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Robert Shea, Founding Editor
Associate Vice President (Academic & Student Affairs)
Fisheries and Marine Institute
Memorial University of Newfoundland
St. John's, NL
A1C 5R3
Phone: 709.778.0356
Fax: 709.778.0394
Email: rshea@mi.mun.ca

Diana Boyd, Associate Editor
Career Development & Experiential Learning
UC 4010C
Memorial University of Newfoundland
St. John's, NL
A1C 5S7
Phone: 709.864.6162
Fax: 709.864.2437
Email: dianal@mun.ca

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Editorial

I am excited to present to you the 15th volume of *The Canadian Journal of Career Development*. The Journal has come a long way since its start. Our authors have published on a vast degree of interesting topics, groundbreaking and original research, and have contributed to the continued growth of the career development field both in Canada and internationally. I am proud to say that our Journal promotes a diverse range of authors from different academic and business backgrounds. This volume follows tradition and brings you a diverse range of topics.

In ‘Examining the career engagement of canadian career development practitioners’ Pickerell and Neault examine our Canadian career development practitioners to see how engaged they are with their own careers. Their findings are very eye-opening; it is particularly interesting to note that they found our newest and most senior practitioners were the least likely to be engaged with their own careers.

George Dutch, founder and president of JobJoy, writes from his perspective on the use of life-story writing and its usefulness as a tool for career development practitioners. In ‘Life-story writing for career change: is it effective’ George discusses how he uses life-story writing in his own business and details results of a study he conducted with his clients.

In ‘Structurations rivales des carrière: un test empirique du circumplex’ authors Wils, Bélanger, and Gosselin discuss career anchors and propose a new theoretical structuring model. For those interested in reading their article in english, a translation will be available in the upcoming Volume 15(2).

Our last article for this edition covers the area of middle management and how the individuals in these roles are personally adjusting to change within their work. ‘Middle managers who are doing well with change: helping and hindering factors’ delves into such areas as relationships, work factors, personal control, health, experience, and more. Their findings are of interest to anyone working in a middle management role or those who would be providing guidance to this group.

Concluding this edition, Associate Editor Diana Boyd brings you another interview with a past Etta St. Johns Wileman Award Winner. This time she talked with Dr. Norman Amundson about his career, career path, his mentors, and what he sees as the future for career development and career development practitioners in Canada. I hope you gain some tips, advice, and guidance from his experiences and words.

I would like to take this opportunity to say thank you to our contributing authors for their work and to our readership for taking the time to read each of our editions. In our 15th year, we are working on growing the awareness of the Journal so that we may bring you more research and articles of interest to you. Our website will be undergoing changes over the next few months to reflect our determination to stay modern and accessible. The Journal is also available on social media where we are posting snapshots of upcoming articles, throwback Thursday articles, updates on when the next volumes are available, publication promotion material, quotes from published articles, and more. Follow us on our Facebook, Twitter, and LinkedIn page to stay up to date on everything.

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Rob Shea

Founding Editor

Etta St John Wileman Award

For Lifetime Achievement in Career Development

This award is designed to recognize and celebrate individuals who have devoted their lives to enhancing the field of career development. It honours Etta St John Wileman, a champion and crusader of career, work and workplace development in Canada in the early 20th century.

Why this award?

- Celebrate individuals who have established themselves as leaders within career development.
- Recognize trailblazers who combine the role of mentor, educator, advisor, advocate and role model.
- Encourage individuals in Canada and around the world to celebrate those who have contributed so much to the career development profession.

For full information on nominations and selection, as well as profiles of past winners, visit **ceric.ca/wileman_award**.

Nomination deadline: June 30, 2016

Prix Etta-St.-John-Wileman

Pour l'oeuvre de toute une vie en développement de carrière

Ce prix a été conçu pour rendre hommage aux personnes qui ont consacré toute leur vie à améliorer le domaine du développement de carrière. Ce prix honore la mémoire d'Etta St. John Wileman, fer de lance et apôtre du développement de carrière et de l'amélioration des conditions de travail au Canada au début du XXe siècle.

Pourquoi ce prix?

- Pour rendre hommage aux personnes qui se sont forgé une réputation de leaders du développement de carrière.
- Pour reconnaître pionniers qui exercent en même temps le rôle de mentor, d'éducateur, d'auteur, de conseiller, de défenseur et de modèle.
- Pour inciter les personnes au Canada et partout dans le monde à rendre hommage aux membres de leur entourage qui ont grandement contribué à la profession.

Pour plus d'information sur les nominations et la sélection, ainsi qu'une liste des récipiendaires du prix, visitez **ceric.ca/prix_wileman**.

Date limite : 30 juin 2016

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2 St Clair Avenue East, Suite 300 Toronto, ON M4T 2T5 | 416.929.2510

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Examining the Career Engagement of Canadian Career Development Practitioners

Deirdre A. Pickerell
Roberta A. Neault
Life Strategies Ltd

Authors Note

This article incorporates content from the doctoral dissertation of Deirdre Pickerell (2013) at Fielding University, entitled Examining the Career Engagement of Canadian Career Development Practitioners

Abstract

The purpose of this research was to examine the career engagement of Canadian Career Development Practitioners (CDPs), a group of professionals tasked with helping Canadians with career and employment-related concerns. Previous studies with this participant sample have not focused on engagement, which is considered to be an important metric for worker satisfaction and productivity. As a result, this study established an important foundation for ongoing work.

A mixed-method approach, using the newly developed quantitative measure of career engagement supported by some qualitative questions, was used for the study. Findings indicate that, overall, Canadian CDPs are engaged with their careers; however, the sector's youngest and newest as well as oldest and most senior workers are least likely to be engaged.

Although this study produced meaningful results, more research is needed. A larger sample size, with better geographical representation would help confirm workers most at risk for lower engagement. In addition, it is likely important to identify whether CDPs with lower engagement levels are at risk of providing a poorer quality of service to clients and, perhaps, subsequently impacting a client's ability to be successful.

Careers in the new millennium are like nothing we have seen before; the days of "one job for life" from years past, and foundational to many traditional career theories, have largely disappeared. The trend is now towards multiple work roles and/or employers, contract or project-based work, or boundaryless careers. The result is a growing need for individuals to consider their career paths, and manage their careers, in the context of an ever-changing labour market and complex global economy (Barnett & Bradley, 2007; Blustein, 2006; Herr, 2001; Inkson, 2004).

Organizations are also impacted by this complex, post-modern world with global competition for business and workers, the flattening of organizational structures, and anticipated skills shortages and skills disconnects. As a result, organizations are paying close attention to *employee engagement*, a relatively new construct that is related to employee satisfaction, motivation, and commitment, but not clearly defined within the literature (Macey & Schneider, 2008; Martin, Anderson, Cronin, Heinen, & Swetharanyan, 2010). Recent employee engagement studies have indicated that 17-27% of the global workforce is actively disengaged, ranging from employees being dissatisfied, disinterested, frustrated, and unproductive to them doing "just enough," hating their jobs, and spreading their negative feelings throughout the workplace (AON Hewitt, 2012; Gallup Consulting, 2010; Macey & Schneider, 2008; Swindall, 2007). Given that, on average, individuals spend approximately 25% of their lives engaged in work-related activities (an estimated 90,000 to 100,000 hours; Bennett, 2009; Tomlinson, 2010), it could be surmised that 17-27% of the working population may spend up to one-quarter of their lives in jobs they hate.

Regardless of the specific environment in which CDPs work (e.g., government-funded agency, post-secondary education, vocational rehabilitation), their work is similar; it focuses on helping clients identify work that is a good fit for who they are, understand the labour market, prepare resumes and cover letters, be successful in job interviews, and manage their careers over the long term in order to maximize opportunities for engaging, stimulating, and pleasing work. When applying global workforce disengagement numbers to Canadian CDPs, the implication is that approximately 25% of CDPs are unproductive, disinterested, and have an overall lack of commitment to their work. Further, in a recent study of Canadian CDPs, 50% of respondents noted an intention to leave the field (Canadian Education and Research Institute for Counselling, 2011). Combined, this could result in poorer quality of service delivery.

The focus of this study was to examine the career engagement of Canadian CDPs. The career engagement model was developed to "illustrate the dynamic interaction between capacity and challenge that is required to keep individuals fully engaged in their work" (Neault & Pickerell, 2011, p. 185). Career engagement, the core construct of the model, is defined as the current emotional and cognitive connection to one's career; it is a state in which one is focused, energized, and able to derive pleasure from activities linked to work and other life roles.

Literature Review

In the sections that follow, the separate constructs of career and engagement are briefly explored, helping to situate *career engagement* in established areas of inquiry. Next, the career engagement model is introduced, its underlying theoretical foundation is briefly discussed, and the various elements that comprise the career engagement model are presented.

Exploring the Concept of Career

"Career" as a term in vocational theory gained prominence in the late 1950s with Super's (1957) *The Psychology of Careers*, despite the fact that the literature exploring how individuals make career decisions, and how careers develop, can be traced back 100 years. Debate continues on how careers should be defined. The European Lifelong Guidance Partnership Network (Jackson, 2012) defined career as "the interaction of work roles and other life roles over a person's lifespan, including how they balance paid and unpaid work, and their involvement in learning and education" (p.3); this is the definition used within the career engagement model.

Understanding Employee/Work/Job Engagement

Within the literature, the concept of engagement relates to the state of being attracted and committed to, and fascinated, stimulated, and absorbed by, something; it is most commonly used with a preceding descriptor such as *employee* engagement, *work* engagement, or *job* engagement (Attridge, 2009; Kular, Gatenby, Rees, Soane, & Truss, 2008; Macey & Schneider, 2008; Saks, 2006; Schaufeli & Bakker, 2010).

A challenge for almost anyone researching engagement is that a single, agreed-upon definition does not exist (Gibbons, 2006; Macey & Schneider, 2008; Saks, 2006; Schaufeli & Bakker, 2010; Swindall, 2007). For Kahn (1990), engaged workers are both physically and psychologically present when performing tasks. Rothbard (2001) also used present but added attention (i.e., thinking about the role) and absorption (i.e., depth of focus on the role) as two critical components. In their review of the literature, Macey and Schneider (2008) stated "the term [engagement] is used at different times to refer to psychological states, traits, and behaviours" (p. 3); Attridge (2009) came to a similar conclusion in his literature review. Maslach, Schaufeli, and Leiter (2001), however, considered engagement to be the opposite of burnout; rather than exhaustion, cynicism, and ineffectiveness, which are noted to be the three dimensions of burnout, engagement involves energy, involvement, and efficacy.

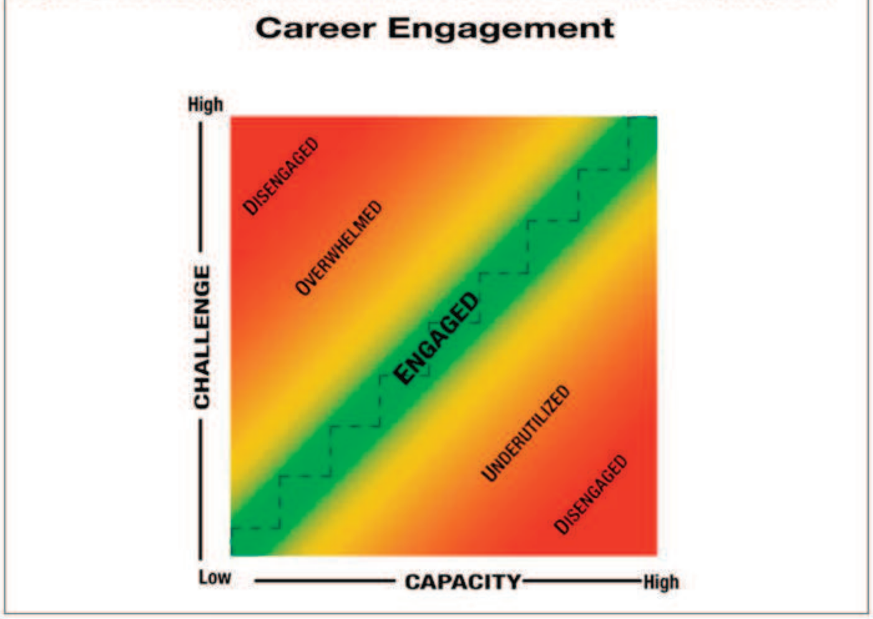
A further challenge throughout the engagement literature is identifying whether authors are speaking about *employee* engagement, *work* engagement, or *job* engagement. Regardless of their specific approach, definition, and/or label, each group of scholars and practitioners are working with similar constructs. In addition, most seem to agree that engagement is different from other constructs present in the organizational literature (e.g., organizational commitment, organizational citizenship behaviour; Macey & Schneider, 2008; Saks, 2006). Lastly, most agree that engagement is an important component of an organization's success (Attridge, 2009; Gibbons, 2006; Macey & Schneider, 2008). As noted by Macey and Schneider (2008), however, both practitioners and scholars are "saddled with competing and inconsistent interpretations of the meaning of the construct" (p. 3).

Our interest is in *career* engagement. It brings together the broad notion of career, which includes the multiple paid work roles and other life roles (e.g., parent, spouse, child, volunteer) individuals have throughout their lives, and engagement, which is the state where one is focused, energized, and stimulated. As authors of the career engagement model, our goal was not to further complicate the engagement literature but to address an important gap. The existing engagement literature focuses on the relationship the worker has either with his or her employer or with his or her specific role; all of these focus specifically on the context of the work environment. In our reviews, nothing in the engagement literature sufficiently addressed how the roles outside of work impact an individual's ability to be engaged in his/her work; nor did the literature address how one might be committed to a career within an occupation or sector but not necessarily to one specific employer or organization.

Career Engagement

The career engagement model demonstrates that a dynamic interaction between the challenges one is experiencing and the level of individual and organizational capacity to face those challenges contributes to one's experience of engagement. Insufficient challenge results in movement out of the zone of engagement towards feeling underutilized; too much challenge results in feeling overwhelmed. The career engagement model (Figure 1) is color-coded; drawing from traffic lights, green for the zone of engagement is a good place to be. The dotted line within this zone of engagement is inspired by Vygotsky's (1978) work on the Zone of Proximal Development indicating that learning and development is continually occurring. As one masters new challenges, capacity increases; as capacity increases, so too should the level of challenge to ensure individuals stay in the zone of engagement.

Figure 1. Career Engagement Model, CCPA Career Counsellors Chapter (2011)



The model shifts to yellow, representing caution, then orange as individuals move towards either underutilized, where challenge is too low, or to overwhelmed, where challenge is too high; it ends at both extremes with red for disengagement. This dynamic interaction of challenge and capacity is an important addition to the literature; disengagement is the same negative state regardless of whether an individual became disengaged through being overwhelmed or underutilized. The route to disengagement, however, is important. An individual who is overwhelmed will need different supports than someone who is underutilized.

The career engagement model is grounded in Csikszentmihalyi's (1990) work on flow, "the state in which people are so involved in an activity that nothing else seems to matter" (p. 4). The experience of flow is akin to being fully immersed in, focused on, and energized by a specific task or activity; it is losing oneself in the moment. As engaged workers are psychologically present, fascinated by, and attracted to their work (Gibbons, 2006; Kahn, 1990), the experience of being engaged and in flow are quite similar.

In seeking to explain flow, Csikszentmihalyi (1990) described "the two theoretically most important dimensions of the experience, challenges and skills" (p. 74). Essentially, the level of challenge must be in balance with the level of skill for flow to occur. Neault (2002) added to the understanding of flow by emphasizing the importance of resources as well as skills, noting it is possible that someone could have sufficient skills for the level of challenge but be unable to access enough of such resources as time, people, equipment, materials, or money. Although Neault's addition of resources was important, it did not adequately address those who may be highly skilled and have access to needed resources but, for some other reason, are still unable to achieve flow.

Similar to Csikszentmihalyi's (1990) flow model, in the career engagement model challenge relates to level of difficulty and the notions of stimulating, invigorating, and interesting tasks. With the right amount of challenge, an individual can become fully engaged; with a mismatch, that same individual could feel underutilized or overwhelmed. However, the level of challenge alone is insufficient to explain career engagement; capacity also has a crucial role to play. An individual's capacity comprises skills, as in Csikszentmihalyi's (1990) flow model, and also resources, as added by Neault (2002). However, capacity also includes many of the elements impacting today's workers including life roles, relationships with colleagues and supervisors, work structure, work-to-life conflicts, hours of work, fit, optimism, and under- and over-qualification. There are also organizational factors that influence capacity (e.g., staffing, equipment, supplies, deadlines). Although these tend to reside outside of an individual's sphere of influence, and are therefore less useful as targets for individual career interventions, they are also important to acknowledge.

Interpreting the dynamic interaction between challenge and capacity is key to working with the career engagement model; balancing these two components results in individuals experiencing engagement. If these two components are unbalanced, however, individuals feel either overwhelmed or underutilized. Unlike many other types of engagement (e.g., work, job, employee), career engagement acknowledges the influences of factors beyond the current workplace. Further, career engagement identifies whether an individual became disengaged through becoming overwhelmed or underutilized. This understanding of the route to disengagement is a key component of the career engagement model and something that is missing from other engagement literature. Only through identifying the route to disengagement can targeted interventions be designed to help return individuals to the zone of engagement.

Research Method

The purpose of this research was to examine the career engagement of Canadian Career Development Practitioners (CDPs). To date, no pan-Canadian studies of the engagement level of this group of workers has been conducted. As CDPs are tasked with helping unemployed and underemployed Canadians find long term attachment to the labour market it is important to ascertain their engagement level. Disengaged CDPs may have similar negative workplace behaviours as other disengaged workers (e.g., becoming unproductive or disinterested) and, therefore, be unable to fully support the re-employment goals of their clients.

Research Design

This exploratory study utilized a fixed mixed-method design (i.e., both quantitative and qualitative approaches; Creswell, 2003; Rocco, Bliss, Gallagher, & Péres-Prado, 2003). The survey tool (i.e., Survey of Career Engagement) is a quantitative measure of career engagement comprising 35 questions. Two additional quantitative questions and three open-ended qualitative questions were added to “aid in the interpretation of data in the core project” (Morse, 2003, p. 192). The quantitative and qualitative data interacted at multiple points and were analyzed separately and together.

Participants

Study participants were drawn from a nonprobability sample (Creswell, 2003) of Career Development Practitioners (CDPs). Snowball or chain sampling was used to maximize the potential reach of the survey invitation. The demographic information collected at the beginning of the survey matched other studies conducted with this same participant sample (e.g., Bezanson, O’Reilly, & Magnusson, 2009; Canadian Education and Research Institute for Counselling, 2011; Pickerell & Neault, 2012) and included type of agency, institution, or organization; region, gender; age; and number of years worked in the career development sector.

Of the 226 total usable responses, 52 (23%) were male and 174 (77%) were female. The majority of respondents (n=118, 52.2%) were 48-65 years of age with the remaining indicating an age of 31-47 years (n=91, 40.3%), 30 years or younger (n=9, 4.0%), or over 66 years (n=5, 2.2%); 3 respondents did not answer this question. The bulk of respondents had been employed in the career development sector for 10+ years (n=110, 48.7%) with the remaining respondents employed in the field 5-9 years (n=72, 31.6%), 1-4 years (n=36, 15.9%), or less than 1 year (n=7, 3.1%); 1 respondent did not answer this question. Although these numbers are disproportionate (i.e., mostly older, female, and in the sector for 10+years), they are representative of the population of workers as demonstrated in two recent pan-Canadian surveys (e.g., Bezanson, O’Reilly, & Magnusson, 2009; Canadian Education and Research Institute for Counselling, 2011). As such, the cases were not weighted in any of the analyses exploring the career engagement level of the participants, broken down across various demographic categories.

The highest number of respondents was from British Columbia (n=108, 47.8%) with the remaining from Alberta (n=43, 19%), Ontario (n=37, 16.4%), New Brunswick (n=8, 3.5%), Nova Scotia, (n=6, 2.7%), Saskatchewan (n=5, 2.2%), Manitoba (n=4, 1.8%), Northwest Territories (n=2, 0.9%), Newfoundland, (n=1, 0.4%), and Quebec, (n=1, 0.4%). In addition, four respondents (1.8%) did not identify geographical region, two were from the United States (.9%) and five were international (2.2%) from Australia, Saudi Arabia, and the United Kingdom. Given the uneven distribution among regions, respondents were grouped for all analyses exploring career engagement of participants. Groups included BC, comprising all British Columbia respondents; Prairie comprising Alberta, Manitoba, Saskatchewan, and Northwest Territories; Central, comprising Ontario and Quebec; and Maritime comprising New Brunswick, Nova Scotia, and Newfoundland. US, international, and respondents who did not indicate a region were grouped into an “other” category. Respondents in this latter category were removed for the purposes of this study.

The final demographic question focussed on where respondents worked. Most (n=129, 57%) worked in private and/or non-profit community based-agencies or organizations, some of which would receive government funding. The remaining worked in post-secondary college or university career/placement services (n=47, 21%), career services provided directly by government (n=14, 6%), the K-12 school system (n=11, 5%), and in a career services/HR unit within a company (n=9, 4%).

Survey Instrument

This study used the Survey of Career Engagement that was developed for the purpose of Pickerell's (2013) doctoral research. Several versions of the tool were developed and tested during a specialized doctoral studies seminar. The final version of the survey produced meaningful and accurate results (i.e., if someone, during initial discussions, self-reported as being overwhelmed, completion of the survey also resulted in an overwhelmed score).

Within the survey tool, there are 10 questions related to challenge and 25 questions related to capacity. There are more capacity questions to account for the variety of issues being measured (e.g., skills, education, available resources, life roles, support network, approach to self-care), whereas challenge focuses on level of difficulty and opportunity to perform stimulating, engaging, and invigorating tasks.

Responses follow a Likert scale, from strongly disagree to strongly agree, with reverse scoring required on two of the challenge questions and eight of the capacity questions. To get an overall indication of career engagement, raw scores for challenge and capacity, the two components of career engagement, were converted to percentages. The intersection of these two scores, on the career engagement diagram indicates an individual's level of engagement. For the purposes of this study, additional questions were included at the end of the survey to give respondents an opportunity to self-report their perceived level of career engagement.

Data Collection Procedures

Data were collected using SurveyMonkey®, an online survey tool, allowing for respondents to remain anonymous; at no time were respondents asked to provide names or contact information. A statement of informed consent was posted as the introduction, advising potential participants that continuing with the rest of the survey indicated their consent to participate and include their results in data analysis.

An invitation to participate was sent to an extensive list of CDPs throughout Canada and posted through relevant social media sites such as LinkedIn, Twitter, and the CERIC Google Group. The invitation included a description of the study, a rationale for participating, instructions for accessing the online survey, and a request to forward the invitation to other colleagues/networks (i.e., snowball or chain sampling; Rossman & Rallis, 2003). In total it is estimated that the survey invitation reached over 4,000 Canadian CDPs.

Results

The goal of this study was to explore the career engagement of Canadian Career Development Practitioners (CDPs) and, where not engaged, whether they were more likely to be overwhelmed or underutilized. In addition, the researchers also explored how factors such as age, gender, region, years in the sector, and type of work environment impact career engagement.

Career Engagement of Canadian CDPs

Overall, Canadian CDPs are engaged with their work, though there is a slight trend toward being more overwhelmed. As shown in Table 1, 25.1% of respondents fall within the zone of engagement whereas 56.8% can still be considered engaged, but moving out of the zone of engagement towards being overwhelmed (somewhat engaged: n=78, 36.3% and slightly engaged: n=44, 20.5%). A further 5.1% are slightly overwhelmed. Some practitioners' scores indicate movement towards feeling underutilized, though these numbers are lower with 9.8% at somewhat engaged and 2.3% at slightly engaged.

In Figure 2, respondent scores are plotted on the career engagement model, showing that although the majority of respondents are within the zone of engagement there are differences in the level of challenge and capacity.

Even though average scores, overall, fall within the zone of engagement, and the trend of movement towards overwhelmed is consistent regardless of the demographic breakdown, there are some differences in the results worth exploring.

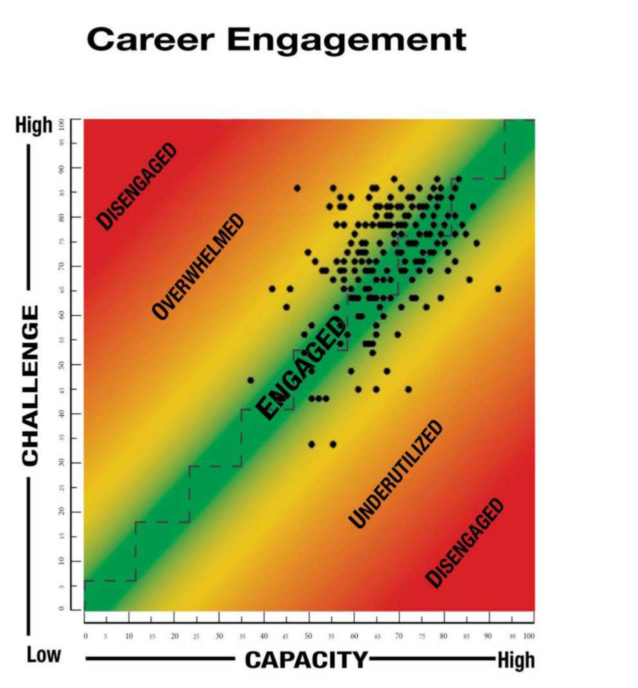
More BC respondents (29.6%) are in the zone of engagement compared to their counterparts in the Central regions at 26.3%, Prairies at 18.5%, and Maritimes at 13.3%, indicating that respondents in the Maritime regions are least likely to fall within the zone of engagement; further, they are more likely to be overwhelmed than CDPs in other regions. Men are more likely to be engaged than women (i.e., 37.3% of men fall in the zone

Table 1

Engagement Level of Participants

	Frequency	Percent
Slightly Underutilized	1	.5
Slightly Engaged (U)	5	2.3
Somewhat Engaged (U)	21	9.8
Zone of Engagement (Very Engaged)	54	25.1
Somewhat Engaged (O)	78	36.3
Slightly Engaged (O)	44	20.5
Slightly Overwhelmed	11	5.1
Somewhat Overwhelmed	1	.5
Total	215	100.0

Figure 2: Respondent Scores Plotted on Career Engagement Model



of engagement compared to 21.3% of women). Further, only 5.9% of men show any movement towards being underutilized compared to 14.0% of women.

In considering age and engagement scores, 11.1% of workers 30 years and under are within the zone of engagement compared to 27.6% of workers aged 31-47 years and 25.2% of workers aged 48-65; no one in the 65+ age group fell within the zone of engagement. Instead, all of the workers in this latter group were somewhat engaged, moving towards feeling overwhelmed.

The number of years employed in the career development sector also impacted level of career engagement. Respondents who are relatively new to the field and the most senior workers are least likely to fall in the zone of engagement with scores at 28.6% and 19.0% respectively.

Also worth noting is how engagement differs according to the type of agency / employer. CDPs working in private, for-profit, career services organizations and also those working directly for the government are least likely to fall in the zone of engagement, followed closely by those working in post-secondary institutions and the self-employed.

The survey also asked respondents to self-rate their level of engagement and whether they were more likely to feel overwhelmed or underutilized. There are some differences when comparing survey results to self-ratings of level of engagement. Over twice as many respondents self-rated as *very engaged* compared to the number of respondents who fell into the zone of engagement based on the survey results. In addition, 11 respondents reported being *very overwhelmed* and 7 reported being *very underutilized*, yet the survey did not result in any respondents being at either extreme. Possible reasons for this disconnect between self-ratings and survey results are explored in the Study Limitations and Recommendations section.

Respondents were also asked what contributed to them feeling overwhelmed and underutilized. A wide range of factors were listed including heavy work / client loads, unwieldy case management software, and lack of supervisory / management support. Another common theme related to an inability to establish work-life balance. Factors relating to feeling underutilized were dominated by management and/or the service delivery model not making effective use of skills and talents. There was a sense that practitioners are spending more time writing case notes or entering information into client files rather than working directly with clients.

Many participants, when responding to the statement “I am optimistic about my career opportunities,” were not optimistic. Less than 1% strongly agreed with the item, only 6% agreed, and, conversely, 44.7% disagreed and 33% strongly disagreed.

Respondents were also asked to identify whether they found one or more of their life roles overwhelming and, for those selecting “yes,” to list those roles. Of those who responded to this question, a specific role was not typically identified. Instead, participants commented that it is not any particular role but, rather, trying to balance multiple roles that can be most overwhelming. However, of the individual roles mentioned, the work role was selected almost twice as often as any other single role (n=19, 24.6%).

According to this study, Canadian CDPs are, overall, engaged with their work, although some differences in career engagement level do exist. Geographically, workers in the Maritimes are less likely to be within the zone of engagement than those from other regions. Conversely, workers in BC are *more* likely to be within the zone of engagement. Age also seems to impact career engagement, with youth and older workers less likely to be engaged than those 31-65 years of age. This latter finding may have broader implications to the sector; the majority of workers are older and, if the trend is for the sector's oldest workers to be less engaged, then that may begin to reduce overall engagement levels. Lack of engagement for younger workers is also concerning; the sector needs to attract youth but this could be difficult if there are fewer opportunities for this cohort to be fully engaged.

Discussion

Canadian CDPs are, in general, engaged with their work with 25% of study respondents falling within the zone of engagement (i.e., very engaged). However, combining the zone of engagement scores with the two *somewhat engaged* categories, one on the overwhelmed side and one on underutilized and this figure jumps to over 2/3 of respondents being somewhat or very engaged (n=153; 68%). Unfortunately, where not engaged, CDPs are more likely to feel overwhelmed.

Although only a small number of CDPs were feeling underutilized, even this slight trend should not be ignored. Underutilized CDPs could be a valuable resource to those who are overwhelmed, offering to take on additional tasks to help ease their burden. Colleagues are an important resource when considering a need to reduce challenge or build capacity. In addition, underutilized employees can become bored and, without intervention, apathetic – resulting in employees no longer caring about their work (Csikszentmihalyi, 1990; Rothlin & Werder, 2008). The implication of this potential lack of caring within Canadian CDPs goes beyond the individual workers to the clients they serve; underutilized workers may begin to care less about their clients and give less energy to contributing to those clients' success.

The trend towards being overwhelmed is similar across demographic categories, demonstrating that CDPs as a broad group are more likely to be overwhelmed regardless of age, gender, years in the sector, or geographic region. Workers in the Maritimes are slightly less engaged / more overwhelmed than workers in any other region in the country, with just 13.3% of respondents in the zone of engagement, and 73.4% either somewhat or slightly engaged, towards being overwhelmed. Conversely, workers in British Columbia and the Central region are almost twice as likely to fall in the zone of engagement. This is somewhat surprising with the launch of a new service delivery model in British Columbia as, anecdotally at the time of the study, British Columbia's CDPs reported being overwhelmed with difficulties adjusting to the new model. It was interesting, as well, to find that CDPs in British Columbia were almost twice as likely as practitioners in any other region to move out of the zone of engagement towards feeling underutilized. This trend may indicate that some CDPs are in roles that are not making effective use of their expertise. It could also indicate a potentially biased sample; those practitioners who are feeling engaged may have wanted to contribute to the study, whereas those feeling overwhelmed may have felt they already had too many tasks piling up, resulting in lower participation rates by overwhelmed practitioners.

Only 11.1% of younger workers (i.e., 30 years and under) are in the zone of engagement. When not in this zone, younger workers are just as likely to be overwhelmed as underutilized. The majority of Canada's CDPs are not in this younger age group; studies consistently show that workers in this sector are more likely to be older and in their second or third career, implying that becoming a CDP is not a *career of choice* for youth. If younger workers are not likely to be engaged, this could be a possible reason why fewer youth are in the field. In future research, it may be helpful to examine why youth are not as engaged in their work in this sector, leading to interventions that more effectively engage and retain younger workers.

CDPs who have been in the field for 10 or more years are less likely than any other cohort to be in the zone of engagement; they are more likely to be slightly engaged, towards becoming overwhelmed. As many Canadian CDPs have been in the field for 10 or more years, these findings are important. The trend implies that the longer one works in the field, the less likely it is that he or she will be engaged. This trend holds true when looking at this cohort by age; older workers are also less likely to be engaged. Combined, these trends indicate that the field has a problem engaging both youth and older workers.

Study findings indicated that, although generally engaged with their careers, there is a tendency for CDPs to be overwhelmed. Within the career engagement model, being overwhelmed is the result of too much challenge for the available capacity. This state can lead to increased levels of stress and anxiety, putting CDPs at risk of burnout and other stress-related illnesses (Csikszentmihaly, 1990; Demerouti, Bakker, Nachreiner, & Schaufeli, 2001; Jawahar, Stone, & Kisamore, 2007). Without reducing challenge or increasing capacity, CDPs could become increasingly overwhelmed and, ultimately, disengaged, bringing the problem behaviours associated with disengagement into their workplaces. In turn, this could result in poorer quality of service given to clients, perhaps reducing the clients' ability to be successful. As the majority of CDPs work in funded settings, where client success is at least in part tied to funding dollars, poorer client outcomes could ultimately result in a loss of revenue.

As it is easier to correct only a slight imbalance between challenge and capacity, now is the time for those CDPs feeling even just a small sense of being overwhelmed to take action. Within the career engagement model, there are two approaches CDPs can take; one would be to reduce the level of challenge and the other would be to increase their capacity.

When indicating reasons for being overwhelmed, respondents listed a wide range of items including unwieldy case management software, heavy caseloads, increased complexity of individual cases, policy changes, and lack of support from managers and supervisors. With many of these factors, it may be difficult to reduce the level of challenge; CDPs cannot turn away or refuse to see clients, cannot refuse to use required case management software, and may have little ability to influence changes in policy. Instead, CDPs may need to focus on increasing both individual and organizational capacity.

Professional development, or skills upgrading, is one way to increase capacity, thereby helping CDPs better understand how to manage complex client cases, use case management software, or understand new policies. Access to additional resources, such as staff, community partners, and job aids, can also increase capacity. Unfortunately, a potential problem with any attempt at increasing capacity is the limited optimism reported by Canadian CDPs (i.e., less than 7% agreed or strongly agreed that they were optimistic about their career opportunities). Within the career engagement model, being optimistic helps to boost one's capacity for coping with challenging situations and times and, in previous research, optimism was the single best predictor of both career success and job satisfaction (Neault, 2002). Although most are at least somewhat engaged with their careers, at the moment almost none of the Canadian CDPs responding to the survey were hopeful about their future career opportunities within the sector. However, it is important not to over-interpret this finding; general optimism, as explored by Neault (2002) was not a focus of this study; instead, there was only one optimism-related question specific to future career opportunities. Therefore, the lack of optimism amongst study participants may simply represent a realistic view of the labour market or working conditions within the sector at the time of the study. As such, this finding is presented as something to be further explored.

Within flow theory, which influenced the development of the career engagement model, Csikszentmihalyi (1990) does not ignore the role the employer plays but does emphasize the individual's responsibility for achieving flow. The career engagement model, however, stresses the key role that organizations play in fostering career engagement, both in providing sufficient challenges for their workers' capacity and also in ensuring access to appropriate supports (e.g., time, money, resources, and family-friendly workplace policies).

Within this study, lack of support from managers/supervisors was listed as one reason Canadian CDPs feel overwhelmed. There is a lack of sector-specific management training through most parts of Canada; many supervisors and managers move through the ranks, ending up in supervisory roles with extensive front-line experience, but limited awareness of management-related skills and competencies. Others are recruited directly into supervisory roles, coming into the field with the required management skills and education (e.g., MBA), but with little to no knowledge or understanding of the day-to-day work. Insufficient management and/or career development skills and knowledge will likely result in supervisors/managers having insufficient capacity, resulting in them, as well as those they supervise, becoming overwhelmed. As engagement begets engagement (Swindall, 2007), it is crucial that managers and supervisors reflect on their own level of career engagement. Managers and supervisors who are overwhelmed may struggle to find the time, energy, or resources (i.e., the capacity) to support the engagement of their subordinates.

Although the preceding sections shared strategies for supporting CDPs who are feeling even slightly overwhelmed or underutilized to return to the zone of engagement, it is important to note that results were positive overall; most Canadian CDPs were engaged with their work. Therefore, it is important to take a strengths-based approach and maintain what is currently working well, continuing to ensure an appropriate balance between challenge and capacity.

Study Limitations and Recommendations

The findings will make a meaningful contribution to ongoing discussions both within, and outside of, the career development community, in Canada and internationally. However, it is important to acknowledge the limitations of this study and also present recommendations for further research.

It is interesting to examine the apparent disconnect between the survey results and some respondents' self-rating of their level of engagement and whether they are more likely to become overwhelmed or underutilized. In response to a direct question, twice as many respondents self-rated as *very engaged* compared to their results from the survey of career engagement. There are several possible explanations for this which future research could examine. It is possible that the raw scores used to calculate percentages would convert to different percentiles if standardized; such standardization and norming can occur once more data has been collected, ideally across a more diverse group of participants. Another challenge with self-ratings vs. survey results is that, for the self-ratings, respondents were not provided with a definition of career engagement, leading to the possibility of a different understanding of career engagement both between respondents and also between respondents and the authors of the model. A definition would have helped provide the context for the questions and, perhaps, resulted in a different set of responses.

Response pattern bias may also have contributed to a difference between self-ratings and survey results. The zone of engagement is likely perceived as a good place to be; respondents may have chosen "very engaged" as it looks and feels better. This would have biased results, indicating practitioners are more engaged than they actually are.

Although there were sufficient participants to run the various analyses, the participant sample was small (n=226) and, therefore, study results cannot be generalized across the full Canadian CDP workforce. Data collection was completed in early December (i.e., close to Christmas) and the survey period was relatively short. In addition, we heard from many people in the field who did not receive an invitation to complete the survey despite what was believed to be a very active campaign to generate responses. Both of these could have contributed to the low response rate.

In addition, 50% of respondents were from British Columbia, a region that had recently experienced a complete redesign of the service delivery model for those working in government-funded employment programming. The impact of this transition on career engagement remains unclear; it is impossible to predict whether or not British Columbia's CDPs would have been more or less engaged within the old model and/or if engagement levels will be different once they are comfortable working within the new system.

Most of Canada's career development practitioners are women and this uneven gender representation was replicated in the study. It is unclear how, or if, a more equal distribution of gender may have impacted the results of this study.

In addition to a relatively small sample size, there was little variability in the data; the majority of respondents were engaged with their careers. Although this is good news, it may also be indicative of those who chose to respond to the survey. It is possible that those interested in the study were the engaged CDPs, inspired to give back to their professional community. However, overwhelmed CDPs may have chosen to not participate, deciding that they couldn't manage one more task. Those with low fit within the sector or limited commitment to their careers may have also self-selected out, choosing not to respond.

Response pattern bias may have also contributed to higher engagement scores; in another recent study mapping the skills profile of British Columbia CDPs, CDPs tended to rate themselves as highly skilled yet rate their colleagues as only somewhat skilled (Neault & Pickerell, 2013). It is possible this pattern held true when completing the survey (e.g., respondents rating themselves as having high capacity), resulting in higher capacity scores and, therefore, more scores falling in the zone of engagement than if, for example, capacity was being rated by their colleagues.

Using the broad definition of "career" may be adding a layer of complexity that, perhaps, would not be there if another term was used (e.g., work engagement). Although CDPs are generally aware of the broader focus of career, it is possible many still feel *career* is synonymous with *work*. In addition, a definition of career engagement was not provided to study participants; a definition would have added clarity when participants were asked to self-rate their level of engagement.

To further explore the career engagement of Canadian CDPs a larger sample, with more equal representation across various demographic categories, is required. The workforce may benefit from a follow-up study with the goal of increasing the sample size. To accomplish this, we would recommend aligning data collection with the sector's annual conferences; this approach would help ensure Canadian CDPs are aware of the study and provide industry leaders, and the researchers, an opportunity to encourage participation.

The tendency for CDPs to self-rate as highly skilled while rating colleagues as only somewhat skilled is likely to impact any future study of this kind with this population. Research to explore this tendency may be necessary to assess how widespread this response pattern is within the workforce. Rather than a separate study, it would be possible to add two questions in any follow-up research about career engagement of Canadian CDPs. These two questions, (1) "How engaged are you with your career?" and (2) "How engaged do you think the average CDP is with his/her career?" would allow researchers to see if this tendency to rate oneself as *higher* or *better* than colleagues holds true, and to consider how that response pattern may impact study results.

The chosen participant sample (i.e., CDPs) could be expected to have better career management skills than average workers, resulting in career choices that would maximize their engagement. Intuitively, we would expect this population to have high levels of engagement and this study demonstrated this to be the case. Additional research with random samples of workers would provide clearer insight into level of career engagement that could be extrapolated across a broader population. In addition, targeting specific groups could also help identify where, and what types of, interventions may be required to maximize and/or restore engagement. We would be especially interested in such research with internationally trained professionals (ITPs), youth, individuals in the trades, and aboriginals. The benefit, and uniqueness, of the career engagement model is with the directionality. Although other studies may indicate, for example, that ITPs are disengaged, knowing if that was due to being overwhelmed or underutilized is crucial in designing appropriate interventions.

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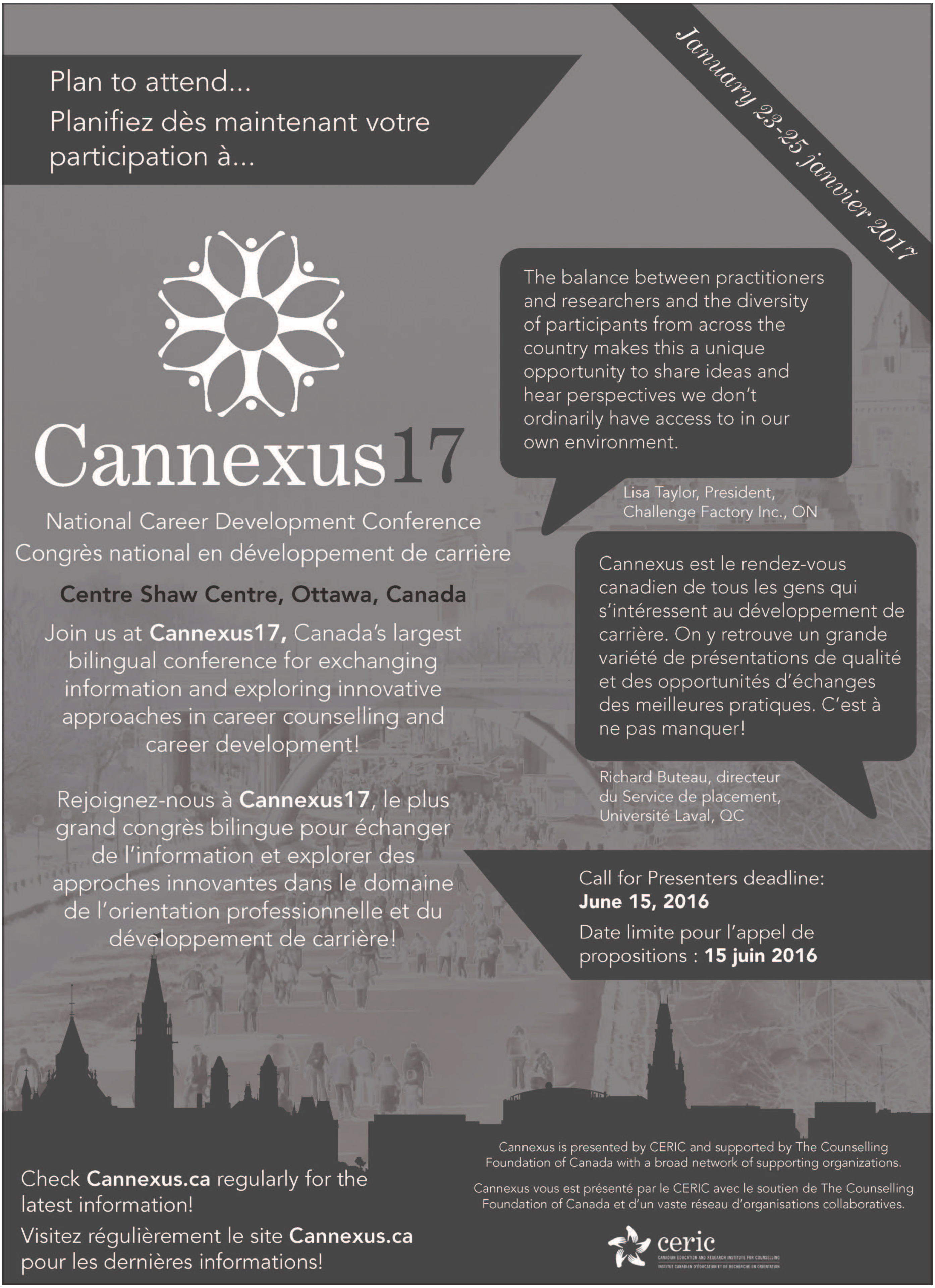
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Life-Story Writing for Career Change: Is it Effective? A Report on Research

George Dutch
Founder & President of JobJoy

Abstract

Thousands of individuals may choose to change careers but due to changing social and economic factors millions will be forced to endure unplanned transitions in situations where they have little or no control over their career decisions. Brown et al (2003) conducted a meta-analysis of 62 career intervention studies involving a total of 7725 participants and concluded that writing exercises were the number one ingredient for effective career choices. However, this study did not distinguish between different kinds of writing exercises or methods, such as narrative-based interventions, which use creative, expressive, and reflective writing in career guidance (Lengelle, 2014). While the theory and methods of narrative-based interventions is well established in the field of career development, research and evidence to support their efficacy for career change is only beginning. To help close this gap, I designed an online survey that was completed by 44 individuals who used a life-story writing process for guiding their career change and a control group that attempted career change with non-writing narrative tools. Life-story writing is a narrative-based approach that involves autobiographical writing by individuals about significant work and life events and activities. Results of this study indicate a positive correlation between the intent of life-story writing to 'uncover' a personal story, create a new career identity and facilitate a positive career change. However, results also indicate that the client-counsellor relationship and, in particular, feedback from the counsellor may be more influential to career change than a particular narrative approach.

Although much theoretical work has been done on how narrative-based instruments may facilitate career change (Amundson, Harris-Bowlsbey, & Niles, 2012; Gelatt & Gellat, 2003; Mitchell, Levin, & Krumboltz,1999; Pryor & Bright, 2005; Schlossberg,1981; Super, Savickas, & Super, 1996), a literature review reveals that there are no longitudinal studies on the outcomes of career change in relation to these theories using larger sample sizes over a period of 5-10 years.

Outcomes research in the career counselling profession is important, not as infallible guide to truth, but as a reliable means to conduct and evaluate interventions. Brown et al (2003) conducted a meta-analysis of 62 career intervention studies involving a total of 7725 participants and concluded that five critical treatment ingredients improve the effectiveness of career choice outcomes at any stage in an individual's career decision-making process: written exercises, individual counselling, models, support, other. The written exercises and workbooks were characterized as "action plans with targets" (p. 413) in this meta-analysis and the authors did not distinguish between narrative-based instruments and other kinds of writing exercises so data about the efficacy of such interventions for career change are not available from this study.

The purpose of my research study is to help close this gap by evaluating the effectiveness of a narrative-based career intervention, specifically the effectiveness of life-story writing in helping individuals make a positive career change. Life-story writing involves exercises designed to "uncover" the personal story of a client in order to create a new career identity as part of a career change process. The term 'career change' also requires an operational definition. 'Career' is derived from its Latin root meaning 'wheeled vehicle,' which lent itself to the modern connotation of a singular, linear, vocational direction (the metaphor equating to: 'following a particular path' or 'climbing the corporate ladder') and is most commonly associated with the notion of working permanently in, or committed to, a particular profession, such as a career diplomat in the field of international relations. A career change involves moving from one career path to something completely different; for example, a diplomat representing his/her country in an overseas embassy changes careers to become a home renovator in the field of customer service in a city in his native land. Job change is not necessarily career change; some job change involves promotions, or demotions, with the same employer, or a lateral transfer to a different employer in the same career field, such as a career diplomat with a federal government department becoming a trade commissioner with a United Nations agency which, for the purposes of this study, is considered a job change because it involves a switch to different but similar or related job duties in the same career field of international relations.

I explain my approach to life-story writing for career change in the first person and in considerable detail because (1) as a new form of career guidance there is no standardized approach commonly used by career professionals for applying narrative-based instruments to career change issues, and (2) different writing exercises and approaches may produce different results. The possibility of individual agency, choice and change is always performed in a dynamic context of theory, method and practice with each individual client. I hope my explanation will help other practitioners in the field better understand and better apply narrative-based instruments to career change interventions.

I report the results of an online survey that was completed by 44 individuals who used a life-story writing process for guiding their career change and a control group that attempted career change with non-writing narrative tools.

Problem

Thousands of individuals may choose to change careers but millions may be forced to endure unplanned career transitions and other highly challenging career changes in situations where they have little or no control due to changing social and economic factors. While no longitudinal survey has ever tracked the same participants over the course of their working life, The National Longitudinal Survey of Youth has tracked the job changes of younger baby boomers since 1979 (Bureau of Labor Statistics, 2010) but job change is not career change. If career change is now a necessary or inevitable experience for a significant number of people in the workforce, then the reliability and effectiveness of new forms of career guidance related to career change, including narrative-based interventions, need to be established through a critical mass of empirical evidence. According to career researchers Blustein (2006, p. 315) and Law, Meijers and Wijers (2010, pp. 446-447), clients and funding agencies are unlikely to be convinced that such interventions are effective unless they see empirically measured outcomes of statistical significance.

Life-story Writing

Life-story writing is one of those new forms of career guidance. In terms of a definition, it is helpful to distinguish it from the widely used psychometric trait-factor instruments favoured by most organizational career services which are used to assess a client's interests, personality, or aptitudes, such as the Strong-Campbell Interest Inventory, the Myers-Briggs Typology Indicator, and Holland Codes. Life-story writing falls within the narrative forms of guidance but is different than "storytelling" or oral practices used in a growing number of narrative-based career services based on the work of key theorists and practitioners (White & Epson, 1990; McAdams, 1993; Savickas, 2005). These practices usually involve one-on-one verbal dialogue as a counselling intervention, structured as an interview during which the counsellor prompts a client to tell stories about life chapters; key events or episodes; important childhood, adolescent and adult memories; significant people or role models; favourite books and media; hobbies and interests; stresses and problems; personal ideology; and, overall life themes (McAdams, 1993, p. 253-254). In this verbal approach, the client does not do any writing; however, the counsellor may produce a written document to collect the information as part of the intervention. Life-story writing is also organized around a structured process (which looks similar to oral storytelling) but the core modality requires clients to write about their lives in a chronological and/or retrospective manner. For example, they could write about a childhood activity that was consistently satisfying or a particularly enjoyable achievement from their teen years. The idea is for clients to explore their experiences in relation to their external and internal worlds—that is, about the facts, people, events of their lives, as well as their thoughts, feelings, behaviours and beliefs—to uncover themes or patterns related to careers that match their natural strengths, preferences or priorities. In short, life story writing is not an adjunct writing exercise to verbal career guidance but is the main tool used to move clients from their current career identity to a new one. This process often looks and feels like autobiography (Bruner, 1995), and might be called "journal writing for career development," or "life story or narrative work for career choice, or career development, or career identity," or "the storytelling approach to life writing", but is essentially different than autobiography because such writing, as part of a narrative counselling process, involves a relationship between a counsellor/therapist/facilitator and a client. The intention of this interaction is also important in the study of outcomes because it involves the re-authoring of a client's story, that is the incorporation of the uncovered themes and patterns into a new narrative, one that is clear, concise, coherent and cogent with respect to their career issues.

As a career change practitioner in private practice, I have used a narrative writing method with clients for 22 years, one that I developed from similar writing exercises that I undertook with other practitioners. I demonstrate my life-story writing approach with a case study of the life-story writing exercise undertaken by 27 of the study's participants. Each client, as narrative producer, enters a commercial contract with myself, the counsellor, as narrative interpreter, involving a certain set of conditions, expectations and agreements related to the life-story writing exercise that forms the core of our interaction. I normally meet with my clients face-to-face for a one-hour session to review their career history and determine if the life-story exercise might be beneficial for their career issues. For example, this exercise tends to be beneficial for individuals who are literate, who can access memories from the past, who have the ability and inclination to write in autobiographical terms, and those who have the strength of mind to confront and resolve some of the highly charged emotions that may be triggered by their memories.

If we determine that a deeper analysis of certain events in their life might reveal some "clues" to viable career options, they undertake autobiographical writings according to a specific format. The procedure for collecting the autobiographical writings of my clients follows three basic steps. First, the exercise starts with an inventory of signature events or activities; clients lists times in their lives—from childhood to the present—when they are doing what they enjoy most, especially outside of work. They also have the option of writing additional autobiographical information about their life circumstances, such as major illnesses or injuries, family divorce, relocations, relationships, or other factors that influenced their work and life choices.

Secondly, clients select their top eight stories from the inventory, and elaborate on each of the top eight stories with details according to particular prompts: headline description of story; what triggered the event/activity; detailed description of actions they took; what they found particularly enjoyable or consistently satisfying about that event/activity; and why they stopped doing that enjoyable activity if, in fact, they have done so. By selecting and writing the stories themselves, clients are not passive receivers of expert assistance but active agents in exploring their own lives as it relates to careers and work. The guidelines that I use also follow a timeline from past to present. The emphasis is on writing details about what they did and how they did it, not on why they did it. The purpose of this structure is to keep them focused on positive experiences that may reveal some of their natural strengths and motivations. I have found this simple format organized around a focus on enjoyable activities/events helps to break through resistance and barriers because it removes the client from the 'present' problem and its associations with negative work experiences, especially recent ones. Details are important, but more so their acknowledgement that they have had "success" within the past and recognize it with a positive evaluation of the experience.

Thirdly, after completing the exercise, they give it to me for analysis to identify and define their strengths and motivations, and match them to career options. I provide a written analysis of their stories, one that identifies and defines a motivational pattern consisting of key elements: natural talents, preferred subject matter, motivating situations, natural relating style, and an essential motivation. This pattern is presented in a reconstituted "Personal Statement" or 're-authoring' of their life-story, and summarized in a schematic diagram. The pattern is then matched to specific jobs in specific work settings that will recognize, reward and motivate the client for this pattern. The words and language used in this new story do not just reflect a current reality but a reconceptualization of it.

Finally, the client is given a list of suggestions about how to transition from their current identity or narrative into a new career identity, as developed by me based on my interpretation of their life-story writings. The client and I then meet for an hour or so to review my written report page-by-page. The objective of this session is to ensure that they understand key conclusions and suggestions. Then they go away for a period of two to six weeks to digest the report; get some feedback from several people who know them well (such as spouse, sibling, best friend, long-time colleague); do some homework, such as researching my suggestions for career matches; then we meet again to discuss practical steps and actions to be taken towards career change if that is their preferred option. This step involves a concerted effort between my client and myself to leverage this knowledge and understanding into a new career choice that better harmonizes with their needs, priorities, values and natural inclinations.

Together, we have co-constructed a new story and an action plan to complement their self-discovery with respect to career change options. Afterwards a client needs to test this new identity in the real world to see if s/he can build traction towards a viable career option. The process of activating the narrative with my assistance may terminate at this point or continue on a commercial basis for months if a client wants assistance in executing the plan with particular strategies and tactics. An illustration of a typical interaction as described above is provided in this webinar: http://instantteleseminar.com/?eventid=20848683.

Research Question

Can life-story writing help individuals take effective actions to achieve positive career change? Positive career change refers to an individual's transition from an incumbent career identity to a new career characterized by extrinsic and intrinsic markers, such as more income; more congruence between their job duties and values; an increase in positive emotions and a decrease in negative emotions; more clarity and confidence in their career decision-making and, ultimately, satisfaction with their career choices. I hypothesize that life-story writing can facilitate positive career change. I explore this hypothesis by analyzing the outcomes of career change efforts by an experimental group drawn from my clients who used life-story writing as the central assessment tool for guiding their career change process, and a comparison group that undertook a career change process on their own or with some other career professional but used non-writing narrative tools as part of that process.

Method

Research Design

I explored my research premise by inviting 165 clients who had undertaken a career-change process involving a life-story writing exercise to complete an online survey with 52 statements related to *before* and *after* conditions of their career-change process, involving two key areas of inquiry: (1) Occupationally: did the desired career change actually occur? If so, what did or didn't help? And, (2) Emotionally/psychologically: was the experience positive or negative?

I also contacted 13 organizations in Canada and the USA with members that I knew personally or by reputation to be practicing narrative career guidance in some manner, and asked them to direct their members to my survey as well. There was a low response rate to my request, which may be due to few career practitioners in private practice or institutional settings actually use narrative-based writing tools, compared with verbal narrative guidance, or the possibility that few individuals actually complete career changes as distinguished from job changes, or other reasons. Lengelle & Meijers (2014) point out that writing exercises are sometimes used as an adjunct tool in career counseling (p. 6), but not as a core modality for re-authoring a client's story for a new career identity.

Procedure

Participants were invited to complete the online survey in January 2014 and it was open until June 2014 in order to gather a sample size of some consequence. It took participants approximately 20 minutes to complete a survey involving quantitative questions related to their age, gender, education, and other relevant demographic and career data, as well as qualitative questions scoring their subjective experience of career change and their descriptions of that experience. The online survey link is: https://app.icontact.com /icp/sub/survey/start?sid=5423&cid=533719

Data Collection

The responses of clients were captured in an online survey form then exported to an MS Excel spreadsheet, which was converted to an MS Word document for easier manipulation of data.

Participants

Altogether, 44 individuals participated in the survey. The respondents can be divided into three groups. Group 1 is the experimental group consisting of 27 individuals who completed life-story writing exercises as part of my career service. Group 2 is another experimental group of 6 who had undertaken non-writing narrative guidance with me. Group 3 (control group) was made of 11 individuals who claimed to use non-writing narrative guidance in their career change process with another practitioner, with an employer-sponsored service provider, or on their own. A profile of the 44 participants shows:

- 50/50 gender split
- 95% mid-life adults 30-50 years old
- Two thirds of participants were born and raised in Canada, others in USA, Europe, India, Australia
- All but one had post-secondary education
- Individual Income (21 reported) before career change: 11= $70K+, 4=$33-69K, 7=$-32K (based on Statistics Canada means)
- Employment Status before career change: 20 employed, 9 self-employed, 4 unemployed involving a range of professional and technical workers, managers and administrators, sales, clerical, service, no trades
- Relationship status before career change: 65% married or common law, 35% single, separated or

divorced

- Health: 40/44 participants reported Good or Excellent health before career change
- Durability: Two thirds of participants undertook a career change process 5+ years ago, most of those 10+ years ago

In summary, the participants represented a convenience sample of middle class mid-life adults who attempted a career change process.

Results

Effectiveness is a subjective value

Life-story writing is just one tool to help individuals make a positive career change. So, participants were asked in Survey Question #42: *Do you think you have made a successful career transition*? (See Table 1.)

All 44 participants answered, with 29 or 66% selecting 'Yes,' 10 selecting 'No,' and 5 selecting 'Still in Transition.' Of the 27 individuals (Group 1) who completed a life-story writing process with me 16 or 57% reported 'Yes,' 6 said 'No,' and 5 said they were still in Transition.

Of the 16 individuals who reported 'Yes," their "successful" career transitions included the following changes: IT Systems Analyst to Pet Groomer; Electrical Engineer to Public School Teacher; Occupational Therapist in Mental Health to Medical Research Project Coordinator; Desktop Publisher to Certified Financial Planner; Software Tester to Senior Product Marketing Manager; Medical Laboratory Assistant to Library Clerk; Printed Circuit Board Designer to Musical Therapist; Lab Technician to IT Support Analyst; Senior Telecom Product Manager in a private sector high-tech company to Senior Director, Global Operations in an NGO.

Table 1.

Do you think you have made a successful career change?

Answer	Group 1	Group 2	Group 3	Total
Yes	16	4	9	29
No	6	2	1	9
In Transition	5	0	0	5
No Answer	0	0	1	1
Total	six	6	11	44

Of the six individuals who had undertaken non-writing narrative guidance with me, four or 66% reported a successful transition and two did not. Of the eleven individuals who did not work with me but used some form of non-writing narrative guidance in their career change process, nine or 82% said 'Yes,' and one 'No,' and one did not answer.

The majority of participants in all three categories—those who undertook a life-writing exercise, and those who engaged in narrative guidance in a non-writing manner with myself or another practitioner—rated their career change as successful. A larger control group might provide a more distinct contrast for correlations between those who engaged in life-story writing and those who did not.

Of the respondents who said 'Yes' in Table 1, there was no appreciable difference in responses between the three Groups, so I have not separated them in the following Figures.

Success is also a subjective value

Participants were also asked to evaluate their career change process in the second part of Survey Question #42: *What markers are important to you that constitute a successful human being after a career change? Here are some suggestions. Feel free to use them or use different markers, and elaborate or clarify what is important to you.*
In Figure 1, we see that respondents more often selected internal benefits—such as increased job satisfaction, meaningful work, and more congruence between their values and job duties—than external benefits, such as increased pay or career advancement.

Career change is often assumed to be a disruptive or destabilizing process

Participants were asked to report on their Employment, Marital, Education, and Health status before and after their career change efforts. The status of these markers did not change for most participants. More education was not a pre-requisite to career change for most participants. However, these findings would benefit from closer scrutiny such as qualitative interviewing to determine what other factors were important in the career change of those who completed life-story writing and those who did not, and to what extent life-story writing actually influenced a range of career change decisions, such as whether to invest in further training or education.

About 50% of the 44 participants reported an increase in income following their career change and about the same number reported a decrease in income after their career change. This finding too would benefit from further investigation to determine if an increase or decrease in income was, in fact, a disruptive influence in their lives or were certain destabilizing effects offset by the increase in positive emotions.

Career change and emotions

Participants were asked to evaluate their general emotional/

Figure 1. What markers/factors are important to you that constitute being a successful human being after a career change?

Type	Marker	Selections
External	More income & benefits	5
	Career advancement	6
	Improved health	4
	Other: "more time for community involvement and personal growth; more opportunities; love the challenges; love people I work with; less policy strictures; closer work team	
Internal	More Job Satisfaction	8
	More duties-values congruency	13
	Clarity about work role	4
	Meaningful work	7
	More fun	4
	Improved relations at home and/or work	2
	More spirituality	2
	Other: "less negative; open to new ideas; more confidence; better leader and mentor; self-direction to follow my own path	

Table 2.

Self-evaluation of emotional/psychological state before and after career change 44/44 participants

Intensity	Confused	Anxious	Confident	Excited	Fearful	Sad	Angry	Happy
				Before				
Strong	9	11	7	8	11	8	11	6
Moderate	24	16	23	19	17	21	13	25
Weak	11	17	14	17	16	13	20	13
				After				
Strong	2	4	24	21	4	1	1	20
Moderate	8	13	15	15	9	7	8	18
Weak	21	26	5	6	32	35	32	5

psychological state before and after their career change efforts, whether it was a successful change or not. Each participant self reported on their emotional/psychological state according to a Strong, Moderate, or Weak rating. Table 2 shows an inverse in ratings in their states before and after which indicates that the intensity of negative emotions like confusion, anxiety, fear, sadness, anger decreased significantly, and the intensity of positive emotions, like confidence, excitement, happiness increased significantly, for individuals who engage a career change process, even for those participants who did not make a positive career change. Again, there was no appreciable difference in the responses from each of the three Groups surveyed so I have not separated them in Table 2.

The 27 participants who completed a life-story writing exercise with me were asked to evaluate in a qualitative manner the effectiveness of the life-story writing exercise in aiding their career change process in Survey Question #46: *Did the life-story approach increase your ability to construct a new career? If, YES, explain how. If, NO, explain why. Here are some suggestions. Feel free to use them or use different markers, and elaborate or clarify what is important to you.*

The limited number of responses above indicate that life-story writing provided more clarity related to their talents and motivations, which increased confidence. As well, subjective and internal factors, especially limiting beliefs, seemed more influential as barriers to career change than external factors.

Discussion

Although the value of moving from one career identity to another has been studied theoretically (Lengelle, Meijers, Poell & Post, 2014; Lengelle & Meijers, 2014; Lapointe, 2010; Law et al, 2010; Vlhjalmsdottir & Tulinius, 2009; Winslade, 2005), research on the effectiveness of narrative work to achieve measurable outcomes is only beginning (Lengelle, Meijers, Poell & Post, 2013, p. 420; Stebleton, 2010, p. 70). Since the majority of participants in all three groups of my study—those who undertook a life-writing exercise, and those who engaged in narrative guidance in a non-writing manner with myself or another practitioner—rated their career change as successful, it seems that narrative-based interventions in general are effective for facilitating career change. In addition, these findings indicate that life-story writing is effective because it fosters self-knowledge, agency, and a clear plan for moving ahead.

In survey questions #47-49, participants were asked to identify three of the five critical treatment ingredients which helped them most in their career change process. Those ingredients identified were written exercises, individual counselling, models, and support. The majority of respondents selected individual counselling as the most helpful type of intervention in their career change process: Of the 44 participants in all three groups who answered this survey question, 29 of them responded that individual counselling when it involved feedback and/or interpretation of their life story was strong or moderate in terms of a positive outcome to their career change. This observation indicates that the key element to a suc-

Figure 2. Did the life-story approach increase your ability to construct a new career?

Answer	Reason	Selections
Yes	More clarity about talents & motivations	11
	More confidence in taking actions	4
	Better decision-making skills	0
	More self-knowledge that helped with decision-making	2
	Other: "was a useful too to identify new areas of opportunity as well as present my skills to other stakeholders; was able to spot the elements of any career that would cross my path and felt it would help me attract that career; did a number of trainings that helped me gain further career-related clarity"	
No	Lack of confidence	1
	Limiting beliefs about opportunities for change	5
	Lack of support	1
	Worry about finances	1
	Inability to complete the writing exercise	0
	Intervening circumstances, e.g. illness, death in family, financial independence from lottery win or inheritance	1
	Lack of job search skills	0
	Weak economy	0
	Other: "genuine fear & family responsibilities; fear & hesitancy have made my progress slower; a lack of appreciation for my motivations for choosing to move away from empowering stories in the past; personal reasons; it's not clear to me what transition to make and what the corresponding benefits & sacrifices would be"	

cessful career change may be the nature of the helping alliance between a counsellor and client and not a specific narrative-based tool.

Through research, we can check to see if we are developing reliable tools and methods to facilitate career change. Research also involves the organizing of concepts, theories, processes, mechanisms, and treatments. Although no work has been done to support career change theories and methods with large-scale meta-analyses of aggregate data, we can look at such studies done in the field of psychotherapy as a corresponding guide for career change because the goal of psychotherapy is similar to career change counselling in that one of the purposes of psychotherapy is to help individuals overcome the problems of life, including difficulties with work. While there are real differences in the way psychotherapies are practiced, those that are well performed seem to share fundamental factors, most prominently a "helping alliance" between patient and therapist. Corsini & Wedding (2014) calls this the Whohowwhom factor—what counts in psychotherapy is who does it and how and to whom it is done. Even therapies based on radically different philosophies and values show similar effect sizes in terms of successful outcome, also in studies utilizing widely varying outcomes (p.167). A narrative-based career change service is not psychotherapy but it is, essentially, a relational modality—humans helping others change—and therefore similar outcomes may apply.

Conclusion

While this study provides some indications of effectiveness, the limited sample size, small control group, and the similarity in self-reported answers between all three groups in the study does allow me to infer that life-story writing is more effective for career change than other narrative-based interventions. Also, it needs to be noted that there are many dynamic and contextual elements that influence the dialogue between a client and a counsellor/facilitator/teacher in narrative-based interventions (Spicer, 2004, pp. 293-303). More research inot the relationship between these elements may increase the effectiveness of narrative-based interventions.

What facilitates career change more than a particular narrative theory or method—based on this study—is feedback from the counsellor, specifically the nature of the helping alliance. This conclusion may indicate that the focus of narrative-based interventions should shift from the development of theories and methods to strenghtening the helping alliance by identifying, developing and nurturing practitioners with a knack for analyzing creative, expressive and reflective forms of writing and matching them with clients who might benefit from this approach. This may, in turn, help to increase the critical mass of clients and counsellors necessary to assist researchers investigating the effectiveness of narrative-based interventions for career change and other career issues.

It took many decades for psychotherapy to be accepted by our managed care system in schools, corporate HR practices, or government-sponsored community programs. It may take as long for narrative-based interventions to be accepted. Therefore, it may be useful for career program administrators to know even now that empirical evidence from this study shows that life-story writing as a career intervention has a positive influence on and assists with career choice, career planning, and career change, and nurtures a new story or career identity that can be leveraged into career decision-making action. It can also produce clarity about viable options; increase motivation for effective actions; give relief from negative feelings and/or stress. It does not necessarily disrupt or destabilize the personal lives of individuals, nor does it necessarily lead to lower incomes for them but can, in fact, increase income. And, it often takes two plus years to 'realize' that a client/individual has had an effective and durable career change.

Furthermore, it may be useful for career practitioners to know that: mid-career men and women seem to make career changes in equal numbers when using life-story writing in a helping alliance, and this method increases self-understanding and agency for many individuals resulting in more job satisfaction and congruence between core job duties and core values.

This research adds to our knowledge of how narrative-based writing practices may be used by practitioners and their mid-career clients to make successful career changes.

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Structurations rivales des ancres de carrière : Un test empirique du circumplex

Thierry Wils. HEC Montréal et HQO
José Bélanger. HEC Montréal, Université de Montréal et UQO
Eric Gosselin. UQO

Précis

La manière d'organiser les ancres de carrière selon une logique circulaire a récemment donné naissance à plusieurs structurations rivales qui n'ont pu être validées empiriquement. Contrairement à ces structurations athéoriques, un modèle théorique de structuration est proposé. En utilisant la technique statistique de Browne (1992), il s'avère que le modèle théorique est supérieur aux autres structurations. Les résultats obtenus sont aussi en accord avec une structuration par quadrants regroupant des ancres de carrière compatibles. Le quadrant du *carriériste* se compose de l'ancre de gestion; le quadrant du *protéen* regroupe respectivement les ancres de compétence technique/fonctionnelle, de défis créatifs, d'entrepreneurship et d'autonomie/indépendance. Le quadrant du *social* rassemble les ancres de style de vie et de service/dévouement alors que le quadrant du *bureaucratique* fait référence à l'ancre de sécurité/stabilité.

Abstract

The way of organizing career anchors according to a circular logic has recently given birth to several competitive structures that could not be empirically validated. Unlike these structures of career anchors that were atheoretical, a new theoretical structuring model is proposed. Using the statistical technique developed by Browne (1992), it turns out that the theoretical model is superior to other structures. The results are also consistent with a structure based on quadrants of compatible career anchors. The *careerist* quadrant consists of anchor management; the *protean* quadrant respectively combines the technical/functional competence of anchors, creative challenges, entrepreneurship and autonomy/independence. The *social* quadrant brings together lifestyle as well as service/dedication anchors while the *bureaucratic* quadrant refers to the security/stability anchor.

Au cours des dernières années, la responsabilité de la gestion de carrière est progressivement passée des mains de l'organisation à celles des employés. Ce changement ne rend cependant pas désuet la thématique des ancres de carrière dans la mesure où les aspirations de carrière demeurent toujours une préoccupation majeure chez les employés (Mercure & Vultur, 2010). D'ailleurs, la théorie des ancres de carrière née dans les années 1970 par l'entremise des travaux de Schein (1978) suscite encore l'intérêt des chercheurs (Rodrigues, Guest, & Budjanovcanin, 2013). Selon Schein, la notion d'ancre de carrière fait référence à la tendance d'un individu à choisir un environnement de travail qui est congruent avec la perception de ses talents, de ses motivations et de ses besoins. Chez les jeunes adultes, les choix initiaux de carrière sont faits sur la base d'une image plutôt floue de ces perceptions. Au fur et à mesure que les individus progressent dans leur carrière en relevant des défis dans les premières années d'expérience, ils développent graduellement ce que Schein appelle un choix de carrière « individualisé » qui découle de l'interaction entre l'individu et son milieu de travail. Ils se forgent alors une identité de carrière «stable». Ce processus psychologique est à l'origine des orientations de carrière ou ancres de carrière[i] qui s'articulent autour de trois pôles, soit : 1) les talents et habiletés, 2) les motivations et les besoins, ainsi que 3) les valeurs. D'après Schein, émerge au fil de temps une seule ancre de carrière stabilisant, guidant et contraignant le cheminement de carrière d'une personne. Lorsque l'individu fait face à une situation où il doit faire un choix professionnel difficile, il a recours à cette ancre de carrière dite « dominante » puisqu'elle constitue une affirmation de ce qui est vraiment important pour lui en matière de carrière.

À l'origine, Schein identifia cinq ancres de carrière : l'ancre de gestion, l'ancre de compétence technique/fonctionnelle, l'ancre de sécurité/stabilité, l'ancre de créativité entrepreneuriale et l'ancre d'autonomie/indépendance (Schein, 1975). Par la suite, Schein ajouta trois ancres de carrière supplémentaires : l'ancre de service/dévouement à une cause (s'apparentant à l'ancre de service identifiée par DeLong, 1982), l'ancre de défi (s'apparentant à l'ancre de variété de DeLong) et l'ancre de style de vie (Schein, 1987).

Feldman et Bolino (1996) ont remarqué que, dans l'étude de Schein (1978), environ le tiers de ses répondants possédaient un profil d'ancres de carrières multiples, suggérant du coup la possibilité de l'existence simultanée d'ancres primaires et secondaires. Cette observation a été confirmée par l'étude de Martineau, Wils, et Tremblay (2005) menée auprès de 900 ingénieurs québécois. Selon ces derniers, la dominance multidimensionnelle fait référence à « l'indifférenciation », soit l'intériorisation de plusieurs ancres connexes alors que la « différenciation » sous-jacente aux travaux de Schein (1975; 1978; 1987; 1990; 1996) désigne l'intériorisation d'une seule ancre de carrière (ou dominance unidimensionnelle). Dans la mesure où plusieurs ancres de carrière dominantes peuvent coexister simultanément au sein d'un même individu et que ce phénomène caractériserait une majorité d'individus (Chapman, 2009), une nouvelle problématique de recherche émerge, à savoir la structuration des ancres de carrière qui fait référence aux relations entre les ancres de carrière. De fait, plusieurs modèles de structuration ont été proposés ces dernières années.

Cadre de Référence

La structuration des ancres de carrière a été abordée de manières inductive (modèle athéorique) et déductive (modèle théorique). Examinons d'abord les modèles athéoriques.

Les modèles athéoriques.

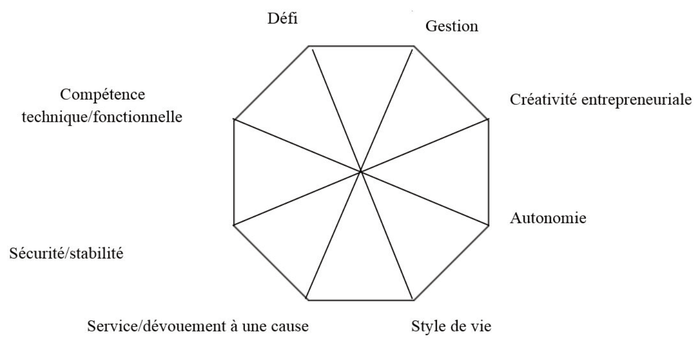
Plusieurs auteurs ont proposé des structurations des ancres de carrière qui sont fondées soit sur des relations purement «spéculatives» entre ces ancres de carrière, soit sur des relations issues de résultats empiriques partiels. L'origine de ces modèles remonte aux travaux de Schein. En 1990, après des années de recherche et d'expérimentation, Schein a développé un modèle d'ancres de carrière opposées. Par exemple, tel que présenté à la figure 1, il a suggéré que l'ancre compétence technique/fonctionnelle s'opposait à l'ancre de gestion, que l'ancre de sécurité/stabilité était contraire à celle d'autonomie/indépendance et que, finalement, l'ancre de créativité entrepreneuriale était contraire à celle de service/dévouement (Barclay, 2009). Mentionnons au passage que les ancres «style de vie et défi» n'ont pas fait l'objet de proposition par Schein.

Figure 1. Le modèle de structuration de Schein (1990)

Compétence technique/fonctionnelle--Gestion
Autonomie/Indépendance--Sécurité/Stabilité
Service/dévouement à une cause-------------------------------Créativité entrepreneuriale

Figure 2

La structuration octogonale des ancres de carrières de Feldman et Bolino (1996)



Ce n'est qu'en 1996 qu'un modèle plus élaboré a été conceptualisé en articulant les ancres selon une logique circulaire. Feldman et Bolino (1996) ont proposé un modèle octogonal de structuration des ancres de carrière selon lequel la centralité des ancres de carrière s'opère au sein de chacun des trois groupes d'ancres (talents, motifs et besoins, attitudes et valeurs) et non au sein de toutes les ancres confondues, comme le prétend Schein (Barclay, 2009). Les ancres de compétence technique/fonctionnelle, de gestion et de créativité entrepreneuriale se rattacheraient aux talents de l'individu ; elles se centreraient sur le travail qu'il accomplit jour après jour. Les ancres sécurité/stabilité, autonomie/indépendance et style de vie représenteraient les motifs et besoins ; elles miseraient sur la façon dont les individus veulent structurer leur travail en fonction de leurs désirs et de leur vie. Enfin, les ancres de service/dévouement à une cause et de défi représenteraient des attitudes et des valeurs ; elles auraient trait à l'identification de l'individu envers son emploi et envers la culture organisationnelle. Feldman et Bolino (1996) stipulent qu'une personne pourrait avoir une ancre de carrière dominante pour chacune de ces trois catégories, ce qui expliquerait l'existence d'ancres de carrière primaires et secondaires en raison de leur complémentarité.

Afin de mieux saisir la dynamique entre ces trois pôles de carrière, Feldman et Bolino (1996) ont proposé un modèle octogonal de structuration des ancres de carrière (voir la figure 2). Selon ce modèle, il existerait une « proximité » de certaines ancres dites « compatibles » ou « complémentaires » (ancres connexes de l'octogone, comme les ancres «compétence technique/fonctionnelle et défi») ainsi qu'une opposition entre d'autres ancres dites « incompatibles » (ancres diamétralement opposées de l'octogone, comme les ancres «sécurité/stabilité et créativité entrepreneuriale»). Dans la mesure où Feldman et Bolino se sont basés sur quelques études empiriques pour établir les relations entre les ancres au sein de l'octogone (Wils, Wils, & Tremblay, 2010), ce modèle doit être considéré comme «athéorique».

Un troisième modèle a été avancé par Bristow (2004). À des fins de clarifications, il suggéra une terminologie différente de Schein pour les lecteurs qui ne seraient pas familiers avec les ancres de carrière. Les changements d'appellation ont été les suivants : compétence technique/fonctionnelle devient « expert », gestion devient « diriger les

Figure 3

Le modèle de structuration des ancres de Bristow (2004)

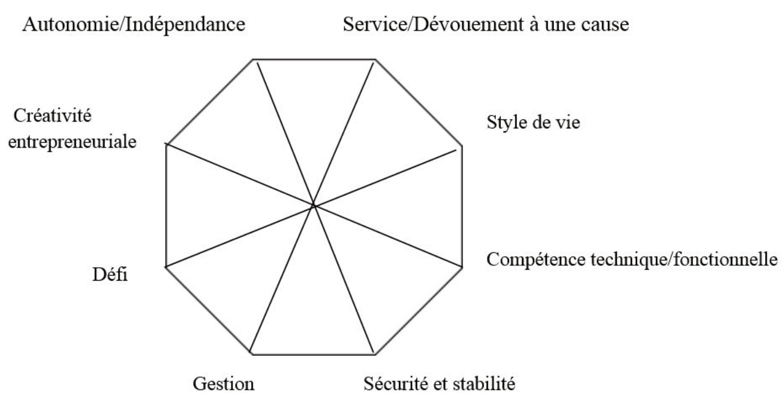
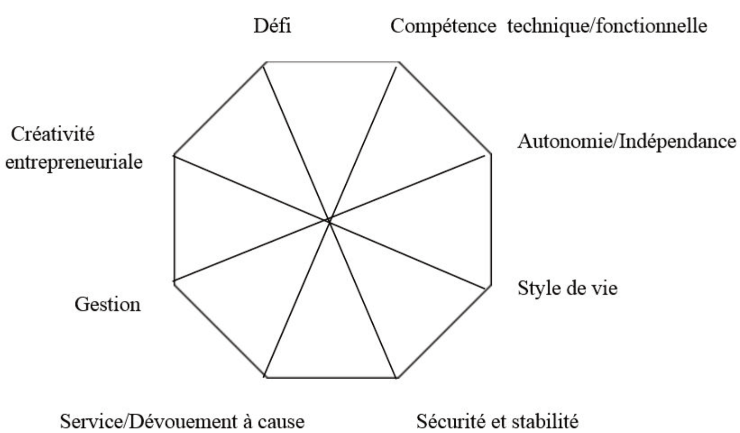


Figure 4

Le modèle de structuration des ancres de Chapman (2009a)



autres », autonomie/indépendance est transformée pour « gagner en autonomie », stabilité/sécurité devient « s'assurer de la sécurité », créativité entrepreneuriale devient « innovation », service/dévouement à une cause est modifié pour « servir les autres », défi devient « atteindre un but » et, finalement, style de vie devient « maintenir l'équilibre ».

Au final, comme en fait foi la figure 3, Bristow (2004) va recommander que défi, créativité entrepreneuriale et autonomie indépendance aient des relations complémentaires, alors que créativité entrepreneuriale et compétence technique/fonctionnelle, ainsi que autonomie/indépendance et stabilité/sécurité seraient mutuellement opposées. Toutefois, comme pour les modèles précédents (Schein, Feldman, & Bolino), celui de Bristow demeure athéorique.

En 2009, Chapman a développé un quatrième modèle afin d'établir les relations entre les ancres de carrière, modèle qui se décline en deux versions. Dans la première version de son modèle, créativité entrepreneuriale, défi et compétence technique/fonctionnelle sont présentées, par exemple, comme étant des ancres de carrière complémentaires, alors que stabilité/sécurité et défi ont été identifiées comme étant des ancres opposées (voir figure 4 pour les autres relations entre les ancres de carrière).

Également en 2009, Chapman a proposé une autre version du modèle de relations d'ancres de carrière opposées en se basant sur le modèle de Schein. En plus des trois oppositions du modèle de Schein, il en ajoute une quatrième : Défi contre style de vie, tel que démontré à la figure 5.

Les recherches empiriques relatives aux modèles athéoriques d'ancres de carrière. Trois études empiriques se sont intéressées aux modèles athéoriques de structuration des ancres de carrière. Chapman (2009) a principalement testé le modèle de Feldman et Bolino dans sa thèse de doctorat à partir de données primaires tandis que Barclay (2009) et Barclay, Chapman et Brown (2013) ont testé tous les modèles athéoriques à partir de données secondaires.

L'étude de Chapman visait à examiner les deux hypothèses de Feldman et Bolino (1996), plus précisément la question de la pluralité des ancres de carrière et celle de leurs relations. À partir d'un échantillon composé de 1361 participants travaillant dans une multinationale pétrolière, Chapman a créé un indice (« indices of mutual presence » ou IMP) afin de pouvoir identifier des patrons (patterns) d'ancres de carrière. Dans son étude, les ancres de carrière ont été mesurées par un instrument proche de celui de Schein (*Career Orientation Inventory* ou COI), mais en utilisant la méthode des choix forcés (données ipsatives). D'une part, les résultats ont montré que la plupart des individus avaient une pluralité d'ancres de carrière : 60% des observations représentaient des patrons où il y avait moins de deux ancres et dans 96% des cas, moins de trois ancres. D'autre part, sur le plan des relations entre les ancres complémentaires et opposées, les résultats ne corroborent pas les oppositions entre les ancres (rela-

Figure 5

Le modèle de structuration des ancres de Chapman (2009b)

Compétence technique/fonctionnelle--Gestion

Autonomie/Indépendance---Sécurité/Stabilité

Service/Dévouement à une cause-------------------------------Entrepreneurship/Créativité

Défi---Style de vie

tions mutuellement exclusives) qui sont le fondement du modèle de Feldman et Bolino. Autrement dit, la complémentarité prévaut sur les oppositions. Par la suite, Chapman s'est servi, de façon inductive, de ses données pour proposer un modèle de structuration.

Barclay (2009) et Barclay, Chapman, et Brown (2013) ont évalué différentes structurations athéoriques des ancres de carrière, et ce, à partir de données secondaires (sept études empiriques). À partir d'un échantillon consolidé d'environ 2700 individus ayant participé à toutes ces études, ces auteurs ont principalement utilisé l'analyse factorielle en composantes principales pour analyser et illustrer leurs données. Ils se sont également servis de l'analyse factorielle confirmatoire pour tester les incompatibilités entre les ancres qui sont spécifiées dans les différents modèles athéoriques.

Barclay a remarqué que les oppositions des ancres de carrière proposées par Feldman et Bolino (1996) n'étaient pas significativement plus négatives que celles proposées par les modèles de Bristow (2004) et de Chapman (2009 a et b). Également, les résultats de l'analyse factorielle confirmatoire ont démontré que le modèle Feldman et Bolino ne s'ajuste pas mieux que les trois autres modèles. En fait, c'est le modèle de Schein qui semble mieux s'ajuster, mais cet ajustement aux données n'est pas satisfaisant.

Critiques de ces études empiriques. Pour tenter d'expliquer les résultats divergents et non significatifs quant au test de la logique circulaire des ancres de carrière, Chapman et Barclay suggèrent que l'usage de certaines méthodes de collecte de données pourrait contribuer à produire des résultats non significatifs. Par exemple, en utilisant une échelle de Likert à cinq points, les participants auraient tendance à fournir des réponses biaisées qui auraient comme impact de générer davantage de corrélations positives que de corrélations négatives (Barclay, 2009). Cette argumentation est cependant discutable dans la mesure où Chapman (2009) et Cai (2012) ont mobilisé différentes façons de mesurer les ancres de carrière (choix forcés, échelle de type Likert et variante de l'échelle de Likert dites «méthode d'échange économique»), mais cela n'a pas changé les patterns de corrélation, ni contribuer à valider un modèle de structuration des ancres. De plus, les échelles de Likert sont couramment utilisées dans de nombreux instruments de mesure qui sont valides. La mesure ne semble donc pas être l'explication dominante des résultats non significatifs. En outre, il faut souligner que le niveau de connaissance de la structure factorielle de l'instrument de Schein ne peut pas être considérée comme faible. Quand l'instrument original de Schein est utilisé, la solution à neuf facteurs (la créativité entrepreneuriale étant scindée en deux parties, soit la créativité et l'entrepreneurship) issue d'une analyse factorielle confirmatoire présente une certaine validité de convergence et de divergence (Danzinger, Rachman-Moore, & Valency, 2008). En résumé, il est peu probable que l'absence de validation des modèles athéoriques de structuration soit principalement expliquée par une mesure déficiente des ancres de carrière.

Barclay, Chapman, et Brown (2013) ont essentiellement utilisé deux types d'analyse factorielles (exploratoire et confirmatoire) pour valider les modèles athéoriques. Ils en déduisent qu'une structuration à deux dimensions comme celle proposée par Feldman et Bolino (1996) est inadéquate pour rendre compte de la complexité des relations entre les ancres de carrière, ce qui les conduit à proposer plutôt un modèle à trois dimensions. Avant de complexifier le modèle de structuration, il est cependant important de s'assurer que suffisamment d'études empiriques aient testé *adéquatement* les modèles de structuration. Dans la mesure où les ancres s'organisent selon une structure circulaire, l'analyse factorielle n'est pas la technique appropriée pour tester un circumplex (Fabrigar, Visser, & Browne, 1997).

Contrairement à Chapman et Barclay qui invoquent surtout des faiblesses méthodologiques pour expliquer l'absence de validation des modèles de structuration des ancres de carrière, se peut-il que l'absence de théorie en soit la raison principale. Autrement dit, l'absence de validation de ces modèles provient aussi d'une faiblesse théorique pour justifier les relations entre les ancres. Par exemple, le modèle de Feldman et Bolino est inductif dans la mesure où il ne se base que sur l'étude de Nordvik (1991). Si tous les écrits empiriques sur les ancres de carrière sont pris en considération, plusieurs contradictions entre le modèle conceptuel et la preuve empirique font surface (Wils et al., 2010). Partant du principe que la plupart des ancres démontrent une affinité avec les domaines motivationnels décrits par Schwartz (1992), il est dès lors possible de mettre à contribution le modèle de structuration des valeurs de Schwartz (1992) pour jeter une base théorique à la structuration des ancres de carrière (Wils et al., 2010).

Modèle théorique de structuration des ancres de carrière. En se basant sur la théorie de l'universalité de la structure des valeurs fondamentales (Schwartz, 1992), Wils, Wils, et Tremblay (2014) ont proposé un modèle de structuration des valeurs de carrière.

Deux axes perpendiculaires divisent le modèle circulaire en quatre parties distinctes ou quadrants. À l'horizontale, on retrouve la représentation bureaucratique de soi (quadrant du bureaucratique) contre la représentation protéene de soi (quadrant du protéen); à la verticale, la représentation carriériste de soi (quadrant du carriériste) contre la représentation sociale de soi (quadrant du social). À chacun de ces quadrants ont été associées théoriquement des ancres de carrière : l'ancre de gestion au quadrant du carriériste, les ancres de défi et d'autonomie au quadrant du protéen, l'ancre de service/dévouement à une cause au quadrant du social et l'ancre de sécurité/stabilité au quadrant du bureaucratique. À cause de la polysémie de certains items de l'instrument de mesure de Schein, quelques ancres pourraient se placer dans deux quadrants (Wils et al., 2014). Par exemple, l'ancre d'autonomie/indépendance pourrait appartenir soit au quadrant du carriériste (sens de liberté), soit au quadrant du protéen (sens d'autonomie professionnelle). La présente recherche raffine ce modèle théorique en proposant un arrangement des ancres de carrière selon une logique circulaire (circumplex) pour représenter la dynamique des ancres de carrière. Autrement dit, il s'agit d'ordonner les ancres à l'intérieur de chaque quadrant. Pour ce faire, il est nécessaire de revenir aux travaux de Schwartz (1992) selon lesquels les valeurs sont associées à dix domaines motivationnels (Wils, Luncasu, & Waxin, 2007) qui s'organisent de la façon suivante : le pouvoir, suivi de l'accomplissement (quadrant de l'affirmation de soi), l'hédonisme, la stimulation et ensuite l'auto-orientation (quadrant de l'ouverture au changement), l'universalisme, suivie de la bienveillance (quadrant du dépassement de soi), la tradition/conformité et, pour terminer la boucle, la sécurité (quadrant de la continuité).

Comme le montre la figure 6, le quadrant du carriérisme englobe l'ancre de gestion. En effet, des valeurs comme le pouvoir social ou l'autorité hiérarchique, qui caractérisent les gestionnaires ayant une ancre de gestion, appartiennent au domaine motivationnel du pouvoir. À droite de l'ancre de gestion, se situe l'ancre de compétence technique/fonctionnelle. Il faut noter que nous avons placé cette ancre à cheval entre le quadrant du carriérisme et celui du protéen à cause des différents sens[ii] accordés à cette ancre. Selon l'instrument de mesure des ancres de carrière de Schein, certains items font référence aux gestionnaires fonctionnels qui attachent de l'importance à des valeurs comme la réussite professionnelle, la compétence ou l'influence, valeurs qui caractérisent le domaine motivationnel de l'accomplissement chez Schwartz (situé à droite de celui du pouvoir) et qui appartiennent au quadrant du carriérisme. Par contre, d'autres items font référence au développement d'une expertise professionnelle ainsi qu'à l'attachement à un domaine professionnel, ce qui tendrait à la situer dans le quadrant du protéen, car des valeurs comme l'expertise caractérisent le professionnalisme.

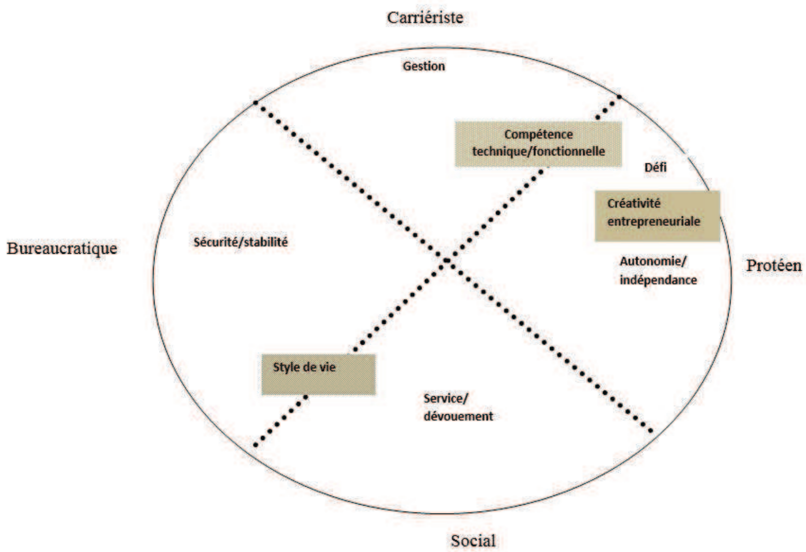
Le quadrant du protéen regroupe trois ancres, à savoir le défi, la créativité entrepreneuriale et l'autonomie/indépendance respectivement. D'une part, l'ancre du défi est associée au domaine motivationnel de la stimulation sur la base du partage de valeurs comme une vie variée ou une vie excitante. D'autre part, l'ancre d'autonomie/indépendance est associée au domaine motivationnel de l'auto-orientation à cause du partage de valeurs comme l'indépendance. Entre ces deux ancres, nous avons placé l'ancre de créativité entrepreneuriale qui est à cheval entre le domaine motivationnel de la stimulation (valeur comme l'audace ou le risque associée à l'entrepreneurship) et celui de l'auto-orientation (valeur de la créativité).

Le quadrant du social est associé à l'ancre de service/dévouement sur la base de valeurs communes parce que les domaines motivationnels de l'universalisme et de la bienveillance mettent de l'avant des valeurs requises pour le service aux autres (ouverture d'esprit, être serviable, un sens à la vie). Quant au quadrant du bureaucratique, il englobe l'ancre de sécurité/stabilité qui est directement associée au domaine motivationnel de la sécurité. Enfin, nous avons placé l'ancre de style de vie de vie à cheval entre le quadrant du social et celui du bureaucratique à cause des différents sens donnés au concept de style de vie. D'une part, le style de vie peut faire référence à l'aspiration d'avoir suffisamment de temps pour les amis, la famille ou le bénévolat, ce qui la rattacherait au quadrant du social à cause de la préoccupation pour autrui. Mais, cette ancre peut aussi désigner l'aspiration à avoir assez de temps pour soi (par exemple, pour les loisirs personnels ou les voyages), ce qui l'associerait avec le quadrant du bureaucratique[iii] parce que le salaire permet d'obtenir une sécurité financière pour pouvoir consommer (Mercure & Vultur, 2010). Dans la figure 6, nous avons mis en relief (voir les encadrés) les ancres dont la localisation est incertaine à cause des différents sens alors que les autres ancres n'étant pas dans des encadrés font référence à des ancres qui sont clairement identifiées à un domaine motivationnel. En résumé, la logique circulaire de notre modèle est la suivante : gestion, compétence technique/fonctionnelle, défi, créativité entrepreneuriale, autonomie/indépendance, service/dévouement à une cause, style de vie et sécurité/stabilité.

Recherches empiriques relatives au modèle théorique. Aucune recherche n'a testé la logique circulaire du modèle théorique présenté dans cette étude. Cependant, deux recherches ont montré un lien entre les quadrants et les ancres de carrière. Une première version du modèle de structuration circulaire des ancres a été confrontée aux données empiriques par Wils et al. (2010) en utilisant la méthodologie développée par Schwartz (données normalisées sur une base individuelle, utilisation d'une analyse multidimensionnelles de type SSA « Smallest Space Analysis » de Gutt-

Figure 6

Modèle circulaire de structuration des ancres de carrière



man-Lingoes). A partir d'un échantillon de 880 ingénieurs québécois, ces auteurs ont réussi à montrer que l'ancre de gestion fait partie du quadrant d'affirmation de soi (correspondant au «quadrant du carriériste»), que les ancres de créativité et de défi font partie du quadrant d'ouverture au changement (ici appelé «quadrant du protéen»), que l'ancre de service/dévouement appartient au quadrant du dépassement de soi («quadrant du social») et que l'ancre de sécurité est rattaché au quadrant de continuité («quadrant du bureaucratique»). Une deuxième étude portant sur le lien entre les valeurs de carrière et les ancres de carrière confirme en grande partie ces résultats à partir de plusieurs échantillons issus du secteur hospitalier (Wils et al., 2014). Par contre, l'ancre de compétence technique est plutôt associée au quadrant du bureaucratique alors que les ancres d'entrepreneurship et d'indépendance sont rattachées au quadrant du carriériste.

Critiques de ces études. Une des faiblesses de ces deux études est d'avoir utilisé une version modifiée ou courte de l'instrument des ancres de carrière à l'instar de nombreuses études (par exemple, Igbaria, Greenhaus, & Parasuraman, 1991). De plus, l'étude de Wils et al. (2010) n'a pas porté sur les ancres de carrière telles que définies par Schein, mais plutôt sur des facettes d'ancres de carrière découlant de la correspondance entre les items servant à mesurer les ancres et les domaines motivationnels de Schwartz. Une autre faiblesse de ces deux études tient au fait que l'analyse multidimensionnelle est une technique statistique exploratoire qui ne permet pas de «tester» une structure circulaire. La présente recherche vise à pallier ces deux lacunes en utilisant l'instrument original de Schein et en mobilisant une technique statistique confirmatoire conçue pour tester un circumplex, soit le modèle de processus stochastique circulaire («circular stochastic process model»). Au final, les résultats de la présente étude vont permettre d'évaluer les différentes structurations rivales des ancres de carrière afin d'évaluer si le modèle théorique proposé est supérieur aux structurations athéoriques. Autrement dit, l'objet de cette étude est d'identifier le modèle de structuration qui se rapproche le plus du modèle empirique du circumplex issu de l'analyse de données.

Méthodologie

Échantillon

Les données ont été collectées à l'aide d'un questionnaire auto-administré qui a été envoyé à 2300 diplômés en sciences de la gestion d'une Université québécoise. Vu qu'aucun échantillonnage initial n'a été effectué, tous les gradués en sciences administratives, sciences comptables et relations industrielles de cette institution universitaire constitue la population à l'étude. Des 2300 questionnaires postés à l'adresse domiciliaire des diplômés, 366 nous ont été retournés dûment complétés, pour un taux de réponse de 15,9%. Avant l'envoi, le questionnaire avait fait l'objet d'un prétest afin de s'assurer de sa pertinence et de son intelligibilité et une lettre de rappel fut envoyée une semaine après l'envoi initial du questionnaire afin d'inciter les sujets à répondre.

Avant d'analyser les données, cet échantillon de convenance a été épuré. Nous avons retiré plusieurs observations pour différentes raisons. Premièrement, cinq sujets n'ont pas répondu à de nombreux énoncés (plus de 50% de données manquantes par individu). Deuxièmement, six autres sujets ont utilisé très fréquemment un même point de l'échelle[iv], ce qui dénote un manque d'effort pour évaluer sérieusement les énoncés de carrière. Ensuite, nous avons éliminé les sujets ayant peu d'expérience de travail, car Schein (1990a) estime qu'il faut au minimum cinq ans d'expérience pour que les ancres se clarifient et se stabilisent. Partant, nous avons éliminé 31 sujets ayant moins de cinq années d'expérience ainsi que 11 autres qui n'avaient pas répondu à la question relative à leur expérience de travail (soit 42 sujets éliminés). Au total, 53 sujets ont été éliminés, ce qui réduit l'échantillon à 313 sujets.

Mesure

Les ancres de carrière ont été mesurées avec la version française de l'instrument original de Schein qui se compose de 40 items (Schein, 2004). Les répondants devaient se servir d'une échelle de type Likert à six points (1= Totalement en ésaccord 6=Totalement en accord) pour évaluer dans quelle mesure ils étaient en accord avec chacun des 40 énoncés. Chacune des huit ancres a été mesurée par cinq items. À titre d'illustration, un des items pour mesurer l'ancre de défi se lit comme suit : «Je rêve d'une carrière pleine de problèmes à résoudre et de défis à relever». La version anglophone de l'instrument de Schein affiche une validité de construit presque satisfaisante (Danziger et al., 2008). Étant donné que l'instrument de Schein est long, de nombreux chercheurs ont utilisé une version courte de l'instrument original. Par exemple, Igbaria et Baroudi (1993) ont validé une version anglophone courte de l'instrument de Schein qui présente aussi une structure factorielle acceptable avec des coefficients alpha variant de 0,62 à 0,90. Une version francophone adaptée et courte de cet instrument affiche également une fidélité satisfaisante avec des coefficients alpha allant de 0,73 à 0,82 (Tremblay, Wils et Proulx, 2002). De plus, cette version, qui a été retravaillée par Roger (2006), a également montré une validité de construit satisfaisante (corrélation entre 0, 41 et 0,47 entre les ancres mesurées par deux instruments différents).

Analyse Statistique

Toutes les analyses ont été réalisées avec le logiciel R (R development core team, 2013). Depuis quelques années, le logiciel R, qui est un langage de programmation, s'affirme avec force non seulement parce qu'il est disponible gratuitement, mais aussi parce qu'il permet de réaliser des analyses spécialisées qui ne sont pas disponibles dans les logiciels commerciaux comme SPSS. Une de ces analyses spécialisées se trouve dans la librairie «package CircE» (Grassi, 2014) qui permet d'estimer des modèles structurels pour les circumplex (Fabrigar, Visser, & Browne, 1997). Les détails mathématiques de cette technique sont expliqués dans Browne (1992) qui est à l'origine du logiciel CIRCUM sous l'environnement DOS. En fait, CircE est une version plus moderne de ce logiciel qui a été développée avec R (Grassi, Luccio, & Di Blas, 2010). Enfin, nous avons utilisé la librairie «package lavaan» pour l'analyse factorielle confirmatoire, toujours avec R. Nous avons aussi utilisé les librairies « packages psych, rela, GPArotation et corpcor» pour l'analyse factorielle exploratoire (analyse en composantes principales).

Caractéristiques de L'échantillon

En ce qui concerne les caractéristiques de l'échantillon, il appert que la moyenne d'âge est relativement élevée se situant à 40,5 ans et que les répondants gagnent en moyenne 72 834$ annuellement. L'échantillon est composé de 47,2% de femmes. De plus, notons que les répondants possèdent, dans une vaste majorité, un baccalauréat (79,5%) et que 21,2% d'entre eux détiennent un diplôme de deuxième cycle.

Résultats

La section des résultats se décline en deux parties, soit les résultats des analyses factorielles et ceux du modèle structurel pour tester le circumplex.

Analyses Factorielles

Étant donné que la structure factorielle de l'instrument de Schein n'a pas été validée pour la version française de l'instrument de Schein, nous avons procédé à une analyse factorielle confirmatoire à huit facteurs (à savoir, les huit ancres spécifiées dans la théorie de Schein). Les résultats ne nous permettent pas de conclure que le modèle à huit facteurs est adéquat en se basant sur les indices[v] d'ajustement. Dans le cas de l'analyse factorielle confirmatoire à huit facteurs, nous avons obtenu des valeurs inférieures à 0,95 pour le CFI et le TLI (respectivement 0,69 et 0,66). Selon Byrne (2001), des valeurs inférieures à 0,95 sont inadéquates pour affirmer qu'un modèle s'ajuste bien aux données. Pour le RMSEA, une valeur inférieure à 0,05 est un bon ajustement et nous avons obtenu une valeur supérieure à 0,08 pour la solution à huit facteurs. En ce qui concerne le SRMR, nous avons obtenu une valeur supérieure à 0,05 (soit 0,09), alors qu'une valeur inférieure à 0,08 est souhaitable pour un bon ajustement. Finalement, nous avons observé que le résultat du test $\chi 2$ était significatif à $p = 0,000$, ce qui nous permet de conclure que le modèle n'est pas adéquat. Au passage, il faut souligner que la structure à huit facteurs testée à l'aide d'une analyse factorielle confirmatoire par Danziger et al. (2008) était pire que celle à neuf facteurs (l'ancre de créativité entrepreneuriale étant scindée en deux), mais que cette dernière n'était toutefois pas entièrement satisfaisante (avec la version anglaise de l'instrument de Schein).

Suite à ce résultat négatif, nous avons procédé à une analyse factorielle en composantes principales telle que recommandée par Churchill (1979) et expliquée par Field, Miles, et Field (2012). Cette analyse a porté sur les 40 items avec une rotation orthogonale (varimax). Le KMO (Kaiser-Meyer-Olkin), qui est de 0,80, indique la pertinence de réaliser l'ACP (un KMO de 0,80 se situant entre «good» and «great» (Field et al., 2012). De plus, tous les KMO pour les items individuels sont supérieurs à 0,70, ce qui est au-delà du seuil acceptable de 0,50. Le test de sphéricité de Bartlett, qui est significatif à $p < 0,000$, révèle que les corrélations entre les items sont suffisamment fortes pour réaliser une ACP. Une ACP initiale indique que quelques items posent problème comme, par exemple, une saturation sur un facteur non prévu par la théorie ou une saturation unique sur un facteur. Une série de cinq ACP successives a conduit à éliminer cinq items. Dans la dernière ACP, huit-facteurs ont été retenus en examinant le graphe du «Scree». Ces facteurs, qui ont une valeur propre supérieure à 1, explique 60% de la variance. L'analyse des résidus entre la matrice de corrélation et la matrice reproduite montre que le pourcentage de résidus importants (supérieurs à 0,05) est de 26 %, ce qui ne dépasse pas le seuil recommandé de 50%. La racine carrée de la moyenne des résidus au carré est de 0,05. Étant donné que 0,05 est plus petit que le seuil recommandé de 0,08, il s'avère que le nombre de facteurs extraits est adéquat. Enfin, il faut noter que le nombre de facteurs extraits est en accord avec la théorie de Schein, soit huit facteurs. Le tableau 1 reporte tous les coefficients de saturation après la rotation qui sont supérieurs à 0,30, un tel seuil étant approprié compte tenu de la taille de l'échantillon qui est proche de 300 observations.

Quatre des huit facteurs correspondent assez bien aux ancres telles que prévues par Schein, à savoir l'ancre de stabilité/sécurité (composante 1), l'ancre de service/dévouement à une cause (composante 2), l'ancre de style de vie (composante 3), l'ancre d'autonomie/indépendance (composante 7). Deux autres facteurs correspondent presque à deux ancres, à savoir l'ancre de gestion (composante 5) et l'ancre technique/compétence fonctionnelle (composante 8). Dans le cas de l'ancre de gestion, un item de l'ancre technique (item 17) sature négativement avec deux items de l'ancre de gestion (items 26 et 18). Cette situation peut s'expliquer par le fait que Schein définit l'ancre technique en termes de gestion fonctionnelle. Ainsi, l'item 17 de l'ancre technique («Je préfère devenir cadre supérieur fonctionnel dans mon champ de compétence plutôt que directeur général» est en fait l'inverse de la formulation de l'item 26 de l'ancre de gestion («Je préfère devenir directeur général que de devenir cadre fonctionnel supérieur dans mon champ de compétence»). D'autre part, nous avons laissé dans la composante 8 qui correspond à l'ancre technique (items 1 et 9), un item de l'ancre de gestion (item 2) parce que la formulation de ce dernier item comporte l'idée de «participation des autres» qui est au cœur du travail de collaboration entre les professionnels pour mieux servir les clients internes. Enfin, les deux derniers facteurs ne correspondent pas parfaitement aux ancres telles que définies par Schein. En fait, les items de l'ancre de créativité entrepreneuriale se sont scindés en deux. La composante 6, qui regroupe trois items d'entrepreneurship, correspond à l'ancre d'entrepreneurship identifié par Danziger et al. (2008). Par contre, les deux autres items de créativité de l'ancre de créativité entrepreneuriale se sont joints aux items de l'ancre de défi (composante 4). Cette situation peut s'expliquer par le fait que le domaine motivationnel de la stimulation fait référence à un «besoin d'excitation, de nouveauté et de défi» (Wach & Hammer, 2003). Rodrigues et al. (2013) ont également trouvé que le défi était relié aux notions de nouveauté et d'innovation. Nous avons donc nommé ce facteur «défi créatif».

Modèles visant à tester la logique circulaire des huit ancres

L'analyse basée sur les fonctions corrélationnelles (séries Fourier) vise à tester la représentation circulaire des données où la distance entre les ancres sur le cercle est fonction de leur corrélation (Browne, 1992). Pour évaluer la structuration circulaire des ancres de carrière, l'ancre de gestion a été placée comme variable de référence à 0 degré. Trois modèles ont été spécifiés : (1) le modèle du circumplex avec deux contraintes (espacements égaux entre les ancres sur le cercle, rayons égaux (communautés égales) entre le centre du cercle et chaque ancre), (2) le modèle du quasi-circumplex avec une contrainte (espacements inégaux entre les ancres sur le cercle, mais avec la contrainte des rayons égaux entre le centre du cercle et chaque ancre) et (3) le modèle sans contrainte (espacements inégaux entre les ancres sur le cercle, rayons inégaux entre le centre du cercle et chaque ancre). Pour la fonction de corrélation, le nombre de paramètres libres (m) a été fixé à 3, ce qui est souvent utilisé (Browne, 1992; Perrinjaquet, Furrer, Usunier, Cestre, & Valette-Florence, 2007). Dans les trois cas de figure, les modèles ont convergé.

Comme le montre le Tableau 2, les indices d'ajustement indiquent que le modèle sans contrainte (troisième modèle) est le plus plausible : le GFI = 0,98 et le AGFI = 0,93 sont supérieurs au seuil recommandé de 0,90; le CFI, qui est de 0,945, est proche du seuil recommandée de 0,95 (une valeur supérieure à 0,90 est acceptable); le RMSEA = 0,087 est un peu trop élevé, mais quand même acceptable (un RMSEA supérieur à 0,10 indique un fit mauvais selon Browne & Cudeck, 1992) et le SRMR = 0,06 est en-dessous de seuil recommandé de 0,08 (Browne & Cudeck, 1992). Malgré que l'ajustement ne soit pas excellent, le modèle sans contrainte demeure quand même acceptable. Il est d'autant plus acceptable que la structuration circulaire est nouvelle et que la mesure des ancres de la

Tableau 2

Résumé des indices d'ajustement aux données

Modèles	GFI	AGFI	CFI	RMSEA	SRMR
Espacements égaux/rayons égaux	0,83	0,75	0,41	0,18	0,16
Espacements inégaux/rayons égaux	0,94	0,86	0,80	0,13	0,08
Espacements inégaux/rayons inégaux	0,98	0,93	0,945	0,087	0,06

Tableau 1.

Résumé des résultats de l'ACP avec 35 items

Item/ ancre	Coefficients de saturation après rotation							
	1 Stabilité/ sécurité	2 Service/ dévouement	3 Style de vie	4 Déficréatif	5 Gestion	6 Entreneurship	7 Autonomie/ indépendance	8 Technique
Item 20/ Stabilité/sécurité	**0,82**							
Item 36/ Stabilité/sécurité	**0,79**							
Item28/ Stabilité/sécurité	**0,77**							
Item 4/ Stabilité/sécurité	**0,70**							
Item 12/ Stabilité/sécurité	**0,65**							
Item 22/ Service/dévouement		**0,78**						
Item 6/ Service/dévouement		**0,73**						
Item 30/ Service/dévouement		**0,73**						
Item 38/ Service/dévouement		**0,63**						
Item 14/ Service/dévouement		**0,51**						
Item 24/ Style de vie			**0,77**					
Item 32/ Style de vie		0,31	**0,73**					
Item 8/ Style de vie			**0,71**					
Item16/ Style de vie			**0,65**					
Item 40/ Style de vie	0,39		**0,48**					
Item 21/ Créativité entrepreneuriale				**0,64**		0,35		
Item 29/ Créativité entrepreneuriale				**0,62**		0,39		
Item 23/ Défi				**0,62**				
Item 31/ Défi				**0,59**				
Item 7/ Défi				**0,55**	0,33			0,32
Item 15/ Défi				**0,51**				0,34
Item 26/ Gestion					**0,85**			
Item 17/ Technique					**-0,83**			
Item 18/ Gestion					**0,68**			
Item 5/ Créativité entrepreneuriale						**0,76**		
Item 37/ Créativité entrepreneuriale						**0,75**		
Item 13/ Créativité entrepreneuriale						**0,70**		
Item 19/ Autonomie/indépendance							**0,73**	
Item 35/ Autonomie/indépendance							**0,63**	
Item 27/ Autonomie/indépendance	**-0,47**						**0,57**	
Item 11/ Autonomie/indépendance							**0,55**	
Item 3/ Autonomie/indépendance						0,35	**0,47**	0,35
Item 1/ Technique				0,34				**0,69**
Item 2/ Gestion		0,36						**0,65**
Item 9/ Technique								**0,49**
Valeurs propres (après rotation, hiut facteurs)	3,58	2,76	2,75	2,68	2,38	2,37	2,34	2,00
% de variance	10,00	0,08	0,08	0,08	0,07	0,07	0,07	0.06
Alpha de Cronbach	0,83	0,73	0,75	0,71	0,79	0,81	0,71	0,57

Note : les coefficients de saturation supérieurs à 0,40 ont été mis en caractère gras

version française n'est pas optimale.

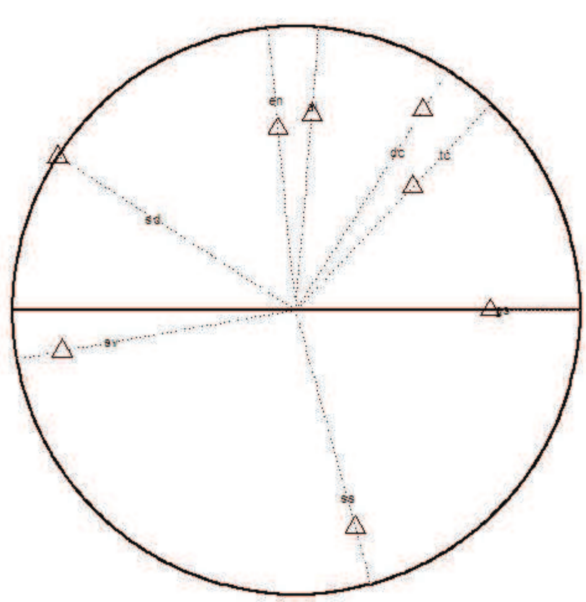
Les indices d'ajustement ne fournissent pas d'information sur l'emplacement des ancres au fil du cercle. Selon la Figure 7 qui représente la logique circulaire issue du modèle sans contrainte, les ancres s'organisent dans l'ordre suivant : GS (Gestion), TC (Technique ou ancre de compétence technique/fonctionnelle), DC (ancre de défi créatif), AI (ancre d'autonomie/indépendance), EN (ancre d'entrepreneurship), SD (ancre de service/dévouement), SV (ancre de style de vie) et SS (ancre de sécurité/stabilité). L'ancre de gestion s'oppose clairement aux ancres de style de vie et de service/dévouement alors que l'ancre de stabilité/sécurité s'oppose clairement aux ancres d'entrepreneurship et d'autonomie/indépendance. Cet arrangement des ancres est également compatible avec la logique de notre modèle basée sur des quadrants. Ainsi, le quadrant de carriériste se compose de l'ancre de gestion (alpha=0,79); Le quadrant du protéen regroupe les ancres de compétence technique/fonctionnelle, de défis créatifs, d'autonomie/indépendance et d'entrepreneurship (alpha=0,82); Le quadrant du social rassemble les ancres de style de vie et de service/dévouement (alpha=0,78); Enfin, le quadrant du bureaucratique fait référence à l'ancre de sécurité/stabilité (alpha=0,83). Il faut également noter que les quadrants du carriériste et du social sont négativement corrélés (-0,24) et que les quadrants du bureaucratique et du protéen le sont aussi (-0,19).

Discussion

Pour évaluer les structurations rivales des ancres de carrière, l'organisation circulaire illustrée dans la figure 7 (modèle empirique sans contrainte) a été comparée à celle des modèles proposés dans les écrits. Examinons le premier modèle, soit celui de Schein. Si ce modèle ne prédit aucune organisation circulaire, il propose néanmoins trois oppositions. Des trois opposi-

Figure 7

Modèle des ancres de carrière



gs : Ancre de gestion
tc : Ancre de compétence technique/fonctionnelle
dc : Ancre de défis créatifs
ai : Ancre d'autonomie/indépendance
en : Ancre d'entrepreneurship
sd : Ancre de service/dévouement à une cause
sv : Ancre de style de vie
ss : Ancre de sécurité/stabilité

tions prédites, seule une est en accord avec le modèle empirique : l'autonomie/indépendance s'oppose à la sécurité/stabilité. La gestion ne s'oppose pas aux compétences techniques/fonctionnelles alors que la créativité entrepreneuriale (défis créatifs) ne s'oppose pas au service/dévouement à une cause. Bref, ce modèle est donc inadéquat. Le deuxième modèle, celui de Feldman et Bolino, propose un circumplex composé de quatre oppositions. Le défi (défis créatifs) ne s'oppose pas au style de vie tandis que les compétences techniques/fonctionnelles ne s'opposent pas à l'autonomie. Ce modèle est donc rejeté. Le troisième modèle, celui de Bristow, propose un circumplex composé de quatre oppositions. Les compétences techniques/fonctionnelles ne s'opposent pas à la créativité entrepreneuriale (défis créatifs) et le style de vie ne s'oppose pas aux défis (défis créatifs). Ce modèle est donc rejeté. Le quatrième modèle, celui de Chapman, propose un circumplex composé aussi de quatre oppositions. La gestion ne s'oppose pas à l'autonomie/indépendance, le service/dévouement à une cause ne s'oppose pas aux compétences techniques/fonctionnelles, le style de vie ne s'oppose pas à la créativité entrepreneuriale. Ce modèle est aussi rejeté. Le cinquième modèle, celui de Chapman, ajoute une opposition aux trois proposées par le premier modèle de Schein, mais cet ajout n'est pas adéquat puisque le défi (défis créatifs) ne s'oppose au style de vie. En résumé, ces cinq structurations ne sont pas congruentes avec le modèle empirique.

Contrairement aux cinq structurations précédentes qui sont athéoriques, nous avons proposé un modèle découlant de la théorie de Schwartz pour justifier l'organisation circulaire des ancres de carrière. Ce modèle, qui propose d'organiser les ancres au sein de chacun des quadrants (les quadrants étant structurés aussi selon une logique circulaire), est compatible avec le modèle empirique. Au niveau désagrégé des ancres, la logique circulaire proposée par le modèle (gestion, compétence technique/fonctionnelle, défi, créativité entrepreneuriale, autonomie/indépendance, service/dévouement à une cause, style de vie et sécurité/stabilité) est très proche de celle du modèle empirique (gestion, compétence technique/fonctionnelle, défis créatifs, autonomie/indépendance, entrepreneurship, service/dévouement à une cause, style de vie, sécurité/stabilité). Mis à part que l'entrepreneurship se situe après l'autonomie/indépendance, l'ordre est très similaire. Sur le plan des oppositions entre les ancres, la gestion s'oppose au service/dévouement à une cause. La sécurité/stabilité s'oppose aussi aux défis créatifs et à l'autonomie/indépendance. Aucune des cinq structurations athéoriques précédentes n'affiche une telle compatibilité avec la logique circulaire des ancres issue du modèle empirique, ni avec les oppositions attendues. Notre modèle est donc le plus plausible. D'ailleurs, une des faiblesses des modèles précédents est d'avoir proposé une logique circulaire sans avoir spécifié des dimensions de deuxième ordre (quadrants). Ainsi il est difficile de regrouper des ancres contiguës pour former des quadrants comme le permet notre modèle.

La présente recherche permet également de lever trois incertitudes serties dans notre modèle. Premièrement, les compétences techniques/fonctionnelles, qui étaient situées à cheval entre la gestion et le défi, s'avèrent être plus proches des défis créatifs que de la gestion. Ce résultat semble indiquer que les compétences techniques/fonctionnelles font référence aux compétences professionnelles dans notre échantillon. Ces compétences vont de pair avec les autres ancres comme les défis créatifs et l'autonomie/indépendance qui sont au cœur du professionnalisme et qui caractérise le quadrant protéen. Deuxièmement, le style de vie était également situé à cheval entre la sécurité/stabilité et le service/dévouement à une cause dans notre modèle. Selon les résultats, le style de vie est nettement plus proche du service/dévouement que de la sécurité/stabilité. Un tel résultat est cohérent avec la notion de style de vie qui met l'emphase sur les amis et la famille qui est au cœur du quadrant social. Enfin, la créativité entrepreneuriale s'est scindée en deux composantes. La créativité s'est fusionnée avec le défi et l'entrepreneurship s'est placé après l'autonomie/indépendance. Dans la mesure où l'entrepreneurship fait référence à «être son propre patron», il est logique qu'il soit connexe à l'autonomie/indépendance, car le domaine de l'auto-orientation de la théorie de Schwartz fait référence à l'indépendance de pensée. Quant à la créativité, elle s'est fusionnée avec le défi. Ce résultat peut s'expliquer par le fait que le domaine de la stimulation fait référence aux besoins d'excitation, de nouveauté et de défi dans la théorie de Schwartz. Ici la créativité fait davantage référence à la nouveauté et à la volonté de «bâtir quelque chose qui soit le fruit de mes propres idées» (item 21). Ceci dit, l'emplacement exact de ces ancres n'est pas essentiel à notre modèle dans la mesure où il postule une logique basée sur quatre quadrants au niveau agrégé (dimensions d'ordre supérieures). Il était donc attendu que les défis créatifs, l'autonomie/indépendance et l'entrepreneurship fassent partie du quadrant protéen. Il faut noter que les ancres de niveau supérieur affichent des fidélités adéquates.

Conclusion

La contribution majeure de cette recherche est d'avoir jeté un éclairage nouveau sur le débat au sujet de la structuration des ancres de carrière, en ayant proposé un nouveau modèle plus général de structuration des ancres basée sur la théorie des valeurs de Schwartz. De plus, la logique circulaire de ce nouveau modèle a été validée empiriquement. Contrairement aux autres études ayant tenté de valider des structurations d'ancres de carrière, notre recherche est la seule, à notre connaissance, à avoir testé la logique circulaire des ancres avec une analyse statistique appropriée pour les circumplex (Browne, 1992). Vu que notre modèle à quadrants est meilleur que les autres structurations rivales, les chercheurs pourraient, à court terme, se servir de ces quadrants dans de futures études au lieu des huit ancres de Schein. En particulier, une question intéressante serait de savoir si les ancres de carrière dominantes appartiennent à un même quadrant, à des quadrants connexes et/ou à des quadrants opposés. Les choix professionnels pourraient s'avérer plus ou moins difficiles selon les cas de figure. D'autre part, nos résultats appuient la logique circulaire de notre modèle d'ancres de carrière. À plus long terme, il s'agit donc d'une piste de recherche intéressante pour transformer notre modèle en un quasi-circumplex. Si l'ancre de gestion s'oppose à l'ancre de style de vie, l'ancre d'identité de DeLong s'oppose-t-elle à l'ancre de service/dévouement? Dans la même ligne de pensée, si l'ancre de sécurité/stabilité s'oppose aux ancres d'entrepreneurship et d'autonomie/indépendance, quelle est l'ancre qui s'oppose aux ancres de défis et de créativité? L'ancre de compétence fonctionnelle (professionnelle) s'oppose-t-elle à une nouvelle ancre dite «technique»? Existe-t-il plusieurs variantes de l'ancre de style de vie? À quelles ancres ces variantes s'opposent-elles? À l'instar de Rodrigues et al. (2013), des recherches qualitatives seraient donc de saison pour clarifier les différentes variantes des ancres de compétence technique/fonctionnelle et de style de vie. Même si ces recherches n'arrivent pas à identifier un ensemble «universel» d'ancres de carrière, elles ont néanmoins le potentiel de jeter les bases d'une articulation des ancres selon un quasi-circumplex.

Les résultats de notre recherche présentent aussi une pertinence pratique. De fait, l'instrument de mesure des ancres de carrière de Schein est très long (40 items). Dans la mesure où des ancres peuvent être regroupées par quadrants, il est possible de réduire le nombre d'items pour ne mesurer que les quadrants (au lieu des huit ancres). Également, le fait de connaître la proximité des ancres est susceptible de faciliter le travail d'orientation de carrière des praticiens.

Les limites de la présente recherche ouvrent également la porte à de nouvelles recherches. Premièrement, notre étude a utilisé la version française de l'instrument original de Schein. Nos résultats indiquent que plusieurs items de cette version posent problème. Également la version française (Schein, 2004), qui utilise une échelle de mesure de type Likert, n'est pas entièrement similaire à la version anglaise (Schein, 1990b) qui repose sur deux échelles différentes (Likert et choix forcés). Une étude intéressante serait d'établir la validité de construit de la version française. Il faudrait aussi répliquer notre étude avec la version anglaise de l'instrument de Schein. Enfin, la validité externe de notre recherche est en cause puisque notre échantillon est de convenance. D'autres études auprès de différentes populations sont donc requises afin d'établir l'universalité de la structuration des ancres de carrière. À l'instar de la théorie des valeurs fondamentales de Schwartz, il est attendu que la structuration des ancres soit universelle, ce qui n'exclut pas que l'importance accordée aux ancres de carrière puisse être contingente, c'est-à-dire influencée par le contexte (Rodrigues et al., 2013).

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[i] La distinction entre «ancre de carrière» et «orientation de carrière» est ténue. À l'origine, Schein (2004) désigne son instrument de mesure des ancres de carrière par l'expression «Questionnaire sur les orientations de carrière». DeLong utilise aussi le terme «orientation de carrière» comme synonyme d'ancre de carrière. Avec le temps, la notion d'orientation de carrière a évolué. D'une part, une ancre de carrière fait plutôt référence à une image stable de soi congruente avec un environnement de travail alors qu'une orientation de carrière désigne une préférence stable de carrière en lien avec un contexte social qui est plus englobant que le travail (voir à ce propos Rodrigues et al, 2013). D'autre part, une orientation de carrière englobe, selon Roger (2006), non seulement des choix stables (ancres de carrière), mais aussi les choix initiaux de carrière. Bref la notion d'orientation de carrière semble plus englobante que la notion d'ancre de carrière, mais il n'y a pas consensus sur la définition de cette reconceptualisation de l'orientation de carrière.

[ii] L'ancre de compétence technique/fonctionnelle peut aussi avoir un troisième sens qui n'est pas mesuré par l'instrument de Schein, à savoir des techniques à maitriser, ce qui pourrait la placer dans le quadrant bureaucratique.

[iii] Le style de vie pourrait aussi avoir un troisième sens, celui de pouvoir poursuivre une carrière professionnelle en ayant des opportunités de conciliation entre le travail et la famille, ce qui l'associerait avec le quadrant du protéen. Dans cette recherche, nous n'avons pas retenu ce sens qui n'est pas présent dans le libellé des items mesurant l'ancre de style de vie.

[iv] Schwartz utilise ce critère (62,5% pour un même point d'une échelle) pour épurer les données (Schwartz, 1992).

[v] Ce sont les indices disponibles avec R en utilisant la librairie «package Lavaan».

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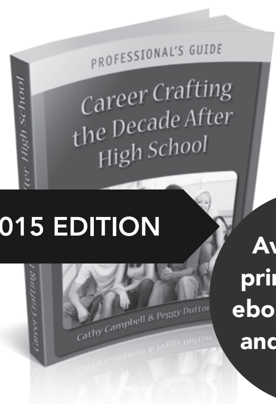

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Middle Managers Who Are Doing Well With Change: Helping and Hindering Factors

Sara Shreeve-Fawkes
Lee Butterfield
William Borgen
Norman Amundson
University of British Columbia

Abstract

This research study was influenced by the fact that while change is synonymous with middle management, and there is much that has been written about how middle managers can help their organizations through change initiatives and how they might assist their staff in coping with changes, there is a surprising lack of research regarding what helps middle managers themselves to deal well with change. Informed by positive psychology, this study looked at middle managers who self-identified as doing well with the changes affecting their work. The Enhanced Critical Incident Technique (ECIT) was utilized for the purpose of investigating what helps, hinders, and may help middle managers to do well with changes that affect their work. Ten middle managers working in the financial sector in the Greater Vancouver and Toronto areas were interviewed. Participant responses generated 84 critical incidents, which were classified into 7 categories: perspective, relationships, work factors, experience, personal life, personal control, health and fitness. Implications for organizations, middle managers, and counselling practice are discussed.

Résumé

Cette recherche a été influencée par le fait que tandis que le changement est synonyme des cadres intermediares, il existe un manque de recherches sur ce qui aide les cadres intermédiaires de bien faire face au changement. Informé par la psychologie positive, cette étude a regardé les cadres intermédiaires qui se sont identifiés comme faisant bien avec les changements qui affectent leur travail. La technique de l'incident critique (Enhanced ECIT) a été utilisée dans le but d'enquêter sur ce qui aide, entrave, et pourrait aider les cadres intermédiaires, à bien faire avec les changements qui affectent leur travail. Dix cadres intermédiaires travaillant dans le secteur financier, dans les régions de Vancouver et de Toronto ont été interrogés. Les réponses des participants ont donné 84 incidents critiques, qui ont été regroupés en 7 catégories: la perspective, les relations, les facteurs de travail, l'expérience, la vie personnelle, le contrôle personnel, la santé et la condition physique. Implications pour les organisations, les cadres intermediaires et la pratique du counseling sont discutées.

Despite the fact that change can be quite difficult for workers to deal with, change efforts are increasingly common within organizations. So much so that recent research has focused on the experience of change fatigue in workers (Bernerth, Walker, & Harris, 2011). Change is certainly ever present in the role of middle manager (Luscher & Lewis, 2008), and the relationship between middle managers and organizational change is a unique one given that they are both the targets of organizational change and the implementers (Balogun, 2003). Middle managers play a pivotal role in organizational change (Balogun 2003) in that they are charged with interpreting it, implementing it, and selling it (Rouleau, 2005). In addition, they are expected to help their staff to cope with change (Huy, 2001).

The challenges of a position so interconnected with change have been acknowledged in the literature. For example, middle managers are expected to serve as role models in embracing organizational changes (Labianca, Gray, & Brass, 2000), despite the fact that these changes (especially large scale changes) are often ones they did not choose, yet are mandated to implement (Balogun & Johnson, 2004). Although middle managers may not have been part of the decision making process, they are expected to understand the changes, figure out the details, and ensure they are executed (Balogun & Johnson, 2004). Luscher and Lewis (2008) described middle managers as experiencing confusion and anxiety, struggling to make sense of all the changes "which debilitates decision making and implementation" (p. 222). Further, middle managers have been said to be susceptible to cognitive disorder during large scale changes because they are the ones responsible for implementing the many details of restructuring, such as deciding how to reorganize departments, and which jobs to eliminate (McKinley &

Scherer, 2000). As a result of many change initiatives, the role of middle manager itself has "become increasingly pressurized"(p. 192) with middle managers taking on a wider range of tasks and experiencing a poorer work-life balance than ever before (Conway & Monks, 2011). Since change is intrinsic to the role of middle management and given that research shows middle managers are under increased pressures as a result, it is surprising that so little research touches upon how middle managers deal with change, or that investigates what could be of help to them in managing change more effectively for themselves.

Middle managers working in the financial sector in recent years have likely experienced even more change than is typical. The enactment of the Dodd-Frank act and of Basel III in the United States impacted nearly all aspects of the financial industry (Harvard, 2010). Dodd-Frank has been described as the most extensive increase in regulation of the financial services industry since the 'Great Depression' (McKinsey, 2011). These enactments also led to substantial changes within the Canadian financial sector (Canadian Business, 2012). Also, given the criticality of the financial sector to the economy and to people's well being, understanding their experiences of change affecting their work, and how they have been able to deal well with these changes, would be important to understand.

Method

As a way to investigate what helps and hinders middle managers in dealing well with change, the Enhanced Critical Incident Technique (ECIT) was utilized (Butterfield, Borgen, Maglio & Amundson, 2009). The ECIT is a qualitative research method that enhances the Critical Incident Technique (CIT) developed by Flanagan (1954) with the addition of nine credibility checks designed to increase the trustworthiness of the findings. The original CIT has been used in prior studies investigating managers (Hamlin & Serventi, 2008) and is well suited to the research question of this study as it is intended to elicit both helping and hindering factors (Butterfield, Borgen, Amundson & Maglio, 2005). The ECIT goes one step further by also asking participants whether there are factors that would have been helpful to them in dealing with change had they been available, or factors that would be helpful to them going forward (Butterfield et al., 2009).

Participants

For the purpose of the study, the term middle management was defined as "all levels of management between the supervisory level and the top of the organization" (Parris, Vickers & Wilkes, 2008 p. 407), thereby encompassing a wide range of management positions from one level above first line supervisor to two levels below Chief Executive Officer (Huy, 2002). These managers are "in the middle" in the sense that although they are leaders themselves, they are also being led (Stoker, 2006).

Recruitment of participants consisted of purposive sampling, word of mouth and "snowballing" wherein participants recommended others who might be interested in also participating. This led to the participation of individuals across three financial institutions within two large Canadian cities. Participants were chosen to participate if they: a) were employed as middle managers, in the financial sector b) reported having experienced change/s which affected their work in the previous 6 months and c) self-identified as "doing well" with the change/s.

The sample included five female and five male (N=10) middle managers between the ages of 32 and 52. Participants were not new to the financial sector as the average length of time in the sector was 22 years. Positions included a range of middle management levels from sales manager to roles with significant scope of influence such as department president and senior director. Household incomes ranged from $150,000 to $450,000 per year, and the average was $300,000. Four participants reported possessing a Bachelor's degree and two a Master's degree. Nine of the ten participants reported being married, and all but one reported having children.

Data Collection Procedure

Prior to participation participants signed an informed consent document which outlined the purpose of the study, their rights as participants, and informed them of the measures which would be utilized to maintain their confidentiality. Participant interviews were conducted according to the ECIT method (Butterfield et al., 2009). Participants were first asked open-ended questions designed to provide a contextual frame from which the critical incident data could be understood. They were asked to describe their current work situation, and were asked what 'doing well' meant to them. Next, participants were asked to rate themselves on a scale from one to ten in regard to how well they felt they were doing with the changes they had experienced. They were asked to relate the changes they had experienced in the past six months and to describe the impacts of these changes upon their work. They were told that change in any area of their life was considered relevant so long as it had impacted their work in some way.

Participants were asked the critical incident questions according to the traditional CIT method (Flanagan, 1954): a) what has helped you in doing well with the changes that have affected your work? and b) what has made it more difficult for you to do well? In order to ensure the credibility of the incidents provided, participants were also asked to provide examples of these incidents and/or to explain the way in which these incidents were personally helpful and/or hindering. Additionally, a wish list component (Butterfield et al., 2009) was incorporated by asking participants to relate what would help them to continue doing well and/or what would have been helpful to them had it been available. Lastly, demographic data was obtained for the purpose of describing the sample. Each interview was recorded, transcribed, and coded in order to maintain confidentiality.

Data Analysis

Data analysis was conducted according to standard CIT methodology (Flanagan, 1954; Woolsey, 1986). An item was deemed to be a critical incident (CI) if it was described by a participant to be helpful or hindering to their ability to do well with the changes they experienced. Similarly, wish list items (WL) were those that participants believed would have been helpful to them in dealing well with the changes or would be helpful going forward. CI and WL items were only considered credible when supporting evidence (the importance of the item and/or an example of how it was helpful or hindering) was also present.

Once the CI's and WL items had been identified from interview transcripts, categories were created by looking for similarities, differences, and themes among the CI and WL items. One transcript at a time, the CI and WL items were placed into either existing categories (merging or expanding the categories as needed) or new categories as deemed necessary to appropriately represent the items. When 10% of the interviews remained to be placed into categories, a self-descriptive title and operational definition for each category was finalized. All of the remaining CI and WL items fit into the created categories (Butterfield et. al, 2009), which suggested that the categories were comprehensive in representing the interview data.

Data were subjected to nine credibility checks according to ECIT procedure (Butterfield et al., 2009): (a) descriptive validity (audiotaping of interviews), (b) interview fidelity (one in four recordings was reviewed by someone other than the interviewer to ensure adherence to the interview protocol), (c) independent extraction of a random selection of critical incidents and wish list items by a second researcher with 100% agreement required for utilization, (d) exhaustiveness, the point at which no new categories surface, achieved prior to completion of data analysis, (e) participation rate of at least 25% required for a category to be considered viable (Borgen & Amundson, 1984), (f) independent placement of critical incidents and wish list items into the category scheme with an agreement rate of 80% or higher required (Andersson & Nilsson, 1964), (g) post interview cross-checking by participants to ensure that their critical incident and wish list items were placed into fitting categories with appropriate category titles, (h) expert opinion obtained regarding the rationality of the categories created, and (i) theoretical agreement with the categories created. Data from the current study met or exceeded each requirement of the ECIT methodology (Butterfield et al., 2009).

Results

Critical Incident Data

The 10 participant interviews produced 84 critical incidents, of which 47 were helpful factors, 17 were hindering factors, and 20` were wish list items. These were placed into seven categories: perspective, relationships, work factors, experience, personal life, personal control, and health and fitness. These categories, participation rates, and num-

Table 1

Critical Incidents and Wish List Items

** Bolded numbers indicate the four highest participation rates*

		Helping Critical Incidents (*N* = 25)			Hindering Critical Incidents (*N* =15)			Wish List Items (*N* = 15)		
		Participants (*N* = 7)		Incidents	Participants (*N* = 7)		Incidents	Participants (*N* = 7)		Incidents
	Categories	*n*	%	*n*	*n*	%	*N*	*n*	%	*n*
1.	Perspective	7	**70.0**	11	2	20.0	2	1	10.0	1
2.	Relationships	7	**70.0**	10	2	20.0	2	2	20.0	2
3.	Work Factors	5	50.0	6	7	**70.0**	10	8	**80.0**	14
4.	Experience	5	50.0	7	1	10.0	1	1	10.0	1
5.	Personal Life	4	40.0	4	1	10.0	1	0	-	0
6.	Personal Control	4	40.0	6	1	10.0	1	1	10.0	1
7.	Health & Fitness	3	30.0	3	0	-	0	1	10.0	1

ber of incidents are shown in Table 1. In the following section, each category is described in further detail and samples of participant comments (CI and WL items) that were placed into the category in question are provided as examples.

Category 1: Perspective

This category contained the highest number of helpful incidents of all the categories (11) and had a 70% participation rate. It was also described twice as being hindering (20% participation rate), and once as a wish list item (10% participation rate). Within this category, maintaining one's perspective by remembering that "this is not life or death, it's just a job" was said to be helpful. Several participants explained that it was helpful, even exciting, when the change they experienced was one they viewed as "sensible" or "positive." Having a sense of humour and trying to find the positives in a given situation, was also said to be helpful. One participant explained that "there's always going to be change, it's not all bad, so look for the positive... that helps you because you're not down in the muck." Another participant described his perspective stating, "My perspective on change is less about fear, worry, and the unknown, and more in terms of how I can influence, what I can bring to the table, what I can do." Conversely, resisting change or being concerned that a change could have a negative personal impact was said to be hindering. As one participant stated, "Resistance to the change and avoidance of the realities, I think are what got in the way." Along the same lines, focusing on the positive aspects of the changes "rather than the one negative" was mentioned as something that would be helpful going forward.

Category 2: Relationships

This category contained the second highest number of helpful incidents (10) and had a participation rate of 70%. There were also two hindering factors (20% participation rate) and two wish list items that fit into this category (20% participation rate). Helpful incidents included having a supportive spouse to talk to, having a mentor, liking the people one works with, and having a respectful relationship with those who report to you. For example, one participant stated that speaking with people who were also going through the same changes was helpful, especially positive people, because it allowed for access to information, different perspectives, and insight. Another said:

> The other thing that's good for dealing with change is liking the people you work with. If you all like each other it's a lot easier to laugh about something, or swear about something and then move on and get through it...

One participant described her relationship with her small children as helpful because of the distraction and change in perspective it provides. Hindering incidents in this category included having to leave the co-workers one enjoys working with and working with a "negative and untrustworthy person".

As a wish list item, one participant expressed a desire to reconnect with friends in order to share frustrations, laugh, and learn new ways to cope. Another participant expressed a desire for a specific type of relationship:

> I would love a mentor…somebody that I could have safe productive discussions with…that would ask you thought-provoking questions or say things that would make you think differently about change.

Category 3: Work Factors

This category contained both the highest number of hindering factors and the highest number of wish list items. While work factors were described as helpful 6 times (50% participation rate) they were described as hindering 10 times (70% participation rate) and mentioned as wish list items 14 times with 80% of participants contributing to this category. Having to "help others (her staff) with the change" was described as helpful by one participant because it forced her to accept the changes quickly, rather than challenging them or ruminating about them. Hindering incidents included factors such as the politics at work and having experienced long delays between the announcement of upcoming changes and their actual implementation. One participant also listed others' "ability [or inability]… to deal with change" as hindering. Wish list items in this category included items such as a desire for additional job training, support in implementing changes, and technical tools they could provide to their staff.

Within the work factors category, it was striking how often communication and information were mentioned (12 incidents by 6 participants). Access to information and clear communication was described as helpful; while the opposite, which was mentioned more frequently, was described as hindering. For example, one participant stated that communicating honestly, or "calling a spade a spade", was helpful when discussing changes with his staff. Another participant discussed how it was hindering to not be informed about upcoming changes before her staff members were because it left her with no time to absorb the information and prepare for their questions. Another described "mixed messaging" from the organization as hindering. Along the same lines, seven wish list items shared by participants conveyed a desire for not only more information from their organizations but also clearer and more timely communication. For instance, one participant stated that it would been helpful to "have the context, the rationale for the change explained" because in "the absence of context and rationale for change people provide their own…which is never good." Another reported that the communication of a clear organizational purpose or vision would be helpful. He expressed a desire for "a compelling value system to act as the lens through which all decisions are made [because] right now… some of the changes that we're making, there's not a clear enough sense of why, so I think that's why there's some resistance."

Category 4: Experience

This category contained seven helpful factors (participation rate of 50%), one hindering factor (participation rate 10%), and one wish list item (participation rate 10%). Helpful incidents included such factors as having been through tragedy in the past and having already experienced many changes. For example, one participant stated that "having been through tragedy sometimes provides you the coping skills [such as] how to look on the bright side…control what you can control, all those things that you learn in getting through difficult times, makes it easier the next time". Another participant described "time in the job and experience… being around and knowing the players, how the organization works" as being helpful as it enabled him to get around the bureaucracy and get things done quickly. Conversely, a lack of experience was described as hindering by one participant.

Category 5: Personal Life

There were four helpful factors (40% participation rate), and one hindering factor (10% participation rate) which fit into this category. There were no wish list items. Examples of helpful factors within this category included maintaining a work life balance and having a full personal life. For example, one participant stated that it "is very important to have external things that aren't really related to work [because] when you have other things to focus on you're less likely to be obsessing about something that you may or may not be able to change". Another participant discussed the importance of not talking about work too much while at home and of the need to maintain a life outside of work so that work doesn't become all-consuming. Conversely, one's personal life was said to be a hindering factor, when "there are problems in my personal life."

Category 6: Personal Control

Incidents in this category were said to be helpful six times (40% participation rate), hindering one time (10% participation rate), and mentioned as a wish list item once (10% participation rate). Specifically, having some control and focusing on the areas one has control over was described as helpful, while a lack of control was said to be hindering. For example, one participant stated that "being in the driver's seat" of the change was helpful and less stressful than experiencing a change that was forced or mandated. As a wish list item, one participant expressed a desire for more autonomous decision-making in implementing the mandated changes, stating "Okay, so as long as we're still getting to where you want us to go, why do we have to walk in a specific way?" Being allowed to customize his approach would allow the change to happen more quickly and efficiently.

Category 7: Health and Fitness

This category contained three helpful factors (30% participation rate), no hindering factors, and one wish list item (10%). Examples of helpful incidents included running and getting as much sleep as possible. One participant stated "exercise is always good for coping…it's precious to me because it does so much for me mentally and physically." Another stated "personal health helps you to do well…it's a big piece of how I manage" and explained that physical activity "helps deal with the stress component". As a wish list item, making health a priority was described as necessary in order to continue doing well.

Discussion

Many of the factors described by participants as helpful lend support to the existing organizational and psychological thriving literature and to previous studies of workers. However, this study is the first to investigate what helps middle managers specifically, and as a result some noteworthy differences were found.

Social support has been found to contribute to well being and thriving (Cohen & Wills, 1985). By affording positive experiences on a regular basis, relationships provide a feeling of stability and self-worth (Cohen & Wills, 1985). Social networks also function as resources that can help an individual to avoid negative experiences, such as economic or legal problems, since one can call upon members of this network to assist or advise (Cohen & Wills, 1985). Additionally, social support is said to be helpful because it affords opportunities for individuals to discuss and process their experiences. Such discussions can assist an individual in identifying the positive aspects of a situation and to engage in meaning making (Lepore, Silver, Wortman & Wayment, 1996). Indeed, a number of participants mentioned that talking to one's spouse, friends, or colleagues was helpful to them. From an attachment perspective, positive relationships are seen as beneficial because a secure attachment to significant others provides a sense of security that in turn can promote adaptive responses to stressors. In fact, one's perception of having adequate relationship resources is linked to better coping (Carver, 1998). Perhaps one of the reasons participants were able to report "doing well" with the numerous changes they must deal with is that they have a sufficient number of relationships, which provide them with needed resources, emotional support and a sense of security.

Consistent with Bandura's 1977 self-efficacy theory and the concept of mastery experiences, 50% of participants cited their previous experiences with change and/or having dealt with challenges in the past, as helpful to them in dealing well with change currently. These findings suggest that dealing well with change is a skill that, like any other skill, can be improved upon through practice.

The work factors category contained the largest number of wish list items of all the categories, and contained more hindering incidents than helpful ones. This is in line with previous findings that for middle managers the job itself is the greatest cause of their grievances (Akuratiyagamage & Opatha 2004). Within this category, participants expressed a desire for more information as well as clearer and timelier communication from the organization. These findings are in line with literature on the topic of organizational thriving, which describe organizational communication as crucial when change is occurring (Jimmieson, Terry, & Callan, 2004) and therefore recommend that the channels of communication be widened during these periods (Mckinley & Scherer, 2000).

Focusing on the positives as well as actively looking for positives was identified by participants as being helpful, while resisting change was described as hindering. These findings support the literature on coping and thriving. Carver (1998) theorized that when individuals interpret a situation as likely to have positive outcomes, they not only cope in more adaptive ways but they do in fact experience more positive outcomes. Research has also found that individuals who are optimistic are more likely to cope in healthy ways (Carver, Scheier & Segerstrom, 2010) and to report thriving and stress-related growth (Park, 1998). Interestingly, several participants described their outlook as a conscious choice. This seems to suggest that looking for positives and choosing to focus one's attention on them is a technique that can be utilized even if an individual is not naturally optimistic.

Participants stated that maintaining a balance between their work and personal lives was important and helpful to them. They spoke of the need to have other things in their life besides work, such as non-work activities and interests as well as conversations that are not work related. Similarly, within the literature, maintaining a balance between one's work life and personal life is described as 'critical' and failure to do so is linked to higher levels of stress and illness, a higher likelihood of substance abuse as well family-life problems (Hobson, Delunas, & Kesic, 2001). The impact on the workplace (of not maintaining such a balance) includes more frequent absenteeism and reduced productivity, as well as reduced loyalty to the organization (Hobson, Delunas & Kesic, 2001). Given participants' comments, it appears that many of them understood the importance of their personal life and the need to maintain a work-life balance. The fact that several of the middle managers in this study described maintaining a healthy balance is interesting given that the literature tends to describe middle managers as doing poorly in this respect due to the demands of the job. It would be interesting to investigate what enabled them to do so. Most of the middle managers in the study were fairly senior within their organizations and it is possible that this provided them with additional autonomy and flexibility regarding the use of their time. Also, most of the middle managers in this study were married. It is possible that this allowed for the sharing of household responsibilities, thereby reducing their workload and freeing up time for activities such as socializing, and exercise.

Participants spoke of exercising and getting sufficient sleep as valuable to them. There is recognition within the literature that exercise assists with coping in various ways. For instance, exercise has been found to enable individuals to recover more quickly after a stressful event (Crews & Landers 1987), to contribute to a more positive attitude (Blonna, 2005), to improve cognition (such as the ability to come up with solutions to problems and to think creatively) and to increase productivity (von Thiele Schwarz & Hasson, 2011), self-efficacy (Craft, 2005), and self-esteem

(Spence, McGannon, & Poon, 2005).

There is acknowledgment within the literature that having control over one's job, such as being free to decide how to accomplish a specific task or how to achieve a particular goal, is both motivating (Hackman & Oldham, 1976) and empowering to workers (Antonioni, 1999). Control in the workplace has also been linked to better mental health (Ganster & Fusilier, 1989). Further, high levels of perceived control is said to be associated with a number of other positive impacts such as higher job satisfaction, better job performance, lower levels of distress, and less frequent absenteeism (Sparks, Faragher, & Cooper, 2001). Similarly, the psychological literature describes control as helpful in coping with stressors, and as exerting a positive effect on psychological well being in general (Creed & Bartrum, 2008). In line with the literature, participants described personal control as desirable, expressed a desire for additional control over their work, and described a lack of control as hindering.

Although many of the helpful factors mentioned by the participants are quite similar to those in previous studies of workers, there are some interesting differences as well. First, the middle managers interviewed in this study were not dealing with numerous transitions across a number of life domains - as has been the case in previous studies (Butterfield et al., 2010). Rather, the changes they described were nearly all within the realm of work (75%). Also, the middle managers in this study likely experience higher levels of control than the average worker due to their high household income (average of $298,000), mature age (45) and senior roles within the workplace. They may also benefit from a greater sense of stability than many groups of workers given their tenure within their organizations (average of 18 years). It is possible that these differences are responsible for the fact that, unlike workers dealing with change in previous studies (Borgen, Butterfield & Amundson, 2010), these middle managers did not describe symptoms indicative of job burnout or depression.

Implications for Organizations

In line with the above findings, recommendations have been made within the management and organizational psychology literature that, during times of organizational change, special attention should be given to communication (Jimmieson, Terry & Callan, 2004). Specifically, it is suggested that the channels of communication be widened during these periods (Mckinley & Scherer, 2000. This is perhaps of heightened importance with regard to middle managers given that they are typically the ones responsible for the widespread communication and implementation of change within organizations.

Participants stated that having a full personal life, and maintaining a work - life balance, was helpful to them. This is supported by the organizational and career-counselling literature, which clearly states that not maintaining a healthy work-life balance, has serious consequences for both workers and organizations (Hobson, Delunas, & Kesic, 2001). Despite such acknowledgements, middle managers are described as struggling to balance both work and personal life demands, with one of the impediments being the organization itself (Parris, Vickers, & Wilkes, 2008). Duxbury and Higgins provide a number of specific suggestions as to how organizations can ease the 'work-life conflict' experienced by workers. They recommend that employers need to find ways to reduce the workload of workers (managers and professionals especially), provide flexible or alternative work arrangements, and reduce job-related travel and overtime (2001). More recently, they also highlighted the need to change organizational culture, the unwritten rules and norms which influence how things are done and what is valued within the organization. Specifically, they emphasize the necessity for organizations to move away from a culture of "work takes priority over family" where employees who always put work above family are valued (Duxbury, Higgins & Lyons, 2012). Similarly, Hobson, Delunas, and Kesic (2001) recommend that organizations "aggressively embrace work-life balance programs and recognize that employees have major responsibilities outside of their jobs." Organizations who follow these suggestions reap the rewards of employee commitment and motivation, and are able to easily recruit and retain workers who are talented and productive.

Participants spoke of engaging in health-promoting activities, such as regular exercise, as helping them to cope well with change. The benefits to both employees and organizations of health promoting activities are supported within the literature (Mills, Kessler & Sullivan, 2007). Organizations can do much to promote employee engagement in exercise. For example, employees who are not currently interested in exercise might be encouraged to do so if they were provided with information that highlights the personal and professional benefits of exercise. Information explaining the connection between exercise and optimum mental and emotional functioning could be provided to middle managers through organizational newsletters or included in the orientation process of new employees.

Alternately, such information could be provided via the organization's regular skills training sessions or the organization's Employee Assistance Program (Hobson, Deluna & Kesic, 2001). Providing on-site exercise facilities would increase the likelihood that middle managers would engage in exercise, while also displaying the organization's commitment to employee health. Further, organizations may benefit by allowing for time during the workday to be utilized for physical exercise, given that a small reduction in work hours for the purpose of engaging in exercise does not negatively impact productivity. Rather, it has been found to increase production due to "increased output during work hours and a decrease in sickness absence" (von Thiele Schwarz & Hasson, 2011).

Middle managers in this study expressed a desire for more information, and improved communication from the organization. Openness of communication is recommended overall (London, 1993), and during periods of organizational change doing so becomes crucial (Jimmieson, Terry, & Callan, 2004). Providing clear and timely communication should be a priority among organizations as it results in lower levels of anxiety among workers and better reactions to changes (Miller & Monge, 1985). This is likely of heightened importance with regard to middle managers given that they are frequently the ones who are required to widely communicate and implement organizational changes. Participant comments in this study suggest that middle managers may need additional lead time to process proposed changes, obtain additional information or clarification, and to select the best way to present the changes to staff prior to the 'rolling out' of the changes to the organization at large. According to the literature (Zaremba, 2006), organizational communication must not only be timely, it also needs to be clear, accurate, pertinent, and credible. Marques (2010) also found that workers desire communication that is concise and sincere. While, the middle managers in this study expressed a desire for communication that fulfills these criteria, several also expressed a desire for information that speaks to a logical rationale for the changes they must implement. Not only would this help them to better accept the changes themselves, it would enable them to communicate this reasoning to their staff rather than leaving them to question whether there is a sensible reason for the changes occurring. As one middle manager explained, "in the absence of context and rationale for change people make up their own…which is never good".

Implications for Middle Managers

Middle managers would benefit from maintaining a healthy work-life balance, spending time with social supports, and making exercise a priority. Although doing so may take time away from work tasks, it is likely to improve not only their enjoyment of life, but also their work performance and productivity. Doing so may require critically looking at one's schedule for ways to make changes, or delegating some tasks to support staff. It may also be necessary to make requests for workplace changes that would support a healthy work-life balance. One such request might be to work from home one day per week, or to arrive at work at non-peak times in order to reduce time spent commuting. In regards to exercise specifically, utilizing the full hour of one's lunch break could provide 30 minutes of cardiovascular exercise either at an on-site gym or by walking at a brisk pace outside. Doing so with a colleague could provide both social support and exercise simultaneously.

Implications for Counsellors and Career Development Specialists

Relationships were the most frequently mentioned helpful factor in this study and it is well documented that one's perception of adequate social support facilitates coping with organizational change and other stressful facets of life (Lawrence & Callan, 2011). Given that one of the primary objectives of counselling is to provide short-term support and that counselling is sought more frequently when social supports are lacking, counsellors may be well suited to provide such needed support to middle managers (Goodman, Sewell, & Jampol, 1984) on a temporary basis while also assisting clients to create a more permanent support network for themselves. Counselling could also assist middle managers by helping them to identify and focus on the areas of their work, and of the changes they experience, that they do have control over.

Given participants' statements about the helpfulness of exercise in dealing with the stress of change, along with the body of literature describing its wide range of benefits to mood and mental functioning, exercise can be viewed as a psychological intervention (Salmon, 2001), and it is one which counsellors are urged to utilize (Okonski, 2003). It is recommended that practitioners begin by providing clients with psycho-education about the benefits of exercise. Once the rationale for engaging in exercise has been explained, counsellors can then engage clients in appropriate goal setting and in the creation of an individualized program (Chung, & Baird, 1999) and behavioural contracts (Okonski, 2003). Practitioners not well versed in how to do so can benefit from learning health promotion counselling skills (Wendt, 2005) provided within the literature.

Counselors, particularly career counselors in the corporate sector, or other career development specialists, can help middle managers to develop a helpful perspective toward a specific workplace change by facilitating the exploration of possible benefits that might result from the change. They could also enhance the self-efficacy of the middle manager by engaging in an exploratory discussion regarding changes the middle manager has successfully dealt with in the past.

Implications for Future Research

Participants reported that having outside interests and maintaining a balance between work and personal time has proven helpful to them. Others spoke of the benefits of exercising and otherwise maintaining their physical health. How these individuals are able to engage in these helpful activities despite the time constraints of being parents (9 of the 10 participants) as well as being full-time workers in demanding roles with high levels of responsibility would be beneficial to know. Such research could be of assistance to the many middle managers who are said to be struggling in this regard.

The sample size of the current study was small and the population of interest was a very specific one. Therefore, a broader sample of middle managers from a number of different sectors might reveal differences between the two groups or, conversely, yield similar findings, which would then suggest that the factors that help or hinder are consistent across different contexts. Also, since the majority of participants had been promoted to senior levels of middle management within their organizations, it may be informative to investigate the possible relationship between the possession of strategies for dealing well with change and career advancement.

Conclusion

In summary, the results of this study support prior research (Butterfield, Borgen, Amundson, & Erlebach, 2010; Koert, Borgen, & Amundson, 2011), which found that there are in fact strategies which can aid workers in doing well with change and that it is possible for individuals to improve in this capacity. This study provides insights into strategies that help middle managers to deal well with the frequent changes they experience as well as ways that organizations and counselors can assist middle managers in their efforts. Although the sample size is small, it is hoped that this study can serve as a starting point for additional research. Given the rapid rate of change in today's workplace and the unique position middle managers hold in regards to change, further research would be valuable.

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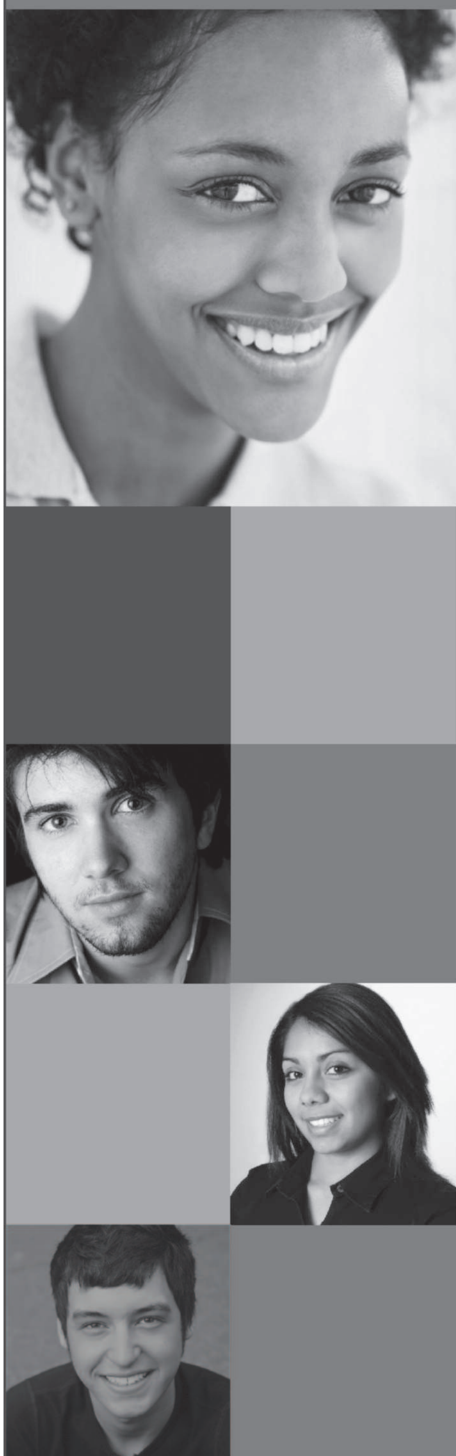

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Etta St. John Wileman Award Winner Interview

It is with great honour that the editors of *The Canadian Journal of Career Development* bring you a special series of interviews with past Etta St. John Wileman award winners. The Etta St. John Wileman Award for Lifetime Achievement in Career Development is designed to recognize and celebrate individuals who have devoted their lives within their professions; devoted their lives to the enhancement of career development practice, administratoin, reserach, and education; and personify the role of researcher, educator, author, practitioner, and career leader.

These individuals have all contributed in their own way to the identity of the career development profession in Canada. It is through these interviews that our readers will get to see different persepctives, and perhaps gather some inspiratoin for their own work and career development.

Norman Amundson

Award Winner
2011

In 2011, Norman Amundson received the Etta St. John Wileman Award for his career development leadership in research, counsellor education, and practitioner training.

He is a Professor in Counselling Psychology at the University of British Columbia, Canada. His research focuses on counselling methods, unemployment, and changes in working life, while his numerous lectures, articles, workshops and seminars emphasize the importance of imagination, creativity, cultural awareness, hope, and active engagement in the career counselling process. His publications include numerous journal articles, training DVDs, books, and several career workbooks.

Norman takes an active leadership role not only within the career development sector in Canada but also internationally. He has also been the recipient of numerous prestigious awards in addition to the Etta St. Johns Wileman Award.

~

CJCD: Thank you for agreeing to talk with the Journal. Starting off, can you tell us a little about your own career development?

Norman: There are so many stories to tell about my personal career development. No one in my family had ever gone to university and I guess that is a starting point. My parents played key roles in terms of their support for higher education. They didn't have much information but they did believe that the key to success was further education.

As someone with a relatively poor family I took full advantage of the opportunity to get scholarships. I had a general idea that I wanted to do something involving people and held on to that vision despite suggestions from a number of educators that I should be working in mathematics or the sciences. I completed an MA degree in Psychology from the University of Saskatchewan and worked as a parole officer. I went on to do my doctorate at the University of Alberta, shifting my focus to working with children.

After graduating with my doctorate I was hired at UBC and went on to work with adolescents and adults. I started my foray into career development in the early 1980s with some federally funded research on the dynamics of unemployment with my colleague Dr. Bill Borgen. This research expanded to include work with groups and the development of programs such as Starting Points. At that time the federal government was creating some training modules for practitioners and a group of us became actively involved in the creation of the Group Training Module. This training was done throughout Canada and was picked up by several European countries.

> "During high school I got a desk job in a hotel and bar on the weekends from midnight 'til 8am. In this position, I had many young oil workers coming to me for counselling help, even though I was only 15 years old. I had very high grades in mathematics and the sciences, but my passion was clearly working with people."

In the mid 90s I began to question some of the conventions underlying traditional career counselling. This led to the publication of my book "Active Engagement" and laid the foundation for a series of national and international presentations. I had the opportunity to speak in a short period of time in thirty different countries and the books I was writing were being translated into many different languages.

All this activity was good for my career, but not necessarily for my health. In 2010 I had a heart attack and that led to a further period of reassessment. I decided at that point to cut back on some of my extra work and focus exclusively on those projects that were the most interesting. I expanded my collaboration with Dr. Spencer Niles and together we focused our efforts on 'career flow' and an action-oriented, hope-centered career development model. To further this project we developed a hope-centered inventory (the HCCI) and also engaged in a series of research projects (two of the projects funded by CERIC) involving interventions with professionally trained immigrants and unemployed clients.

In addition to the Hope work I started to focus more on metaphors and their use as intervention measures. I am a firm believer in creativity and the power of imagination. Metaphors are one of the ways in which we learn and expand perspective. Having access to multiple metaphors enhances creativity and problem solving.

Even though I am now officially classified as a "senior citizen" I continue my work at UBC. I also have a 16-acre farm on Saturna island where I get away and create some life balance. I am very interested in learning more about the possibilities within this 'Third Age'. I see myself as a lifelong learner and live by the maxim "Learning Every Day (LED)".

CJCD: Taking a step back, you said in the 90s you began to question some of the conventions underlying traditional career counselling. What lead to your questioning these conventions?

Norman: I realized that we were just repeating the patterns from earlier years. Even though there were many societal changes we kept following the same structures and conventions as before.

CJCD: Sometimes people do not like when the status quo is questioned. Did you encounter any roadblocks or negative responses to your questioning these conventions?

Norman: People were actually quite accepting of the new Active Engagement framework that I was proposing. I won the best book award from the Canadian Counselling Association and many people were excited about this work. I remember Vance Peavy telling me that I should keep developing my ideas about metaphors.

CJCD: Do you have any advice for others who may be questioning conventions of their own but unsure what to do?

Norman: I think it is important to follow your own path, and to not be afraid to do something different. It is really about having self-confidence and risk taking.

CJCD: You also mentioned life balance. Many professionals new to the field and even some long-time ones believe that they need to work long hours and take on as much work as they can. Can you talk to the reasoning behind why you started life balance and how it has influenced your career?

Norman: Some of my early thoughts about life balance were significant and helped to frame some of the ideas I was developing. I even wrote a book about it at one point – "The Physics of Living". However, as I mentioned earlier I slid away from some of these early insights over time. When I had my heart attack in 2010 I went back to the book I had written and recommitted to some of these ideas.

CJCD: It sounds like you have encountered and interacted with many individuals in your years. Have there been mentors in your life that have influenced your career development?

"I see myself as a lifelong learner and live by the maxim Learning Every Day (LED)."

Norman: The most significant mentor in my life has been Dr. Ed Herr from Penn State University. He encouraged the work I was doing and wrote numerous letters of support to research funding agencies. I found his work inspiring and on one occasion we even had the opportunity to do a conference presentation together on the theme of career flexibility. Ed was a very generous man in every respect. I admired his depth of knowledge, his integrity, and his commitment to the field of career development.

CJCD: Did you originally seek out Dr. Ed Herr specifically as a mentor or did he become one over time?

Norman: My first connection with Dr. Herr was in Sweden where we both were speaking and ended up doing some shopping together. Dr. Herr was very encouraging about the work we are doing and it seemed natural to begin discussing our research projects with him. We never had a formal conversation about him becoming a mentor, it just naturally started to happen.

CJCD: Having a mentor appears to have been very beneficial to you. Would you recommend that career practitioners find a mentor for themselves?

Norman: It is very helpful to have someone that can serve as both a mentor and coach. Career decision making is a lifelong process and having someone to consult along the way is a definite plus.

CJCD: Thank you for that. Moving onto my next question for you, what would you consider to be some of the milestones in Canadian career development?

Norman: I think there have been many milestones in Canadian career development. Certainly there was the foundational work of career development pioneers such as Donald Lawson and Stu Conger. Through their efforts, and the work of others, career development as a discipline has flourished in Canada. There has been exciting work done at the community level, within government and within the education system. Our national conference on career development (now called Cannexus and supported by The Counselling Foundation of Canada) is a good illustration of how career development continues to be relevant in our current context.

CJCD: From your perspective as a professor and researcher, what is some of the current career development thinking and research being done in Canada today?

Norman: I think current career theory and practice is issuing in a new paradigm of understanding with a focus on themes such as designing, crafting, active engagement, uncertainty, chaos, paradox, metaphor, happenstance, mattering, and hope. Some career agencies are also starting to join together under a broad umbrella using the term “career literacy.” There is greater awareness of the need for advocacy and joint effort.

"I would love to see a more active partnership between academics and the practitioner community."

CJCD: Joining forces, that is fantastic! Is there anything practitioners-who are not in a research position-can do assist with career development thinking and research in Canada?

Norman: I would love to see a more active partnership between academics and the practitioner community. I have been focusing many of my recent efforts on small research projects with practitioners in the field and the results have been very promising. Many of these projects started with brief conversations at Cannexus

CJCD: I would now like to ask you, in your opinion, what are some of the challenges facing career development in Canada?

Norman: There are many challenges facing career development. At a foundational level, there still are many communication difficulties due to a misunderstanding of terms. The very definition of the field still is confusing. Many people are stuck in a time warp, believing that career development is just a matter of finding out which job they should pursue. While this is an important component of career development, there is so much more to be considered and developed. Career development is a lifelong process that involves self-understanding, awareness of the labour market, critical analysis, decision making, strategic action, and adaptability.

It is interesting for me to be now in the third age of life and find myself rediscovering the relevance of career development for myself and for many others who were born in the “baby boom” era. Career development is truly a lifelong challenge and needs to be fully embraced.

CJCD: When you say 'communication difficulties due to misunderstanding of terms,' do you mean a misunderstanding on the side of the public or within the field itself?

Norman: I think there is often a disconnect between the public and the people working in the field. Career development has evolved to a higher level of complexity, but many of those outside the area are still operating on more limited paradigms.

CJCD: How do you see this possibly being fixed?

Norman: I think career practitioners need to recognize that they need to be communicating to people at many different levels. There are the "clients" but often there is a need to go broader. For example, running career development programs for parents would be a good place to make a difference.

> "Career development is a lifelong process that involves self-understanding, awareness of the labour market, critical analysis, decision making, strategic action, and adaptability."

CJCD: This has all been very insightful and it gives us much to think about. If you could look into a crystal ball and see what the future holds for career development in Canada, what would that future look like?

Norman: My hope for the future is that the full capacity of career development is incorporated into Canadian society. Career development has much to offer to people of all ages and from all cultures. It also can play a significant positive role in organizational functioning. As people adjust to a rapidly changing world there is a real need for career development awareness and competency.

CJCD: Before we finish up, I am sure our readers would like to hear any advice you have for up-and-coming career development practitioners and researchers.

Norman: I think people need to learn from the past, but at the same time keep an eye on what lies ahead. This means paying attention to the way in which career development theory and practice is evolving. It is very easy to get locked into old paradigms and miss how the times are indeed "a-changing." Staying up-to-date requires ongoing professional development and this can be achieved through reading current materials and attending professional conferences. Ongoing professional development is essential in a world where change is happening so quickly.

CJCD: Important words to take into consideration. Thank you again for taking time out of your busy schedule to talk with us. I have learned a lot from hearing of your experiences, and I will be taking a few things away to ponder on over the next few weeks. I am sure our readers will find words of wisdom and tips that will benefit them as well.

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3. The second and third pages should contain an English/French version of an abstract not exceeding 200 words.

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5. All figures and tables must appear on separate sheets and be camera-ready.

6. Manuscripts should be submitted to the Editor in MS Word.

7. The evaluation of manuscripts include criteria such as: significance and currency of the topic; contribution to new knowledge in the field; appropriateness of the methodology or approach; and the clarity of presentation. The review process normally does not exceed three or four months.

8. Submission of a manuscript to *The Canadian Journal of Career Development* implies that this manuscript is not being considered for publication elsewhere.

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