ABSTRACT
Careers today are turbulent, often involving changes in employer, geographic location, and even occupation. The new careers of the 21st century are involved changing organizations, lateral rather than vertical moves, and often include interruptions in employment. The expectation is that employees will manage their own careers, choosing to work for companies that provide opportunities to meet their objectives. Organizations need to embrace the realities of 21st century careers and recognize the importance of programs and policies that enable the careers of their employees. Career-enabling programs address time-control issues as well as knowledge and skill development (e.g., training, job rotation, tuition remission, mentoring). Such programs help employees meet both career and life goals and will promote the long-term success of the organization. This present paper focuses primarily on organizational careers and a half century of prior thinking on careers, the current views of careers, and expectations regarding the future. The underlying paradigm is to help organizations to acknowledge the altered nature of career paths and understand the need to develop practices to support and reward new careers.

Keywords: Career paths; career interruptions; critical thinking; career-enabling programs; and knowledge and skill.

Introduction

A career is the sum total of paid and unpaid work, learning and life roles you undertake throughout your life. The term 'career' was traditionally associated with paid employment and referred to a single occupation. In today's world of work the term 'career' is seen as a continuous process of learning and development. Contributions to a career can include: Work experience, Community involvement, Employment, Life roles, Enterprise activities, Cultural activities, Training, Education, Interests, Sport and Volunteer work. The definition in mid-20th century was “a profession or other calling demanding special preparation and undertaken as a life work” (Webster’s, 1949). A career was the pattern of work preparation and experience for people in professional fields and implied a race to the top of the field. Fifty years ago there was a reasonable consensus about what the “ideal” career looked like. It fit well with the “American Dream” of a continuous rise to the top of your profession over the course of your lifetime of work. To be hired, the person had to have an appropriate education, make a good impression in a job interview, and score well on psychological tests. The man who was chosen to join the large, bureaucratic business organization was set for life.

Whyte (Whyte, 1956) wrote about this ideal career, he also questioned whether it was actually in the best interest of the individual, the organization, or society. There were people who were rejected by these organizations and had to fend for themselves. Regardless, the bureaucratic organizations that hired organizational men expanded and were very profitable and thus they were widely lauded. Many appreciated the predictability and stability of the system of employment (Arthur et al., 1999). The model for ideal careers fit well with the prevailing theories of adult development and occupational choice (Ginzberg et al., 1951; Super, 1957). At the same time that Whyte was writing about the
“organization man,” Super (1957) was proposing a process of career development (for men) that brought together development, ages, and stages. He viewed people as moving through five career stages:

### Five career stages

**STAGES** | **CAREER**
--- | ---
Stage-1: Growth | Preparation for work (ages 0–14)
Stage-2: Exploration | Trying out different work options (ages 15–24)
Stage-3: Establishment | Choosing and progressing in a career (ages 25–44)
Stage-4: Maintenance | Continuing your chosen career (ages 45–64)
Stage-5: Ultimately decline | Retirement (ages 65+)

### Framework for 21st Century

This Framework describes the skills, knowledge and expertise students must master to succeed in work and life; it is a blend of content knowledge, specific skills, expertise and 21st Century skills implementation requires the development of core academic subject knowledge and understanding among all students. Those who can think critically and communicate effectively must build on a base of core academic subject knowledge. Within the context of core knowledge instruction, students must also learn the essential skills for success in today’s world, such as critical thinking, problem solving, communication and collaboration.

Developing a comprehensive framework for 21st century learning requires more than identifying specific skills, content knowledge, expertise and illiteracies. An innovative support system must be created to help students master the multi-dimensional abilities that will be required of them. The Partnership has identified five critical support systems to ensure student mastery of 21st century skills:

- 21st Century Standards
- Assessments of 21st Century Skills
- 21st Century Curriculum and Instruction
- 21st Century Professional Development
- 21st Century Learning Environments
Career counseling and outplacement services which are individually designed and delivered to help professionals at all levels up to, and including board director level, during times of career transition. The key aspects to our programmes draw upon our extensive industry experience and centre upon subject matter themes specifically chosen to help individuals identify, target and secure a new career opportunity:

### Framework for 21st Century Learning

#### Careers in Transition

Career counseling and outplacement services which are individually designed and delivered to help professionals at all levels up to, and including board director level, during times of career transition. The key aspects to our programmes draw upon our extensive industry experience and centre upon subject matter themes specifically chosen to help individuals identify, target and secure a new career opportunity:
New career opportunity

In the 1970s the nature of career paths began to change. By the end of the 1980s, Arthur et al. (1989a) adopted a new definition of a career as “the evolving sequence of a person’s work experiences over time.” This view of careers includes all people who are working regardless of the type of work they do. Thus, from an individual’s perspective, a career describes the course of paid-work activities over a lifetime. Several social and economic developments influenced the expanded concept of careers. One big factor was the entry of women into a workforce in which they had not previously participated. Legislation against discrimination in the US in the 1960s opened the door for women in organizational life. Researchers and journalists began paying attention to women’s organizational careers which did not match the “ideal” career path. There were many ways in which women’s lives made it especially difficult for them to climb organizational ladders (Kanter, 1977; Gutek and Larwood, 1987). It was clear that jobs in traditional organizations required complete devotion, and women rarely had a stay-at-home spouse to permit that to happen. Women had to devote their time and energy to children and household demands. ‘Careers in Transition’ draws upon a depth of consultative career counseling gained from working with professionals from a broad range of disciplines in many industries for over 25 years. The programmes are designed individually and we work closely with all participants to ensure that they receive help in all aspects of career search and development – and we stay available to them until they have safely secured a new career appointment. In the 1970s, the baby boomers (children of the organization men) were entering work life and were interested in more freedom and individual choice. Influenced by the movements of the 1960s, they were more motivated by psychological success measures (e.g., meaningful work, helping others, staying true to core values) than the objective measures of success (e.g., money, status) that motivated their fathers (Hall, 2004).
Careers in Transition: 12 Stages

<table>
<thead>
<tr>
<th>Stage</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Stage-1:</strong> Basic facts on job hunting</td>
<td>To invest an understanding of the basic premises of job hunting and set baseline expectations on managing the securing of a new career role.</td>
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<td><strong>Stage-2:</strong> Self assessment appraisal</td>
<td>To reflect upon and determine in a structured manner the key factors which have shaped and influenced the development of core competencies on the career journey to date.</td>
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<td><strong>Stage-3:</strong> Career drivers</td>
<td>To analyze the drivers that determine career aspirations. Research in the psychology field suggests that there are nine career drivers. These are analyzed in detail and related to personal experience and preferred modes of working.</td>
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<td><strong>Stage-4:</strong> Timescales</td>
<td>To reflect upon and consider personal positioning in 5, 10 and 15 years’ time.</td>
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<td><strong>Stage-5:</strong> CV compilation</td>
<td>The compilation of a CV which concisely communicates core competencies, skills, achievements and aspirations in a clear and concise format.</td>
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</table>
| **Stage-6:** Personal marketing and Network | Accessing and communicating to a broad audience:  
  - Job skills overview summary  
  - Career intentions and ambitions summary  
  - Application letter design  
  - Industry analysis – lateral thinking and role analysis |
| **Stage-7:** The recruiter’s perspective | To empathize with the recruiter, their agenda, goal and motivations focusing upon the key target areas for personal assessment |
| **Stage-8:** Interview matrix | To understand a structured schema for interviewing and be able to prepare mentally for a professionally managed interview and process |
| **Stage-9:** Ten key interview questions | The principal questions that are posed in every interview and ones that the candidate will need to be prepared to answer clearly and accurately to create a positive impression. Interview coaching sessions are an integral part to our programme. |
| **Stage-10:** Interviewer personalities | To understand how interview styles vary and be able to accommodate each style for positive effect. |
| **Stage-11:** Chemistry, culture | To be able to objectively analyze job offers in detail and the thought processes which govern successful decision making |
| **Stage-12:** Internet company directory, social networking | To detail a comprehensive listing of web sites which aide in job hunting, personal marketing, industry appraisal and vacancy identification |
Career Transition

The 11 Steps in Career Transition

<table>
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<tr>
<th>Step</th>
<th>Description</th>
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<tr>
<td>Job Loss</td>
<td>Sometimes change is forced: you're fired outright or lose your job in a corporate reorganization. Other times, change is self-initiated: you lose faith in the boss, the company, your skills, or your career future—and you decide it's time to move on. Whether your change is forced or self-initiated, it's still difficult, because change itself is difficult.</td>
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<tr>
<td>Focus</td>
<td>You know you need a job, but you're not sure what to do. Should you continue on your current path or try something new? You're confused and need direction. You talk to friends, read career books, and seek advice. You want to choose the right course, and you're afraid to make a mistake.</td>
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<td>Resume</td>
<td>Trying to get all your life experience onto one or two pages is frustrating, even angering. As you &quot;waste time on the resume,&quot; you note a sense of urgency and begin to feel you're not getting anywhere.</td>
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<tr>
<td>Cover Letters</td>
<td>You prepare letters to friends and begin answering want ads. Once your letters are in the mail, there's a lag time before the phone starts ringing. You're increasingly impatient.</td>
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<tr>
<td>Networking</td>
<td>Calling to ask for appointments is somewhat frightening. You feel like you're begging and &quot;using your friends,&quot; but once you get the hang of it, it's great fun! You discover that others do want to help. However, you lose patience quickly, because informational meetings aren't &quot;real interviews.&quot;</td>
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<tr>
<td>Job Search</td>
<td>You're now Vice President of Sales and Marketing for your own company, &quot;Me, Inc.&quot; Hustle is the name of the game. You attend organizational meetings, write to companies, take friends to lunch, and do anything and everything possible to develop job leads. The phone rings and you're invited to an actual job interview. You're scared and nervous. This could be the big one, and you could mess it up. You read books on...</td>
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Interviewing

Interviewing, role-play difficult questions, and touch up your wardrobe. If the meeting goes well, you're high; if not, you're low. Either way, you're often kept waiting, and waiting is painful.

Disappointment

Midway in the process you "hit the wall." Although you've tried your best, you don't feel you've gotten anywhere. Nothing seems to be working. You get discouraged and feel you haven't done anything right. You get angry, irritable, and want to quit. Perhaps you can't get interviews; or if you can, no offer is forthcoming. Sometimes the perfect job you've been counting on falls through and you have to start over. Regardless of the reasons, you fight frustration, confusion, self-doubt, anger—and especially impatience. In such situations, these inspirational ideas might help you.

Job Offer

Finally, you receive a specific job offer. It's not perfect, but it's worth discussing. This lifts your spirits. You get on the phone and fan the flames of other warm leads. If you're lucky, this produces a second or third offer.

Salary Negotiations

Most companies have fixed salary structures, and there isn't much room to negotiate. You negotiate within the limits. Usually, if you like the company and they like you, salary isn't a deal killer. You reach quick agreement.

New Beginnings

Once you accept an offer, you feel a tremendous sense of relief—and so do your family and friends. Now you can go back to being a human being. You feel good about life and look forward to your future.

Many employees lost their jobs through no fault of their own. For the first time, these layoffs hit managerial-level employees. The career ladder disappeared. Seniority did not matter. Thus, the implicit psychological contract between the organization and the employee – security and advancement in return for hard work and loyalty was broken (Rousseau, 1995). Employment gaps became common and people were forced to find new employment after layoffs. Thus they were pushed off the “ideal” career path and had to forge alternate paths involving a lateral or downward move with a new employer or possibly even a career regression from maintenance stage back to exploration stage. These three factors—women in the workplace, motivation by psychological measures of success, and the breaking of the psychological contract – moved many workers onto alternate career paths. No job was secure; therefore, work should not be the only important part of life. People began to want jobs that met more of their life needs, not only the work needs. Without the promise of job security, people were not willing to sacrifice family due to work demands. No longer was the traditional career the “ideal.”

Traditional and Non-traditional Careers

Thenew career paths included changes in employers, and perhaps occupations, over time, lateral rather than vertical job moves, and often included interruptions in employment. The proliferation of non-traditional career paths continued through the 1980s and 1990s when organizations no longer promised promotions and security for good employees; employees no longer expected to offer loyalty. Rousseau (1995) described the new paths as “boundary less” referring to the existence of career paths out of the bounds of a particular organization. The traditional career is stable and linear in a single organization; the nontraditional is dynamic and transitional in multiple organizations and occupations (Baruch, 2006).
The traditional career is directed by the organization; the non-traditional is self-directed (Arthur and Rousseau, 1996). The measures of career success also appear to differ for individuals on the different paths. Those on a traditional path have always focused on extrinsic measures of success (compensation and managerial level). Other benefits might be welcome, but were not the essence of success. People on alternate paths may value these extrinsic measures, but usually have other requirements for a successful career (Bailyn, 1989). They may wish to do challenging work, but also work that matters to them. They may wish for organizational programs which will help them enhance their career while managing satisfactory work and non-work integration (Moen et al., 2003; Powell and Graves, 2003). What proportion of the relevant workforce is on a traditional or non-traditional path? Current materials on career paths emphasize the new alternate career paths. However, they point out the traditional career still exists, although security is not guaranteed to the individual (Greenhaus et al., 2000; Baruch, 2004; Harrington and Hall, 2007). In 1989, the protean career was barely mentioned in a widely used handbook of career theory (Arthur et al., 1989b). Martin and Butler (2000) summarized studies in the US and the UK that indicated the establishment of new paths but that hierarchical ladders still existed. Baruch (2006) also sees the existence of both types of careers. Twenty-eight percent of the MBAs had moved from full-time corporate employment to alternate paths including self-employment, part-time employment or no employment. It appears that there still exists a bureaucratic career path for some managers such as was promised in the past, although more diverse career paths are the norm.

Emerging New Careers

Career paths and expectations for career paths vary for people depending upon where they were in their career paths when these changes occurred. People who were mid-40s or older were already well established in their careers in the 1980s. They had grown up with the promise of a career ladder and expected the organization to aid their ascent by providing training, mentoring, transfers,
and promotions. They were rewarded with retirement benefits at the end of a lifetime of service. This group is sometimes referred to as the traditional generation. Many people in this generational cohort probably managed to continue on with one employer and advance over the previous 20 years despite the changes in employment conditions over this period. Some have made it to top management positions while others are retired with good pensions.

The majority of people in this group experienced alternate career paths including working for several employers, perhaps in several occupations, or taking time off for an MBA or other schooling. They sought out opportunities for advancement and challenge. The “new” careers were expected by this cohort and they learned how to navigate them on their own. Currently, there are lots of suggestions for taking charge of one’s own career. Many career researchers (e.g., Greenhaus et al., 2000; Baruch, 2004; Harrington and Hall, 2007) provide lists of details to be considered, including knowing oneself and assessing one’s opportunities, interests, values, and objectives. Drucker (2005) stresses knowing your strengths, your values and how you perform best. People are encouraged to look for lateral opportunities (lattice), not just vertical ones (ladder) (Harrington and Hall, 2007). Mainiero and Sullivan (2005) describe three factors that should be considered by everyone when evaluating employment: authenticity (Is it right for me now?), balance (Can I integrate all parts of my life?), challenge (Am I learning enough?). The relative importance of each of these factors differs for individuals and also changes over time with age and circumstances.

The new careers do not require that the organization manage the employee’s career. The expectation is that the employee will manage his or her own career, choosing to work for companies that provide opportunities to meet the employee’s objectives. These objectives vary from the traditional pay and promotion to challenge, travel, flexibility, contribution, and autonomy. Given this switch to self-directed careers, the organization’s role in the careers of their employees has become unclear. Organizations began offering some programs and policies that were helpful in managing the new careers in the 1980s, but they did not really take hold until the 1990s under the label “family friendly” policies (Still and Strang, 2003). The basic impetus for these policies was to address the concern that the demands of work did not mesh well with the needs of families (Stebbins, 2001; Rapoport et al., 2002; Kochan, 2005; Moen and Roehling, 2005). We suggest, however, that organizations really should define these as “career-enabling” policies and programs, as family responsibility is only one factor that led people to be unable or unwilling to follow traditional career paths. Single people without children are on alternate career paths too. The question should be: How can programs assist all employees in their career pursuits? The answer is programs to support the careers of employees in their various new circumstances.

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<th>Top 10 Emerging Careers</th>
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<tr>
<td>Telecommunication</td>
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<tr>
<td>The Indian telecommunications industry is one of the fastest growing in the world and India is projected to become the second largest telecom market globally by 2010.</td>
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<tr>
<td>Customer Service</td>
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<tr>
<td>Market factors such as liberalization and increased competition, coupled with growing populations around the region, mean that services and the concept of customer service are coming under increased scrutiny.</td>
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<tr>
<td>Information Technology</td>
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<tr>
<td>The Indian information technology industry has played a key role in putting India on the global map. Thanks to the success of the IT industry, India is now a power to reckon with.</td>
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<tr>
<td>The Indian media and entertainment (M&amp;E) industry is one of the</td>
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<td>Industry</td>
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<tr>
<td>Media &amp; Entertainment</td>
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<td>Consulting services</td>
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<td>Hospitality/facilities management</td>
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<td>Financial Services</td>
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<td>Healthcare/ Pharma</td>
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<tr>
<td>Real Estate/ Infrastructure</td>
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<td>The Retail Sector of Indian Economy</td>
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unorganized retail sector with the latter holding the larger share of the retail market. At present the organized retail sector is catching up very fast. The impact of the alterations in the format of the retail sector changed the lifestyle of the Indian consumers drastically. The evident increase in consumerist activity is colossal which has already chipped out a money making recess for the retail sector of Indian economy.

Many of these career-enabling programs address time-control issues such as opportunities for part-time work, job sharing, compressed hours, or flextime. Telecommuting options address time controls since they cut down on commute times, but go beyond this to allow employees to live faraway from the company or work in an environment which they feel is more conducive to their work. Additional time-related programs are leaves for personal reasons. These allow employees to continue in their careers by providing a paid or unpaid break when family or medical situations make work impossible for a period of time. For each program, management must answer some questions. Is it offered by our competitors? How many employees would use it? What barriers do employees see to using the program? Is there evidence on the success of the program in meeting the needs of the employees? What are the costs and benefits to the organization? We present some research exploring these questions for some of the career-enabling programs.

One of the most popular policies, in both the US and Canada, is flextime. Moen and Roehling (2005) found that over half of the companies studied offered flextime. A quarter of the employees, representing all ages and life stages, took advantage of flextime options (Moen and Roehling, 2005). This is similar to the 30% usage of flextime finding from a study of a Canadian bank (Spinks and Tombari, 2002). There were also some barriers to using the program, as flextime required approval from one’s supervisor and thus could be denied if deemed too difficult to manage. Some employees were reluctant to request the flexible option for fear that they would be seen as less committed workers (Still and Strang, 2003; Valcour and Batt, 2003; Rose, 2007). Amazingly, employees are not always aware of the options available in their company. In one study, almost three-quarters of the employees were unaware of, or mistaken about, one of five major company policies (Still and Strang, 2003). Employees who used the flextime program were happy with the help the program offered in managing their work demands. Flextime does have a positive outcome for the employer as it seems to promote employee loyalty and the actual costs to the employer are small (Moen and Roehling, 2005). In the Canadian bank study the authors found no negative impacts on organizational efficiency, employee commitment, customer satisfaction, or the meeting of deadlines (Spinks and Tombari, 2002).

Another important option for workers who want to pursue a career, given other life responsibilities, is to reduce the number of hours worked. The rate of growth in part-time workers is 30% greater than the growth in the labor force (Marler et al., 2003). Of course, it is possible that some of these workers are unable to obtain full-time employment as opposed to opting for a part-time arrangement (Baruch, 2004). Our recent data on MBAs suggests that organizations are providing more part-time career options. In prior periods, the primary method for finding part-time work options for these MBAs was through self-employment. It makes economic sense for organizations to develop part-time opportunities for their employees. Employees are paid less, but often are able to accomplish the same tasks as before, actually reducing the cost of their employment to the organization (Moen and Roehling, 2005). The costs for the organization are minimal and there is some evidence that it increases commitment. For the employee, there is less income than a full-time job, but when it reduces stress, or
when the only other choice is to stop working entirely, it is clearly a positive option. Another study found that 92% of workers who moved from full-time to part-time work said the change had improved their “morale,” while 37% said without it they would have had to leave their job (Moen and Roehling, 2005).

Emerging Future Career
It may be dangerous to predict the future, but it is impractical to ignore it. We expect that future careers will continue to be non-traditional. If there are traditional continuous upward climbs in one organization, they will be the exceptions to a myriad of alternative career paths that involve changing organizations, breaks in employment, shifts in hours, and transferring occupations. Even for those careers that are “traditional,” they will probably last for only a portion of an employee’s lifetime, require some lateral instead of upward moves, and lack the promise of job security. The younger generation never grew up with the traditional career path as the ideal. They are interested in having more control over their work lives, valuing independence, demanding that jobs utilize their talents, and that company practices are ethical (Greenhaus et al., 2000; Baruch, 2004). Managing one’s own career to be sure that you have marketable skills and strong professional networks will be critical to career success. The continued lack of job security is also likely to increase the trend toward dual-career families as the risks of relying on one job for economic survival are too great. These pressures leading to alternate career paths will thus continue in the future. The alternate career paths desired may be different than the ones we know now due to future shifts in the working population.

Tomorrow’s workers will also be more diverse and will have their own interpretation of career success (Konrad, 2006). As all employees seek to fashion their careers, organizations will need to provide career-enabling programs if they hope to attract and retain qualified employees. The traditional stereotypes for success must be modified due to the new career mix. Successful career paths need to be available to all employees not just white men with stay-at-home spouses, of a certain ethnicity, religion, sexual orientation, and citizenship. There are several relatively new issues that may gain traction in the near future. One idea is to establish a limit for full-time work hours for salaried employees that will allow for work–life integration. This is in response to some evidence that Americans feel overworked (Schor, 1991).

For work reorganization to be successful, work culture also needs to change (Burke, 2002). Evaluations of performance should focus on achievements unrelated to “face-time.” An additional problem in establishing more reasonable work hours is the 24/7 economy (Presser, 2004). Owing to technology advances (e.g., internet, Blackberry), employees are always reachable and thus are expected to be available to the organization outside of their official work hours. Globalization exacerbates this problem as work needs to be conducted at all hours in order to coordinate with employees working in various time zones around the world. There are a number of benefits to reducing workhour requirements. If work redesign is done well, it will increase efficiency, thus reducing costs. Reduced hours would be an attraction for many good employees (Barnett and Hall, 2001). There should be reduced stress/health issues for employees which will diminish absences, tardiness, and turnover. Firms that establish such a norm will earn a competitive edge. We expect strong domestic and global competition for employees in the future and thus organizations will need to be able to successfully compete.

The younger generation MBAs experienced no diminishment in career satisfaction due to employment gaps (Schneer and Reitman, 2006). This suggests that the negative psychological stigma for alternate careers has disappeared but the “ideal” continuous path is still most highly rewarded by
The new career paths are here to stay. Organizations and individuals need to embrace the concept of the new careers. Work and the rest of life are intertwined and decisions and experiences at work are not separate from the rest of life. These changes in career concept should be considered in the context of overall changes in our world. They are responding to the shift from an industrial to a service economy, to the rapid pace of technological change, and economic globalization. They have also been impacted by changing demographics, politics, and culture. A change in societal philosophy might change the climate for adoption of new programs enabling alternate careers.

**Actions for Emerging Careers and Conclusion**

For the organization, this new implicit contract, in which upward mobility and security is not guaranteed, provides flexibility to respond to the changing business environment quickly. This has been manifest in the bouts of downsizing and restructuring of organizations in recent years. Today’s organizations have tended toward short-term optimization strategies rather than planning for the medium or long term. However, it seems more appropriate for the firm to think of its employees as its resources for the future instead of costs to jettison when times get tough (Brown, 2007). Organizations will need to develop appropriate policies for enabling employees’ careers in the new circumstances for their own and the employees’ benefit. The role of the organization should be to support the careers of its employees, to help all employees determine and establish their best possible career path – hopefully, but not necessarily in that company. Employee perception of organizational support would help motivate the employees while they are working for the firm and increase the probability of retaining the best workers – including future leaders. Organizations should recognize that the best employees would be those most likely to heed the advice to manage their own careers and seek work that helps to achieve their career goals. Organizations would want those employees to find that their greatest opportunities lie inside the company, not elsewhere. Institutional memory will be better preserved due to lower turnover rates. Companies would also earn the reputation of treating employees well which will enable the firm to hire the best people. Getting this information onto the internet is critical as younger generation applicants look for career-enabling programs when choosing an employer.

In general, many companies have found implementing career-enabling programs was helpful to their continued success. Konrad and Mangel (2000) found that these programs have a positive effect on productivity, particularly among the professionals. They also reduce conflict between work and other aspects of life. Workers will work harder to retain a job with these programs. The programs also enhance the social responsibility reputation of the firm (Konrad and Mangel, 2000). Encouraging flexibility of thought in the organization will be important in hiring and retaining desired workers. Organizations will need to accept that good workers may go elsewhere to gain new skills, and they should leave the door open for the employees to return. If all organizations are providing opportunities for their employees to develop, then all organizations will benefit even though employees switch companies. What can the organization offer to replace the ladder? Organizations can provide lateral moves, offer training opportunities, encourage learning in the organization or outside and support innovative ideas. What can the organization offer to replace employment security? Organizations can support workers’ employability by offering training options, lateral moves, and short-term commitments on work schedules, salary, and benefits. Even if the organization does not do very much to support alternate careers, managers can try to support their subordinates by negotiating arrangements to provide them with the flexibilities and other opportunities they desire (Barnett and Hall, 2001). The manager should try to understand what success means to each subordinate and help the employee design a career path that meets his/her needs.
When employees are supported in their career pursuits, they will be able to be more engaged and have a positive impact on the bottom line. Since every company is different with respect to work requirements and cultural assumptions, there is no blueprint to follow. However, support from top management is definitely essential. It is necessary, and possible, to enable employees to reach their career goals while increasing organizational effectiveness. The business case must be made clear as the importance of enabling new career paths cannot be ignored. It is essential that the organizational culture embraces these changes for the future success of the company and their employees.

References


