinear relationship is present with more demanding tasks. Further, a positive correlation was found between ability and expectations of finding another position. The authors suggest that employee turnover decisions may be partially a function of the perceived desirability of one's job and the perceived ease of finding another job. Organizations should endeavor to use high-ability individuals both to enhance the desirability of current positions and to reduce the desirability of a move. Bibliography.

102) Jackson, S.E., & Schuler, R.S. (1983). Preventing employee burnout. *Personnel*, 60(1), 58-68.

- The authors note that burnout is becoming an increasing problem in a changing work environment where greater demands from internal and external sources are placed on employees. Burnout involves behavioral, emotional, and cognitive debilitation brought on by both personality characteristics and conditions within a work environment. Various organizational and individual

causes for burnout are provided, including: 1) idealistic expectations about work; 2) lack of equitable rewards; 3) lack of support; 4) lack of goal clarity, and 5) low accomplishment and performance. Consequences of burnout will include withdrawal, conflict, declining performance, health problems, and lethargy. A number of preventative measures are suggested to help individuals deal with reality shock and other problems that may contribute to burnout syndromes. Overall, a variety of support programs, participative decision-making, and increased feedback and knowledge of performance results can mitigate burnout within the culture of an organization. No Bibliography.

103) Jackson, T. (1980). Individual outplacement at Goodyear: The consultant's viewpoint. *Personnel Administrator*, 25(3), 43, 45-46.

- The author considers the topics of recruitment and outplacement noting that many factors have led to cutbacks in the size of workforces. Among these factors are structural changes in many business areas, new technologies, resource scarcity, and job or skill obsolescence. The program of outplacement at Goodyear is described in terms of the ways in which line operative employees were managed in the Career Continuation Process. Seven distinct components of the program are described. Employee response to the program was one of initial suspicion and sense of loss, followed by greater involvement and more willingness to do self-examination for alternative placements outside of the firm. No Bibliography.

104) Jaskolka, G., and Berger, J.M. (1985). Measuring and predicting managerial success. *Journal of Vocational Behavior*, 26, 189-205.

- The authors investigate the relationship of individual and contextual factors on two dimensions of managerial success - fiscal and status dimensions. Through a questionnaire, the authors gathered data from 474 managers in a large U.S. corporation. Results suggest that success

is associated with demographic, ideological, role, and work unit characteristics. There were some differences, however, in the degree to which the identified variables predicted financial versus status success. A surprising finding indicated that tenure in a location within the firm was negatively associated with the accumulation of status success. Bibliography.

105) Johnson, M.C. (1980). Mentors - the key to development and growth. *Training and Development Journal*, 34(7), 55,57.

- The author indicates the emerging importance of mentoring in a corporate society where personal development is becoming more important. Among the ways that mentors can assist in individual development are: 1) developing the self-confidence of the protege; 2) sharing values with the protege, and 3) giving greater visibility to the protege. A Wall Street Journal article quoted by the author provides details on the chronological and relationship dimension of mentoring. It is noted that mentors are sometimes provided through formal channels in organizations, but also often are "found" by proteges who seek someone to learn from and respect. No Bibliography.

106) Johnston, P.D. (1981). Personnel planning for a plant shut down. *Personnel Administrator*, 26(8), 53-59.

- The author describes the process used to close a plant in the American Hospital Supply organization. The six month program of retention and recruitment is described in eight realms: 1) outplacement assistance; 2) severance pay; 3) retention bonuses; 4) enhanced benefits; 5) termination notification; 6) training and development; 7) overtime pay, and 8) reduced work week. The author reports that the general results of the program were positive including placement of 23% of the employees in other corporate divisions and placement of 90% of the outplaced workers in similar or higher compensated positions. Further the program contributed to positive corporate image and the development of a better

person-oriented organization. Bibliography.

107) Jones, G. (1983). Psychological orientation and the process of organizational socialization: An interactionist perspective. *Academy of Management Review*, 8, 464-474.

- The author considers the socialization process from an interactionist perspective and indicates that role factors, individual differences, and organizational attribution processes affect socialization. A solid review of the socialization literature is provided. Self-efficacy and growth-need strength are seen as moderating factors that are worthy of consideration. A model is built of the socialization process that depicts the relationships between salient variables with three different psychological profiles operationalized. A stage model of socialization is also presented, focusing on entry, encounter, and evaluation. The keys to successful socialization are: 1) the effects of orientation on the individual's adjustment to the organization; 2) the ways incumbents use social strategies to define the organization to new employees, and 3) the organization's ability to control the relationship between self and other perceptions.

108) Kaman, V.S., and Mohr, J.P. (1984). Training needs assessment in the eighties: 5 guideposts. *Personnel Administrator*, 29(10), 47-48+.

- The authors identify five themes or trends that are affecting organizations and the management of personnel within organizations today. These include: 1) the constant flux in careers; 2) things are simpler than they seem; 3) employees need to help themselves; 4) basic skills are most critical and transition times are good times for training. Within each theme the authors provide further definition of the need that exists and suggest a number of training approaches to answer that need or to better assess the need. No Bibliography.

109) Kahnweiler, J.B. (1984). Back to the campus: Career development in an

academic setting. *Training and Development Journal*, 38(8), 54-55.

- The author indicates that colleges and universities are increasingly dealing with the career development needs and problems of non-enrollees. There is an increasing need for and interest in career development within the population. College career development efforts represent low-cost, high quality resource centers for career development exploration and counseling. Workshops and group training methods are seen as effective means to facilitate development and to manage the demand for services, although one-to-one counseling is also appropriate when available. The author describes in detail one college-based plan entitled, The Spcuse Employment Program. Herein, two hours are devoted to individual career counseling at minimal cost. Other components of the program include: 1) career goal definition; 2) resume preparation; 3) interview skills; 4) evaluation of employment resources, and 5) skill and self-assessment. No Bibliography.

110) Kaminski-Da Rosa, V. (1985). Planning for tomorrow's lifestyle. *Training and Development Journal*, 39(1), 103-104.

- The author describes a program that provides clients with a positive structure from which to approach changes that are evolving in the lifestyle realm. The author provides guidelines for development of materials and focus for the program, while asserting that the program should address both rational and emotional components of lifestyle change. Key areas to be covered include: 1) why lifestyle planning; 2) the realities and stereotypes of retirement; 3) leisure time; 4) mobility; 5) dyadic relationships, and 6) stress management. No Bibliography.

111) Kater, D. (1985). Managerial strategies for dual career couples. *Journal of Career Development*, 12(1), 75-80.

- The author focuses on various management strategies that can be used to

reduce stresses arising from dual careerism. A dual career lifestyle produces considerable stress for all parties involved. Stresses may relate to role overload, role cycling issues, family characteristics and patterns, or identify issues. External stress arises from the conflict between the dual career couple and other societal institutions. Issues in this realm may include those related to: 1) social norms; 2) occupational structures, and 3) social networks. The author asserts that while society is beginning to adjust to dual career patterns, they must take proactive steps to confront and reduce stresses that occur. The development of open communications is an important step for the couple. This allows for mutual life-planning and responsiveness to the issues that arise. Effective dual-career couples tend to be inner-directed, mutually committed to their careers, flexible, good copers, and effective at time and energy management. Planning for shared responsibility is an important strategy for these couples. Bibliography.

112) Kaye, B.L. (1980). How can you help employees formulate their career goals. *Personnel Journal*, 59, 368-372, 402.

- The author focuses on ways that clients can be assisted in selecting and formulating goals within the career development process. Goal formulation is envisioned as a four-step process that links organizational realities to the inclinations of the individual. This process includes: 1) writing an initial goal outline; 2) comparing goal statements to organizational career realities and one's actual skills; 3) human resource personnel challenging goal statements, and 4) revising or adapting goals. Career goals are most appropriate when they are specific, time-framed, attainable, measurable, and relevant. Human resource personnel are sounding-boards and information dispensers in the goal development process. If an employee becomes adept at goal setting, the author suggests that they will become more time and energy efficient and will

become cognizant of the linkages between individual and organizational goals. No Bibliography.

113) Kaye, B.L. (1983). Career development puts training in its place. *Personnel Journal*, 62, 132-137.

- The author believes that many training programs are neither need nor goal-based. When such programs are career development based, they can help individuals move closer to professional goals, while also benefiting the organization. Ten key questions are offered related to the link between individual and organizational goals. The author describes typical ways that training is managed wherein it doesn't deliver on outcomes prescribed. Guidelines are provided for developing a linkage between training and comprehensive career development programming. Additionally, the author indicates how to develop information resources for training and career development that are internal/external to the organization. A model is provided for analyzing training options in terms of degree of structure in the program and degree of organizational involvement in the actual training process. Other guidelines are offered for individual responsibility in career development, for ways to measure ROI in terms of HRD, and for determining needs within a human system. No Bibliography.

114) Kaye, B.L. (1984). Performance appraisal and career development: A shotgun marriage. *Personnel*, 61(2), 57-66.

- The author prescribes innovative ways that career development and performance appraisal can be linked to insure organizational well-being. Reciprocal win-win performance appraisal is recommended because it promotes productivity and networking within organizations. Key variables in the process include open communications, employee understanding and preparation for career development, and employee readiness. Four critical questions prepare the employee for development performance appraisal:

1) who am I? 2) How am I seen? 3) What are my alternatives? and 4) How do I achieve my goals? The positive consequences of a linkage between performance appraisal and career development include a realistic view of performance, more definitive goal-setting and planning, enhanced development motivation, improved equitability, and transferability of management skills. A mode is provided for melding the two domains, and key questions are provided for developing a viable linkage program. No Bibliography.

115) Kaye, B.L., and Farren, C. (1982). *Management readiness: A program and its players. Personnel, 59, 65-72.*

- The author describes Merrill Lynch's career development program wherein the key purpose is to identify and train potential managers. The first step in the process is selection to which several levels of management contribute. In the organization the program succeeds because managers construct profiles that portray their background and the roles that they play and will play within the organization. Individuals, management, and practitioners are the key personnel in the program. The practitioner is especially important because he/she sells the program to management and directs the program to obtain the specified goals. No Bibliography.

116) Keaveney, T.J. (1983). *Developing and maintaining human resources. Training and Development Journal, 37(7), 65-68.*

- The author articulates a four stage model for establishing effective training efforts within organizations. The four stages include: 1) needs analysis; 2) a career-driven program development effort; 3) a challenging maintenance program, and 4) objective and structural evaluation. The author also identifies four potential stages of an individual's career and depicts possible training approaches within each stage. Key factors in successful training are needs analysis that focuses on both individual career needs and the needs of

the organization and the ability to evaluate and modify the program as goals change. Bibliography.

117) Keith, P.M., and Schafer, R.B. (1983). *Employment characteristics of both spouses and depression in two-job families. Journal of Marriage and Family, 45, 877-884.*

- The authors report on research that investigated spousal characteristics and the relationship of these factors to depression in two-job families. Objective characteristics included work time, income level, and occupational level, while subjective factors included job satisfaction, work orientation, and comparative evaluations of several work and family dimensions. Data was gathered from a sample of 135 two-job families. Depression was assessed by an eleven item questionnaire. Results suggest that subjective factors are more important than objective ones in fostering depression. Other results are discussed and the authors recommend that future research consider the impact of family involvement on the mental health of both males and females in two-worker families. Bibliography.

118) Kelly, N. (1982). *Zale Corporation's career development program. Training and Development Journal, 36(6), 70-75.*

- The author provides a comprehensive program description at Zales that was initiated over a two year period. Eleven primary goals of the program are included within the three phases of program development. The program is based on a "road map" approach that allowed employees to experience all aspects of store functioning. Within each phase of the program, employees work on learning projects related to the function area they are experiencing. Positive results from the program are reported to include: 1) lower turnover; 2) positive feedback from employees who see the program as an investment in their futures, and 3) more effective recruiters and trainers are produced. No Bibliography.

119) Keon, T.L., and McDonald, B. (1982). *Job satisfaction and life satisfaction: An empirical evaluation of their relationships. Human Relations, 35, 167-180.*

- The authors describe a "spill-over" model between work and non-work areas of one's life suggesting that there is a clear transfer of attitudes between the two arenas. Deprivations in one area are compensated for in the other. Previous research has shown moderately low positive relationships between life and work satisfaction. Using a life satisfaction questionnaire, a job satisfaction questionnaire, and a measure of work-related self-esteem as well as 32 other variables, the authors investigated relationships within a sample of 129 auto parts store employees. Results indicate that life and job satisfaction must be considered as jointly determined. Other results are reported in detail as is their relationship to previous research in the area. Overall, job and life satisfaction appear to influence each other rather than previous understandings which suggest that job satisfaction is a component of composite life satisfaction. Bibliography.

120) Kiechel, W. (1983). *The neglected art of career planning. Fortune, 107, 153-155.*

- The author suggests that the only time serious career planning in business occurs is early in the careers of individuals and that little systematic evaluation is done thereafter unless distress or transition is experienced. The author indicates that having a goal-directed career plan increases an individual's likelihood of success. The author supports a linear progression view of career development in which one advances up the hierarchy over time, although Driver's spiral model is also articulated. In addition to a goal-directed approach, the author feels that self-knowledge is a key factor in career planning. While career planning can't guarantee success, it prepares the individual to take advantage of opportunities that do come along. No Bibliography.

121) Kirkpatrick, D.L. (1986). *Per-*

formance appraisal: Your questions answered. *Training and Development Journal*, 40(5), 68-71.

- The author, in the belief that there is confusion about performance appraisal, specifies and answers 30 critical questions related to the practice. Questions are those that are most frequently asked by both HRD professionals and managers. Sample questions include: What are the essential ingredients of an effective performance appraisal review program?; How often should managers be required to conduct performance reviews?; Why do most subordinates dislike performance appraisal interviews?; and How can I be sure I'm a fair appraiser? No Bibliography.

122) Kitty, K.M., and Behling, J.H. (1985). Predicting the retirement intentions and attitudes of professional workers. *Journal of Gerontology*, 40, 219-227.

- The authors examine the intentions about and attitudes toward retirement through a stratified sample of professional attorneys, social workers, high school teachers, and college professors. Intentions were operationalized as projections of when an individual planned to retire, considerations of early retirement, and thoughts about post-retirement. Results suggested that four factors were consistently related to intentions to retire and attitudes toward retirement: 1) profession; 2) degree of alienation; 3) financial preparation for retirement, and 4) plans for second careers. Planning is seen to be directly related to willingness to retire and positive attitudes toward retirement, especially when such planning involves the aforementioned factors. Bibliography.

123) Kleiman, M.P. (1985). Retain valuable employees with career adaptation counseling. *Personnel Journal*, 64(9), 36, 38, 40.

- The author describes a seven-step career adaptation counseling which is designed to help employees experience termination in as positive a manner as

possible. The goals of career adaptation counseling include 1) keeping good employees who are dissatisfied; 2) making laggards more productive, and 3) reducing outplacement and other training costs. Key ingredients of the program include individual problem-solving and planning. Communication is a crucial program part. No Bibliography.

124) Kopelman, R.E., Rosenweig, L., and Lally, L.H. (1982). Dual career couples: The organizational response. *Personnel Administration*, 27(9), 73-78.

- The authors report on ways in which organizations are dealing with dual career couples. Generally, the degree of sensitivity that an organization exhibits to the problem depends on the number of female employees in the firm. In survey research, only 20 % of the surveyed firms saw dual careerism as a problem. It appears to the authors that organizations may not yet be sensitized to the issue or may not have experienced the problem. The questionnaire was sent to 400 large companies. Results indicated that the most often used ameliorative action taken by organizations was to have no prohibitions about husbands and wives working for the same firm. The authors recommend that companies should take a closer look at the potential problems, policies, and practices related to dual career couples. Bibliography.

125) Korman, A.K., Wittig-Berman, V., and Lang, D. (1981). Career success and personal failure; Alienation in professional managers. *Academy of Management Journal*, 24, 342-360.

- The authors consider relationships between professional perceptions and satisfaction with work and the impact of these factors on others who come into contact with managers. The authors distinguish between alienation and job satisfaction and study variables including work experiences, locus of control, attitudes toward business, and purpose in life to determine relationships between these variables and job satisfaction. Two samples were used to examine these factors and results generally suggest that

such factors as disconfirmed expectations, contradictory role demands, sense of externality, and loss of affiliation lead to a diminishment in satisfaction. The authors suggest that realistic job previews may be useful techniques in dealing with potential satisfaction problems. Bibliography.

(126) Kouri, M.K. (1984). From retirement to re-engagement. *The Futurist*, 18(6), 35-42.

- The author decries traditional perspectives on retirement and indicates that retirees of the future will have a greater inclination to re-engage. Many factors have led to this including higher education levels among retirees, more knowledge-based jobs among retirees, better health, and more planning of retirement programs. Imbalances in workforce numbers will make this a more critical issue in the future. Retirement, as currently practiced, will become less and less realistic and the roles of older workers will be shifted so that they can continue to contribute to their firms. No Bibliography.

127) Krachardt, D., and Porter, L.W. (1985). When friends leave: A structural analysis of the relationship between turnover and stayers' attitudes. *Administrative Science Quarterly*, 30, 242-261.

- The authors explore the effect of turnover on the attitudes of individuals who remain with a firm. Questionnaires including items on networks were administered to individuals at three fast-food restaurants. Results indicate that the closer a remaining employee was to the departing employee, the more satisfied and committed he/she became. Results also appear to indicate the importance of the friendship structure on the relationship between organizational departure and the attitudes of the remaining employees. This domain falls within the informal or micro dimensions of an organization. Social networks are seen as powerful forces in organizations that definitely influence situational and ongoing conditions within most organiza-

tions. Bibliography.

128) Kram, K.E. (1985). Improving the mentoring process. *Training and Development Journal*, 39(4), 40, 42-43.

- The author asserts that for a variety of reasons mentoring rarely achieves its potential because it is usually available to a minority of high-potential employees. The HRD professional plays an important liaison role in that he/she can promote interpersonal skills, a reward system, task structures, and management practices that encourage wider uses of mentoring. Within an organizational development approach to mentoring, four steps are specified as critical to promoting a mentoring environment within an organization. 1) defining the scope and objectives of the program; 2) diagnosing individual and organizational factors that contribute to or detract from mentoring; 3) implementing programs that promote mentoring, and 4) evaluating and modifying programs. Further detailed guidelines are provided for evolving a mentoring program. Bibliography.

129) Kram, K.E. (1983). Phases of the mentor relationship. *Academy of Management Journal*, 26, 608-625.

- The author focuses on theoretical foundations of mentorship and on significant aspects of the topic. The author asserts that young adults seek relationships at work to help them resolve developmental dilemmas. Mentor relationships tend to change over time. A conceptual model of mentoring is presented and the author explicates psychological and organizational factors that influence movements to different mentoring or career stages. In the interviews with both junior and senior managers the author considered such factors as career history, relationships between juniors and seniors, and focused attention to the dynamics of significant mentoring relationships. Mentor functions are identified as including sponsorship, exposure, coaching, protection, and challenge. Four stages in the mentoring process are specified: 1) initiation; 2) cultivation; 3) separation, and 4) redefini-

tion. Suggestions for theory-building and research are provided. Bibliography.

130) Kram, K.E., and Isabelle, L.A. (1985). Alternatives to mentoring:

The role of peer relationships in career development. *Academy of Management Journal*, 28, 110-132.

- The authors consider how peer relationships at work can offer opportunities for personal and professional growth. This biographical interview study of 25 relationship pairs indicated that peer relationships appear to provide alternatives to traditional mentoring relationships. Primary functions provided within peer relationships were career strategizing, job-related feedback, friendship, information sharing, confirmation, and support. The authors suggest that it is important to look at the development of special peer relationships from the perspective of psychological and organizational conditions that encourage such relationships. Additionally, systematic research across organizational types will identify organizational factors that encourage or impede relationship formation and development. Individual factors such as developmental stage and tasks, self-concept, and attitudes toward intimacy and authority may shape the emergence and evolution of peer relationships. Bibliography.

(131) Kravetz, D.J., and Derderian, S.E. (1980). Developing a career guidance program through the job family concept. *Personnel Administrator*, 25(10), 39-42.

- The authors use Holland's model of job families to describe how to manage a career planning program. Attention is given to explicating Holland's model and to linking the model to ways to manage careers including: 1) showing relationships between jobs; 2) depicting present career alternatives; 3) identifying educational or experience required in jobs, and 4) specifying job orientations. The authors support the use of career interviews, the SDS and the Quick Job-Hunting Map as ways to compile and evaluate patterns of convergence between

job requirements and the psychological orientations of employees. The approach is considered easy to administer and interpret as well as cost-effective. Bibliography.

132) Lacey, D. (1983). Removing career path obstacles for America's sightless managers. *Personnel Administrator*, 28(10), 70-75.

- The author identifies ways for organizations to evaluate and utilize blind employees in management. The process of managing sightless employees is the same as for any other employee and the impetus to take advantage of the skills of this group must come from top management. The author suggests that rehabilitation resource agencies provide a source for recruiting potential employees. Other ways to encourage the employment of blind managers include: 1) investigating educational institutions where disability curriculums are well-developed; 2) establishing scholarships for blind individuals, and 3) cooperative placement efforts with rehab agencies. No Bibliography.

133) Latack, J.C., and Dozier, J.B. (1985). After the ax falls: Job loss as a career transition. *Academy of Management Review*, 11, 375-392.

- The authors provide a comprehensive discussion of the lay-off and termination problem and suggest that job loss can be managed for career growth because such transitional points allow individuals to re-evaluate their priorities and develop new competencies. The authors note that most research and theory-building on job loss has focused on changing career roles rather than on loss of a career role. Using Hall's psychological success model of careers as foundation for their perspective, the authors indicate that job loss breaks the career success cycle and promotes extreme stress. A model of career growth from job loss is explicated and a table provides a review of studies on the psychological consequence of job loss. Key elements of the model include: 1) financial resources; 2) social support; 3) professional approach to job loss, and

4) avoidance of long-term unemployment. Strategies for managing terminations include professional communication of the decision, advance warning to involved personnel, and outplacement counseling. Bibliography.

134) Lea, D., and Leibowitz, Z.B. (1983). A mentor: Would you know one if you saw one? *Supervisory Management*, 28(4), 32-35.

- The authors focus on describing 10 behaviors that generally can be associated with mentoring. Among these behaviors are teaching, guiding, advising, counseling, role modeling, and protecting. The authors briefly discuss these and other mentor-related behaviors. No Bibliography.

135) Lean, E. (1983) Cross-gender mentoring: Downright upright and good for productivity. *Training and Development Journal*, 37, 60-65.

- The author recommends strategies that HRD professionals can use to create and sustain successful cross-gender mentoring opportunities. Both formal and informal mentoring programs are seen as beneficial to organizations and people, although cross-gender mentoring does present risks for men and women involved in such relationships. Cross-gender mentoring is especially important because it allows for organization-wide education. A critical factor in the mentoring process is the matching of mentor-mentoree. When positive benefits accrue from mentoring it gives the program plenty of visibility, while emphasizing the open character of the firm and the credibility of the program. Training, information, support, and communication lead to effective mentoring. Bibliography.

136) Lean, E. (1985). No more pencils, no more books. *Training and Development Journal*, 39(4), 62-67.

- The author suggests that the learning environment of an organization should include a focus on critical events that frequently occur in organizations. There is apparently a fairly sizeable gap

between traditional, educational concepts and teachings of management and the reality of the manager's life. While problem-solving and decision-making are seen to be critical parts of a business curriculum, other key skills and abilities are overlooked. The author suggests that mentoring is one of the best on-the-job training methods to fill in those gaps that may exist in one's knowledge or skills. Mentoring provides an opportunity for vicarious learning and for exchange about the various events that occur in organizations. Overall, this allows people to learn and apply the "ropes" as they exist within an organization. Bibliography.

137) Lee, C. (1985). Trainers' careers. *Training*, 22(10), 75-78, 80.

- The author reports on a survey of Training subscribers regarding their education/training, backgrounds, present and past positions, long-term career objectives, and factors that contributed to the evolution of their careers. Results indicated that a majority of trainers came from educational, management, or social science majors both at the graduate and undergraduate levels. A wide variety of background led respondents into training although only a small percent were initially training specialists. On-the-job experience and education were rated as the most important career development factors, while one-quarter of the sample reported a long-term career objective of becoming a training specialist/manager. Computer-based training in the communications industries was rated as the best career bet for the future, although a number of other areas are spotlighted as likely to increase in numbers. No Bibliography.

138) Lehr, R.I., & Middlebrooks, D.J. (1984). Workforce reduction; strategies and options. *Personnel Journal*, 63(11), 50-55.

- The authors note that increasing deregulation and the rapid technological progress that is occurring are influencing the internal manpower practices of firms at an unprecedented rate. HRM finds itself in a bind, especially in lay-off

situations where liability and litigation are always possibilities. While this is the case, careful management and planning of cutbacks can help to correct poor hiring and promotion practices that were overlooked in the past. Four ways are typically used to reduce a labor force: 1) layoff; 2) termination; 3) early retirement, and 4) voluntary resignation through inducement. Other options may include reclassification of employees, employee transfers, and work sharing programs that allow for more managerial flexibility and less risk. Management must also keep in mind EEO and Affirmative Action implications as reductions are envisioned. Bibliography.

139) Leibowitz, Z.B., Farren, C., and Kaye, B.L. (1985). The 12-fold path to career development enlightenment. *Training and Development Journal*, 39(4), 28-32.

- The authors explicate key characteristics of successful career development programs that are based on systemic thinking. Through surveys and interviews with 50 organizations the authors gathered data on the extent to which systems models governed programs and the key principles that contribute to successful programming in career development. Key findings include: 1) the systems model is a key ingredient of good programs; 2) programs work best when individualized for the given organization; 3) career development programs often serve several separate functions; 4) variety of approach and methods was apparent in successful programs, and 5) effective programs include a strong public relations effort. Other tenets are offered. Moving slowly with a program and encouraging employee involvement and ownership are guidelines for CD programs. Bibliography.

140) Leibowitz, Z.B., and Schlossberg, N.K. (1982). Critical career transitions: A model for designing career services. *Training and Development Journal*, 32(2), 12-19.

- The authors assert that career services

can help individuals encounter and deal with the inevitable changes that occur within a career. Programs should address issues and questions that are relevant to any one of these crises. The authors describe several approaches that can be used to assist employees with transitions and indicate four categories which can be used to identify types of career transitions: 1) moves into a new role; 2) lateral moves; 3) job loss; and 4) non-occurrence. Career transitions occur when events necessitate a change in the individual's assumptive world and/or a change in the employees relationships. Programs described emphasize social support, cognitive consideration of issues related to transition, and processing of feelings. Organizations as well as individuals must recognize the significance of transitions and adjust to help with the management of them. Bibliography.

141) LeLoarn, J.Y., and DeCoitis, T.A. (1983). The effect of working couple status on the decision to offer geographical transfer. *Human Relations*, 36, 1031-1044.

- The authors look at dual careerism from employees' viewpoints noting that much research focuses on the couple rather than on the individual. Relationships between dual careerism, organizational life and other variables are described with transfers being spotlighted as a consideration. The authors feel that transfer will most often be offered to single employees. Sex and presence of children was seen to moderate transfer decisions. Using in-basket techniques to assess the decision-making of managers regarding transfer decisions, a significant main effect was found for partner's work situation, and the authors provide tables to explicate relationships between some 24 variables. Results suggest that dual careerism reduces the likelihood of transfer, although what the organization does and where it is located also will affect the decision. Limitations of the research are specified. Bibliography.

142) Levan, H., Mathys, N., and

Drehmer, D. (1983). A look at counseling practices of major U.S. corporations. *Personnel Administrator*, 28(6), 76-81, 143-144.

- The authors present the results of a survey of corporations regarding their counseling and related services. The key reasons for career development programs were found to be increased employee stress, technological and innovative changes in firms, and government involvement in business. Supervisors often serve a variety of counseling roles in firms and programs are usually designed to help individuals cope with change, personal and professional as well as with mounting pressures. Results are further elucidated on CD counseling, personal problem counseling, outplacement, retirement, and substance abuse programming. Such programs were found to most often be housed in HRM units. Programmatic implications include: 1) higher employee retention rates; 2) improved managerial succession, and 3) improved performance. Bibliography.

143) Levanoni, E., and Knoop, R. (1985). Does task structure moderate the relationship of leader's behavior and employees' satisfaction? *Psychological Reports*, 57, 611-623.

- The authors investigated the moderator effects of various task dimensions on the nature of the relationship between a leader's behavior and the supervisory and job satisfaction of workers. House's path-goal theory of leadership formed the theoretical basis of the research. Data was collected from five groups of educators. Each subject completed a questionnaire including the following instruments: 1) the JDS; 2) Stogdill's LDBQ; 3) the Job Satisfaction Scale, and 4) the Global Measure of Supervisory Satisfaction. Results are profiled in detail and generally don't support the path-goal view of the supervisor-subordinate relationship. Bibliography.

144) Levinson, H. (1983). A second career: The possible dream. *Harvard Business Review*, 61, 122-129.

- The author asserts that to choose a

second career, individuals must understand themselves and what they want out of life. More and more people appear to be opting for second careers for a number of reasons that are articulated. To make a good transition one should review past experiences, determine what kinds of things one likes to do, and investigate what training, support, or experiences are necessary to get into a second career. The author indicates that second career shifts appear to occur most often during the transition from intimacy to generativity - this is called the "Boom effect". One's ego ideal is an important consideration in choosing a second career because this provides a goal to reference as the change is developed. The article is based on the author's life stage model which has been widely accepted and applied as a way to view the evolution of one's life and career. Bibliography

145) Levine, H.Z. (1984). Consensus: Recruitment and selection programs. *Personnel*, 61, 4-10.

- The author overviews a questionnaire survey regarding recruitment and selection techniques and profiles the response set and the types of recruitment techniques that are used. The most prevalent recruitment techniques included classified advertising, in-house recruitment, and walk-in applications, while interviews appeared to be the single most utilized selection approach at several different levels in an organization. The author also reviews data regarding the types of questions asked, reference checks, and turnover rates within the surveyed firms. Overall, most of the organizations reported satisfaction with their existing programs, although some organizations indicated that recruitment was not an issue during recruitment. No Bibliography.

146) Lipsett, L. (1980). A career counselor in industry. *Vocational Guidance Quarterly*, 28, 269-273.

- The author reports and investigates the career counseling needs of industrial organizations, while describing patterns of career development response to these

needs. Employee interviews were used to establish needs. The largest group of counseling interviewees were seeking help in changing from routine office or production work to more satisfying positions. Among this group there was considerable interest in continuing education and development that could lead to management placements. Such workplace adjustment problems are seen as rather commonplace in business firms. The author recommends that industrial career counseling programs should include considerable information on educational programs and opportunities and world-of-work conditions. Bibliography.

147) Lipsett, L., and Rodgers, F.P. (1980). Career perceptions of managerial and professional personnel. *Journal of Vocational Behavior*, 17, 320-327.

- The authors describe research into individuals' perceptions about career stages and career factors that influence career development. Through surveys, the researchers looked at 1) perceptions of career stage; 2) degree of job satisfaction, and 3) positive and negative factors in CD. Twenty-five percent of the sample indicated they were career-plateaued. Eleven percent were actively considering career redirection. The lack of opportunity for developmental experiences was the number one negative CD factor, while inherent abilities were viewed as the most important contributing factor to positive career movement. Positive self-concept and developmental experiences at work were viewed as conducive to career development. Bibliography.

148) London, M.(1983). Toward a theory of career motivation. *Academy of Management Review*, 8, 620-630.

- The author articulates a multi-dimensional, dynamic model of career motivation and defines career motivation as a set of individual characteristics and behaviors that reflect an individual's career identity, resilience in the face of unfavorable career conditions, and insight into various career dimensions. Situa-

tional variables include the conditions, structure, and philosophy within an organization. The use and application of information is also noted as an important area of consideration, especially related to both choice and behavior in career realms. Six key propositions are provided related to the interaction of critical variables in the career motivational model. Implications from the model focus on the fact that motivational strategies and career development programs in organizations must recognize and address broad variables that affect career motivation. Bibliography.

149) Long, R.P. (1984). Designing a dual-career marriage. *Training and Development Journal*, 38(10), 87-91.

- The author notes various work and personal problems that can evolve in dual-career situations and recommends that managers can and should be used as resources to deal with the problem. Various support services can be provided in house to deal with concerns that arise. Programs might include seminars, discussion groups, or social support forums. A plan for a specific seminar approach is articulated and the author reports that consideration must be given to stress that evolves in the marriage relationship, for the individual, and within the organization. The author believes that if organizations fail to deal proactively with the dual-career problem, these organizations will find it more difficult to innovate and improve in the future. Further, they will have increasing difficulty in attracting and retaining key employees who find themselves in dual career marriages. Bibliography.

150) Louis, M.R., Posner, B.Z., and Powell, G.N. (1983). The availability and helpfulness of socialization practices. *Personnel Psychology*, 36, 857-866.

- The authors investigate socialization practices available to new employees and assess how helpful these programs are to newcomers in firms. Subsequent job satisfaction and commitment is often affected by such programs and their

overall helpfulness to an individual. Descriptive data is reported from a sample of 217 undergraduate business school alumni on such variables as job satisfaction, job orientation, and types of socialization programs that were experienced at career entry. Daily interactions with peers while working was the most important identified factor in helping newcomers feel effective. It was also the most available informal socialization format. There was mixed support for the role of mentors and on-site orientation programs or off-site training sessions were not perceived to be especially helpful within the sample. Correlations are reported among these and other variables. Bibliography.

151) Lutz, T., and Weeks, C.A. (1985). Job crisis and the family: An expanded perspective. *Journal of Career Development*, 12, 70-74.

- The author explores the relationships between career dilemmas and the balance within the family, especially in regard to career problems, as a major problem that affects both the family and the performance of the individual on the job. The author believes that career trauma can be understood in a three-stage model involving: 1) Experiencing the impact of career change and endeavors to seek help; 2) Transitioning from one state-of-being to another and redefining roles within and beyond the family, and 3) Adjustment and the compensation for needed changes in relationships. The author asserts that those involved in career-related interventions must become cognizant of the family influence during such transitions. Bibliography.

152) McCroskey, J. (1982). Work and families: What is the employer's responsibility? *Personnel Journal*, 61(1), 30-38.

- The author considers how organizations can help employees balance work and family roles and suggests that token programs can have negative consequences for individuals and the organizations. Three main changes have affected the family; 1) reduction in the

number of extended families; 2) increases in the number of single-parent families, and 3) increases in the numbers of women working outside of the home. Guidance is provided for setting up both the ambience and the dynamics program, while such strategies as referral, flex-time, flexible benefits, and EAPs are discussed as vehicles to deal with work and family problems. In the future, more companies will be required to provide benefits. No Bibliography.

153) McEvoy, G.M., & Cascio, W.F. (1987). Do good or poor performers leave? A meta-analysis of the relationship between performance and turnover. *Academy of Management Journal*, 30, 744-762.

- The authors review the various debates and theories on the relationship between turnover and performance, noting that many findings are directly contradictory with one another. Using an extensive literature review, the authors amassed a collection of 18 research articles on the topic and performed a meta-analysis of results across studies. Considerable variance in correlations was found within these studies. In the meta-analysis a mean correlation of -.22 was found between performance and turnover supporting a negative relationship perspective on the issue. Results suggest that good performers are significantly less likely to leave an organization than lesser performers. Factors such as the equitability of rewards and the relationship between performance and job satisfaction may moderate the relationship. In general, the mean correlation between performance and turnover is comparable to other independent variables that have been studied in the turnover literature. Bibliography.

154) McIlroy, J.H. (1984). Midlife in the 1980s: Philosophy, economy, and psychology. *Personnel and Guidance Journal*, 62, 623-628.

- The author looks at various adult development issues and focuses on the interaction of the individual and his/her

environment as an important factor in transitional crises. Cultural and societal changes which have influenced adult development over the past thirty years are identified including the ethic of denial, the ethic of self-fulfillment, and the new social ethic. Many factors affect individuals at mid-life. Among these personological factors are physical changes, mortality crises, shifts in time perspectives, recognition of limitations, stress, and career re-assessment. Role conflicts also emerge complicating an individual's life. Implications for crises management are offered. Bibliography.

155) McLoughlin, C.S., Friedson, W.S., & Murray, J.N. (1983). Personality profiles of recently terminated executives. *Personnel and Guidance Journal*, 62, 226-229.

- The author portrays the differences in personality profiles between terminated executives and employed controls. Questionnaires were administered to employed and terminated executives to establish both pathological inclinations and similarities/differences in profile. While there is some difference in profiles between the groups, the differences were not found to be within abnormal ranges. The two most pronounced reasons for the career setback of terminated executives was found to be insensitivity to others and presentation of an aloof or arrogant personal style. No clear psychological markers can be identified that predict or suggest termination. Bibliography.

156) Managers of HR units gearing for innovation. (1984). *Management Review*, 73(6), 29-30.

- The author feels that organizations that wish to succeed must foster and encourage internal innovation, while also managing change to the benefit of the organization. In symposium presentations, various notables report on the particular strategies that can be used to manage more creative employees. Other future trends are outlined in this summative article. Bibliography.

157) Martin, T.N. (1980). Modeling the turnover process. *Journal of Management Studies*, 17, 261-274.

- The author reviews existing theories on the turnover processes and presents research evidence on a causal model of that process. Variables contributing to the model are defined. In the research, 210 subjects completed questionnaires that focused on job satisfaction, organizational considerations, and turnover dimensions that are critical to understanding turnover. Detailed reports are provided from the data analysis and results indicate that job satisfaction contributes directly to a reduction in the intention to leave a job. Routinization of job responsibilities was found to be negatively correlated with job satisfaction. While the explication of the path analysis and the determination of critical variables help in understanding turnover, more research is necessary to actually define generalizable patterns of relationship. Bibliography.

158) Martin, T.N., Price, J.L., and Mueller, C.W. (1981). Job performance and turnover. *Journal of Applied Psychology*, 66, 116-119.

- The authors look at the issue of performance and turnover noting that good performers always have many options beyond their current organization. Loss of valuable performers is costly to organizations. This research focused on a sample of nurses whose performance was rated by a supervisor. Results suggest that nurses who left their jobs did not perform that much better than nurses who stayed. While it appears that good performers leave more often than lesser performers, the results do not support claims that performance level is significantly related to turnover. Suggested guidelines for future research are offered. Bibliography.

159) Maynard, C.E., & Zawacki, R.A. (1979). Mobility and the dual-career couple. *Personnel Journal*, 58, 468-472.

- The authors discuss possible solutions and alternatives related to problems

encountered with dual career couples and the relationship of how relocation affects such couples and their organizations. Mobility requirements can be a complicated problem for organizations and can exacerbate existing stresses within the family. Various solutions include commuter marriages, a company couple, spouse bargaining, or the alteration of career goals by the couple. Support services and placement considerations should be addressed whenever there is a required move. Flexibility and creativeness on the part of the couple and organizational communication and support minimize distress caused by transfer. No Bibliography.

160) Merikangas, M. (1983). Retirement planning with a difference. *Personnel Journal*, 62(5), 420, 422-427.

- The author comments upon current retirement planning programs and notes that such programs too often focus on pragmatic rather than emotional concerns. Such programs should be amended to help participants deal with psychological as well as financial considerations. NASA's program is used as a model of a good program and is described in detail. Effective management of pre-retirement programs can lead to improved organizational morale, increased productivity of participants, increased loyalty to the organization, and a greater desire by participants to achieve retirement goals. No Bibliography.

161) Merman, S.K. (1979). Advising and counseling as an HRD activity. *Training and Development Journal*, 33(5), 44-47.

- The author describes the state-of-the-art conditions of the counseling function within organizations and notes that counseling can address the three major human resource problems that often occur in organizations: 1) human communication; 2) human relations, and 3) identification and use of human talent. Counseling programs can help training and development professionals make appropriate responses to employee concerns, help people make appropriate

decisions during stress, and represent the organization as a caring one. Behavioral, action-oriented counseling is most applicable to organizational contexts. A primary goal of counseling is open communication patterns. Bibliography.

162) Meyer, E., & Kradlak, C.A. (1979). Adding pizzaz to your retirement education program. *Personnel Administrator*, 24(11), 63-67.

- The authors note that various conditions are leading to an increase in the number of retirement programs that are emerging in organizations and believe this trend will continue as the workforce ages. Success of retirement programs depends on two key factors: 1) the planning preparedness of the program facilitator; and 2) efficacy of program components and follow-up support efforts. Six topical areas are necessary components of programs. These include financial planning, health maintenance, leisure time planning, housing options, wills and estate planning, and psychological adjustment. The authors provide eight ways to "pep up" existing programs. No Bibliography.

163) Micheals, C.E., & Spector, P.E. (1982). Cause of employee turnover: A test of the Mobley, Griffith, Hand and Meglino model. *Journal of Applied Psychology*, 67, 53-59.

- The authors review existing literature on turnover research and describe their efforts to test the identified model of choice. In the Mobley, et al, model, individual and organizational factors interact to increase the likelihood of turnover. Essentially the model states that job satisfaction or the lack of it may lead to cognitions of leaving which then influence intentions to leave which then affect the probability of leaving. One hundred and twelve mental health employees were surveyed for the research using the JDS, the LBDQ, measures of personal and organizational characteristics. Results are presented as correlations between twelve key variables and the findings are consistent with the model.

Results suggest that many factors influence turnover and that intention to quit is an important factor. Perceived alternative employment opportunities were not found to be an important factor in this sample. The intention to quit may lead to active search behaviors which promotes turnover when opportunities of other employment arise. Bibliography.

164) Mikal, W.L. (1984). A process model of career decision making. *Academy of Management Review*, 9, 95-103.

- The author presents and describes a comprehensive model of individual career decision making that includes dimensions of 1) career roles; 2) expectancies; 3) cognitive maps; 4) attitudes and values; 5) role alteration, and 6) intrarole transitions. The author asserts that career change must be viewed from a decisional framework and that individual differences play a large role in how individuals go about making changes. Individuals who change careers are those that recognize a problem in the role arenas of their life in the sense that there is a discrepancy between role ideals and actualities. This problem recognition process leads to the formulation of a revised career strategy. Information search is also discussed in detail, especially as related to the sources of information accessed, the extensiveness of search behaviors, and the outcomes of the search. Using classical decision theory the author notes how evaluation and choice progress. Propositions are offered in each of these areas. The process model not only affords a revised framework for considering career transitions, but also can be used by practitioners as they intervene with career changers. Bibliography.

165) Miller, L.E., and Weiss, R.M. (1982). The work-leisure relationship: Evidence for the compensatory hypothesis. *Human Relations*, 35, 763-772.

- The authors explore the work-leisure connection and report on a research project investigating the compensatory

model which states that deficiencies in either area will be compensated for by extra effort or attention in the other area. Spillover and congruence perspectives are also reviewed. Two hundred and eleven men on bowling teams were surveyed about their occupations, their orientations to bowling, as well as their scores. Such factors as status recognition, social orientation, occupational status, bowling average, and bowling importance were intercorrelated. Results suggest that individuals will seek status recognition in leisure activities to compensate for lower occupational status, although it was unclear whether work skills were generalized to leisure activities. Bibliography.

166) Miller, W.C. (1984). The value of nonsupervisory feedback in coaching sessions. *Supervisory Management*, 29(6), 2-8.

- The author asserts that feedback from others can be an important factor in coaching efforts. This feedback fills the void that may exist when an individual is evaluated by a single supervisor. Accurate, specific, and supplementary feedback is considered most beneficial to the employee. The author suggests three techniques for obtaining this feedback: 1) using group feedback approaches; 2) engaging in strength bombardment, and 3) seeking counseling. The author also provides six methods for increasing understanding in feedback sessions. Supervisors are seen as critical resources in assuring that such feedback methods have positive effects on employees. No Bibliography.

167) Mirabile, R.J. (1985). A model of competency-based career development. *Personnel*, 62(4), 30-38.

- The author explicates a model of career development that integrates training goals with the overall agenda of the organization. Using examples drawn from business, the author suggests how the model might be applied to defining jobs and the competencies necessary for jobs. The model relies on three component parts: 1) Analysis of positions; 2)

assessment of job-specific competencies, and 3) evaluation and planning. The author indicates that competency-based career development blends human resource development and managerial functions in a comprehensive system of personnel development. Career development professionals are regarded as primary personnel in the development of any program. No Bibliography.

168) Mirabile, R.J. (1986). Designing CD programs the OD way. *Training and Development Journal*, 40(2), 38, 40-41.

- The author asserts that the effectiveness of an organizational career development program is dependent on the degree to which the program synchronizes with corporate culture, goals, and objectives. Applying action research methods during design phases can assist with this. The author supports the perspective that career development programs should be comprehensive and longitudinal in nature and focus. A review of the action research model is provided with appropriate career development program implications. The more that career development can integrate OD techniques, the greater likelihood that CD will be accepted. No Bibliography.

169) Mobley, W.H. (1982). Some unanswered questions in turnover and withdrawal research. *Academy of Management Review*, 7, 111-116.

- The author overviews and critiques several of the primary models of turnover, especially focusing on the fact that process orientations to turnover research often are not process-oriented in nature or methodology. Noting that survey and correlational methods often used in the research do not capture process dimensions, the author supports multiple and longitudinal data collection strategies. The consequences of turnover are also considered and a detailed chart is provided identifying the organizational and individual consequences of turnover. The author provides a number of important questions about turnover consequences including: 1) Can the

consequences and process of turnover be demonstrated in a lawful way?; 2) What factors determine the nature of a consequence?; 3) What further consequences can be specified?, and 4) What are the relationships between individual and organizational consequences? The author also provides critical research questions regarding performance and turnover as well as the relationship between turnover and other forms of withdrawal. Renewed research in this area is important because of demographic changes that will affect the marketplace into the 1990s. Bibliography.

170) Morf, M. (1983). Eight scenarios for work in the future. *The Futurist*, 17, 24-30.

- The author suggests that one of the trends that is most often seen as evolving is the more technology/less work scenario upon which many visions of the future world-of-work are constructed. Eight alternative scenarios are described including: 1) Extreme Taylorism, in which scientific management processes will reduce much work burden; 2) Feudal Unions in which unions regain considerable power and dictate to management the conditions of work; 3) Underground Work-in which more people affiliate with a blackmarket or parallel economy outside of the government's control; 4) Work Couponing-in which people are rationed the right to work; 5) Gods and Clods-in which technocrats would come to dominate the economic environment and access to employment; 6) Shadow Work-in which people are increasingly employed in work that is non-productive in nature, but tied to the emergence of a technocracy; 7) Electronic Cottage-in which a great number of workers stay at home and work through computer networks, and 8) Subsistence Work-in which more people are simply involved in survival economics. The author suggests that most of these scenarios are improbable since the demise of work is over-rated. Technology will create as many jobs as it eliminates and also buoy the labor market. No Bibliography.

171) Morgan, P.J., Patton, J., and Baker, H.K. (1985). The organization's role in managing mid-life crisis. *Training and Development Journal*, 39(1), 56-59.

- The authors look at the dilemma of midlife crisis from a stage perspective and review the causes and responses of individuals to mid-life problems. A number of strategies are suggested for helping both men and women better cope with such crisis including: 1) awareness programming; 2) counseling; 3) continuing education; 4) retraining; 5) mentoring, and 6) support groups. Overall, it is critical for the organization to provide challenges and opportunities for the troubled employee in order to insure that the firm will continue to get its best return on human assets. Bibliography.

172) Morris, J.S., and Tapper, M.M. (1982). Dealing with career in crisis. *Personnel*, 59(3), 62-69.

- The authors consider ways that counseling can be used to avoid termination of problem employees. Because of changing economic and social conditions, firms are having to look at firing unproductive employees more than they have in the past. Proactive assistance with performance or career problems can help turn an average employee around. The typical candidate for outplacement is a 45 year old male who has eleven years of company experience and average earnings of around \$45,000. Five sources of most work-related problems are identified including: 1) impact of external forces; 2) motivational difficulties; 3) personality factors; 4) lack of knowledge or experience, and 5) aptitude. The authors describe a six step directional counseling program that can be developed to help employees. No Bibliography.

173) Morrison, M.H. (1984). Retirement and human resource planning for an aging workforce. *Personnel Administrator*, 29(6), 151-152+.

- The author considers implications of the aging workforce in reference to

retirement programming. The labor market of the next 20 years will feature an aging workplace and the need of organizations to adapt to this reality. The author suggests that more flexible approaches to retirement will evolve as demographic factors infringe on managerial options. The author predicts that the demand for pre-retirement services will increase and current programs that focus on financial counseling will have to be revamped to deal with broader issues. The early retirement trend will continue but will be accompanied by alternative life post-retirement employment, later-life education, more flexible work times, and revised job assignments. Bibliography.

174) Mowday, R.T., Koberg, C.S., and McArthur, A.W. (1984). The psychology of the withdrawal process: A cross-validation of Mobley's intermediate linkages model for turnover in two samples. *Academy of Management Journal*, 27, 79-94.

- The authors review the validity of Mobley, et al's model of turnover and present findings on research completed to validate that model. From a sample of hospital employees and state or county government workers, the authors used questionnaires to elicit: 1) degree of organizational commitment; 2) existence of withdrawal cognitions; 3) career mobility cognitions, and 4) actual turnover rates. Intercorrelations between these and other variables demonstrate a pattern consistent with previous finding related to the model. Results suggest that intention to stay is the best predictor of turnover in both samples. Hierarchical regression showed that for both samples, withdrawal cognitions were associated with turnover. While generalizability of results is limited, organizational commitment may be an indirect factor influencing turnover. Perceived job market may be an important variable as related to mobility perceptions. Bibliography.

175) Mowday, R.T., Steers, R.M., & Porter, L.W. (1979). The measurement of organizational commitment. *Journal*

of Vocational Behavior, 14, 224-247.

- The authors articulate a stream of research aimed at developing and validating a measure of employee commitment to work organization. The Organizational Commitment Questionnaire is described and was administered to 2563 subjects in nine organizations. Based on analysis of the data from this sample, satisfactory test-retest reliability and internal reliabilities are reported. Additionally, cross-validated evidence of acceptable predictive, convergent, and discriminant validity emerged for the instrument. Norms for males and females are presented based on the results from this sample. Bibliography.

176) Muchninsky, P.M., & Tuttle, M.L. (1979). Employee turnover: An empirical and methodological assessment. *Journal of Vocational Behavior*, 14, 43-77.

- The authors explain eight methodological issues in turnover research and review existing empirical literature on the prediction of turnover in organizations. Employee turnover seems modestly predictable based on psychological variables, although better prediction occurs with certain variables than with others. The authors suggest that awareness of these factors coupled with realistic job previews can reduce some turnover. Met expectations is an important factor in turnover and should be considered. Time is needed to develop and administer instruments that may give insight into turnover. Bibliography.

177) Naffzinger, D.W. (1986). The smooth transition. *Training and Development Journal*, 40(4), 63-65.

- The author focuses on the increasing impact of women in the workforce and traces some of the trends that have affected this movement. Training and development can ease some of the problems that may evolve as more women enter organizations today and tomorrow. Needs analysis should precede any attempt to develop a program that deals with emergent issues in this realm. Programs should focus on a number of factors

including: 1) keeping organizational members aware of changes associated with increasing women; 2) increasing teamwork in the organization; 3) determination of who should attend programs, and 4) the composition of participant groups. Fifteen outcomes are specified for programs. No Bibliography.

178) Nagy, S. (1985). Burnout and selected variables as components of occupational stress. *Psychological Reports*, 56, 195-200.

- The author briefly reviews work on burnout and describes the methods and results of a research project that studied burnout as especially related to personality factors such as work orientation, job involvement, and assertiveness. The Maslach Burnout Inventory was used to assess burnout of a sample of secretaries as were the other identified dimensions of interest. According to the author, about 90% of the final sample were experiencing burnout syndromes. Results suggest that burnout was not significantly affected by the level of assertiveness which is often held as a buffering factor against stress and burnout. A relationship was found between burnout and work orientation that suggests that individuals with a high orientation to work reported less burnout. The author notes that results raise questions about whether stress and burnout can be regarded as singular phenomena and the degree to which job involvement contributes to or prevents burnout. Bibliography.

179) Naughton, T.J. (1987). A conceptual view of Workaholism and implications for career counseling and research. *The Career Development Quarterly*, 35, 180-188.

- The author discusses and reviews different perspectives on workaholism and differentiates between those who exhibit a natural degree of career commitment and those that experience an obsessive-compulsive need to be involved in work-related activity. A typology of workaholism is presented that is based on the two identified types. Workaholism should be viewed as

both a matter of degree and as a matter of kind. Committed employees often exhibit behaviors that might be considered workaholism, although their adjustment to work is healthy and productive. Career counselors should recognize that workaholism may signify a stable characteristic of an individual or a developmental phenomenon influenced by organizational or occupational experiences. Implications are provided for counselors and researchers. Bibliography.

180) Neapolitan, J. (1986). Occupational change in mid-career: An exploratory investigation. *Journal of Vocational Behavior*, 16, 212-225.

- The author studied factors that are important in career transitions in mid-career and the relationships between critical variables that affect transitions. The author interviewed 25 career changers to ascertain their perspectives on career decisions and situations that led to the changes they experienced. Key factors in change were found to be: 1) dissatisfaction with occupation at the time of transition; and 2) a belief that a second occupation would be both satisfying and congruent with one's work orientation. Obstacles to change included a loss of income, decline in lifestyle, lack of support, and hardship. Results suggest that changers are not emotionally unstable and their change decisions are usually rational judgements. Bibliography.

181) Nicoll, D. (1982). Organizational termination as an organizational development issue. *Group and Organizational Studies*, 7(2), 165-178.

- The author considers the relationship of termination to intervention strategies within the organizational development discipline and provides case reporting and protocol information to support this perspective. Focus is placed on a public agency and the manner in which termination affects both the agency and individuals in the agency. The author denotes and describes various stages that can be expected in such a process including: 1)

Paralysis; 2) Consideration of termination; 3) Concern for the consequences of termination; 4) Secrecy; 5) Passing time, and 6) Splintering. The task of the consultant in such situations is to go beyond a "planned change" endeavor or program and to assist the affected employees to acknowledge and accept the demise of either the organization or their own jobs. The author criticizes current OD practice for lacking both a model and a strategy for proactively dealing with this situation. Bibliography.

182) Niehouse, O.I. (1984). Controlling burnout: A leadership guide for managers. *Business Horizons*, 27, 80-85.

- The author, using the Hersey-Blanchard situational leadership approach, addresses the issue of burnout and notes that it is an increasingly negative factor in many dynamic organizations. Burnout candidates are seen as individuals who predominantly experience stress as a result of work-related stressors. Candidates for burnout also tend to be rather idealistic and self-motivated achievers who often pursue unrealistic goals. While managers must choose a leadership style that fits the situation in which they operate, they must also apply leadership to situations in which burnout may develop. Among the strategies that leaders can use are: 1) maintain realistic goals; 2) remove job ambiguities; 3) introduce change gradually, and 4) initiate stress management programs when appropriate. Managers need to influence the conditions that lead to burnout. No Bibliography.

183) Nock, S.L., and Kingston, P.W. (1984). The family work day. *Journal of Marriage and Family*, 46, 333-343.

- The authors consider the family work day as an important factor in both job and life satisfaction. Three significant dimensions are related to family work day: 1) combined number of hours worked by the couple; 2) scheduling of work time for family members, and 3) off scheduling of time when one spouse is

working. Analysis of patterns was based on the 1977 Quality of Employment Survey. Coding methods and results of coding of this QES data is reported in depth. Results suggest that the presence of children complicates scheduling problems already faced by dual-career couples. Conflict between work and personal time appears to be a consistent problem within such families. Bibliography.

184) Noe, R.A. (1988). Women and mentoring: A review and research agenda. *Academy of Management Review*, 13, 65-78.

- The author reviews primary theoretical foundations of the mentoring and women literature and research and notes that results suggest that mentoring is beneficial to the individual and to the organization. While mentoring does have definitive benefits for women, it is often more difficult for women to gain mentors, especially male mentors because of several problems including: 1) lack of access to information networks; 2) tokenistic acceptance of women based on forced compliance with affirmative action guidelines; 3) stereotyping and attributions; 4) socialization practices; 5) cross-gender interaction norms, and 6) inadequate or inappropriate use of power by women in a firm. Negative results of failing to gain mentorship include reduced job effectiveness, fewer promotional opportunities, underdevelopment of skills, and a lack of motivation. The organization can also suffer negative consequences including legal scrutiny which may accrue where women are not encouraged to seek out and learn from mentors. Several potential research topics are suggested for further investigation. Bibliography.

185) O'Connor, D.J. (1987). On managing midlife transitions in career and family. *Human Relations*, 40, 799-816.

- The authors review the basic theories on midlife transition noting that while these theories often explain the dynamics

of transition, they less often explain how transitions unfold for individuals in midlife. Using a co-inquiry approach to research, the authors utilized interviews, assessment workshops, and follow-up activities to ascertain the nature of transition within a sample of 64 males and females. Factors identified and studied within the project include: 1) transition step; 2) scope of transition; 3) emotional tone of transition; 4) emotional arousal; 5) life investment; 6) personal life issues, and 7) career frustrations. Five distinct steps in transition were identified and articulated including stability, rising discontent, crisis, redirection and adaptation, and restabilization. The authors also describe their findings on emotionality and rebalancing career and life investments. With rising states of agitation and discontent, individuals seek out more autonomy as opportunities for advancement generally fall away. Differences between the experiences of men and women are described. Overall, the negativity that is engendered by a crisis is transformed to positive energy by those who manage the transitional time. Organizations must handle midlifers flexibly and should endeavor to provide opportunities for self-directedness. Bibliography.

186) O'Connor, E.J., Peters, L.H., Pooyan, A.P., Weekly, J., Frank, B., & Erenkrantz, B. (1984). Situational constraint effect on performance, affective reaction, and turnover: A field replication and extension. *Journal for Applied Psychology*, 69, 663-672.

- The author reports on research testing the impact of various situational factors on performance, turnover, and affect. A large sample of 1450 convenience store managers provided ability tests, various personality instruments, and a biographical history. Additionally, subjects completed a work-related measure of satisfaction and other variables that might affect their job performance and intent to stay with their jobs. Results indicate that various situational factors were significantly associated with lower appraised

satisfaction as well as frustration and turnover at all three levels of management in the study. Results are described in detail. Bibliography.

187) Oliver, S. (1984). The personnel role in technological change. *Personnel Management*, 16(7), 34-37.

- The author describes hypothetical problems of a manufacturing firm in the areas of training, manpower planning, and industrial relations. The author supports an MBO approach to managing these areas and suggests that the following areas be considered when developing such a program: 1) What is likely to go wrong in manpower planning?; 2) If it goes wrong, how and when will we know?, and 3) What will we do about the problem? Planning is really the key to gaining and retaining the personnel an organization needs to maintain competitiveness in a technologically-active environment. No Bibliography.

188) Palamore, E.B., Fillenbaum, G.G., and George, L.K. (1984). Consequences of retirement. *Journal of Gerontology*, 39, 109-116.

- The authors indicate that retirement is one of the most critical issues that face workers from mid-career onward. Most of the research on the topic has been cross-sectional, inconsistent, and limited in the sense that there is little control for factors that may have pre-existed and affected the nature of the retirement experience. The authors assert that satisfaction with their jobs is a critical factor in eventual satisfaction with retirement. Results indicate that various situational factors were significantly associated with lower appraised satisfaction as well as frustration and turnover at all three levels of management in the study. Results are described in detail. Bibliography.

189) Papalia, A.S., and Kaminski, W. (1981). Counseling and counseling skills in the industrial environment. *Vocational Guidance Quarterly*, 30, 37-42.

- The authors point out that the need for

counseling in the workplace has grown since interest has increased in adult development. Using the counseling program at Smith Corona as a model, the author describes key elements of the program and the roles that are played by key counseling personnel in the program. Four general types of counseling situations are identified including: 1) facilitative counseling which involves helping the employee clarify a concern; 2) developmental counseling wherein transitional issues are dealt with; 3) crisis counseling focusing on acute episodes of stress or disruption, and 4) preventive counseling which focuses on the development of programs to meet the on-going needs of employees. Bibliography.

190) Parler, C.L. (1982-83). Facilitative career development in a small business. *Vocational Guidance Quarterly*, 31, 86-89.

- The author provides guidelines for setting up a CD program in a small business and indicates that such programs have several benefits including reduced turnover, increased individual motivation, and fuller utilization of employee skills.

The key is to train the business owner as the program facilitator and to convince him/her that the program has salience to the firm. A program in a small firm of eight personnel is described from initiation to implementation. The Strong Campbell and the Learning Styles Inventory were used to provide for self-awareness, goal clarification, and a renewed work involvement. No Bibliography.

191) Patterson, J. (1985). Career development: Revolution, reform, and renaissance. *The Journal of Career Development*, 12, 129-144.

- The author suggests that work will be significantly changed as society enters a Third Frontier in which technology and information will drive the society. The author notes many of the technological advances that have come upon society in the recent past including computers, robotics, fiber optics, biotechnology, and the space industry. Relying heavily

on the projections of others, the author suggests some of the world-of-work trends that are likely to occur in the foreseeable future including 1) the shift from industry to information; 2) the emergence of more technological jobs than are being displaced; 3) the potential for a severe labor shortage in the 1990s; 4) the emergence and popularity of entrepreneurial career paths, and 5) the presence of irreversible population shifts to the West and South. Decision-making, future planning skills, social and personal life skills, and learning skills are described and viewed as the essential dimensions needed for survival and prosperity in the future. Bibliography.

192) Payne, R.A. (1984). Mid-career block. *Personnel Journal*, 63(4), 38-50.

- The author suggests that mid-career can be a time when both commitment and productivity can fall off because of such demotivating factors as boredom, lack of challenge, poor supervision, success backlash, and career mortality. The "blocked opportunity syndrome" is described related to a lack of interpersonal, communication, and organizational skills as well as to a poor projected image. The value of mid-career employees lies in their knowledge of their firms, their loyalty, and their accumulated skills. They can be important resources for the firm if their potential is encouraged and tapped. Key ways to combat the syndrome include: 1) provision of recognition for organizational input and achievement; 2) enrichment of current job; 3) systematic job rotation; 4) reality-based self-development and planning, and 5) alteration of the systems' perspective on mid-career personnel. No Bibliography.

193) Pearson, P.M. (1982). The transition into a new job: Tasks, problems, and outcomes. *Personnel Journal*, 61, 286-290.

- The author identifies key factors that influence transition into a new job and examines the influence of these factors on job satisfaction and job performance.

Factor. related to the background and experience of the individual, the characteristics of the organization, and the interaction of the two are important to consider in ascertaining the nature and impact of transition. For the new hire, there are two key challenges: meeting his/her career needs and the expectations of the organization. The author tracked the experiences of 60 health care professionals during the first three months of their new jobs. Results suggest that new hires satisfaction was related to how well they progressed toward completing organizational tasks, how well they developed relationships within the organization, and how well they managed non-work conflicts. Organizations may have to rethink their entry processes so that the personal needs of the new hire are more central to programs. No Bibliography.

194) Pendleton, B.F., Poloma, M.M., & Garland, T.N. (1982). An approach to quantifying the needs of dual career families. *Human Relations*, 35, 69-82.

- The authors report on a longitudinal study of 52 dual career couples and review key theories on role stresses and lifestyles as related to both theory and research in the dual career realm. New approaches to research indicate that dual careerism does not always have pronounced negative consequences. For instance women in dual career families may have to face the challenge of becoming trendsetters or breakers for new workstyles. Using questionnaires, the authors review six key career areas of importance including: 1) family-career interface; 2) personal satisfaction in trend setting; 3) career support of traditional husband-wife roles; 4) trend-breaking roles; trend maintenance role, and 6) compensatory factors. These areas can be used as a focus for career counseling in organizations. Bibliography.

195) Perosa, S.L., & Perosa, L.M. (1983). The mid-career crisis: A description of the psychological dynamics of transition and adaptation. *Vocational Guidance Quarterly*,*, 69-79.**

- The authors review some of the dominant theory on transition and relate it to decision-making regarding four questions: 1) Are the risks serious if I don't change?; 2) Are the risks serious if I do change?; 3) Is it realistic to hope to find a better solution?; and 4) Is there sufficient time to search and deliberate?

The focus of the research was to investigate the intrapsychic dynamics that bring about change and the ways that transitional decisions are made. From a sample of individuals seeking a career change information was gathered about their life and career histories, their reasons for changing, the existence of a prior crisis leading to transition, and methods they would use to deal with the crisis. Data was gathered primarily through interviews. Using a stage-based model, the authors describe the progression of subjects through transition. Results are interesting, but do not elucidate the relationship between the two models in which the research was framed. Bibliography.

196) Pfeffer, J., & Ross, J. (1982). The effects of marriage and a working wife on occupational and wage attainment. *Administrative Science Quarterly*, 27, 66-80.

- The authors discuss various perspectives on theory and research related to the progression of one's career including consideration of the ways that marriage affects the movement of males' careers. Most of these perspectives are unclear as to the impact of this and other factors. While marriage is often considered a positive signal of other attributes an employee may have, it may not directly affect career progression. Other perspectives such as the "wife as resource" and the conformity to expectations hypotheses are visited. Other variables that must be considered in addition to marriage status and working spouse would be SES origins, educational level, race, skill level within a job, and additional training. Using a preexisting data base, the authors investigated the relationships between key identified variables. Results from the data analysis are profiled

according to dominant models of marriage in reference to occupational attainment. For professional and managerial groups within the sample, marriage was a generally positive factor on attainment, while having a working wife had detrimental effects on status and wage levels. Bibliography.

197) Phillips, J.J. (1986). Corporate boot camp for newly appointed supervisors. *Personnel Journal*, 65(1), 70, 72, 74.

- The author asserts that training is critical when employees move into new supervisory positions and that training should focus on skill development and the management of transitional difficulties that may eventuate. Training can come at a variety of points in reference to the transition, but should focus on giving the new supervisor the necessary competencies to handle the new position. Twelve learning goals are offered by the author in this realm. Areas that should be included in any supervisory training program include: 1) duties and responsibilities; 2) policies and procedures; 3) employee familiarization; 4) attitudes and confidence; 5) handling of employee interactions, and 6) career development. No Bibliography.

198) Phillips-Jones, L. (1983). Establishing a formalized mentoring program. *Training and Development Journal*, 37(2), 38-42.

- The author addresses the elements of successful mentoring programs and notes that mentoring programs are spreading widely in all organizational sectors. Mentoring introduces new employees to the inner workings of organizations. Mentors can provide help on career goals and advancement, instruction in managerial and social skills, opportunities for visibility and exposure, and counseling about work-related problems. Keys to success of the program include: 1) top management support; 2) integration of the program into a wider CD effort; 3) promotion of voluntary participation; 4) careful matching and selection of mentors and mentorees, and 5) establish-

ment of a monitoring system. Bibliography.

199) Piccolino, E.B. (1988). Outplacement: A view from HR. *Personnel*, 65(3), 24, 26-27.

- The author notes that as more companies are forced into decruitment strategies more professionals are seeking outplacement services to help them cope with fiscal and psychological problems that accompany unemployment. In fact, outplacement appears to be one of the major HRM areas that is growing. Using data from a survey, the author notes that most outplacement services are directed at middle and upper level managers and that external outplacement firms offer employees a number of major benefits including: 1) specialized service; 2) experience in the job market; 3) current contact with the job market; 4) a professional, objective staff, and 5) off-site facilities. Services are generally provided to help out employees, to protect the organization from lawsuits, and to deal with competition from other firms. The author indicates that cost should not be the sole criterion for judging the fitness of a program for an organization's needs. The expertise of the program staff is a critical criterion for determining if a company can offer good services. Since this is a fast-growing HRM sector, it does have a number of charlatans within its ranks. No Bibliography.

200) Pierce, J.L., & Newstrom, J.W. (1980). Toward a conceptual clarification of employee responses to flexible working hours: A work adjustment approach. *Journal of Management*, 6, 117-134.

- The authors explore the literature on work adjustment and relate it to various patterns of flexible scheduling within organizations. Job satisfaction, attendance, and performance are variables most associated with flexible working arrangements, although results tend not to indicate clear relationships. The authors also discuss such factors as circadian rhythms and stress as related to the fit between the individual's ability and the

ability requirements of a job. Need/need satisfaction correspondence is also discussed from the perspective of 1) decision participation and autonomy; and 2) work and personal time harmony. Flexible Working hours may help employees to gain benefit by the acquisition of salient discretionary time and for promoting greater harmony between work and lifestyle. Research generally supports findings including: 1) an increase in job satisfaction with flexible hours; 2) tentative indications that performance may also be positively effected; and 3) reductions in withdrawal behaviors that typify dissatisfaction. A number of research-relevant propositions are offered by the authors for investigation relating flexible work hours to enhanced work adjustment in the areas of rhythms, stress, autonomy, time, commitment, and absenteeism. Bibliography.

201) Pierce, J.L., & Newstrom, J.W. (1982). Employee responses to flexible work schedules: An inter-organization, inter-system comparison. *Journal of Management*, 8, 9-25.

- The authors review the research and theory of flexible work schedules and related concepts. In this research, the authors predicted that flexibility in working hours would lead to an increase in organizational attachment and attendance, as well as in performance, nonwork satisfaction, and job attitudes. Stress was also predicted to decrease where flexible programs were in operation. A sample was used from the insurance industry and three conditions of flexibility were operationalized: 1) fixed and flexible work; 2) staggered and flextime schedules; and across flextime schedules. Results on all the dependent variables are discussed and suggest that the fixed schedule group did experience less positive behavior and satisfaction than did more flexibly-scheduled employees. However, no clear pattern of results supported the overall superiority of a flexible schedule. The authors note a number of study limitations and implications that can be drawn from the research. Overall, however, it appears

that quality of worklife can be enhanced through the use of more flexible scheduling routines. Bibliography.

202) Portwood, J.D. (1981). Organizational career management: The need for a systems approach. *Human Resource Planning*, 4, 47-59.

- The author advocates the integration of CD programs with comprehensive HRM programs and the evolution of a systems perspective in both realms that depicts the interrelationships between critical factors. Needs analysis is an important part of a program and must focus on individual and organizational needs. While a systems perspective is optimal, there are problems with this approach including time in manpower, cost, and information processing difficulties. Such efforts must involve a team approach and must encourage open communication within a firm. An integration model is provided specifying factors in each of these domains: 1) CD/HRM tactics; 2) Organizational Analysis; 3) Individual Analysis, and 4) Systems Development. Bibliography.

203) Powell, G.N. (1987). The effects of sex and gender on recruiting. *Academy of Management Review*, 12, 731-743.

- The author discusses the emergence of women in the workplace over the past 15 years noting that there is now need to differentiate between sex and gender as a factor of importance. While sex relates to biological differentiation, gender relates more to the belief sets that differentiate men from women. A model is provided regarding the potential explanations of gender effects on the recruitment process especially related to gender stereotypes, occupational and legal barriers to employment, applicant's family obligations, job opportunities, and the nature of the pool of incumbents for a job. An elaborate typology based on studies is evolved and demonstrates that gender effects are more common than sex effects. However, the effects of gender were not as definitive as some studies have previously suggested. Gender

differences seem inconsistent in recruiters assessment of applicants. Studies found that the more the rater knew about applicants and positions, the less gender stereotypes influenced evaluations. Future research should examine whether responses to applicants vary according to the amount and type of information provided in proximity to an interview. The effect of available information should also be evaluated from the perspective of the applicant. Bibliography.

204) Preer, R.H. (1983-84). Determining adverse impact in layoffs: Termination rates versus retention rates. *Employee Relations Today*, 10, 407-413.

- The author addresses the topic of adverse impact as related to reduction in workforce situations with especial attention to the legal ramifications of the 1978 Uniform Guidelines on Employee Selection Procedure. Using a hypothetical example, the author demonstrates how comparative rates might be determined. While the most equitable situation remains to equally distribute the burden of layoffs across groups within a firm, consistency with the 80% rule is considered legally safe and realistic given the internal and external challenges that organizations face during down-sizing efforts. No Bibliography.

205) Raelin, J.A. (1983). First-job effects on career development. *Personnel Administrator*, 28(8), 71-76, 92.

- The author reports on a longitudinal, national study of the ways that initial job experiences shape subsequent career development of entering employees. The model that research is based on addresses only work-related variables that are treatable with CD interventions, as well as demographics affiliated with workers in their 20s and 30s. The purpose of the research was to determine how young workers can get the most out of their early careers. Results suggest that one's first job is usually inauspicious and gained via background and education. Aspiration seemed related to the emergence of subsequent advance-

ment or improvement in job niche. Results and implications are discussed including recommendations for personnel practices in organizational entry and socialization. Bibliography.

206) Raffel, J. (1980). Combating employee resistance to retirement planning. *Personnel Journal*, 59, 845-846.

- The author describes ways in which a personnel director can reduce older workers' resistances to taking part in various pre-retirement programs. Employees apparently resist such programming for three basic reasons: 1) fear of admitting to aging; 2) feelings of futility, and 3) fear of being pressured into premature retirement decisions. All three fears can be mitigated by careful and sensitive planning of programs. Strategies may include using other criteria for attendance besides age, through open information sharing on critical topics, and by clarifying that program participation does not affect present or future career options. Open communication on the rationale for and objectives of a program also can reduce resistances. Unless resistances are confronted and effectively mitigated, program participants will not gain fully from programmatic components. No Bibliography.

207) Raffel, J. (1982). How to select a pre-retirement consultant. *Personnel Journal*, 61(11), 850-854.

- The author asserts that the key element of pre-retirement programs must be attitudinal change within program participants. Using outside consultants can be time and resource efficient, although one must be selective in employing a consultant. Key criteria for selection include: 1) consulting experience and background; 2) references; 3) types of programs offered and their relevance to an organization's needs, and 4) cost. A group counseling approach may provide the best means to promote support and change and program outcomes must be more comprehensive than just financial planning. Organizations

must gain knowledge of key issues in the field in order to better select consultants and to be able to evaluate, comparatively, the offerings of consultants. No Bibliography.

208) Randall, D.M. (1987). Commitment and the organization: The organization man revisited. *Academy of Management Review*, 12, 460-471.

- The author reviews historical perspectives on the concept of organizational commitment as both a desirable and detrimental aspect of affiliation with workplaces. Generally, most theory and research has focused on the positive relationships between commitment and work outcomes, although the author suggests that more attention should be paid to negative consequences of overcommitment. Low levels of commitment may lead to innovation and creativity on the part of the employee and may help the organization by increasing corrective whistle-blowing and other disruption-reducing behaviors such as withdrawal and termination of troubled employees. A complete schematic of positive and negative individual and organizational consequences is offered. It appears that the appropriate level of commitment is in the moderate range with benefits outweighing disadvantages. This is not held to be the case for the individual or organization at low or high levels. Four critical implications for organizational research are offered including: 1) more focus on the multiple commitments that may shape employees' commitment in a firm; 2) more rigor in establishing clear relationships between levels of commitment and negative/positive consequences; 3) more attention to the societal ramifications of organizational commitment, and 4) more longitudinal research on the topic especially as related to the effect of longevity on commitment. Bibliography.

209) Raslin-Young, K. (1984). Career counseling in a large organization. *Training and Development Journal*, 38(8), 57-58.

- The author reviews the development

of the career development program at Hughes Aircraft Company where a two-track program allows training of employees in career-related skills and training of supervisors in coaching skills. Individual programs include the following components: 1) transfer processes; 2) career pathing; 3) career exploration; 4) career information sharing via a newsletter, and 5) career planning classes. No Bibliography.

210) Rexford, S.J., and Mainiero, L.A. (1986). The "right stuff" of management: Challenges confronting women. *S.A.M. Advanced Management Journal*, 51(Spring), 36-40.

- The authors note that women must face the challenge of working in and adapting to the male-dominated cultures that govern most organizations. Although women have gained entry and power within many organizations, their progress to primary leadership and management slots has been limited for a number of reasons that the authors identify. Mentoring is one suggested strategy for gaining greater access to opportunity. Additionally the authors provide five summary guidelines for women including: 1) learn to study organizations anthropologically; 2) understand and accept gender power games; 3) take a long-term perspective on problem-solving; 4) adapt a participative style of leadership or management, and 5) become action-oriented. Bibliography.

211) Rhodes, S.R. (1981). The implications of an aging workforce. *Personnel Administrator*. 26(10), 19-22.

- The author provides guidelines for human resource managers to apply when managing an aging workforce including the areas of personnel research, job design, staffing, manpower planning, training, career development, and compensation. Many changes in worklife will be wrought by the aging of the workforce and organizations must anticipate these changes in order to mitigate their impact on firms. Promotions may no longer be as important a source of status in organizations, while

lifelong learning will become more critical. Bibliography.

212) Rhodes, S.R., & Doering, M. (1983). An integrated model of career motivation. *Academy of Management Review*, 8(4), 631-639.

- The authors note that there is little clear evidence on the factors that influence career change, while envisioning career change as movement to a new occupation that is not part of one's typical career progression. The authors review previous studies and career change models including the congruence perspective and the expectancy-valence approach. To build comprehensive models, environmental factors and organizational factors must be melded with individual factors to insure that the actual change decision can be examined. Numerous variables and dimensions are reviewed and related to one another including: 1) intentionality to change; 2) preparation for change; 3) job performance; 4) job fit; 5) search behaviors, and 6) assessment of one's current status in a firm. The authors assert that research must go beyond retrospective studies and must focus on multiple dimensions of performance and outcome. Bibliography.

213) Riger, S., & Galligan, P. (1980). Women in management: An exploration of competing paradigms. *American Psychologist*, 35, 902-910.

- The authors note that despite information to the contrary, women have not made as great strides as supposed in management positions. Situation-centered perspectives should serve as the format for understanding why so few women are in management positions. The authors compare and contrast person-centered approaches with situation-centered approaches, noting that the person-centered approach is based on the female socialization model which is not congruent with managerial roles. The situation-centered perspective focuses on the work environments in which women find themselves, rather than on the traits or skills of women. Attributions and sex-role stereotyping are noted as factors that influence

women's movement in managerial positions. A set of strategies are suggested for both the person and situation-centered approaches including: 1) person growth through skill development; 2) acceptance and adoption of male roles; 3) specific training in decisional and skill areas, and 4) altering power distribution in the firm. Use of an interactive perspective is one way to envision both the problem and its remediation. Bibliography.

214) Robbins, P.I. (1981). How to change careers. *S.A.M. Advanced Management Journal*, 45(3), 46-56.

- The author suggests that the primary reason for most career transitions is the employee's desire for more meaningful and intrinsically motivating work. A format for undertaking a career change is suggested to include: 1) self-assessment; 2) slow movement; 3) establishment of a career goal; 4) improvement of decision-making style, and 5) job hunting. The author also elucidates Haldane's System for Identifying Motivated Skills as a way to focus self-information to facilitate career search and placement. Key areas of self assessment include work histories, previous job analysis, common career themes, skills, interests, and values. In general, career change is becoming more common and natural than was once the case. No Bibliography.

215) Roche, G.R. (1979). Much ado about mentors. *Harvard Business Review*, 57, 14-28.

- The author notes the importance of mentoring to advancement and provides survey results indicating that executives who had mentors experienced greater career satisfaction. The younger the executive, the more likely he/she was to have a mentor and women tend to have more mentors than do men. Mentoring seems to have become more prevalent during the past twenty years. Executives who have been mentored tend to earn more money at an earlier age, are better educated, are more likely to follow a well-defined career plan, and are more likely to serve as a mentor to someone

else in the organization. As the rate of change increases in business, mentoring is likely to become a more necessary condition for organizational success and satisfaction. Bibliography.

216) Rosenbaum, J.E. (1979). Tournament mobility: Career patterns in a corporation. *Administrative Science Quarterly*, 24, 221-241.

- The author reviews in detail the perspectives on organization mobility with special attention to historical antecedents of mobility including previous income and occupation, and status as leading to differential treatment within an organization. The author also considers perspectives on contest mobility within which individuals compete for opportunities and sponsored mobility in which employees are identified for promotion early in their careers. In the tournament view of career mobility, the employee experiences a number of competitions in which winners advance forward toward further organizational and career attainment. Using a longitudinal data base, the author undertook to identify signals that would indicate greater career movement for cohorts in a firm. Five major hypotheses were investigated and related to promotional patterns for employees. Results generally support the significance of early career events as influencing the later experiences and opportunities that are availed an individual within an organization. Bibliography.

217) Roth, D.F. (1983). Why sponsor a pre-retirement program. *Personnel Journal*, 62, 720-722, 726, 728, 730, 732.

- The author describes how an organization may establish and manage a pre-retirement program that facilitates communication within an organization. Most successful programs include didactic, audiovisual, and group interaction components. Eight guidelines for establishing a program are provided including: 1) Research your organization; 2) Investigate all program topics; 3)

Assess available resources, and 4) Be selective in your choice of materials. Pre-retirement programs should benefit the organization and individuals as the enthusiasm of pre-retirees may spill over to other members of the firm. No Bibliography.

218) Rothenbach, W.F. (1982). Ask your employees for their opinions. *Personnel Administrator*, 27(1), 43-46, 51.

- The author reports on a national survey on career development from a sample of 1,293 manufacturing personnel. The Career Development Survey was developed and included 52 questions concerning various aspects of career development. Results indicate that males at both ends of the educational spectrum and working in supervisory positions perceived inequities in the performance/promotion system of the firm. Young and older employees were generally unaware of career advancement opportunities. Female workers over 40 and employees with lower education showed a defined interest in their personal career development and growth. Other results are provided and interpreted. The author asserts that there is a need to develop and implement CD programs that are need-driven and flexible so that the concerns of employees can best be addressed. No Bibliography.

219) Rush, J.C., Peacock, A.C., & Milkovich, G.T. (1980). Career stages: A partial test of Levinson's model of life/career stages. *Journal of Vocational Behavior*, 16, 347-359.

- The authors review in general stage-based models of adult development with special attention to Levinson's model of development which outlines four distinct stages between the ages of 20 and 45 with each stage exhibiting characteristic tasks, behaviors, and attitudes. In the research project, a sample of 759 employees were asked about their experiences related to the Levinson model. Career stage vignettes were given to subjects and they were asked to

describe if they had passed through a similar experience and what issues affected them at that time. Other measures were taken on overall job satisfaction, job commitment, career commitment, and organizational commitment. The brief vignettes are included in the article. Results suggest moderate support for Levinson's model, although little evidence supports the age-linked notion of the stages in the model. Stages were found to be distinctive in terms of 1) upward mobility opportunities; 2) career and overall job satisfaction, and 3) job commitment. Bibliography.

220) Sagal, K., and DeBlasse, R. (1981). The male midlife crisis and career change. *Journal of Employment Counseling*, 18, 34-42.

- The authors examine the concept of "midolence" and the consequences of this mid-life phase on male employees. The various causal dynamics and consequences of the problem are identified including: 1) physical setbacks; 2) empty nesting; 3) marital problems, and 4) loss of American dream. A number of factors that contribute to career dissatisfaction are identified and the dynamics of successful transition are articulated. The authors suggest that career counselors can help midlifers to accurately assess their situations, to develop networking and support efforts, and to grow, as well as to complete unfinished business. Bibliography.

221) Savage, A. (1982). The shrinking ladder: Career development and managerial contraction. *Management Education and Development*.

- The author criticizes traditional ways of career management in a changing work environment and suggests alternative methods to deal with fewer opportunities. Many factors including the openness of career paths and the criteria for advancement must be considered in adequate management of career systems. New technologies, new markets, and uncertainty complicate all organizational management including career manage-

ment. The author suggests that confronting the reality of change assists in the management of change and that performance appraisal, managerial flexibility, and openness to the future can lead to more effective management of human resources. Bibliography.

222) Schein, E.H. (1984). Culture as an environmental context for careers. *Journal of Occupational Behavior*, 5, 71-81.

- The author explores the impact of several cultural factors on career development and affirms that career research is always career based. Culture serves an environmental context for careers and influences the concept of career, the importance of career to personal and family issues and cultural bases for the legitimacy of managerial careers. The author delineates patterns of influence in detail and notes that it is essential to recognize that, within a given culture, the significance of careers will vary considerably. Managers must learn to decipher the future in which they operate, how career occupants view their careers, and the degree of variance in these views. Bibliography.

223) Schiff, F.W. (1983). Flexplace: Pros and cons. *The Futurist*, 17, 32-34.

-The author considers the topic of flexplace which is the concept of allowing workers to work at satellite or home office locations other than company headquarters. Some of the benefits of this include: 1) reduction in gas consumption; 2) reduction of pollution; 3) reduced traffic congestion in urban areas, and 4) fewer auto accidents. For workers, there is less time involved in commuting to work which is generally sunk time and less money expended for transportation costs. Flexplace allows employers to attract and retain workers who might otherwise not be able to work, as well as to reduce costs associated with office management. Critiques of flexplace include a lack of adequate supervision, isolation of workers from colleagues and organizational identity, and lack of adequate resources at home to

accomplish work. Flexplace must be attractive to employees given competing demands for time and must be totally voluntary in nature. No Bibliography.

224) Schlanders, W.N. (1980). Developing an in-house career planning workshop. *Personnel Administrator*, 25, 45-46.

- The author provides guidelines for the implementation of in-house career development workshops that address three critical employee needs: 1) helping them identify satisfying career alternatives; 2) improving the likelihood that newly installed promotion systems will work, and 3) increasing the level of skills employees exhibit. A comprehensive description of the identified nine-session workshop is provided, with specific topics linked to each of the sessions. Sessions focus on such topics as interpersonal communication, skills, personal profiling, supervisor-subordinate relationships, career planning, and personal career pathing. The workshop closes with an invitation to participants to meet for further one-on-one guidance. No Bibliography.

225) Schmitt, N., White, J.K., Coyle, B.W., & Rauschenberger, J. (1979). Retirement and life satisfaction. *Academy of Management Journal*, 22, 282-291.

- The authors consider the relationships between retirement and life satisfaction with special emphasis on associations between demographic variables, job perceptions, and personality characteristics related to retirement satisfaction. The authors used the Minnesota Satisfaction Questionnaire to measure subjects' satisfaction with previous jobs and framed psychological needs in terms of Alderfer's ERG model. Other factors included in the research were self-esteem, reasons for retiring, previous work experience, and demographic, income, and health factors. All these variables served as independent variables, while retirement satisfaction related to finances, associates, work, and health were measured with the Retirement Descrip-

tion Questionnaire. General life satisfaction was also measured. Step-wise regression analysis was used and results suggest that health is the most important factor related to retirement and life satisfaction, while income appears not to be as significant as might be assumed. Positive attitudes toward employment and retirement are directly related to satisfaction for this sample. Several suggestions are provided for future longitudinal research. Bibliography.

226) Schmitt, N., & McCune, J.T. (1981). The relationship between job attitudes and the decision to retire. *Academy of Management Journal*, 24 (4), 795-802.

- The authors discuss factors that impact on the decision to retire especially in relation to income, health, demographics, and job perceptions. Factors associated with early retirement include poor health, adequate pension benefits, job dissatisfaction, and the individual's perception of not being able to keep up in the organization. The author surveyed 145 civil service employees at retirement and in a one-year follow-up study to assess their status and perceptions regarding retirement. Results suggest that financial variables are very important in the retirement decision and that individuals with low job income and lower job levels were more likely to retire. Job attitudes as assessed by the JDS proved to play a secondary role in the retirement decision. Bibliography.

227) Schneier, C.E., Geis, A., & Wert, J.A. (1987). Performance appraisals: No appointment needed. *Personnel Journal*, 65 (3), 80-87.

- The authors consider the importance of performance appraisal to the organization and to the development of personnel, building and describing a proactive model that includes the following functions of supervision: 1) defining roles and responsibilities; 2) performance review; 3) performance problem solving and performance development; 4) self expectations, and 5) coaching performance. The primary goals of a good perform-

ance appraisal system are to reinforce productivity and quality performance as well as to provide information for employment, reward, and advancement decisions. Performance appraisal is often not very popular with managers because of several reasons such as the time needed for good appraisal and evaluation and the general difficulty in communicating expectations. Performance management is seen as a linking, integrative force within the human resource dimensions of an organization. Bibliography.

228) Schneier, C.E., Beatty, R.W., & Baird, L.S. (1986). How to construct a successful performance appraisal system. *Training and Development Journal*, 40 (4), 38-40.

- The authors note why performance appraisals fail and suggest a well-articulated performance management system in which managers make informed, accurate, and behavior-based decisions. The aim of performance appraisal, however, should be more than just quantifying behaviors and should lead to accurate decisions about both the strengths and weaknesses of an employee's performance. Bias and inconsistent management of performance appraisal are critical threats to the objectivity of such systems. Guidelines are presented on systematic management of an effective program. The key element of such systems appears to be the enrichment of the supervisor-subordinate relationship that allows for frequent two-way communication, specification of expectations, and accurate monitoring of performance. No Bibliography.

229) Schockett, M.R., and Haring-Hidore, M. (1985). Factor analytical support for psychosocial and vocational mentoring functions. *Psychological Reports*, 57, 627-630.

- The authors report on a factor analysis study that evaluated whether mentoring functions cluster into particular psychosocial and/or vocational factors. Eight vignettes were presented to 144 college students. Vignettes portrayed either

psychosocial or vocational functions and the subjects were asked to rate the appeal of each function. Results supported previous findings that there are two types of separate mentoring functions that cluster around psychosocial and vocational dimensions. The authors suggest results can help researchers and practitioners formulate new research questions about the mentoring experience. Bibliography.

230) Scholl, R.W. (1983). Career lines and employment stability. *Academy of Management Journal*, 26, 86-104.

- The author asserts that the career concept provides a framework for viewing an individual's past and anticipated future in a coherent fashion. It also provides an individual with a measuring rod for determining career progress. Subjective and objective career perspectives are differentiated with subjective factors including work-related attitudes, and experiences across an individual's career life. Occupation choice, career development, and career staging are important considerations in this arena. Objective career factors would relate to structural features of the organization and the sequence of positions that an individual experiences. The study considered the impact of structural dimensions on individual stability and commitment. Career-based variables such as length of career line, height of career line ceiling, position ratios, upward mobility options, and transit time were hypothesized to affect the stability and commitment dimensions. Results support the centrality of career line as a positive factor in continuing membership within an organization. Additionally, the expectancy valence score (chances for promotion/increase in salary) was strongly associated with membership. Mobility opportunities and turnover were found to be negatively correlated and the research suggests many implications for organizations. Bibliography.

231) Schultz, M.C., & Schultz, J.T. (1986). An examination of the relationship between job satisfaction and job

pressure, skill utilization, and fairness of treatment. 1986 HRMOB Eastern: Region Proceedings. Virginia Beach, VA: Maximillian Press.

- The authors provide a basic background on job satisfaction theory and report on a study of Air Force personnel focusing on three hypotheses: 1) as a unit member's perceived level of job pressure decreases, job satisfaction will increase; 2) as a unit member's perceived level of job skill and training utilization increases, job satisfaction will increase, and 3) as a unit member's perceived level of fair treatment increases, so will his/her level of job satisfaction. Data on both the independent variables previously identified in the hypotheses and the dependent variable, job satisfaction, were obtained through the use of a 16-item questionnaire. Results suggest some confirmation of the hypotheses, although the overall results suggest that multiple factors have the heaviest weighting on job satisfaction. Fairness was found to be the most significant factor in this study. Increasing job pressure, at least within this sample, seemed to increase satisfaction. Other results are discussed. No Bibliography.

232) Schultz, J.B., & Henderson, C. (1985). Family satisfaction and job performance: Implications for career development. *The Journal of Career Development*, 34, 33-47.

- The authors review current theory and research on the relationships between family and job satisfaction including the effect of employment on the family, and the influence of family affairs on work behaviors. From studies on this topic, the authors conclude that the relationships between job and work satisfaction are not very clearly defined, although there seems to be more than intuitive support for a relationship. The effect of work on the family often appears to be negative including problems of scheduling, fatigue, mixed responsibilities, and excessive work time commitments. Given this, the authors suggest a number of time management strategies to reduce role strain. The influence of family on

work suggests that family-related variables including spouse's career, marital problems, pregnancy, and the presence or absence of children do affect workplace behavior. Several directions for future career development programs include: 1) helping clients develop realistic expectations for family, home-life, and work experiences; 2) using creative problem-solving to overcome problems, and 3) maintaining physical and emotional wellness to deal with role stresses. Bibliography.

233) Segal, S. (1984). The working parent dilemma. *Personnel Journal*, 63,(3), 50-56.

- The author asserts that employer-sponsored programs can help parents deal with conflicts that arise between work and family management. As women gain greater work stability and as they affirm the burden of dual-roleism, they will eventually force organizations to deal proactively with the dilemma. Women tend to be impacted more by work/family conflicts than do men, although training efforts should address both groups through information-sharing and social support. Need assessment is a key step in developing a relevant program. Other guidelines for establishing and managing a program are provided. Bibliography.

234) Shackelton, V.J., & Surgeon, P.C. (1982). The relative importance of potential outcomes of occupational guidance: An assessment of occupational guidance officers. *Journal of Occupational Psychology*, 55, 191-196.

- The authors indicate that many career development programs lack outcome evaluation and note that outcomes of such programs can be either subjective or objective in nature. Using a sample of guidance personnel, the authors studied the relative ranked importance of a number of outcomes of career programs. The top five ranked outcomes were: 1) helping client's self-assessment; 2) helping clients identifying personal strengths and weaknesses; 3) helping clients identify interests and job needs; 4) helping clients assess special aptitudes,

and 5) making clients more realistic. All thirteen primary outcomes were categorized into either self-assessment, information, or self-development domains.

While counselors may view one set of outcomes as desirable, clients may have other outcomes in mind. Future research should address that factor. Bibliography.

235) Shaw, J.B., and Grubbs, L.L. (1981). The process of retiring: Organizational entry in reverse. *Academy of Management Review*, 6, 41-48.
- The authors describe the many similarities between organizational entry and exit and note that such transitional experiences as retirement must be managed to enhance the morale and the image management of employees and organizations. Retirement cannot be viewed simply as a legal and economic issue, but also must involve consideration of individual and organizational ramifications. A review of theory and programs in socialization is provided and shortcomings of previous research are specified including: 1) limited focus of program evaluations; 2) little attention to psychological factors that programs attempt to alter, and 3) little consideration of the types of information that should be included in such programs. The authors also spotlight informal socialization programs involving learning the ropes and note that little research has been done in these areas. Bibliography.

236) Sherwood, W.B. (1983). Developing subordinates: Critical to managers and their organizations. *Personnel*, 60, 46-52.

- The author notes that the development of personnel involves knowledge, skills, sensitivity about interpersonal dynamics, and a willingness to give timely feedback, positive and negative, to a subordinate. Such conditions clarify expectations and allow employees to pursue psychic rewards for performance congruent with expectations. The author gives ten rules for giving feedback and notes that empathy, acceptance, and congruence are characteristics that a supervisor must exhibit when giving feedback. The

author also provides a list of 18 supervisory skills falling into four distinct categories: 1) goal and action management; 2) direction; 3) human resource management, and 4) leadership. Delegation is another method to use for both feedback and development and is only thwarted when managers lack the self-confidence to share their power and responsibilities. No Bibliography.

237) Sidwell, P.P. (1981). Career planning for the younger manager. *S.A.M. Advanced Management Journal*, 46(1), 59-64.

- The author asserts that career planning is important to lifestyle and career satisfaction and provides guidance for working with younger employees as they plot their careers. The author provides a complex, multi-dimensional model of individual variables that affect who one is and how fulfillment relates to identified variables. The author suggests that using time wisely, establishing joint career plans in dual career settings, and sound financial planning are keys to good career planning. A list of salient questions is provided in relation to appraisal of current career conditions and projection of career alternatives into the future. Modeling is a very important factor in positive career management, especially related to mentoring and coaching. No Bibliography.

238) Sikula, F., and McKenna, J.F. (1983). Individuals must take charge of career development. *Personnel Administrator*, 28, 89-90.

- The author provides an individual and organizational matrix for career development and states that programs should have a dual focus and increased sensitivity to changes in the environment that will affect careers. Guidelines for individual development and for organizational career management are specified including: 1) consideration of changing work norms; 2) shared responsibility for programs; 3) self-awareness, and 4) framing of career development in broad terms than have previously been used in personnel administration. Programs

should provide strategies allowing individuals and organizations to adapt to changing work in the future. Bibliography.

239) Sinetar, M. (1987). The actualized worker. *The Futurist*, 21, 21-25.

- The author suggests that a greater number of today's employees are interested in self-development as they are in the pursuit of affluence, noting that management will face a challenge in the year 2000 to deliver self-actualization benefits to such workers. From interview data, the author ascertained that many workers over 35 are interested in self-transcendence and social transcendence which involve greater autonomy for the individual and a higher state of general consciousness within the society. An insert describes the new careerist options that appear to be evolving as people turn to more personalistic approaches in managing their lifestyles and careers. Actualization is tied closely to such orientations as entrepreneurialism, greater personal autonomy, and social responsibility. Companies of the future will have to adapt to the nature of the new workforce, especially in the face of the aging and reduced labor force of the future. Programs such as quality circles, communication exchanges, cafeteria benefit programs, wellness centers, and decision-making input groups allow workers to flexibly address their needs. No Bibliography.

240) Slaney, F.M. (1986). Career indecision in re-entry and undergraduate women. *Journal of College Student Personnel*, 37, 114-118.

- The author reviews research on three groups of women (ages 17-22, 30-34, and 40-44 years) in relation to career indecision and the factors that affect indecision in women. The author asserts that career indecision is a salient variable that can assist in the diagnosis of individuals who may experience career-related problems. Using the instruments, Occupational Alternatives Questionnaire and My Vocational Situation, the author reports on the differences between the three age groups

that were surveyed in this research. Women in each of the three age parameters were profiled in accordance with Holland's codes. Results suggest that women in the 30-34 age range seem able to take more advantage of career opportunities because they have spent their adult lives in a changing society. Other results are discussed in depth and the author suggests that such findings can help in the development of programs to assist returning women. More research is recommended in this area. Bibliography.

241) Slocum, J.W., and Cron, W.L. (1985). Job attitudes and performance during three career stages. *Journal of Vocational Behavior*, 26, 126-145.
- The authors report on research testing Super's career stage model which suggests the existence of three distinct career stages between ages 31 and 60. Each stage features particular career issues, job-related attitudes, and behavioral patterns. 675 salespersons participated in the study and completed measures designed to assess various career and attitudinal dimensions. Results supported Super's theory. Within each stage, different attitudes and behaviors were found to predict sales performance and level of job satisfaction. These results suggest that one's career stage does have a direct impact on one's job attitudes and actions. Bibliography.

242) Smith, R.H. (1983). Dealing with personnel when the company moves. *S.A.M. Advanced Management Journal*, 48,(Spring), 4-8.
- The author discusses problems that arise when relocation decisions are forthcoming within an organization and sees that a counseling approach to outplacement can help employees make transitions with less overall stress and displacement. The author notes that outplacement is often contracted out to external consulting firms, although this may not always be the best way to handle the matter. Components of a program should include: 1) employee counseling; 2) career exploration modules, and 3) job promotional efforts. The benefits of such

a program for an organization will include reduced costs related to relocation, preparation of employees for new job contexts, and enhancement of employee self-esteem. An example of one employer's study is provided as a model for program efforts and management. No Bibliography.

243) Snell, S.A., & Baldwin, T.T. (1987). Promotions in the corporate world: Comparing the perspectives of university professors, MBA students, and corporate managers. *Journal of Management*, 13, 587-593.
- The authors elucidate the various criticisms of graduate business education programs which generally focus on a lack of reality orientation within programs. Three hypotheses were investigated in the current study: 1) professors will disagree with managers on the significance of performance-related, social, political, and situational factors on promotion; 2) students and professors will agree on the importance on these four factors, and 3) observed differences in perspective between the three groups can be attributed to amount of full-time experience in business organizations. Questionnaires were distributed to business people, professors, and students, with 50 items per questionnaire broken down into six distinct factor realms; social acceptability, public image, managerial proficiency, task/communication effectiveness, organizational demeanor, and visibility/exposure. MANOVA indicated that there were differences across the three groups, although managers and professors were found not to significantly disagree on the factors that lead to promotion, while managers and MBA students did show significant differences. Further, it was found that professors and students significantly differed in their perspectives. No significant differences were found related to longevity of experiences in the business world. Bibliography.

244) Sonnefeld, J., & Kotter, J.P. (1982). The maturation of career theory. *Human Relations*, 35, 19-46.
- The authors provide an evaluation of

career theory and the evolution of various perspectives over time. They review social class determinants, static dispositional theories, career stage models, and suggest more dynamic ways to view careers in today's complex world-of-work. The life-cycle approach is also considered, although the authors propose a nine variable, dynamic model of career development that includes genetic factors, personality, education, childhood family environment, current work situation, and current non-work situations. Bibliography.

245) Spencer, D.G. (1986). Employee voice and employee retention. *Academy of Management Journal*, 29, 488-502.
- The author reviews the literature on employee turnover and labor relations, especially as related to the ability of employees to effect change or improvement in their organizations. Two studies were conducted to ascertain if there is a direct relationship between the amount of opportunity employees have to voice dissatisfaction and alter disturbing situations. Samples were drawn from hospitals. Questionnaires were distributed to assess employee relations and voluntary turnover within the hospitals. Results suggest that when employees have multiple opportunities for voicing opinions there is greater retention. A second study was conducted with the same sample to determine the nurses' perceptions of the organization's voice mechanisms. The nurses were asked to estimate how effective they could be in alleviating such problems as poor supervision, co-worker problems, and pay and promotional inequities. They also assessed the degree to which management would respond to employee voice. Results indicate that employee expectations or problem resolution are related to the number of voice mechanisms available to employees. Bibliography.

246) Spencer, D.G., and Steers, R.M. (1981). Performance as a moderator of the job satisfaction-turnover relationship. *Journal of Applied Psychology*,

66, 511-514.

- The authors report on a study that examined the various relationships between job satisfaction, rated job performance, and voluntary turnover. Rated performance has been shown to be a significant factor in turnover in at least one other study. The authors suggest that there would be significant inverse relationship between job attitudes and turnover for individuals with low ratings, but not for individuals with good ratings. Hospital employees totaling 295 made up the sample. Results indicated that individuals who leave jobs are somewhat less satisfied than individuals who stay in jobs. Further, low rated employees who left jobs were less satisfied than those low rated employees who stayed. Results generally suggested that rating does seem to moderate the satisfaction-turnover relationship. Bibliography.

247) Sprague, R.L. (1984). The high cost of personnel transitions. *Training and Development Journal*, 38(10), 61-63.

- The author notes that transitions and the crises they create are often damaging to the individuals involved and to the organization. Businesses are beginning to recognize and manage transitional crises so that both cost and trauma can be reduced. Managers can be trained to recognize the symptoms of a crisis and to supportively intervene to help employees deal with the wide array of emotional responses they are having to the crisis. While transitions do have negative consequences, they are also times for re-assessment, life review, and re-assertion of self-control. Being open and honest with the crisis-ridden employee facilitates remediation of the crisis. Proactive management and support prevents more severe problems for the individual and the firm. No Bibliography.

248) Spruell, G. (1985). Say so long to promotions. *Training and Development Journal*, 39(5), 70, 72, 74-75.

- The author notes that in a changing business environment, the opportunities for promotion are likely to decline in the

future. This may have a serious impact on both the motivation and satisfaction of workers who aspire to move up the ladder. Mid-level realms of management are already crowded and will become more crowded as unemployment declines further. What will likely occur is called structural plateauing. A number of problems will eventuate as this occurs and management must go beyond using competition and lateral transfers to manage the emergent problems. The key to successful handling of the plateauing situation is to insure that people continue to derive basic need satisfaction from their work even when advancement is not forthcoming. No Bibliography.

249) Staines, G.L. (1980). Spillover versus compensation: A review of the literature on the relationship between work and non work. *Human Relations*, 33, 111-129.

- The author provides an in-depth review of the topics of spillover and compensation as adaptive methods in balancing satisfaction and dissatisfaction with employment. Both work and non-work activities are seen to share factors such as degree of involvement, types of activities, and subject reactions that are important to understanding how individuals deal with the work/non-work interface. Within each cell hypotheses are provided regarding factors that influence the individual. A thorough review of empirical work in each cell of the matrix is also provided. The author critiques cross-sectional research methods and other shortcomings of research in the topic area and provides useful methodological recommendation for mitigating existing problems in research. Bibliography.

250) Stamp, P. (1985). Research note: Balance of financial power in marriage - An exploratory study of breadwinning wives. *Sociological Review*, 33, 546-556.

- The author provides background on the concept of breadwinning and notes that men's power within the home often eventuates from the role of breadwinner.

Using questionnaires and interviews with breadwinning wives, the author investigated the power dynamics between husband and wife in this sample of English, well-educated women who earned more than their husbands. Results indicate that while the earning power of the women in the sample might suggest that they would have greater power over money management affairs within the family, in fact, they did not necessarily have this advantage. The typical roles for men and women, even when broken, may still serve as guidance for behavior of a power variety within the marriage dyad. Bibliography.

251) Stevens, G. (1986). Sex-differentiated patterns of intergenerational occupational mobility. *Journal of Marriage and Family*, 48, 153-163.

- The author reviews previous studies on the relationship between parental and sibling occupational mobility patterns. Generally, studies show that the occupation of the father had a significant impact on male children's later occupational movement. Five models of intergenerational mobility are presented and described including: 1) the equivalence model; 2) the parent-specific model; 3) the child-specific model; 4) the within and across sex model, and 5) the asymmetric model. Using data from the 1973 Canadian National Mobility Study, the author divided both parents and siblings into occupation specific categories and the relationships between parental and children's occupational movement. Detailed discussion of the results are provided. Overall, there is similarity between the various patterns of influence from parents to sons and daughters. Further, results show that both sons and daughters tend to inherit the occupational orientation of the same-sex parent, although this is true for males more than females. Implications for future research are offered. Bibliography.

252) Stout, J.K., & Williams, J.M. (1983). Comparison of two measures of burnout. *Psychological Reports*, 53, 283-289.

- The authors investigated correlations between the scores on the Maslach Burnout Inventory and the Tedium Measure, while also correlating these measures with level of job satisfaction and health problems. A sample of direct service workers in mental health and retardation settings was employed in the study. Results suggest that burnout is associated with job satisfaction, negative attitudes toward clients, family problems, and increased absenteeism and turnover in addition to other factors. These factors are seen to directly and indirectly affect organizational effectiveness and quality of service delivery. Scores on the Tedium scale correlated with all subscales of the Burnout instrument. Bibliography.

253) Stringer, D.M., & Duncan, E. (1985). Non-traditional occupations: A study of women who have made the choice. *Vocational Guidance Journal*, 33, 241-248.

- The author considers the topic of women working in non-traditional jobs such as those in trades, skilled crafts, and various technical fields, asserting that normative sex role stereotyping accounts for the relatively low distribution of women in these occupational categories. Relying on self-reports and questionnaires of women in such occupations, the author found that money and benefits, personal factors, and enjoyment of the work were key reasons that women involved themselves in such non-traditional careers. Barriers to entry in these jobs were created by lack of experience and job exposure, general discouragement from others, and harassment and overt discrimination. Union membership was found to be a positive contributing factor in employment of women. The author outlines the advantages of employment for women in these areas and suggests that vocational training, work-study programs, volunteerism, and initial part-time employment can help women increase the likelihood that they will find suitable placement. Bibliography.

254) Stumpf, S.A., & Hartman, K.

(1984). Individual exploration to organizational commitment or withdrawal. *Academy of Management Journal*, 27, 308-329.

- The authors describe in detail both underlying theories and previous research on the turnover phenomenon. In a study related to the commitment/withdrawal process, a longitudinal research design was used to track the movements and reactions of 85 subjects who were drawn from the populations of individuals who used on-placement services at a school of business over an eighteen month period. Data was collected at three points: 1) Career exploration data was collected prior to organizational entry; 2) Organizational socialization data was collected two to three months after entry into a job, and 3) Follow-up withdrawal data was collected eight to nine months after entry. Results indicate that career exploration activity prior to entry was associated with organizational entry and socialization outcomes. These outcomes, in turn, predicted early job attitudes and later intentions to commit or withdraw. Further, intentions to quit predicted subsequent exploration behavior and turnover. Bibliography.

255) Stumpf, S.A., & Rabinovitz, S. (1981). Career stage as a moderator of performance relationship with facets of job satisfaction and role perception. *Journal of Vocational Behavior*, 18, 202-218.

- The authors focus on career staging and review stage perspectives on CD, the relationships between performance and satisfaction, and performance-role perception linkages. Using a sample of 102 full-time business faculty, the authors investigated relationships between the identified factors. Using multiple regression, the authors report correlations between factors and mean differences in responses across career stages, as well as interaction effects with career stage as a moderating effect. Results suggest that it is important to consider multiple measures of performance when considering interrelationships between factors. Correlations between

all salient variables are presented and it appears that career stage is seen to have an important moderating effect on both job satisfaction and role perception. Bibliography.

256) Sundal-Hansen, L.S. (1985). Work-family linkages: Neglected factors in career guidance across cultures. *Vocational Guidance Quarterly*, 33, 202-213.

- The author reports and elaborates on cross-cultural trends in work, education, and the family that support the need for new goals in career guidance and counseling, although the uniqueness of each culture must be appreciated. The author contends that sex-roles have been largely neglected in career development theory and practice despite the growing literature which evidences the relevance of the topic to career development research and programming. Key trends include: 1) increased focus on human rights and individual development; 2) changes in the structure of work and people in the workplace; 3) changes in educational goals and programs, and 4) changes in the family structure. The author suggests five career development efforts that must be brought to realization in the future including preparing individuals for life choices and possible futures, developing awareness of career socialization, and emphasizing the relationships between work and other life roles that individuals experience. Bibliography.

257) Super, D.E. (1985). Coming of age in midtown: Careers in the making. *American Psychologist*, 40, 405-415.

- The author suggests that coming-of-age is seen as being well-established in an occupation that promises challenge, opportunity, and identity. Establishment in a career depends on the individual's rate of development and on situational factors that exist in the marketplace as an individual moves along in his/her career development. Five factors can be used to evaluate establishment of a career: 1) obtained status; 2) job satisfaction; 3)

occupational advancement; 4) career progress, and 5) career satisfaction. From the Career Pattern Study, it appears that focusing on career maturity, the readiness to make and implement career decisions is a critical variable in the emergence of successful careers. Bibliography.

258) Symons, G.L. (1986). Coping with the corporate tribe: How women in different cultures experience the managerial role. *Journal of Management*, 12, 379-390.

- The author asserts that women are significantly changing the world-of-work and that it is important to understand how they cope with a male-dominated organizational world. A sample of 67 Canadian women managers was interviewed on factors, relationships, and problems that they have encountered in their work. Taped transcripts and transcriptions were made of all interviews. Two distinct career types were discovered: 1) the professional woman with managerial responsibility and advanced education; and 2) self-made women who tended to be older and less formally educated, although well-educated experientially. The author profiles responses for such topics as: 1) gaining entry into organizations; 2) establishing credibility, and 3) managing gender identity. The various patterns across the sample are often congruent and are described by the author. Results show that initiation rites for women appear to occur with each change in organizational role, thus demanding that women not only adapt to new job responsibilities, but also prove themselves over and over again. While there is provocative suggestion that male and female entry experiences and movement within organizations are different, to date little qualitative data on the similarities and differences of experience has been acquired. Bibliography.

259) Taft, B.H. (198.). Evaluating an outplacement firm. *Personnel Administrator*, 28(3), 87-91.

- The author describes and provides guidelines for establishing outplacement

programs to include the following components: 1) pre-termination consulting; 2) pre-termination interviewing; 3) career planning; 4) job search training, and 5) follow-up assistance. Evaluation should be based on a number of factors including the range and structure of services, the backgrounds of staff personnel, the reputation of the firm, and the fee arrangements. Outplacement is a growing consulting field and one in which firms should cautiously select a consultant. No Bibliography.

260) Talley, W.M. (1982). Practical considerations relative to mid-life career counseling. *Canadian Counselor*, 16(4), 225-230.

- The author describes various factors related to adult developmental transitions and notes that counseling must focus on the critical transitions that individuals experience as they age. Examples of common crises are provided and mid-life is seen as a period when individuals experience change in values, interests, attitudes, and identity. The author suggests that more information on the topic can help individuals and organizations deal with mid-life dilemmas that will arise. Organizations must create more programs for mid-lifers and must expand support services to employees, while advocating for government support in this area. Key questions for the mid-lifer are: 1) Are you a risk-taker?; 2) Are your skills updated?; 3) How much initiative are you willing to take, and 4) Have you considered the ramifications of a change? Bibliography.

261) Thomas, C.C. (1986). The work-personal life relationship: A study of student expectations. *1986 HRMOB Eastern Region Proceedings*. Virginia Beach, VA: Maximillian Press.

- The author notes that students often have quite unrealistic notions and expectations about both what a job will entail and the ways that job and lifestyle will mesh. Evidence from both the 1980s and 1970s confirms these misperceptions. Using a sample of 134 single, undergraduate business students, the

author assessed job expectations through the use of the Job Involvement Scale. Career goals, aspirations, and commitment measures were also taken, as were family and work-lifestyle expectations. A large majority of the students expected to work in white collar jobs, marry, and raise families. Male-female differences were found for a number of factors including the significance of work, time of first child, and expectations about how women will combine work and motherhood. Overall, the students reported a more androgynous division of household labor than they described for their parents. Most reported that they saw no conflict between life and work for their parents and expect none. Bibliography.

262) Thomas, J. (1982). Mid-career crisis and the organization. *Business Horizons*, 25, 73-78.

- The author believes that mid-life problems occur as a result of aging and as a result of changing interfaces between the individual and his/her environment. With an increase in leisure time and a decrease in the salience of work, may people have more time to ponder their past, present, and future. Competition for jobs also increases the pressure on individuals to reframe their career aspirations. Symptoms of mid-life problems may include job disinterest, revised self-image, reduced productivity, depression, and detachment from one's organization. Cause of mid-life conflict may include: 1) role ambiguity; 2) goal conflicts; 3) competition from younger workers, and 4) physical changes. Societal influences also impact the emergence of problems. Critical questions for the individual are: 1) Who Am I?; 2) What do I want to do?; and 3) How do I do it? Counseling, job transfers, role redefinitions, and sponsorship programs are ways that organizations can help mid-lifers. Bibliography.

263) Thomas, L.E. (1980). A typology of mid-life career changers. *Journal of Vocational Behavior*, 16, 173-182.

- The author notes that mid-life career studies have largely excluded middle-

class workers and that most research is based on limited samples. In this study, 73 managers and professionals who have made changes are the sample of choice.

Most of the sample had middle or upper SES backgrounds. Interviews and questionnaires were used to gather data on work, personality, and attitudinal dimensions. Results suggest that money is not a primary causal factor in changes and counter-cultural orientation was also found to have little influence on change choices. Few of the subjects made changes out of necessity and non-work or family problems did not significantly impact change orientation. Intrinsic factors such as a better fit between personal and organizational values and a more meaningful work orientation were factors that influenced change. The author differentiates between individuals who "drop out" and individuals who "drift out", as well as force-outs and bow-outs. Overall, results indicate that there is no fixed pattern of influences on career change for the sample. Bibliography.

264) Thomas, S., Albrecht, K., and White, P. (1984). Determinants of marital quality in dual career couples. *Family Relations*, 33, 513-521.

- The authors note that dual-careerism is a relatively new topic in the behavioral sciences and then provide a basic framework of definitions and understandings about the phenomenon. Using a sample of 34 dual-career professional couples, The Personal Assessment of Intimacy in Relationships Inventory and the Career/Marital Stress of Women Inventory were used to distribute similar couples into groups based on either the reported high or low quality of the marriage. Results are reported in detail and generally indicate that issues such as patterns of spousal mutual career development, satisfaction with marital intimacy, and congruence of perspectives of family and work systems seem to influence the degrees of overall satisfaction experienced in a dual career family. The issue of dual careerism will grow in importance as greater numbers of men

and women pursue meaningful career and lifestyle options. Bibliography.

265) Unfair to men; Retirement age. (1986). *Economist*, 299, 70-71.

The article focuses on dilemmas related to retirement ages in the United States and Britain. Comparisons between the two countries are rendered for both men and women, as well as for other European countries. In other countries it appears that employees, male and female, have greater discretion in determining their personal preferences related to retirement. Relationships between variable approaches to mandatory retirement ages and pension planning are also explored. No Bibliography.

266) Veiga, J.F. (1981). Plateaued versus non-plateaued managers: Career patterns, attitudes, and path potential. *Academy of Management Journal*, 24, 566-578.

- The author reviews the literature on career plateauing and discusses whether particular career paths in an organization can contribute to or detract from mobility. Potential job mobility or elasticity appears to be based on predecessor's experience, degree of exposure and visibility within a firm, and the total number of career opportunities that are available to the individual at the time of a given change. Using a sample of 1,733 managers, the author collected survey data on factors that contribute to both change and plateauing within a firm. The author differentiates between deadwoods, solids, and a control group. Length of time in a position is a critical factor in plateauing and it appears that deadwoods change career focus earlier than solids who tend to have longer staying power with their organizations. Plateauing tends to occur within organizations where there is a pronounced history of previous plateauing. Bibliography.

267) Veiga, J.F. (1981). Do managers on the move get anywhere? *Harvard*

Business Review, 59(March-April), 36-44.

- The author reviews a study of over 2000 managers regarding their job changes and career mobility patterns focusing on how mobile managers are, what is a typical career, and the payoffs for mobility. While there is often an "up or out" syndrome operating in firms, only about 10% of managers actually exited their firms by mid-career. The author depicts patterns of geographic mobility, organizational mobility, and interorganizational mobility, indicating that within this sample most moves were made within firms and before the age of 32. Further patterns suggest that many advances are really lateral moves, while satisfaction in a job cannot be closely related to mobility. Overall, job changers do not fare better financially. Bibliography.

268) Veiga, J.F. (1983). Mobility influences during managerial career stages. *Academy of Management Journal*, 26(3), 64-85.

- The author reports on research that examines various factors related to career mobility and the ways that these factors impact individuals and organizations in terms of career change. Three stages of the managerial career are identified as: 1) corporate learning (29-37 years); 2) corporate maturity (38-55 years), and 3) pre-retirement phases (56-64 years). The characteristics of each stage are described and considerable detail is provided on barriers to change, career path variables, and the underlying motives for career change. With a sample of 1,216 supervisory personnel, the author acquired detailed job histories and found that the key determinant of mobility appears to be time in one's first position and that factor's impact on subsequent career movement. Bibliography.

269) Verlander, E.G. (1985). The system's the thing. *Training and Development Journal*, 39(4), 20-23.

- The author advocates career management as a program that will enhance an overall organizational system and asserts

that such programs work best when integrated into the overall structure of the organization. Eight stages in a career planning program are specified as are their linkages to other HRM functions. The efforts of HRM must be tied to the business strategy of the organization and career counseling can bridge the gap between organizational and individual best interests. Ten guidelines are given to managers to enable them to better help their subordinates in taking advantage of career development options. No Bibliography.

270) Vetter, E.W. (1985). Getting human resource planning on the Dean's list. *Training and Development Journal*, 39(4), 16-18.

- The author notes the many shortcomings of current methods of human resource planning and suggests that there are many areas where HRM planning can be used to help organizations better operate. Generally, there has not been an integration of HRM practices with those of business strategy. This is the case because so many HRM professionals lack business sense. The author discusses succession planning in some depth and believes that career management can allow both organizations and individuals to gain insight into future career options and manpower needs. Three factors are seen as most important to career success: 1) good jobs; 2) good performance, and 3) good bosses. HRM Planning. No Bibliography.

271) Vincelette, J.P., & McGrath, R.R. (1986). Job Satisfaction: A comparison of full-time and part-time workers. *1986 HRMOB Eastern Region Proceedings*. Virginia Beach, VA: Maximillian Press. - The authors focus their research on determining differences in levels of job satisfaction between full-time and part-time bank employees. Satisfaction measures included those for work, pay, advancement, supervision, co-workers, and overall job. The Job Descriptive Survey was used as a primary measurement tool. In a simple ANOVA test of differ-

ence, significant differences were discovered for both work and pay satisfaction. When age, sex, and employment were added to the model, other significant effects emerged including: 1) a significant main effect for status on pay satisfaction; 2) significant main effects for age on promotional, supervision, work, and pay satisfaction, and 3) a significant main effect for sex on pay. Significant interaction effects were found for job in general satisfaction, promotional, supervision, work, and pay satisfaction. Results are discussed and framed theoretically in some detail. Bibliography.

272) Von Glinow, M.A., Driver, M.J., Brousseau, K., and Prince, J.B. (1983). The design of a career-oriented human resource system. *Academy of Management Review*, 8, 23-31.

- The authors describe and develop a general systems view of the HRD function that includes structure, process, boundaries, and human factors as critical to system success. Factors of importance are identified in each of these areas and the ways in which CD impacts on each dimension is provided. The authors affirm a need for integration between system components so that one can chart the affects of different system components, including CD, on one another. The model is developed in great detail and is focused on the dynamic interplay of types of work, values, temperament, and outlook. The authors suggest that the model can be used for measurement and diagnosis, to design subsystem programs and components, to design sensitive HRD systems, and to track individual career progress. Bibliography.

273) Voydanoff, P. (1985). Work/family linkages over the life course. *Journal of Career Development*, 12, 23-32.

- The author addresses the various ways and strategies that both men and women combine and integrate career orientation and other roles that demand their attention. The author reports a number of changes that have occurred in the societal

realm over the past 30 years and the ways that these changes have affected the working individual, especially as related to the dynamics within the family. Problems that evolve as a result of these sociological changes include role conflicts, overload, and conflicting expectations of self and work. Ways are suggested for the management of these problems and the author describes how both sequential role staging and symmetrical role allocation are strategies that may reduce some of the stress that is experienced. These strategies are traced across the stages of family development to provide a longitudinal perspective on the dynamics of the issue. The author does note that recent changes in the policies and structure of the work environment (flextime, mobility policy, parenting leaves, transfers, job sharing, and part-time employment) have eased some of the burden that is placed on the individual and the family. Bibliography.

274) Voydanoff, P., and Kelly, R.F. (1984). Determinants of work-related family problems among employed parents. *Journal of Marriage and Family*, 46, 881-892. - The authors examine the relative importance of individual, work, and family characteristics in relation to work-related family problems as perceived by dual-employed parents. Work/family role strain and family economic level are areas where problems are believed to most often occur. Questionnaires were obtained from 468 working parents. Using hierarchical regression analysis, results indicate that several factors relate directly to time shortages and income inadequacy. In combination, individual, work, and family factors can account for many family-based problems that are experi-

275) Wanous, J., Reiches, A., & Malik, S. (1984). Organizational socialization and group development. *Academy of Management Review*, 9, 670-683.

- The authors suggest that there are many conceptual similarities and temporal overlap between organizational socialization and group development. Since both

phenomena can occur simultaneously, it is important to regard the processes as interactive. Stage models of the two processes are compared and integration of the two processes can contribute to theory-building, research on the topics, and appropriate interventions within organizations. Taking an integrative view also allows people to consider common underlying behaviors that influence both developmental events. Behavior coding, causal mapping, and conflict diagnosis are suggested as research methods to use to study group development and socialization. Bibliography.

276) Waters, W.F. (1985). Retirement: The importance of early planning. *Supervisory Management*, 30, 40-42.

- The author focuses on preparing for retirement by planning in the key areas of social security, pension, and other resources. Having an IRA is also considered to be an important adjunct program. The author recommends that individuals scrutinize their employer's plan, especially as related to employee stock ownership and salary reduction plans. Further, profit-sharing, early retirement, and the role of IRAs in planning is considered. Regardless of one's age, it is important to plan in advance for the inevitable. No Bibliography.

277) Wehrenberg, S.B. (1984). Accommodating the stages of career development. *Personnel Journal*, 63(5), 19-20.

- The author views career development as the responsibility of the organization in this basic article on the topic. Hall's stage model of career development is described and ways that firms can help individuals in their career development are suggested. People at different stages in their careers will require different approaches that training personnel can play in efforts to meet the needs of the individual. Bibliography.

278) Wehrenberg, S.B. (1984). Preparing to retire: Educational programs that help employees. *Personnel Journal*, 63(9), 41-42.

- The author describes various things that organizations can do to make the retirement transition easier for employees. Most organizations offer a variety of educational programs that help employees gain information on retirement and begin the planning process. Such programs tend to create and maintain good will and morale, while also helping to cancel misperceptions of retirement. Educational programs should include information on pensions, insurance, and legal information pertinent to the retiree. Using rap sessions or short discussion sessions can introduce these topics to employees without creating a stigma. Guest speakers can also be used to give information and share perspectives. Bibliography.

279) Weikrich, H. (1982). Strategic career management: A missing link in management by objectives. *Human Resource Management*, 21(2), 58-66.

- The author indicates that little connection is made between CD and MBO. This situation may lead to the demise of an MBO program because individual as well as organizational needs may not be considered in planning. The author provides a long list of individual-organizational conflict domains including: 1) concern for self versus organization; 2) role conflict, and 3) geographic location. A twelve step Career Strategy Model is offered which focuses on self, organizational, and environmental analysis as important processes integrating career development programs and MBOs. Within the model, four basic career strategies are described. Bibliography.

280) Wheelock, K. (1985). No fault corporate divorce. *Personnel Administrator*, 30(3), 112-117.

- The author considers the issue of no fault termination and indicates that it is a moral and legal issue when organizations are forced to terminate competent employees. Changes in attitudes toward human resource management has brought about changes in management's attitudes toward termination. Corporations may

wish to evaluate re-entry options for economic, cultural, and moral/legal dimensions. While every organization may have deadwood, the author asserts that better performance appraisal and supervision may reduce trauma during periods when employees must be let go. Organizations are viewed as having no necessary responsibility or obligation to provide re-entry support for poorly performing employees. No Bibliography.

281) Why late retirement is getting a corporate blessing. *Compensation Review*, 16(2), 56-58.

- The article reviews how companies are starting to keep older workers through a number of means including incentives, reduced hours, and job sharing. Such approaches can help organizations cope with the labor shortages that are likely to occur in the coming years, but these programs can also contribute to better climate in organizations. One rather new technique is pension accrual after the usual retirement age of 65. Keeping older, more experienced workers will be a definite advantage to organizations in the future. No Bibliography.

282) Wiley, D.L. (1987). The relationship between work/nonwork role conflict and job-related outcomes: Some unanticipated findings. *Journal of Management*, 13, 467-472.

- The author reviews the literature on the topic noting that most of the previous research has looked at the relationship between role conflict and various dimensions of life and work satisfaction. Little work has been done on the relationship between nonwork role factors and levels of satisfaction. Overall, the author predicted that conflict between work and nonwork roles would be negatively related to satisfaction. This hypothesis was investigated within a sample of 191 graduate students. Data was collected through questionnaires and included information on work/nonwork role conflict from which four primary factors were identified: 1) job/person conflict; 2) role overload; 3) job/family conflict, and 4) family/job conflict. Job

satisfaction was measured with the JDS. Measures of life satisfaction, job involvement, and organizational commitment were also taken. Intercorrelations and multiple regression results are reported for these factors. Overall the role conflict dimensions were significantly related to each of the satisfaction and commitment factors, although the degree and pattern of relationship varied within each of the satisfaction factors. An interesting discussion of the results is provided. Bibliography.

283) Wiley, M.G., & Eskilson, A. (1983). Scaling the corporate ladder: Sex differences in expectations for performance, power, and mobility. *Social Psychology Quarterly*, 46, 351-359.

- The authors provide a strong review of literature and research on factors that lead to corporate success focusing on factors that contribute to or detract from the advancement of women and minorities within large organizations. The authors review the structural theories of organizations noting that such things as sex and race can be used and serve against women and minorities as performance indicators. Considerable detail is given on different theories. Using a sample of older career persons studying in an MBA program, the authors used brief scenarios as the focus of the research where the subjects were to make and report their reasoning for why certain depicted employees were appointed. Subjects also rated the importance of luck, ability, long-term effort, superior support, and affirmative action related to the scenarios. Results are portrayed in great detail as is the discussion of results which do seem to indicate that there is a difference in the ways that men and women are perceived relative to the variables of the study. Bibliography.

284) Wilhelm, W.R. (1983). Helping workers to self-manage their careers. *Personnel Administrator*, 28(8), 83-89.

- The author notes that today's managers have a greater desire to actively participate in their development and are less

willing to relinquish this to their organizations. Self-analysis is a key in planning for such professional development. A 14 week course in personal career management is described where employees study themselves, their needs, and the options that are open to them in the organization. Individual career development plans are integrated into performance appraisals so that monitoring and updating can occur. The organization benefits from such an effort, at their expense, by reducing turnover and clarifying managers' movement within the firm. Key elements of analysis include: 1) a structured written self-interview; 2) the Strong Campbell Interest Inventory; 3) a career values exercise, and 4) structured interviews with two significant others. The author reports on a Hewlett-Packard study that indicated managerial self-nomination for promotions was an important factor in gaining advancement. Bibliography.

285) Wilkins, S., and Miller, T.A.W. (1985). Working women: How it's working out. *Public Opinion*, 8(3), 44-48.

- The authors acknowledge the importance of women in a changing environment of lifestyles during the past 20 years and note that the majority of women feel the most personally satisfying life is one in which career and family life are well-coordinated. They report that the majority of individuals appear to support improvement in the status of women, although women continue to experience difficulties in maintaining careers. It appears from the authors' perspective that factors external to the work environment stifle women more than work-related factors. In assessing the future, the authors assert that more women will look at work as a career, that working couples will face more difficulty in deciding whose career is most important, and that pressure from two-income families will force employers to adopt new programs and policies. No Bibliography.

286) Williamson, B.A., & Otte, F.L. (1986). Assessing the need for career

development. *Training and Development Journal*, 40(3), 59-61.

- The authors provide a comprehensive model of needs analysis in career development, while noting that no career development endeavor will fit all organizations or the needs of all employees. Needs assessment requires a process of determining what should be, a way to determine existing conditions, and a method for bridging the gap between the actual and ideal state. Interviews, organizational climate surveys, and other organizational data are key resources for identifying current and emergent conditions. Using multiple input methods helps to insure that a realistic portrayal of the organization and its employees is obtained. As information is catalogued, it must be openly communicated to employees throughout the organization. Bibliography.

287) Wolf, J.F., & Bacher, R.N. (1981). Career negotiation: Trading off employee and organizational needs. *Personnel*, 58(2), 53-59.

- The authors indicate how a negotiation approach can be used to identify and plan employees' future roles in a firm. While some degree of negotiation is always present in career development, conscious use of this process can allow for realistic individual and organizational planning. Negotiation should take into account the individual's needs within the framework of the manpower structure of the organizations. The authors provide a model of career negotiation and scenarios of how it might work within different organizations. While individual and organizational needs may be in conflict, negotiation offers a mutually beneficial outcome for both parties. Individuals tend to view their careers as self-development domains, while organizations see careers as organizational units. When these divergent perspectives are ignored, problems can follow. No Bibliography.

288) The Woodlands Group. (1980). Management development roles: Coach, sponsor, mentor. *Personnel Journal*, 59, 918-921.

- The authors focus on the various roles that managers hold and ways to enhance managers' abilities to use these roles for the benefit of employees and the firm. The Coach role involves helping employees reach specific growth need goals through guidance of that employee in work-related realms. The Sponsor role involves finding and supporting the advancement of talented employees who fit the needs for skills within the firm. The Mentor role entails more close support and guidance of the employee over a longer period of time where information, ideas, and methods are shared. Skill and comfort in these roles can be developed through a number of means including: 1) training and development in role clarity and performance; 2) inclusion of roles as a job expectancy; 3) rewarding of individuals who perform the roles; and 4) provision of information on the importance of such role-playing proactivity to the firm. No Bibliography.

289) Woodruff, R.L. (1981). *The first rung. Advanced Management Journal*, 45(1), 53-59.

- The author discusses and provides recommendations for programming in career entry of new managers. Such employees need to receive information and training in learning style, listening ability, and problem-solving and creativity. Additionally such managers must be encouraged to understand the organization and take a patient attitude toward advancement. Use a coach for guidance and feedback can be a helpful method to achieve these ends. Helping entry level managers realize and adapt to the expectancies of the organization is another important goal during early socialization experiences. Contracts can be used to clarify gray areas as well as to formalize the mutual and reciprocal relationship between the individual and his/her supervisor. When people leave a firm, an opportunity is presented to further understand the organization. No Bibliography.

290) Work, R., Williams, D., & Halstead, G. (1983). *Do formal career*

development programs really increase employee participation? Training and Development Journal, 37(9), 82-83.

- The authors review the findings of seven studies designed to determine the relative impact of career programming on employees. A questionnaire was sent to career development managers to establish disparities between actual and ideal programs and to ascertain participation rates. Data is reported on reasons for program initiation, targets of program, and the types and frequencies of offered programming. Career information services were found to be the most used type of program and percentages of usage of other programs including career pathing, career counseling, training workshops, and career evaluation are provided. Individual employees tend to report the benefits of CD programming as opportunities for career growth, increased earning power, increased job satisfaction, and improved self esteem. Managers reported benefits to be reduced turnover, increased performance, effectiveness, and profits. Bibliography.

291) Yogev, S., Brett, J. (1985). *Patterns of work and family involvement among single and dual earner couples. Journal of Applied Psychology*, 70, 754-768.

- The authors propose a typology of dual and single-earner couples based on each spouses' involvement in work and family roles. The authors investigate the frequencies of various patterns of dual- and single-earner couples, while determining whether or not different types of couples hold distinct attitudes toward work and family. Questionnaires were distributed by mail to 245 couples with 142 dual-earner families and 103 husband-only families. The questionnaire assessed work involvement, family involvement, role-behavior, and role attitudes. Results indicate that work and family attitudes and behaviors of one spouse are related to the work and family attitudes and behavior of the other spouse among dual-earner families. This was not the case with single-earner families. Role-symmetric couples are more prevalent

among both types of families than are role asymmetric couples. The authors conclude that there are cross-spouse influence patterns that should be taken into consideration when studying patterns of work involvement and behavior in families. Bibliography.

292) Youngblood, S.A. (1984). *Work, Non-work, and withdrawal. Journal of Applied Psychology*, 69, 106-117.

- After reviewing the literature on absenteeism, the author describes a study that investigated absenteeism by testing the linkages between work and non-work domains and the presence of temporary withdrawal from work. Work attachment was assessed with the JDS, while multiple measures were used to identify non-work attachment including time value, the ideal workweek hours, and overtime hours. Dependent variables in the research were based on total hours lost and frequency of absenteeism dimensions. Correlation and regression analyses were used to specify relationships between the measures of the sample of 186 public utility employees. Results indicated that the value of nonwork time was more strongly associated with absence hours, while work attachment was more consistently correlated with the inception of absence. Results generally support the notion that absenteeism is a function of motivation processes existing in both work and non-work domains of an individual's life. Implications of the research and suggestions for future research are provided. Bibliography.

293) Zey, M.G. (1985). *Mentor progress: Making the right moves. Personnel Journal*, 64(1), 53-57.

- The author describes how mentoring programs can help firms reach their affirmative action mandates and benefit the firm as well as the individual employee. Mentoring allows for better relationships between senior and junior managers and allows for better cohesiveness within the managerial ranks. Further, formal mentoring programs can be designed to extend to non-traditional groups, especially in the areas of organ-

izational socialization and training. Five factors are critical before establishing a program: 1) Participants; 2) Matching of mentor and protege; 3) Length and timing of the program; 4) methods and frequency of interactions, and 5) mentoring responsibilities. The author depicts a typical program containing seven stages and provides helpful suggestions related to the management of such a program. No Bibliography.

294) Zey, M.G. A mentor for all. *Personnel Journal*, 67(1), 46-51.

- The author discusses the mutual benefits that can be gained within the mentor-protege relationship as well as the organizational benefits that can be expected including 1) the development of personnel; 2) improvements in managerial succession; 3) increased productivity, and 4) enhanced communication within and across organizational levels. The emerging labor shortage will force many organizations to take more serious steps to retain quality workers and mentoring,

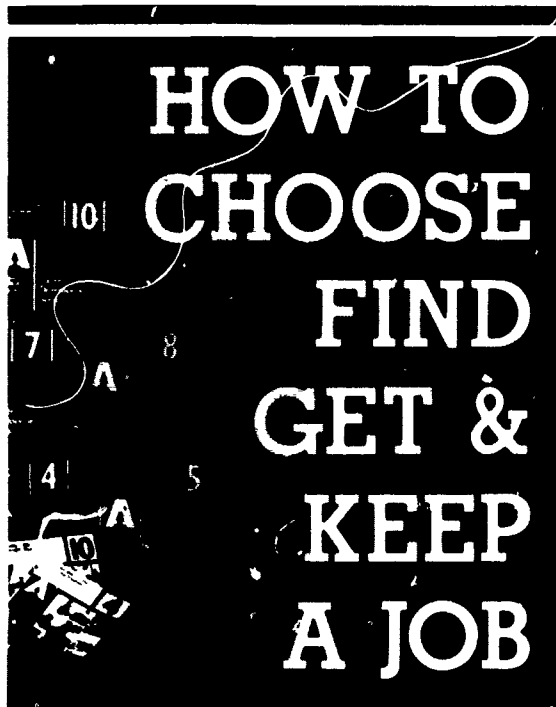
formal or informal, is one way to help employees better identify with the organization and transit difficult adjustment periods within an organization. Recruitment and the image of an organization as caring about its employees can also be improved through mentoring. Mentoring is also seen to help companies as they merge with or acquire other firms and to develop greater innovation for future challenges. Bibliography.

295) Zorn, T.E. (1933). A more systematic approach to employee development. *Supervisory Management*, 28(6), 2-12.

- The author asserts that employee development must be a well-planned effort or the benefits and goals of a program will not be realized. While the process of assessing needs and establishing goals could be a dimension of performance appraisal, both supervisor and subordinate should consider three important issues: 1) What is required of the employee for development and progress?;

2) Is the supervisory relationship a positive, helping one? and 3) Is the employee interested in career development? The author differentiates between "can" and "must" interventions by supervisors wherein the supervisor decides the degree to which he/she has responsibility for a particular career or performance consideration. An Individual Development Plan is suggested and is based on careful needs assessment, future projections of potential options, establishment of performance goals, and periodic review and monitoring of progress. No Bibliography.

E. Nick Maddox is an Assistant Professor of Management in the Department of Management and Marketing at Stetson University. Wendy Sauer is Maddox's research associate and a soon-to-be law student. Marlyn Maddox is a Special Educator in the Volusia County School System and an independent human development consultant.



Adkins Life Skills Program

Career Development

Enable your students to choose a **CAREER** and get a **JOB** that's good for them

Our Life Skills/Career Development Program:

- Increases job placements
- Enhances job retention
- Is competency based/focuses on behavior
- Increases motivation
- Includes staff training
- Enhances positive attitudes
- Uses a group counseling approach
- Is Video based/experiential
- Increases enrollment/attendance

For more information call or write

M. Barry Semple, Executive Director
 Institute for Life Coping Skills
 Located at Teachers College, Columbia University
 525 West 120 Street, Box 138, New York, NY 10027
 (212) 675-1181

SUBJECT INDEX

This index is provided to help you locate articles of general interest and topic area. It is not a comprehensive index although it should be useful in directing you to articles with similar basic themes.

Affirmative Action - 51, 77

Career Attitudes - 20, 56, 57, 84, 241, 266

Career Development Research Studies - 2, 7, 9, 11, 17, 19, 23, 24, 26, 27, 28, 30, 31, 32, 38, 42, 43, 50, 55, 56, 59, 60, 62, 64, 66, 67, 78, 80, 82, 90, 93, 98, 100, 101, 104, 117, 119, 122, 124, 125, 127, 129, 130, 137, 139, 141, 142, 143, 145, 146, 147, 150, 153, 155, 157, 158, 163, 165, 174, 175, 178, 180, 183, 185, 230, 231, 234, 240, 241, 243, 245, 246, 251, 252, 253, 254, 255, 258, 261, 263, 264, 266, 276, 268, 271, 274, 281, 283, 291, 291.

Career Development Theory - 244

Career Enhancement Therapy - 76

Career Establishment - 257

Career Expectations/Perceptions - 36, 147, 240

Career Management - 25, 35, 48, 49, 52, 53, 61, 77, 78, 82, 118, 132, 139, 168, 190, 202, 221, 238, 261, 269, 279, 284, 287, 290

Career Mobility - 24, 159, 216, 230, 242, 251, 267, 268

Career Motivation - 212

Career Pathing - 34, 46, 219, 230, 266

Career Planning/Programming - 8, 23, 34, 41, 73, 80, 83, 91, 99, 109, 115, 120, 209, 218, 224, 237, 277, 288

Career Progression - 7, 78, 243, 248, 283

Career Transition/Change - 9, 65, 86, 140, 144, 151, 164, 273, 180, 185, 193, 195, 197, 214, 247, 260, 267

Changing World-of-Work/

Employment - 22, 36, 45, 46, 63, 69, 74, 77, 85, 126, 138, 170, 173, 187, 191, 211, 221, 222, 239, 248, 256, 273

Coaching - 5, 12, 166

Creativity - 156

Recruitment - 138, 204, 280

Decision Making - 164

Dual Careerism - 24, 43, 68, 71, 74, 111, 117, 124, 141, 149, 159, 183, 194,

264, 285, 291

Employee Counseling - 1, 33, 40, 61, 75, 89, 123, 142, 146, 154, 159, 161, 167, 172, 189, 209, 234, 236, 260

Entrepreneurial Careers - 29

Flextime - 200, 201, 223

Futurism - 22, 36, 46, 53, 63, 69, 95, 154, 170, 191, 223

Family-Work Interface - 11, 45, 50, 57, 71, 74, 79, 93, 96, 151, 152, 183, 185, 196, 232, 233, 250, 251, 255, 261, 273, 274, 282, 291, 292

Goal Setting in Career Development - 112

Human Resource Management - 6, 112, 173, 270, 272

Job Family Concept - 131

Job-Person Interface - 31, 32

Job Interviewing - 15

Job Performance - 100, 153, 186, 200, 232, 241, 246, 255

Job Satisfaction - 98, 119, 125, 127, 143, 157, 158, 186, 188, 200, 231, 246, 255, 271, 282

Lifestyle Planning - 110

Managerial Success - 104

Marginality - 37

Mid-Career/Mid-Life - 65, 154, 171, 180, 185, 192, 195, 220, 260, 262, 263

Mentoring - 4, 14, 28, 39, 44, 47, 62, 67, 70, 72, 97, 105, 128, 129, 130, 134, 135, 136, 184, 198, 215, 229, 288, 293, 294

Need Assessment in Career Development - 55, 108, 113, 177, 194, 202, 218, 286, 295

Networking/Social Support - 38, 60, 61, 66, 72, 143

Organizational Commitment and Turnover - 17, 27, 52, 59, 64, 81, 100, 101, 127, 153, 155, 157, 158, 163, 169, 174, 175, 176, 186, 200, 208, 230, 245, 246, 254, 292

Organizational Entry and Socialization - 30, 37, 59, 66, 81, 107, 150, 193, 205, 235, 237, 254, 258, 275, 289

Outplacement - 3, 13, 16, 18, 21, 51, 58, 87, 88, 94, 103, 106, 172, 199, 242, 259, 280

Performance Appraisal - 114, 121, 227, 228, 295

Plateauing - 42, 53, 78, 192, 248, 266

Pre-Retirement Programs - 10, 23, 26, 56, 92, 160, 162, 206, 207, 217, 218

Questionnaires/Instruments

Attitude Self Test - 20

Burnout Measure - 60

Career Development Survey - 218

Career Strategies Inventory - 78

Global Measure of Supervisory Satisfaction - 143

Guilford Zimmerman Temperament Scale - 32

JDS - 32, 143, 163, 226, 271, 282, 292

Job Involvement Scale - 261

Job Satisfaction Survey - 143

LDBQ - 143, 163

Managerial Career Survey - 42

Management Survey - 42

Maslach Burnout Inventory - 178

My Vocational Situation - 240

Organizational Commitment Questionnaire - 175

Quality of Employment Survey - 183

Retirement - 26

Tedium Measure - 252

Turnover - 27

Realistic Job Previews - 59

Recruitment and Selection - 145, 187, 203

Research Critique - 40

Retirement - 19, 20, 56, 69, 84, 122, 126, 173, 188, 225, 226, 235, 265, 276, 281

Spillover Effect - 50, 249

Termination - 18, 133, 181, 204

Training - 108, 113, 116

Training Careers - 137

Vocational Interests - 90

Women and Careers - 24, 29, 37, 45, 47, 67, 77, 90, 134, 177, 184, 196, 203,

210, 213, 240, 250, 253, 258, 283, 285

Work Adjustment - 200, 201

Workaholism - 179

Work Stress/Burnout - 2, 54, 60, 64, 66, 68, 71, 75, 76, 79, 102, 178, 182, 252

CAREER DEVELOPMENT CONSULTATION/SEMINARS

**DESIGNING
CAREER
DEVELOPMENT
PROGRAMS FOR
ORGANIZATIONS**

**INDIVIDUAL
AND GROUP
OUTPLACEMENT
COUNSELING
PROGRAMS**

**TEACHING
CAREER
COACHING SKILLS
TO MANAGERS
AND SUPERVISORS**

**USING CAREER
ASSESSMENT
INSTRUMENTS
WITH ADULTS IN
THE WORKPLACE**

**ESTABLISHING
AND BUILDING A
CAREER
CONSULTING
PRACTICE**

**CAREER
ASSISTANCE
FOR THE
RELOCATING OR
TRAILING SPOUSE**

Write for information or call (408) 559-4945

CAREER RESEARCH & TESTING

The people who put career development to work

2005 Hamilton Avenue, Suite 250, San Jose, California 95125

CAREER ASSESSMENT INSTRUMENTS

**PERSONAL
STYLE INDICATOR**

\$7.00

**JOB
STYLE INDICATOR**

\$3.00

**CAREER VALUES
CARD SORT KIT**

\$6.50

**MOTIVATED SKILL
CARD SORT KIT**

\$7.00

**OCCUPATIONAL
INTERESTS
CARD SORT KIT**

\$10.00

**RETIREMENT
ACTIVITIES
CARD SORT KIT**

\$8.00

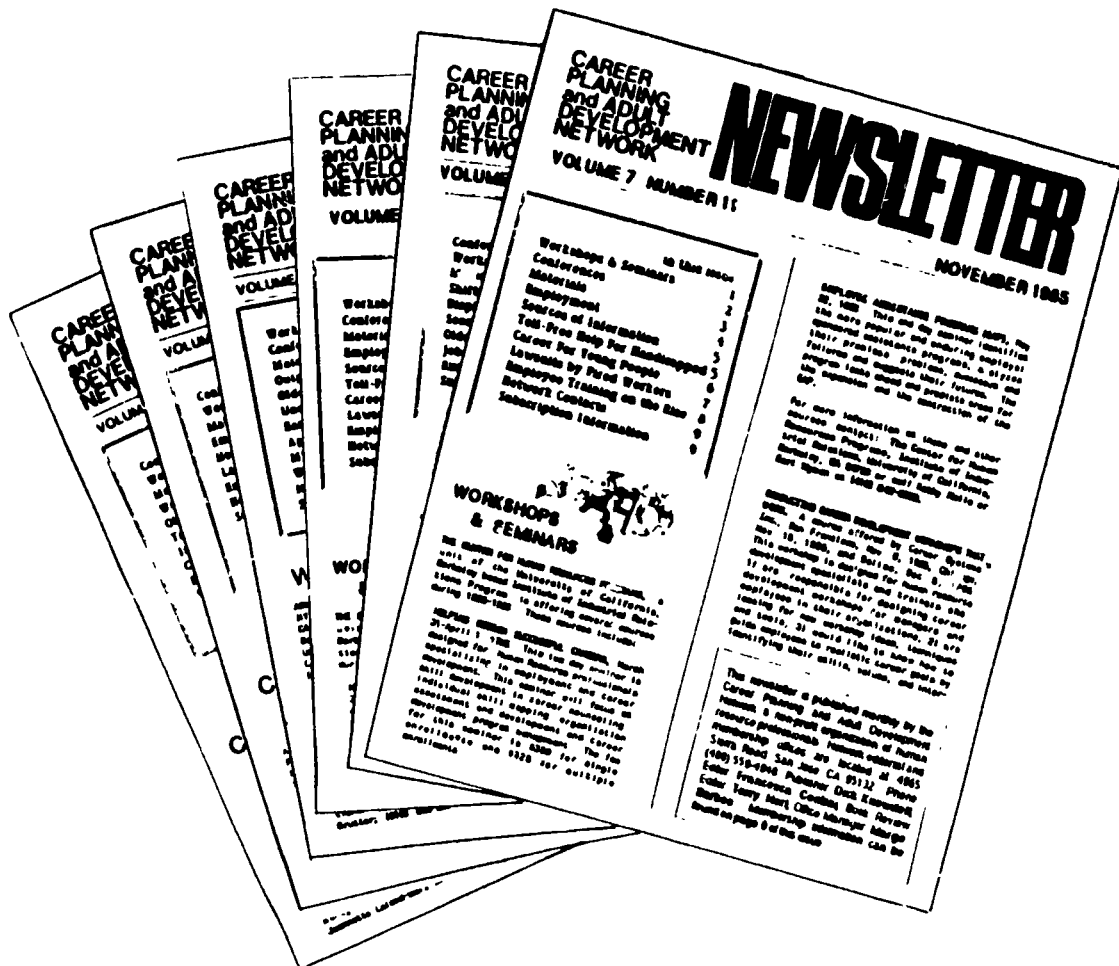
Write for a FREE catalog or call (408) 559-4945

CAREER RESEARCH & TESTING

The people who put career development to work

2005 Hamilton Avenue, Suite 250, San Jose, California 95125

PLUG INTO THE NEWSLETTER ...AND BENEFIT EVERY MONTH

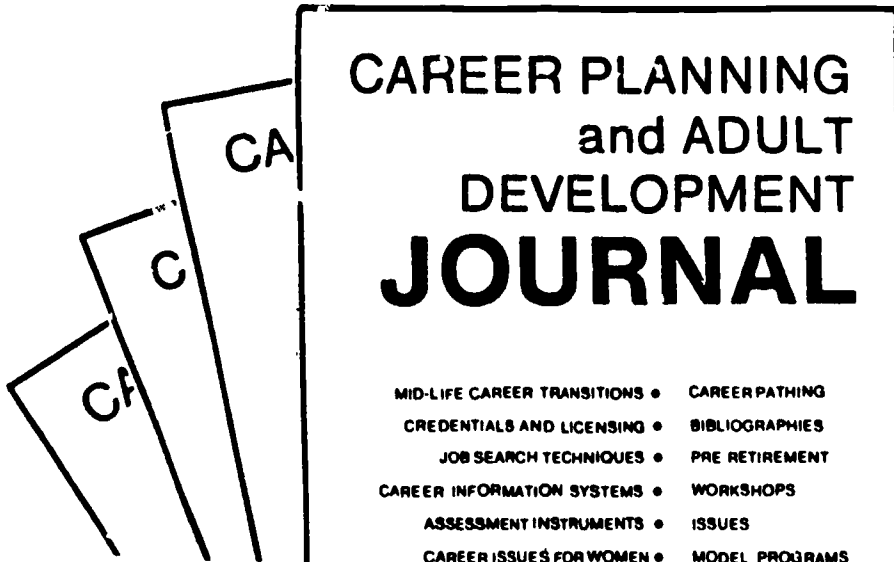


Plug into the Career Planning and Adult Development Network *Newsletter*, and you'll stay up-to-date with the latest HRD information. The *Newsletter* is the brief monthly publication that keeps you in touch with programs, ideas, issues, books, and materials for human resource specialists.

The monthly *Newsletter* is the ideal way for you to maintain contact with other counselors, trainers, consultants, therapists, educators, personnel specialists, and graduate students.

As a member of the Network, you'll receive free subscriptions to the *Newsletter* and to the *Career Planning and Adult Development Journal*. Just send us your name, and we'll send you a free sample issue of the *Newsletter* today.

CAREER PLANNING AND ADULT DEVELOPMENT NETWORK
4965 Sierra Road, San Jose, CA 95132 (408) 559-4946



When you subscribe to the *Career Planning and Adult Development Network Journal* you plug into the Career Planning and Adult Development Network's quarterly journal for human resource professionals.

When you read the *Journal*, you'll find clear, concise articles describing effective methods of adult development. Subjects range from job-search and assessment techniques through credentials and licensing. In recent issues, Network members have explained the Job Training Partnership Act, reported on the differences in career orientation of urban teachers, and presented models for initiating a career pathing program.

NETWORK MEMBERSHIP APPLICATION/JOURNAL ORDER FORM

Name _____ Title _____

Organization _____

Address _____

City _____ State _____ Zip _____

Telephone _____

NETWORK MEMBERSHIP FEES

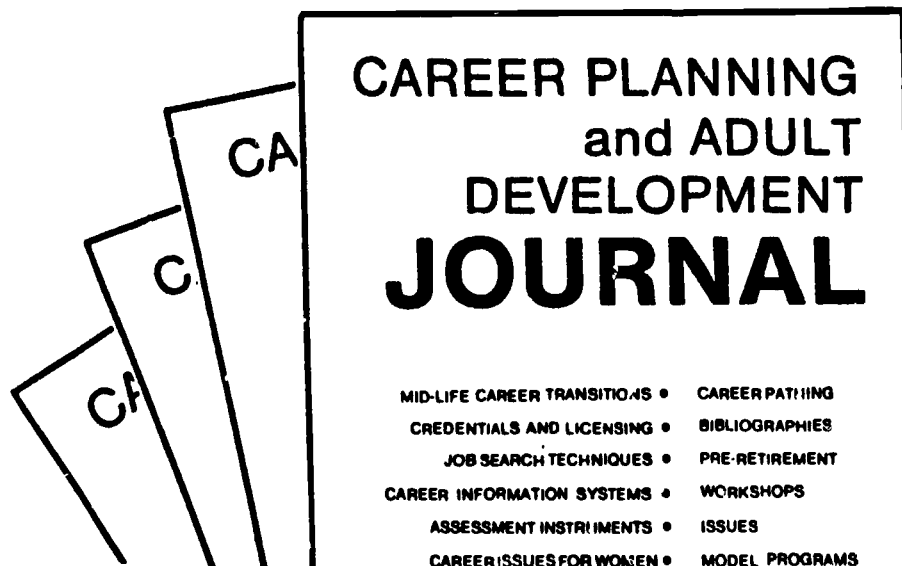
- Individual - \$29 (Foreign - \$40)
- Organization - \$40 (Foreign - \$50)

All fees must be paid in U.S. funds

JOURNAL SUBSCRIPTION FEES

- Members - FREE
- Non-members in U.S. - \$25.00
- Foreign via Air Mail - \$36.00
- Single Issue (+Postage) - \$7.50

Mail completed form with your check, payable to "Network" to:
Career Planning and Adult Development Network
 4965 Sierra Road, San Jose, California 95132



SPECIAL ISSUE
***Managerial and Organizational
Career Development:
An Annotated Bibliography***

**The Career Planning and
Adult Development Network**
4965 Sierra Road, San Jose, CA 95132

Non-Profit Org.
U.S. Postage
PAID
Permit No.
4285
San Jose, CA

The Network is a non-profit organization of career counselors, educators, and human resource specialists.