

# **CAREER PLANNING, DEVELOPMENT, AND MANAGEMENT**

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An Annotated Bibliography

Jonathan P. West

ROUTLEDGE LIBRARY EDITIONS:  
HUMAN RESOURCE MANAGEMENT



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Volume 39

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JONATHAN P. WEST

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career planning,  
development, and  
management  
an annotated bibliography

Jonathan P. West



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## preface

Writing about careers has mushroomed in the last 10 years. Probably the best-known example of this phenomenon has been the paperback self-help book aimed at corporate climbers, job seekers, career changers, women, minorities, management developers, succession planners, two-career couples, or life planners. Various influences have stimulated this wave of career material. The continuing trend toward self-fulfillment, going back to the 1960's, has generated sustained interest in ways individuals can achieve personal growth within the realities of institutional constraints. Affirmative action activities in organizations have led to greater management interest in career development for *all* employees. Third, a changing success ethic emerged giving rise to what I call the "protean career," a sense of the career as something to be self-directed rather than controlled externally. This, in turn, has led to more interest in personal career planning. Increased concerns for quality of life (both personal and occupational) have produced attempts to plan lives for better balance between work life and personal life. And more recently (but very importantly) an economic environment fluctuating between recession and stagnation has produced more involuntary job changes, career plateaus, and early retirements, all of which call for careful planning. Thus, there have been many needs for material on career planning, development, and management.

Unfortunately, this work has been widely scattered. It has been in academic journals, but these have also been diverse—psychology, education, counseling, management, and personnel. More has been in the popular literature—mass market paperbacks, magazines, and newspapers. Some has been geared to the user (the individual careerist) and part to the practitioner (counselor, personnel specialist, consultant, or manager).

*preface*

Professor West's bibliography is an admirable integration of this diverse literature. It is organized in such a way that different groups can easily find what they need without getting bogged down. The amount of information in each summary is adequate to give the reader an idea of what could be found in that reading, without presenting excessive detail. I look forward to having this bibliography available to recommend to various groups: people in my career planning seminar; graduate students doing research on careers, individuals interested in better organizational career management, and management consulting clients looking for help in developing career programs. No other single publication currently available has a comparable range of career information.

On behalf of all of his readers, my gratitude goes to Professor West for his efforts to organize and synthesize this exploding literature.

Douglas T. Hall  
Boston University

# introduction

Substantial literature has emerged in recent years on the subject of career planning, development, and management. Academic research by economists, educators, political scientists, psychologists, and sociologists has made the study of careers in organizations an important interdisciplinary focus in the social sciences. The trade press has also produced a number of published works on career-related concerns. This proliferation of materials has resulted from a growing concern with such career issues as quality of life, job opportunities for minorities and women, economic downturns, career mobility, and the changing success ethic. This annotated bibliography seeks to bring together in a single volume significant academic research from various disciplines and the popular literature dealing with careers in organizations.

## the literature

Before discussing the terminology and organizing concepts used in this book, a brief commentary on the state of the literature is in order. While the literature on careers is diverse and expanding, it is not a well-defined field with established consensus about its subject matter and parameters. Nevertheless, there are some recurring themes which can be identified. Much of the published research on career planning, development, and management can be related to one of the following themes.

1. Career theories and instruments (i.e., occupational classification systems, personality typologies, methodological issues)
2. Vocational aspirations and career choices of young

- people prior to initial employment (i.e., information processing, vocational decision making)
3. Assessment and measurement (i.e., vocational interest inventories; instrument development; validity, reliability; measures of skills, abilities and aptitudes)
  4. Process of matching individuals with specific jobs (i.e., job search, recruitment, selection)
  5. Worker motivation and work outcomes (i.e., job satisfaction/involvement, performance, turnover, job stress, quality of work life)
  6. Biases that affect careers (i.e., sex, race, socio-economic status and culture)
  7. Issues relating to women and work (i.e., changing women's sex roles; the implications of sex membership on career development)
  8. Life span aspects of careers (i.e., how careers unfold; worker adjustments to career demands across a life span)
  9. Career interventions (i.e., techniques, treatments, and materials to provide career assistance)
  10. Organizational efforts to assist employees in planning, developing, and managing their careers (i.e., programs for career education, stress reduction, quality of work life)

In recent years there has been a broadening of perceptions regarding what is relevant to the field. While attention continues to be focused on such traditional variables as career theories, interests, job satisfaction, and assessment, recent emphasis has also been placed on developmental experiences of adults, on women's careers, on the relationship of work and nonwork, and on worker adjustment problems. In addition to these traditional and emerging areas of career-related research (both of which are included in the previously mentioned research themes), there is a need for further studies on the effects of organizational factors on career decisions, attitudes, and behaviors; on the ways individual and personality variables affect career treatment success; on the impact of work experiences on career identities; and on the effects of organizational interventions on career outcome measures.

## *introduction*

There is a need for both experimental and comparative studies which evaluate career interventions and assess the costs and benefits of different interventions. Also more interdisciplinary, theory-based research is necessary incorporating longitudinal designs.

## terminology

In order to highlight some important conceptual and practical distinctions in the literature, I will focus on the terms "career," "career planning," "career development," and "career management" as ways to organize the materials. These four terms are sometimes used interchangeably and often are subject to multiple interpretations when they appear in the ten themes listed above.

This book defines career as "the combination and sequence of roles played by a person during the course of a lifetime." (item 309) For the other three terms the operational definitions used by Leibowitz and Schlossberg (803) are accepted for this work:

1. career planning: "A deliberate sequence and process of determining one's own career-related interests, values, and skills, assessing career options, deciding on a course of action and designing a meaningful, realistic career plan."
2. career development: "The sum outcome or total of what happens to each employee in his or her career. Each employee's career develops irrespective of their effort to plan or not."
3. career management: "Includes those activities, processes, and systems which result in the organization's ability to describe the career characteristics of its employees and to plan and predict the career capabilities required for its future."

Accordingly, career planning and career development, as these terms are used here, will focus on the individual, while career management will have an organizational focus. Career

planning activities are voluntary in the sense that employees can choose to participate in them (e.g., workshops, counseling or planning sessions with organizational superiors), while career management activities are non-voluntary for the individual (e.g., performance evaluation reviews, contributing to a skills system). It is often assumed that successful career outcomes (i.e., career development) are more likely to occur for employees who engage in career planning and who are deliberate about their career choices.

## organization

With these distinctions in mind, the annotated entries were organized into three sections and 27 chapters. Sections I and II on Career Planning and Career Development have an individual focus; Section III on Career Management has an organizational emphasis. An item is listed in the section or chapter where it appears to have the most important implications.

Each entry includes a short annotation summarizing its contents. Annotations are descriptive rather than critical. Each reference is assigned a number (1 to 973) and these numbers are cumulative throughout all 27 chapters. Cross references, which appear as parenthetical item numbers in some annotations, direct the reader to other related items in the reference list. A more detailed elaboration of the Table of Contents and a discussion of representative works follows as a guide to users of this bibliography.

The first section starts by examining conceptual approaches to the literature on career life planning. Chapter 1 includes theories, models, and methods of career planning including general articles on vocational decision making and practical self-assessment workbooks.

Chapters 2 through 5 look chronologically at such pre-employment planning concerns as: finding and using occupational information, measuring and predicting vocational interests and choices (Chapter 2); vocational guidance and career counseling (Chapter 3); influences affecting career preferences, aspirations, and choices (Chapter 4); and job-finding methods such as resumes, letters of recommendation, interviews, and executive search firms (Chapter 5).

## *introduction*

The next three chapters concentrate on post-employment planning strategies for employees seeking to move up in their organizations (Chapter 6), contemplating enrollment in continuing education programs (Chapter 7), and confronting career crossroads (Chapter 8).

The second section begins by considering some of the major writings on vocational behavior and career development and on forces affecting career outcomes (Chapter 9). The next four chapters look at: predictors of career development such as technical qualifications, personality characteristics, marital status, scholastic/managerial attitudes, and patronage (Chapter 10); mobility motivations, the need for achievement, career anchors, and the fear-of-success concept (Chapter 11); various work outcomes such as job involvement/organizational commitment, job satisfaction/dissatisfaction, role conflicts, personal and social alienation, and career adaptivity (Chapter 12); and the causes and consequences of burnout, job stress, and professional obsolescence as well as personal strategies for dealing with these (Chapter 13).

Articles and books on career switches, mid-life career changes, and second careers are found in Chapter 14; references on career mobility (organizational, occupational, and geographic) are treated in Chapter 15.

Chapter 16 contains references on selected occupations, professions, and careers such as personnel managers, human resource development/training professionals, elected public officials, and corporate leaders. The burgeoning literature on women's careers is covered in Chapter 17. This chapter looks at issues such as women's career patterns, obstacles and opportunities for women in the workplace, and home-career conflict.

In the third section of the book the focus shifts from the individual to the enterprise's efforts to manage careers. It begins with a general chapter of references on matching personal career goals with organizational requirements and on corporate and government programs/activities in career management (Chapter 18).

Chapters 19 and 20 are linked to Chapters 1 and 9 by their common concern with planning and developing employees' careers. While the earlier two chapters look at personal strat-

egies to plan or enhance one's career; the later two provide administrative guides to career planning and development.

The next seven chapters deal sequentially with the organization's career management activities for employees from the time of initial hire through the employee's career to his or her eventual retirement or departure from the enterprise. Chapter 21 examines organizational entry by exploring works on recruitment, selection, socialization, and organizational climate. Chapter 21 is linked to Chapter 12 with the former considering administrative strategies for cultivating organizational identification, commitment, and involvement. Chapter 22 provides citations on coaching, counseling, and mentoring. Chapter 23 covers management assessment, training, and development. Chapter 24 is the organizationally focused counterpart to Chapter 15 on individual career mobility. It examines issues such as managing promotions, successions, and relocations. The next two chapters on managing mid-life transitions (Chapter 25) and managing older workers (Chapter 26) offer prescriptions for administrators. The content of these two chapters can be related to earlier chapters on adult career changes (Chapter 8); burnout, stress, and obsolescence (Chapter 13); and career switches (Chapter 14). Chapter 27, the last in the volume, deals exclusively with career management in the public sector.

The assignment of references into chapters and sections was most difficult for Chapters 16 (Specific Occupations/Professions/Careers), 17 (Career Development of Women), and 27 (Public Sector). While each of these chapters is singled out for special treatment in only one of the three sections of the book, there are several references to women's career issues, specific occupations, and careers of public employees that have been assigned to other sections and chapters because the principal contribution of the publication coincides more closely with the theme of this other section and chapter. For example, articles on personal pre-retirement plans of bankers, on organizational programs providing mentors for female workers, or on individual career mobility of government employees may be assigned to Chapters 8, 22, and 15, respectively, rather than to 16, 17, and 27.

Some examples of representative works from each section of the book might be useful. Typical of the practical publications

## *introduction*

on career/life planning are those of Bolles (6, 84, 85, 177); Bachhuber and Bolyard (2); Klingner and Davis (186); Kotter, Faux, and McArthur (23); Montana and Higginson (30), Moore (32); and Zenger (51). Representative of more scholarly work on career planning and career choice are the works of Blau and associates (130), Ginzberg (101), Holland (143, 144), Kroll (24), Osipow (36), Roe (159), and Super (46, 124, 309). An excellent overview of career development for readers who have a theoretical orientation is provided by Hall (326, 341). Related works of interest include Dalton, Thompson, and Price (320); Korman (362, 412, 413); Pietrofesa and Splete (334); Tarnowieski (342); Tiedeman and O'Hara (344); and Van Maanen and Katz (431). Readers with practitioner-oriented interests in career development might gain useful insights from Buskirk (318), Haldane (220), Jones (464), Kaufman (448), Robbins (472), and/or Schein (336, 395, 474). Hall and Hall (622) effectively introduce key problems and solutions in career management, some of which are also treated in Epstein (614), Haire (696), Kellog (628), Leider (669), Schein (649, 650, 651), Scott (652), and Walker (658, 680, 681). A quick scan of the alphabetized title index will be helpful in identifying other references which may more specifically speak to the interests of different readers. An author index further facilitates access to citations.

## SOURCES

In identifying items for this bibliography, both manual and computer searches were conducted. The bulk of the literature search was done manually. To find relevant items I examined the holdings of four major college and university research libraries (at the University of Arizona, the University of Miami, Florida International University, and Miami-Dade Community College), the Miami Dade Public Library System (which has numerous books and periodicals relating to careers that are not available in the academic libraries), and some smaller public and academic libraries. The University of Miami's inter-library loan office obtained many items from various libraries throughout the country.

The initial list of journals to review was selected after a preliminary search of several indexes and abstracts, *The Work Related Abstracts*, *Personnel Literature*, *Personnel Management Abstracts*, *Psychological Abstracts*, *Women Studies Abstracts*, *Sociological Abstracts*, and *Business Periodicals Index*. While annotated entries are included from over 100 academic journals, 12 journals contributed 20 or more studies. These included the following:

<i>Journals</i>	<i>Number of Articles</i>
<i>Business Horizons</i>	25
<i>Harvard Business Review</i>	26
<i>Journal of Applied Psychology</i>	30
<i>Journal of Counseling Psychology</i>	48
<i>Journal of Vocational Behavior</i>	62
<i>Personnel</i>	27
<i>Personnel Administrator</i>	59
<i>Personnel Journal</i>	34
<i>Public Administration Review</i>	23
<i>Public Personnel Management</i>	23
<i>Training and Development Journal</i>	67
<i>Vocational Guidance Quarterly</i>	25

Articles from these 12 journals comprise 46 percent of the total entries annotated. Additional academic journals, popular magazines, and professional or trade publications were identified by reviewing the most frequently cited references on careers. The tables of contents of relevant publications were reviewed for the period 1960–1982. While the 1960 date is somewhat arbitrary, it roughly denotes the beginning of serious scholarship on careers; however, a handful of “classic” articles or books published before 1960 are included. To identify relevant books, the author scanned *Books in Print 1981–82*, the *Cumulative Book Index for 1981*, and previously published bibliographic literature reviews (see below) on career planning, development, and management.

To supplement the manual search, three computer searches were pursued in September 1981. They included the *Social Science Index* back to 1972, *ABI/INFORM* to 1974, and *Dissertation Abstracts* to 1861. In each case career-related descriptors were crossed with such entry terms as executive, professional, manager, administrator, and supervisor. The com-

## *introduction*

puter search had some utility in guiding the manual search by identifying entries which could then be obtained and annotated by the author. However, the manual search was a much more fruitful approach with only 200 of the 973 entries coming initially from computerized data files.

## related works

*Career Planning, Development, and Management* is the first comprehensive book-length annotated bibliography on this subject although there have been other attempts to organize, synthesize, and interpret the literature. The 128-item annotated bibliography on career development published in 1979 by Columbia University's Center for Research in Career Development is the latest and most useful example (89 items overlap with this work). The 291-item annotated bibliography on career planning and career management by Pinto and associates (37), while containing many of the items annotated herein (115 items overlap), remains a valuable resource. However, its scope is more limited than the present volume including only those items published over a 5-year time frame from 1969 to 1974. Campbell and associates (89) have published over 643 abstracts on career guidance methods with more than 130 references under the heading of career development programs, career guidance, and career planning. Authors of the latter volume searched the ERIC system and published sources from 1960 to 1972; but, the heavy emphasis on career guidance methods in educational settings and the more restricted time frame distinguish Campbell's volume from this bibliography.

Readers might also consult published literature reviews. Each year since 1976 the lead article in the October issue of the *Journal of Vocational Behavior* has summarized literature on vocational behavior and career development published in the previous year (315, 317, 322, 332, 345, 349). The *Review of Educational Research* also contains literature reviews on career development (346, 343, 333, 329). And the *Annual Review of Psychology* summarizes career-related literature and suggests needed future research (341, 25, 107). The October 1980 and January 1982 issue of the *Personnel Administrator*

and the July 1981 and February 1982 issues of the *Training and Development Journal* were devoted to career planning, career development, and career management.

While the previously published bibliographies and literature reviews continue to be valuable, the current book collects and supersedes them with its larger range of entries (973), its more expansive coverage (career planning, development, and management), its interdisciplinary scope, its broader time frame (1960 to 1982), and its combination of academic and popular sources.

## envoi

My aim in compiling this bibliography is to bring together under one cover a comprehensive list of previously scattered materials on careers in organizations. In so doing, I hope that scholars, students, practitioners, and other readers interested in career planning, development, and management will use this book as a benchmark to guide future research, stimulate critical insights, prompt administrative initiatives, and assist them in plotting their careers. Despite the increase in scholarly and popular publications on careers, further research and experimentation are needed if we are to more effectively plan, develop, and manage careers.

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section I  
individual career planning



## CAREER PLANNING--GENERAL

1. Anderson, Stephen D. "Planning for Career Growth."  
*Personnel Journal*, 52, No. 5 (1973), 357-362.

If the individual is going to assume primary responsibility for personal career development, he must review his needs and interests and determine the extent to which his goals are compatible with those of the organization. Six steps for effective career planning are presented.

2. Bachhuber, Thomas D., and Richard K. Harwood. *Directions: A Guide to Career Planning*. Boston: Houghton Mifflin, 1978.

A "self-help" text and resourcebook organized around a three-phase career development model: (1) awareness and exploration, (2) decision making, and (3) implementation. Academic planning (choice of courses, major, and type of higher educational institution) is considered within the context of overall career planning. Exercises, references, activities, and general information for post-high school students are provided.

3. Barkhaus, Robert S., and Charles W. Bolyard. *Threads: A Tapestry of Self and Career Exploration*. Dubuque, Iowa: Kendall/Hunt, 1977.

This career planning workbook outlines a learner-centered model for career decision making. The authors encourage learners to make a self assessment of their interests, values, and skills in relation to educational alternatives and occupational choices. Individual activities, group exercises, and data from testing instruments are outlined to help learners to identify their personal goals, interests, and skills.

4. Begosh, Donald G. "Career Planning: Not Leaving the Future to Chance." *SAM Advanced Management Journal*, 40, No. 2 (1975), 43-49.

Managers can either be classified as career "planners"

or "wingers", but successful managers are usually planners. Planning principles should be applied to careers just as they are to getting the work done.

5. Best, Fred. "Breaking Out of the Lockstep." *The Wharton Magazine*, 5, No. 2 (1980), 13-21.

The inflexibility of today's life schedules create problems as people become trapped in the "lockstep flow from school to work to retirement." (p. 13) We need more flexibility in scheduling the days, weeks, and years of our lives. The author suggests ways to reschedule existing work time and to reduce work time.

6. Bolles, Richard N. *The Three Boxes of Life*. Berkeley: Ten Speed Press, 1978.

Suggests that the three stages in our lives (education, work, retirement) have become boxes for learning, achievement, and leisure. Bolles describes some useful tools which can integrate learning, achieving, and playing into all the stages of our lives. One of these tools is the "Quick Job-Hunting Map" (84).

7. Brenner, Marshall H. "Use of High School Data to Predict Work Performance." *Journal of Applied Psychology*, 52, No. 1 (1968), 29-30.

Data were obtained from a sample of high school graduates (e.g., teacher's work habits and cooperation ratings, absenteeism, grade point average) employed in an aircraft plant and related to worker performance criteria (e.g., supervisory ratings, absenteeism, and tardiness records). Results show significant relationships between the high school predictors and work performance indicators.

8. Cleveland, Harlan, et al. "Is Career Planning A Useless Exercise?" *SAM Advanced Management Journal*, 40, No. 3 (1975), 52-62.

Reports the replies of eight businessmen who were asked whether they thought career planning was worthwhile, what role planning played in their careers, and what advice concerning career planning they had for would-be managers.

9. Cosgrave, Gerald P. *Career Planning: Search for a Future*. Toronto: University of Toronto, 1973.

A guide to aid students in making choices about their schooling and initial employment. Students are instructed

to take stock of their thoughts about work and career planning. Self assessment of occupational interests and values is encouraged and guidelines for making educational and career decisions are presented. Special attention is devoted to women and careers, careers for the disenchanting, coping with change, post-high-school educational opportunities, and occupations for which educational programs provide preparation.

10. Djeddah, Eli. *Moving Up*. Berkeley: Ten Speed Press, 1977.

Presents a program for job relocation and advancement. The author explains how to obtain a job which provides the highest possible pay as well as opportunities for personal effectiveness. The advice provided is as appropriate for job-seekers in mid-life as it is for those just starting out.

11. Ferrari, Erma P. *Careers for You*. New York: Abingdon-Cokesbury, 1963.

An individual's choice of his/her life work causes questions which are addressed in this book: Will you suit the job? Will the job suit you? Where to find out about occupations? Where are the jobs? How can I make a success of my career?

12. Fletcher, Frank M. "Concepts, Curiosity, and Careers." *Journal of Counseling Psychology*, 13, No. 2 (1966), 131-138.

As a basis for career planning, a theoretical framework is presented for explaining the development and modification of interests, values, and attitudes. The author discusses principles and propositions regarding this developmental process.

13. Ford, George A., and Gordon L. Lippett. *Planning Your Future: A Workbook for Personal Goal Setting*. La Jolla, Cal.: University Associates, 1972.

Provides a step-by-step approach to life planning for personal growth and development. Using a workbook format, the authors encourage individual learners to write goals, set deadlines, develop skills, engage in self assessment, translate goals into projects, and build cooperative relationships. Learners are asked to complete a life inventory outlining the things they do and would like to do, their activities, and their values.

14. Hakel, Milton D., Thomas D. Hollman, and James H. Ohnesorge, "Relative Influence of Prestige as a Determiner of Intelligence Judgments for Occupations." *Journal of Vocational Behavior*, 1, No. 1 (1971), 69-74.

Examines how well students can discriminate among occupations based on average intelligence of various occupational group members. The authors constructed a forced-choice test, which takes occupational prestige into account and represents 24 combinations of intelligence and prestige differences. Results indicate that subjects' accuracy in identifying the occupation with the higher than average intelligence was significantly less than chance, because they made their choices based exclusively on prestige.

15. Hall, Mary H. "A Conversation with Peter F. Drucker." *The Personnel Administrator*, 13, No. 6 (1968), 18-25.

Drucker responds to questions on career choice, second careers, life long education, job-related pressures, philosophy of work and careers, and what to look for in an employer.

16. Harmon, Lenore W. "The Life and Career Plans of Young Adult College Women: A Follow-Up Study." *Journal of Counseling Psychology*, 28, No. 5 (1981), 416-427.

Examines the process of career choice by women in a follow-up study of 391 women six years after entering college. These women had considered an average of nine occupations, had liberal attitudes towards women's roles and an awareness of sex discrimination, and had maintained an interest in the traditional vocations which were popular when they entered college (housewife, nurse, teacher) but also had developed interests in nontraditional jobs (physicist, college professor).

17. Harren, Vincent A. "A Model of Career Decision Making for College Students." *Journal of Vocational Behavior*, 14, No. 2 (1979), 113-119

Presents a model of career decision making applicable exclusively to undergraduate college students. Restricting the conceptualization in this way results in a model which includes: enumeration of immediate or anticipated environmental factors influencing decision making, specification of the internal psychological processes of decision making, and identification of important developmental and personality characteristics of the decision maker. The model provides a framework for developing

empirically verifiable hypotheses, assessing student needs, and designing counseling and educational strategies.

18. Hart, Darrel H., Keith Raynor, and Edwin R. Christensen. "Planning, Preparation, and Chance in Occupational Entry." *Journal of Vocational Behavior*, 1, No. 3 (1971), 279-285.

Develops a model for classifying the degree of preparation, planning, and chance in occupational entry, and tests it using career histories of 60 men. Findings indicate a relationship between planned determinants of occupational entry and occupational level. Most professional men entered their occupations mainly through preparation and planning; however, some skilled men entered their occupations through planning, while chance events were primarily influential for others. Entry into occupations by semi-skilled men generally involved unplanned chance events. Unplanned situational events should receive greater emphasis in occupational theory and vocational counseling.

19. Hoyt, Daniel R., and J.D. Lewis. "Planning for a Career in Human Resource Management." *Personnel Administrator*, 25, No. 10 (1980), 53-54; 67-68.

Students who are interested in planning for a career in human resource management are given advice on appropriate academic coursework, the need for experience in non-classroom activities, and the importance of carefully planned job search activities.

20. Hummel, Dean L., and Carl McDaniels. *How to Help Your Child Plan a Career*. Washington, D.C.: Acropolis Books, 1979.

Designed to help parents assist children with career planning. Up-to-date information is presented on occupations, usable resources, career games, future career opportunities, and career exercises. Chapter 12 provides a 16-page annotated bibliography on general and special career development concerns.

21. Karpicle, Susan. "Perceived and Real Sex Differences in College Students Career Planning." *Journal of Counseling Psychology*, 27, No. 3 (1980), 240-245.

Examines sex differences in the motive to avoid success, home-career conflict, and influence on career planning by members of the opposite sex. Sex differences in

counselor's perceptions regarding these variables are also studied. Results show female students report more home-career conflict and success avoidance than their male counterparts. Male and female counselors perceived that female students experienced more of all three dependent variables than were actually reported by female students.

22. Klegon, Douglas. "The Sociology of Professions: An Emerging Perspective." *Sociology of Work and Occupations*, 5, No. 3 (1978), 259-283.

Discusses the shortcomings of the traditional sociological approaches to studying professions and then explores an alternative approach. He contends that the ability to gain and sustain professional status is related to specific occupational strategies and to broader social forces and distributions of power. This approach entails giving attention to the social meaning of occupational tasks as well as the causes and consequences of professionalism.

23. Kotter, John P., Victor A. Faux, and Charles McArthur. *Self Assessment and Career Development*. Englewood Cliffs, N.J.: Prentice-Hall, 1978.

A text/workbook designed to help people manage their own careers. The first part of the book explores the techniques and uses of self assessment. Information generating devices include the written interview, AVL Study of Values, the 24-hour diary, the Strong-Campbell interest inventory, life style representations, and background fact sheets. The second part focuses on career development and challenges at different career stages. Illustrative cases, exercises, and worksheets are provided along with examples of written self assessments and career plans.

24. Kroll, Arthur M., et al. *Career Development: Growth and Crisis*. New York: John Wiley and Sons, 1970.

Examines the interrelations between the concept of self in career development theory with emphasis on the development of cognitive decision making abilities. The authors draw on self theory, cognitive theory, social psychology, and career development theory in their attempt to collect, synthesize, integrate, and extend existing elements of theory. Self evaluation, vocational interests, career choice, decision making models, and coping with career crises are addressed.

25. Krumboltz, John D., Jane F. Becker-Haven, and Kent F. Burnett. "Counseling Psychology." *Annual Review of Psychology*, 30 (1979), 555-602.

Reviews the literature on career transitions published during the years 1974 through 1978. Special attention is devoted to decision making skills, career maturity, nature and quality of vocational choices, employment seeking, and occupational adaptation. Research is summarized on these and other topics relevant to counseling psychology.

26. Lippitt, Gordon L. "Integrating Personal and Professional Development." *Training and Development Journal*, 34, No. 5 (1980), 34-41.

Suggests five steps for achieving personal and career integration: (1) take charge of your own life; (2) engage in mind, body, and spirit stretching; (3) inventory your life; (4) develop an action plan; and (5) plan for support, review, and evaluation.

27. Meir, Elchanan I. "The Structure of Occupations by Interest--A Smallest Space Analysis." *Journal of Vocational Behavior*, 3, No. 1 (1973), 21-31.

An interest questionnaire was administered to 220 boys and 296 girls in the final grade of Israeli high school. An identical circular field structure for both sexes was produced based on Smallest Space Analysis of the responses. The fields were ordered as follows: Service-General-Cultural-Organization-Business-Technology-Science-Outdoor-Arts and Entertainment. The occupational levels were organized in hierarchical order within each field. Results were explained using facet analysis.

28. Meir, Elchanan I., and Nehemia Friedland. "The Relationship Between Intrinsic-Extrinsic Needs and Occupational Preferences." *Journal of Vocational Behavior*, 1, No. 2 (1971), 159-165.

Five occupations were ranked according to the individual preferences of 80 girls and boys attending the 12th grade of high school in Israel. The sample was divided into four groups of 20 and given five questionnaires, consisting of extrinsic and intrinsic needs. Each questionnaire dealt with one of the five occupations and included a different combination of needs for each group. Findings showed a positive correlation between the occupational preference ranking and the intrinsic needs, but not the extrinsic needs.

29. Mitchell, Anita M., G. Brian Jones, and John D. Krumboltz. ed. *Social Learning and Career Decision Making*. Cranston, R.I.: Carroll Press, 1979

Thirteen essays which address the relationship between education and work and the contribution of education to individual career choice. The volume seeks to develop "a comprehensive orientation to career decision making which could explain its lifelong process and have practical implications for influencing that process." (p. 3)

30. Montana, Patrick J., and Margaret V. Higginson. *Career Life Planning for Americans*. New York: AMACOM, 1978.

Explores career life planning (CLP) from both an individual and an organizational perspective. Among the concerns addressed are the factors affecting CLP in early, middle, and later years; the problems, issues, and processes of CLP; and activities/programs developed by organizations and for individuals to promote CLP. Agendas for the future are recommended to improve the environment for career life planning and development.

31. Moore, Charles G. *The Career Game*. New York: National Institute of Career Planning, 1976.

Advises the post-high school student on how to formulate career preferences, how to analyze and evaluate career opportunities, and how to develop reliable career information upon which to base career decisions. The subjects of career economics and strategic analysis are introduced to help readers anticipate market changes and develop strategies to adjust to these changes. Practical advice on "how to market yourself" and on "women at work" is included.

32. Moore, Donna J. *Take Charge of Your Own Career*. Seattle: Belieu Lithograph and Printing, 1979.

A simple do-it-yourself guide on individual career planning. The author presents a step-by-step approach for self assessment of a person's skills and strengths to find the right job where those skills and strengths can be used. Readers are encouraged to examine their need for career guidance, determine their skills, match their skills to the job market, plot their route to the career they want, and market themselves.

33. Mortimer, Jeylan T. "Occupational Value Socialization in Business and Professional Families." *Sociology of Work and Occupations*, 2, No. 1 (1975), 29-53.

Examines family relationships and male college seniors' vocational values. Findings show different patterns of association in business and professional origin groups. When four socioeconomic measures were controlled, there was a positive relationship between familial closeness and communication and the businessmen's sons' assessment of intrinsic rewards. These variables were positively related to sons' intrinsic concerns in the professional families. In the business origin group, relationships between sons' values and family relationships depended on the functional emphasis of the fathers' work.

34. Okosky, Charles E. "Career Planning--Or How to Succeed in Business by Really Trying When the Other Way Doesn't Work." *Personnel Journal*, 52, No. 11 (1973), 955-961.

Employees often feel inadequate to the task of career planning and managers often feel equally uncomfortable in the role of career counselors. To ensure that correct career decisions are made, employees should evaluate their past, present, and possibly future jobs to determine whether their goals are consistent with their abilities.

35. O'Neill, George, and Nena O'Neill. *Shifting Gears*. New York: M. Evans and Co., 1974.

Each person needs to learn how to shift gears in a world of constant change and how to integrate this change on a personal basis. The authors encourage individuals to assume responsibility for self-determination by formulating and integrating a life strategy.

36. Osipow, Samuel H. *Theories of Career Development*. New York: Appleton-Century Crofts, 1973.

Describes various career development theories, assesses their adequacy, examines research relevant to the theories, synthesizes the various approaches that currently exist, and considers their implications and utility for career counseling. Developmental approaches and personality models are discussed in detail; psychoanalytic, sociological, and trait-factor approaches to career choice are also considered. The author considers the implications of his analysis for research and for practice.

37. Pinto, Patrick, et al. *Career Planning and Career Management: Perspectives of the Individual and the Organization: An Annotated Bibliography*. Minneapolis: Industrial Research Center, University of Minnesota, 1975.

Contains 291 annotated references dealing with career planning and management.

38. Reif, William E., and John W. Newstrom. "Career Development by Objectives." *Business Horizons*, 27, No. 5 (1974), 5-10.

Presents a Contingency Planning Model for career development which places career responsibility in the hands of the individual. The model incorporates concepts of management by objectives, contingency planning, force field analysis, and the psychological contract. A career plan which encompasses an assessment of the situation, setting objectives, developing plans, and reviewing progress will increase the likelihood of a satisfying and productive career.

39. Reissman, Frank, and Hermaine I. Popper. eds. *Up From Poverty: New Career Ladders for Non-Professionals*. New York: Harper and Row, 1968.

This collection of 23 essays considers: (1) new careers for disadvantaged non-professionals; (2) new career occupations in social welfare, education, health services, corrections, police, civil service, and industry; and (3) guidelines for training non-professionals and designing new careers.

40. Rothstein, William G. "The Significance of Occupations in Work Careers: An Empirical and Theoretical Review." *Journal of Vocational Behavior*, 17, No. 3 (1980), 328-343.

Contents that most people do not make stable occupational choices initially in their work careers, nor do they evidence a strong commitment to a specific occupation over the course of their careers. High rates of occupational mobility are partially explained by individuals responding to opportunities which unfold during their work careers. Careers can be more accurately viewed as a "series of responses to a succession of opportunity situations than the effort to realize a pre-determined occupational goal." (p. 328)

41. Saltoun, Jane. "Fear of Failure in Career Development." *Vocational Guidance Quarterly*, 29, No. 1 (1980), 35-41.