ARTICLES

★ Migrants’ adjustment to career: an analysis in relation to Nicholson’s theory
Nithiyaluxmy Tharmaseelan

★ Applying for your own job: a preliminary study
Elizabeth Reid Boyd

★ Gathering the real data from creative industries graduates one year out
Col McCowan and Joanna Wysanowska

★ What can be learned from the roller coaster journeys of young people making ultimately successful transitions beyond school?
Jennifer Bryce and Michelle Anderson
Valuable resource for all Career Development Professionals

Evaluating Career Education and Guidance offers a complete basis for evaluation judgements and decisions. It is an invaluable guide for anyone who needs to decide about the merit or worth of career programs or services. The book is aimed at a wide audience of practitioners, researchers and policy makers. It provides a useful reference and guide for anyone who is required to evaluate a career initiative.

James A Athanasou, Associate Professor in the Faculty of Education at the University of Technology, Sydney, is the editor of the Australian Journal of Career Development (ACER).

Author: James A Athanasou
ISBN: 978-0-86431-797-1
RRP: $34.95

Available from ACER Press
phone: 1800 338 402
e-mail: sales@acer.edu.au
Or order direct from our online shop
http://shop.acer.edu.au

Australian Council for Educational Research

For more information please visit our website:
www.eaa.unsw.edu.au
or contact our Customer Service Team at:
EDUCATIONAL ASSESSMENT AUSTRALIA
PO Box 8020
Alexandria NSW 2015
AUSTRALIA
T: +61 (2) 8344 1010
F: +61 (2) 8344 1030
E: info@eaa.unsw.edu.au

Evaluating Career Education and Guidance

Author: James A Athanasou
ISBN: 978-0-86431-797-1
RRP: $34.95

Available from ACER Press
phone: 1800 338 402
e-mail: sales@acer.edu.au
Or order direct from our online shop
http://shop.acer.edu.au

Australian Council for Educational Research

For more information please visit our website:
www.eaa.unsw.edu.au
or contact our Customer Service Team at:
EDUCATIONAL ASSESSMENT AUSTRALIA
PO Box 8020
Alexandria NSW 2015
AUSTRALIA
T: +61 (2) 8344 1010
F: +61 (2) 8344 1030
E: info@eaa.unsw.edu.au
CONTENTS

Editorial
Job search experience 3

At My Desk
Peter Tatham 5

Career Profile
Interview with Mark Watson 8

Articles
Migrants’ adjustment to career: an analysis in relation to Nicholson’s theory 11
Nithiyaluxmy Tharmaseelan

Applying for your own job: a preliminary study 20
Elizabeth Reid Boyd

Gathering the real data from creative industries graduates one year out 29
Col McCowan and Joanna Wysanowska

What can be learned from the roller coaster journeys of young people making ultimately successful transitions beyond school? 41
Jennifer Bryce and Michelle Anderson

Case Study
The ballet dancing profession: a career transition model 50
Irina Roncaglia

Book Reviews 60

Careers Forum
Postgraduate Destinations: employment characteristics of Australia’s postgraduate completers—Anton Griffith and Bruce Guthrie 66
John Orr Crites (1928–2007): In Memoriam—Mark Savickas, Northeastern Ohio Universities College of Medicine 70
Forthcoming conferences 72
From the Journals 74
**EDITORIAL**

**Job search experience**

In helping people find work we should aim to provide services that address their needs. What sorts of difficulties do people report? What steps do people take in order to find work? Have there been any changes over time? Answers to some of these questions are provided by the recent release of the official statistics relating to *Job Search Experience* (Australian Bureau of Statistics, Catalogue No. 6222.0, December 2007).

Like all such statistics, this data paints an overall picture and is not intended to describe individual cases. At best, it reflects overall trends. Where do we begin? In considering job search experiences, the Australian Statistician distinguished between (a) unemployed persons and (b) employed persons who started their current job in the previous 12 months. Now what sort of normal person would come up with the phrase ‘employed persons who started their current job in the previous 12 months’ – only a government statistician could get away with this. Why not a useful acronym such as EPWSTCJITP12M? It just rolls off the tongue and is so much easier to remember!

If we take the modal person who was unemployed, they are likely to be 25 to 34 years of age (20%; all percentages rounded); a husband, wife or partner in a household (34%); without a non-school qualification (60%); and in all likelihood without any jobs in the previous 12 months (76%). If we take the other side of the coin, that is the employed persons who started their current job in the previous 12 months, there are some similarities. Most were also aged 25 to 34 years (28%); they also tended to be a husband, wife or partner (49%); but they were more likely to have a non-school qualification (57%) and had started only one job in the previous 12 months (75%). The clearest differences seem to be in having a post-school qualification such as a degree, diploma or certificate. Of course, it does not mean that having a qualification is a guarantee against unemployment because 164 900 out of the 414 200 persons who were unemployed had a qualification.

What steps did people take to find work? Despite the longstanding evidence for the utility of contacting friends or relatives, only 46% of unemployed persons and 28% of employed persons who had started a job in the previous 12 months used this avenue for job search.

Writing, phoning or applying in person to an employer for work was by far the most popular step taken to obtain a job (84% for unemployed persons and 60% of employed persons). Internet use was popular (66% for unemployed persons and 42% of employed persons). The major difference between these groups was that unemployed persons answered an advertisement for a job on Centrelink touch screens (18% of unemployed persons and 3% of employed persons) or registered with a Job Network employment agency (49% of unemployed persons and 14% of employed persons). These actions may relate to the formal requirements for social security benefits.

The details are overwhelming. At times these are difficult to absorb because they are abstract and not so meaningful. Nevertheless they do paint a helpful macro picture for those involved in some form of employment counselling or placement services.

What sort of difficulties have unemployed persons faced in finding work? A key issue is that of skills and qualifications. Just over 10% said that they lacked the necessary skills for education and around the same number said they had insufficient work experience. A commonly reported difficulty was ill health or disability (10%).

Has there been any change over time? Over the period 2000 to 2007 there has been a decline in those
who say that their main difficulty in finding work was that there were too many applicants for available jobs or that there were no vacancies at all. In what has largely been a period of full employment, there has been an increase from 6% in July 2000 to just under 10% in July 2007 in those who said that the main difficulty was their ill health or disability. This period saw a decline in the median duration of unemployment from 20 weeks in 2000 down to 12 weeks in 2007.

Naturally, there are also differences in difficulty finding work depending on the duration of someone’s current period of unemployment. Again, health or disability is a major difficulty for those unemployed one year and over (16%) together with being considered too old by employers (11%). For those who were unemployed between 1–8 weeks, 21% reported no difficulties at all (other reasons in this group were too many applicants per available jobs—10%; no vacancies in line of work—9%; insufficient work experience—8%).

One could continue to reel off statistics and data but this would try the patience of any reader. It becomes difficult to see the forest for the trees when one is swamped by so many percentages. What stands out for me is the importance of skills and qualifications as a partial insurance against unemployment. This is also related directly to the most commonly reported difficulties in finding work. The disadvantage of ill-health or disability was consistently high. These are two areas in which meaningful social and educational policies can provide a positive impetus to overcoming long-term unemployment.

The reported steps taken to find work were fairly mundane and what one would normally expect, namely, writing, phoning or applying in person; searching advertisements in newspapers; and more recently looking at advertisements on the internet (see Table 1). The reliance on formal and easier methods of job-seeking was obvious – for instance, few advertised or tendered for work. The influence of friends or relatives was less than I expected, possibly because it acts indirectly with other steps taken to find work. As always, there were social and demographic differences in job search experience according to age and gender but particularly for those who have been unemployed for a year or longer. Despite the decline over the last seven years in the median duration of unemployment, the problems of this group are persistent. Indeed, they have been around since the 1980s.

Table 1: Job-search experience of unemployed persons

<table>
<thead>
<tr>
<th>All steps taken to find work/attain a job</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did not take steps to find work/attain a job</td>
<td>1</td>
</tr>
<tr>
<td>Advertised or tendered for work</td>
<td>5</td>
</tr>
<tr>
<td>Answered an advertisement for a job on workplace noticeboards</td>
<td>12</td>
</tr>
<tr>
<td>Other</td>
<td>12</td>
</tr>
<tr>
<td>Answered an advertisement for a job on Centrelink touchscreens</td>
<td>18</td>
</tr>
<tr>
<td>Registered with other employment agency</td>
<td>21</td>
</tr>
<tr>
<td>Looked at advertisements for jobs on workplace noticeboards</td>
<td>23</td>
</tr>
<tr>
<td>Checked with other employment agency</td>
<td>24</td>
</tr>
<tr>
<td>Looked at advertisements for jobs on Centrelink touchscreens</td>
<td>31</td>
</tr>
<tr>
<td>Checked with a Job Network employment agency</td>
<td>45</td>
</tr>
<tr>
<td>Contacted friends or relatives</td>
<td>46</td>
</tr>
<tr>
<td>Registered with Centrelink as a job seeker</td>
<td>49</td>
</tr>
<tr>
<td>Answered an advertisement for a job on the internet</td>
<td>49</td>
</tr>
<tr>
<td>Registered with a Job Network employment agency</td>
<td>49</td>
</tr>
<tr>
<td>Answered an advertisement for a job in a newspaper</td>
<td>59</td>
</tr>
<tr>
<td>Looked at advertisements for jobs on the internet</td>
<td>66</td>
</tr>
<tr>
<td>Looked at advertisements for jobs in a newspaper</td>
<td>82</td>
</tr>
<tr>
<td>Wrote, phoned or applied in person to an employer for work</td>
<td>84</td>
</tr>
</tbody>
</table>

Note: Total exceeds 100% since people may take steps in more than one category; all percentages rounded.

I know that most career development researchers and professionals shun the area of employment counselling or placement. It is a pity, because this is the coalface. It is where our theories, recommendations, interventions and counselling are tested.

James A. Athanasou
University of Technology, Sydney
AT MY DESK

with Peter Tatham

This column includes some observations from my recent participation at the Fourth International Symposium on Career Development and Public Policy in Scotland, and visits to LearnDirect and Careers Scotland. The outcomes of the Symposium and the latter two major initiatives directly link to policies of the new government here in Australia. Specifically, it is my view that the construction of the Department of Education, Employment, Workplace Relations and Social Inclusion is bringing together several key components that underpin human capital development. This new department is therefore likely to be the central vehicle for the further development of Australia’s knowledge economy and an engine room for Australia’s economic growth. Effective career services are crucial to achieving the goals of this new department.

Clearly, the previous government did not follow through on several key career issues that would have resulted in Australia being positioned as one of a number of world leaders in career development. As a consequence, progress has stalled and we are now lagging behind our near neighbours like New Zealand as well as much of Europe. This report highlights significant progress and developments being made in other countries that indicate wide gaps in delivery of career services in Australia.

At the regional level, it is clearly a priority to develop an Asia-Pacific career development network as a preparatory approach to more flexible labour market shifts over the next decade and to match other networks that have already been established in other regions around the world.

I cannot overstate the current level of world-wide commitment to career development across countries rich and poor. Of particular interest is the work presently being carried out in Scotland. Research by the Scottish government indicates an economic benefit to Scotland of five times expenditure on career development services. This figure will not be lost on the French, who in 2008 take on the EU presidency with a declared aim of improving career services for all ages across Europe. Australia needs to at least match the efforts being undertaken by other countries to establish more effective career services to meet the challenges of improving participation, skill development and social inclusion. I think the Rudd government will ultimately be judged by its success in managing the education, employment and social inclusion super-portfolio.

The fourth International Symposium on Career Development and Public Policy

The fourth International Symposium on Career Development and Public Policy was held from 22–25 October 2007, in Aviemore, Scotland. The key theme was Growth, Groups and Geographies: Maximising the value of career development for sustainable growth and social equity. The symposium had five sub-themes:
At My Desk

1. Blending economic and social goals
2. Strategic leadership
3. Harnessing diversity
4. Impact evidence
5. Role of the citizen

Delegates came from Australia, Austria, Bhutan, Botswana, Canada, Denmark, Egypt, England, Finland, France, Germany, Hungary, India, Ireland, Israel, Maldives, Mexico, Montenegro, Netherlands, New Zealand, Northern Ireland, Norway, Scotland, Slovenia, South Africa, Sweden, USA, Wales as well as several international organisations and associations.

One interesting highlight of the Symposium was the formation of a Mediterranean careers network. Given the countries involved, it is a remarkable achievement. The formation of the network followed on from a comparative analysis of career services and career development in Algeria, Egypt, Israel, Jordan, Lebanon, Morocco, Syria, Tunisia, Turkey, the West Bank and Gaza Strip. The analysis was conducted in line with the OECD model.

Hosting the event in the Scottish highlands provided a clear case study of the important role career development can play in blending economic and social objectives. The economic development of the highlands is underpinned by three goals—to grow business, build skills, and strengthen community—and a fourth goal, to build global connections. There are many parts of Australia that could learn from the economic experiment that is underway in the Scottish highlands.

**Reflections for Australia**

Australia continues to perform well in terms of career program development. However, it is clearly losing ground in the development of all-ages career services, a national research agenda and evidence base, and in the establishment of regional career networks, especially in the Asia-Pacific region. There appears to be seven next steps for career development in Australia if we are to catch up to other leading nations. They are:

- refine and re-brand the diverse national career services under a ‘Careers Australia’ banner
- strengthen the evidence base through the establishment of well funded structures
- develop an all ages approach to provision of career development services
- establish a national careers helpline to improve access for all ages
- strengthen links between career learning and enterprise learning
- develop an Asia-Pacific career development network to link to other regional networks
- improve focus to ensure a clear link to key national policy agendas—participation, skill and social inclusion

**Observations overseas**

Several countries are strengthening career services around skills, participation and social inclusion agendas. England, Scotland and New Zealand have given particular attention to these issues. In each case an all-ages approach to career development has been adopted.

Cooperative relationships between countries in specific regions are being strengthened through the establishment of regional networks and forums. Europe has established a sophisticated regional network to foster a European lifelong approach to guidance. Clearly, career guidance is now institutionalised as part of national agendas across Europe. It is likely that the upcoming French presidency of the European Union will also have a strong focus on guidance.

Diversity and social inclusion policies are increasingly adopting a strong career focus to assist with processes to deal effectively with the impact of international migration. In line with this focus, the need to overcome potential ethnocentricity of career practitioners is being raised.

Good examples of building evidence to improve quality of services are now available. For example, Finland ensures through legislation that students have an entitlement to career guidance. Information is gathered via a number of systematic feedback loops reports produced are promoted throughout the country through 50 outlets. Finland is also investing heavily in research and development to improve data collection and evaluation processes.

**Careers Scotland** data has found that benefits of career guidance are maximised over the medium term. Their research found that career guidance is particularly effective with individuals within socio-economically disadvantaged groups.

**Visit to learnDirect**

learnDirect is a nationally recognised learning brand in the UK and is the largest e-learning network of its kind in the world. It delivers services through three streams. learnDirect careers advice offers free independent careers advice over the phone, online and by e-mail. learnDirect skills and qualifications has hundreds of centres with courses to improve maths, English and
IT skills, *learndirect business* provides off-the-shelf and bespoke work-based e-learning programs.

*learnDirect* has been developed by Ufi (University for industry) with a remit from government to provide high quality post-16 learning which reaches those with few or no skills and qualifications who are unlikely to participate in traditional forms of learning; equips people with the skills they need for employability, thereby strengthening the skills of the workforce and increasing productivity; and is delivered innovatively through the use of new technologies.

The concept is so easily transferable to Australia and it makes enormous sense for a country of our size. This initiative would complement existing programs and would not be too expensive to implement. It would build on 'Careers Advice Australia' so that all Australians could access careers advice.

**Key points:**

- *learnDirect* careers advice has over 200 staff.
- Basic careers advice through to complex career counselling is provided for those 18 and over.
- There are three levels of staff—Information Adviser, Learning Adviser and Career Coach. (Not all staff like the term 'career coach' but the public do.)
- All staff are qualified. (GradCert for Career Coaches and Cert. IV equivalent for Information Advisers.)
- Ongoing training is in place.
- Every call is documented.
- The approach is action plan-oriented and Career Coaches develop an action plan for callers.
- All calls are followed up. After 6 months clients are surveyed to see whether they have upskilled or made changes.
- *learnDirect* is open from 8am to 10pm.
- The helpline is accessible to everyone.

**Careers Scotland**

What is most remarkable about *Careers Scotland* is the scale of support for a national all-ages careers service across government, the public and the staff themselves. This is not to say the results achieved so far are perfect. They are not, but they are very good, and improving. And what is particularly impressive is a commitment to build quality from an evidence base. One piece of evidence achieved through economic modelling is that there is an economic benefit equivalent to five times expenditure on career services. This represents a return of many hundreds of millions of pounds to the economy and the people of Scotland.

*Careers Scotland* has several differences to the Australian situation. They operate within a single government context rather than a federated structure. Through *Careers Scotland* the Scottish government have attempted to bring a very diverse range of programs together under a single structure. *Careers Scotland* has a centralised approach to career services within Schools and provides services to 450 schools and 50 000 students across the country. Every school-leaver is followed up by *Careers Scotland*. This approach provides some valuable opportunities to manage quality of service delivery because it brings together 1150 staff across 35 centres.

However, it is clearly not an approach favoured by Commonwealth, state and territory jurisdictions. Perhaps consideration should be given to supporting further research, particularly with MCEETYA funding to investigate opportunities for a seamless approach to accessing career services across Australia.

Of specific interest to Australia is the level of demand for career services amongst the adult population in Scotland. For example, *Careers Scotland* operates its own call centre which receives around 200 000 calls a year of which 60—70% are adult callers.

At present, *Careers Scotland* has achieved a high level of brand awareness but more needs to be done with respect to building understanding of services and their impact. *Careers Scotland* has attempted to address these issues on a number of fronts. It collects data across all aspects of service delivery and mines the data to improve marketing strategies. It has developed a foundation of quality and is building the evidence. It has a strong management team and has been careful to avoid what it terms the 'Lasagne effect'—where too many programs sit on top of each other.

There are many aspects to *Careers Scotland* which if taken up in Australia would improve our level of service delivery. Ideally, the outcomes would include a research centre not reliant on volunteers, a national careers helpline, an all-ages approach to career services and a more cohesive approach to service delivery.
INTERVIEW
WITH MARK WATSON

Mark Watson is a professor and head of the Psychology Department of the Nelson Mandela Metropolitan University in South Africa. His research focuses on career development and career assessment of primary, secondary and tertiary students from all South African population groups. Mark has published extensively in international journals, is the co-editor of two career books, has contributed book chapters to several international career texts, and is a co-developer of an international qualitative career assessment tool. He is presently on the editorial advisory board of several national and international career journals.

My career development has been a gradual evolvement within the field of secondary and tertiary education. In order to attend university, I applied for a government teacher’s bursary which obligated me to teach at a secondary high school on completion of my studies. This did not happen straight away as my initial choice of majors in Latin and English shifted to Psychology. I was fortunate in securing a tutorial position after my bachelor’s degree in the Department of Psychology of what was then the University of Port Elizabeth. This allowed me to complete both my honours and master’s degrees before meeting my bursary obligations. I was then appointed a teacher-counsellor at a co-educational high school in Port Elizabeth where I spent five happy years. The school drew its student population from across the socioeconomic spectrum and I was consequently faced with a wide diversity of personal and career issues in my guidance classes and my counselling sessions. A major challenge I faced was to assist students towards tertiary education who lacked the financial means and even parental support to do so. I am still in contact with several of these students, some of whom have become prominent medical specialists and captains of industry.

During my last two years at the school I began lecturing part-time at Nelson Mandela university, delivering an afternoon course to teacher-counsellors in training. My first career change came about when the Head of Psychology offered me a permanent lecturing position. I was well-entrenched in my school position and after much contemplation turned the offer down. A year later the offer was repeated but this time with the proviso that it would not be offered again. I took the offer with some reluctance after much soul searching. One of the factors involved in this decision was a piece of paper that several students had signed and slipped under my office door. It was a quote which said, ‘For to stay, though the hours burn in the night, is to freeze and crystallize and be bound in a mould’. Those who have heard me speak in Australia will know how much a quote can influence my thinking!

I have been at Nelson Mandela ever since, although my career has continued to evolve. For much of the first decade here my primary function was lecturing. This I did at various undergraduate and postgraduate...
levels. A turning point for me was the advice from my Head of Department that promotion was only possible if I developed some sort of publication record. This move towards research was undertaken with the same reluctance that I displayed when leaving secondary for tertiary education. I wrote initially out of necessity and my first published article in 1986 (in the Journal of Vocational Behavior) was based on my doctoral research on the career development of a disadvantaged South African population group. It was this research, coupled with my practical experience as a teacher-counselor, which led me further into the field of career psychology. I have never left it, although there has been personal evolution within my research and practice over subsequent decades.

Much of that evolution has come about as a consequence of international collaborative research over the last decade. And much of that collaboration has been with some of your most prominent Australian career researchers—Mary McMahon, Wendy Patton and Peter Creed. This collaborative research has also evolved over time. When I first started visiting Australia nearly a decade ago I worked with Wendy and Peter primarily in quantitative career research. Over time I have worked more closely with Mary and Wendy in the development of the My Systems of Career Influences (MSCI) workbook that operationalizes their Systems Theory Framework of career development.

This research and instrument development reflects the growing need that I have felt to become more qualitative in my perspectives on career development. For some time, I had felt increasingly frustrated that the theoretical paradigms within which I taught and researched did not sufficiently capture the reality of the contexts within which most South Africans shaped their career development. In my view, career is all about context and never more so than in a country where context has been manipulated and restricted by political ideologies.

More recently, I have continued to work with Mary and Wendy on the adaptation of the MSCI for use with adults. This has involved fieldwork in Australia, South Africa and England. I have also been busy with Mary researching children’s career development. We have been exploring the career development of both Australian and South African primary school children for several years now and at present are researching the career development of Xhosa-speaking rural children and rural Australian children. This year also sees the tenth year of a longitudinal study in which I have been tracking the same 45 South African children from their pre-school years. They are all now in high school and interviewing them annually has revealed interesting trends in their occupational aspirations. We have also videoed these children’s reflections on their earlier occupational aspirations and how they understand changes in these aspirations over their career development to date.

Along with international collaboration has come an increase in travel. I am fortunate to have been able to travel overseas annually for the last decade or so. Next year sees me continuing this trend with a visit to New Zealand to conduct career workshops, the presentation of a research paper at your AACC conference in Hobart, and a trip to Berlin with Mary to take part in a symposium on assessment. There are other exciting possibilities for the future. One is the potential to collaborate with two career experts in England (Jenny Bimrose from the University of Warwick and Deidre Hughes from the University of Derby). In addition, both Mary and I have been invited to join the Life Design International Research Team which is proposing to develop an international measure of career adaptability.

I see that one of Jim Athanasou’s questions asks about my use of indigenous quotes in keynote addresses. It is true that I have imbued my presentations with quotations. In an interview published in the Australian Career Practitioner earlier this year I refer to several quotations that can be found displayed in both my work and home office. I have found quotations and cartoon strips to be powerful mediums for conveying universal truths. There is much wisdom in these forms of communication and what is attractive about them is that they can encapsulate this wisdom in a concise and powerful way. In fact, it is a quote that will help me answer two other questions that Jim has posed: the important issues facing career psychology in South Africa today and the future evolution of career development in general.

One of the major issues I have struggled with in the field of career psychology is the proliferation of new material and concepts and the speed with which our research responds to career issues. It seems to me that there is a tension on the one hand between the need to address and redress prevalent career issues as quickly as possible, while on the other hand, to provide grounded foundations on which meaningful theory...
and practice can be based. This is particularly evident in a developing nation such as South Africa where there is a pressing need to reach out and deliver service to a vast majority in the shortest possible time. The consequence of this is that much of what we do seems to skim a cross-sectional surface of the societies that we live and work in. The urgency of our contexts does not allow us the luxury of grounding more carefully what we conceptually develop.

The Zulu-speaking people of South Africa have a phrase that we would be wise to consider here. They would tell us to *hamba kahle* which means *hasten slowly*. As the great South African writer, Sir Laurens van der Post, put it ‘you cannot make plants want to grow faster’. To me that encapsulates the tension I feel in my own research, wanting to make a difference but realising that a real difference will take longer than the realities of the surrounding contextual demands. It is the sort of tension I feel when trying to work both quantitatively and qualitatively.

Therein lies the challenge to the future of career psychology: how to work qualitatively in what is largely a quantitative world. There are opportunities that can close this divide. For instance, becoming involved in the quantitative development of a career adaptability measure may be one. For here is a qualitative construct, in my opinion, that is context sensitive and that emphasises flexibility, fluidity and ongoing career development adaptation to the contextual realities that we as individuals must constantly face. This brings me to another of Jim’s questions about the role of mentors.

I have several that I think guide us all consistently and challengingy in our discipline. In my earlier years I was known as a Super man by my postgraduate students and the work of Donald Super has greatly influenced me. In more recent years I have been much influenced by major scholars in career psychology such as Mark Savickas and David Blustein. Then too my work with Australian career researchers has been most enriching and I have particularly valued Mary McMahon’s systemic thinking and her ability to marry practice with research, something that is not too evident in much of what one reads in the field.

Finally, Jim exhorts me to speak of what I do when I am not involved in my career work. The simple answer is not as much as I would like to do. If you happen to come across me away from my desk and out of my office you could find me reading (detective and autobiography), gardening, or even scrimmaging in some second-hand or antique shop. I am a keen collector of Art Deco ceramics and particularly the work of Susie Cooper. True to my academic nature, I read up on and research her work as well. You may also find me on the periphery of art exhibitions trying to look intelligent (I have been married to a ceramic artist for 28 years). These types of activities augur well for a busy retirement one day. I hope that on retirement I will not have to state as Charles Lamb, the 18th century essayist and poet, did that ‘I am retired…perambulating at no fixed pace nor with any settled purpose. I walk about; not to and from’. I hope to see you soon on one of my ‘to-ings and from-ings’. 
MIGRANTS’ ADJUSTMENT TO CAREER: AN ANALYSIS IN RELATION TO NICHOLSON’S THEORY

NITHIYALUXMY THARMASEELAN
University of Auckland

This study addressed career transitions in view of new environments along with the mobility of individuals across cultural territories. It paid attention to various adjustments individuals can make in their career in relation to their new environment and analysed those adjustment modes in relation to Nicholson’s theory of work role transitions. Different clusters of such adjustment modes were identified and their influences on different career outcomes were examined. The study suggested that individuals’ adjustment towards their career plays an important role in determining career outcomes such as employment status and career satisfaction.

Migration is a difficult issue to everyone, considering the challenges it can bring. A change is needed in an individual migrant’s career to assure that his/her career expectations are achieved in the new environment. This study intends to address career transitions in view of new environments along with the mobility of individuals across cultural territories. It pays attention to various adjustments individuals can make in their careers, in relation to their new environment. Cultural assumptions can both enable and constrain what an individual is able to do in the environment in which he or she lives. Keeping these facts in mind, an attempt is made to identify the patterns of transitional behaviour and outcomes in new environments with regard to migrants’ careers.

This study considered career as an individual’s property and managing it successfully as solely the responsibility of the individual. At the same time, the increasing interdependency of the contemporary world and individuals’ propensity to move out of their cultural comfort zones to completely different environments was also considered. In addition, the situation of migrant individuals as self-expatriates (Richardson & McKenna, 2002) was examined, which is a quite different concept from...
many researches on expatriate employment and adjustment. Cultural adjustment along with adjustment towards career has been the core of this study. It has looked at what happens to individuals when they move between cultures, how culture interacts with individuals’ careers and how the adjustment factors affect career success and satisfaction in a new cultural environment. The study also tried to identify whether the level of acculturation has an influence on the mode of adjustment to career. Based on these notions, the following research questions have been developed for future analysis. (a). Is there a relationship between the level of acculturation and the mode of adjustment to career? (b). Do adjustment factors have any relationship to employment status after migration, subjective career success and career satisfaction after migration? (c). Does the employment status have an influence on present salary? (d). Does the employment status determine the level of subjective career success?

Migrant Individuals, New Environments and Adjustment Processes

The term migration simply means an individual leaving the territory where he or she was born and raised and going to live in a new environment. Migration is a major force accelerating social and cultural change (Bauböck, 1996, p. 9). Many researchers (Abouguendia & Noels, 2001; Lay & Safdar, 2003) have studied the issue of acculturation and adaptation in relation to the general well-being of immigrants in different countries. For the purpose of this study it is important to look more specifically at encounters in the world of work.

Previous researchers (Adler, 2002; Berry, 1997) have discussed the adjustment process in relation to a new cultural environment based on two major dimensions, cultural maintenance and cultural adaptation. The basic dimensions of maintaining one’s own culture and adapting to the host culture are similar in both cases. Expatriate literature (Kosic, 2002; Lopez, Ehly & Garcia-Vazquez, 2002; Selmer, 1999; 2000) suggests that acculturation and an understanding of the host nation’s culture is important to migrants’ success in general. This study is about the specific application of acculturation theory in processes of adjustment towards career. That is, the author seeks to determine whether the level of acculturation has a direct influence on the adjustment towards career.

Mode of Adjustment to Career

When migrants leave their home countries, a simultaneous change is needed in an individual migrant’s career to ensure that his/her career expectations are achieved in the new environment. Migrants’ transitions in the world of work can be viewed with the help of Nicholson’s (1984) model, in which work role transitions are defined as any change in employment status and any major change in job content, including all instances of ‘status passages’, forms of intra and inter-organisational mobility and other changes in employment status (e.g., unemployment, retirement, re-employment). These concepts and phases are similar to those in the acculturation theory.

With regard to career changes, Nicholson’s theory of work role transitions addresses two important questions: (a) how are change and stability interrelated, and (b) how does the interaction between individuals and social systems affect both? Though the theory is based solely on career moves in the personal and organisational environment, it is equally important in career moves taking place across cultures. Nicholson focused on individuals and the individual differences in the characteristics of people, as well as the transitions they undergo which affect the relationships of change versus stability and individual versus situational adjustment. Nicholson depicts the idea of these adjustment processes resulting in four different modes of adjustment as discussed in the following section.

Transformation of Nicholson’s Theory of Work Role Transitions

According to Nicholson’s (1984, pp. 172–173) model, predictor variables are (a) the requirements of the roles between which the person is moving; (b) the psychological dispositions and motives of the person, that is, ‘motivational orientations’; (c) the character of the person’s past socialisation into previous work roles, that is, prior occupational socialisation; and (d) the form of any current organisational induction or socialisation practices that shape the person’s adjustment to the new role, that is, the induction-socialisation process.
These predictor variables can be used to formulate a model of individuals’ adjustment to career moves in a culturally transitional environment where the following assumptions are important: (a) immigrant individuals have to move from their previous, experienced, familiar and settled career to a completely new or nearly new career environment; (b) this creates problems because of the interaction between their inherited/experienced and newly introduced customs and habits; (c) their previous workplace culture and the period they have spent within it may be relevant to the new environment; and (d) the form of socialisation practices and the attempts made to enhance their employability in the new or host culture could enhance or inhibit their adjustment and career outcomes. Nicholson (1984) deals with the occupational and organisational socialisation process, which is becoming less important in the contemporary world where boundaries have dissolved and therefore socialisation needs to be reconceptualised to include broader cultural socialisation.

The outcomes of Nicholson’s theory relate to personal development in absorbing new demands, and role development to redesign situational demands. The modes of adjustment—replication, absorption, determination and exploration—can be transformed in a different manner considering the context of the present study.

Nicholson uses two characteristics of roles, discretion and novelty, to identify the adjustment modes. Discretion constitutes the incumbent’s opportunities to alter role components and relationships. The capacity to choose goals, the means of achieving them, the timing of means–ends relationships, the pattern of interpersonal communication and, influence and evaluation surrounding them are the typical dimensions of discretion explained by Nicholson. Novelty of job demands is the degree to which the role permits the exercise of prior knowledge, practiced skills and established habits (Nicholson, 1984, p. 178). In such circumstances, the extremes of discretion and novelty predict the range of outcomes of these dimensions as depicted in Figure 1(a).

Thus, a migrant’s career behaviour in the new environment could be a product of one of four adjustment modes. However, the modes need to be redefined to match with immigrants’ adjustment in a new environment and thus ‘mode of adjustment to career’ is defined as ‘the state of individuals’ adjustment to the new work environment with respect to their previous experiences and expertise’. This is likely to be influenced by (a) the extent of effort made by the person to enter and prosper in the host society workforce and (b) the usefulness of prior knowledge, practised skills and habits of the individuals in the new work environment. Based on these realities of migrants’ careers the adjustment modes are defined as follows:

(a) Replication—the mode where an individual must be dependent on things other than him/herself for prospering in the career but replicating his/her attempts for prosperity;

(b) Absorption—the mode where an individual can use his/her knowledge and skills easily but he/she has to wait till opportunities appear, for example, an engineer who has a knowledge and skill set matching the requirements of New Zealand employers in construction projects may have to wait until there is a boom in the construction industry;

(c) Determination—the mode where the individual can move towards his/her career goals but is hampered by having a non-useful skill set, for example, a language teacher who taught Tamil language in Sri Lanka cannot hope to get a similar post in New Zealand and thus has no chance to exercise their prior knowledge and skills, but can create high level opportunities to get into the New Zealand workforce; and

(d) Exploration—the mode where an individual can easily explore paths towards his/her career.
goals, for example, a doctor with a high level of acquired knowledge and skills from his/her previous employment can create opportunities to be a practitioner in New Zealand. These modes are clearly shown in Figure 1(b).

**METHOD**

**Participants**

A total of 221 Sri Lankan migrants in New Zealand (136 males, 84 females and 1 who did not report gender) took part in the study. Of the sample, 14.3% had a secondary school qualification at the time of migration, 14.8% had a certificate or diploma, 34.3% had a bachelor’s degree, 31.4% had either a postgraduate diploma or a postgraduate degree and 5.2% had other professional or vocational qualifications. This showed that the majority of the sample (65.7%) had a tertiary qualification at the time of their migration.

The categories that the migrants in the sample qualified under have a particular relationship to their differences in age. A vast majority of the respondents (73.3%) had entered New Zealand under the general skills category. They had mainly graduated from educational institutions in their late twenties (due to the interruptions in education caused by war during the last three decades in Sri Lanka), waited to get work experience for at least two years (the minimum requirement for applying under the general skills category) and thus had qualified for migration in their thirties. Those in the age group 25–34 consisted of migrants who had recently come into the country under this category, as well as the group of migrants who came as refugees and others who migrated with their parents (that is, parents were the main applicants for migration). Respondents in the age range 25 to 34 years (n = 35) accounted for 16.7% of the sample, from 35 to 44 (n = 80) accounted for 38.1% which was the mode for this age composition and age range from 45 to 64 (n = 95) accounted for 45.2% of the sample.

**Procedure**

Acculturation strategies become the independent variables in the first instance where a relationship is assumed between such strategies and the different modes of adjustment to career. In other cases, mode of adjustment to career becomes the independent variable where different career outcomes (employment status, subjective career success and career satisfaction) are dependent variables.

A questionnaire developed specifically for the purpose of this study was administered through the Sri Lankan migrant organisations. In the end, 210 of the 221 questionnaires were usable, yielding a final response rate of 26.25%.

**Mode of adjustment to career.**

This concept constituted two variables as discussed previously: (a) the extent of efforts made after migration by the person towards his/her career and (b) the usefulness of prior knowledge, practiced skills and habits of the individuals in the new work environment. The extent of effort was assessed by a seven-item scale from 1 (not at all) to 5 (to a great extent) developed for the purpose of this study. The items were:

1. I make job applications for all possible chances
2. I volunteer for community works
3. I attend employment seminars and/or workshops
4. I modify my CV according to the job applications
5. I try to build good employment networks
6. I work on improving my qualifications
7. I work on improving my English language skills

A three-item scale from 1 (strongly disagree) to 5 (strongly agree) was used to measure the usefulness of previous knowledge, skills and habits. The items were:

1. My prior working knowledge is very relevant to overall work opportunities in New Zealand
2. The skills I have learned in the past are very relevant to overall work opportunities in New Zealand.

3. The work habits I developed previously are very relevant to overall work opportunities in New Zealand.

The average of the items’ score on both variables was taken to reach the final score on each variable. Different modes of adjustment were identified during the analysis and the typology used to interpret these modes was consistent with Nicholson’s (1984) ideas but the interpretation differs as discussed previously.

**Career success.**

Consistent with past researches (Judge et al., 1995; Orpen, 1994) career success was conceptualised as ‘the positive psychological or work related outcomes or achievements one has accumulated as a result of one’s work experiences’ (Judge et al., 1995, p. 486).

It encompasses subjective and objective aspects of achievement of an individual through an organisation or occupation (Judge et al., 1995; Lau & Shaffer, 1999).

Objective career success was measured in terms of salary and employment status. Respondents were asked to state their job and their salary at the time of the survey in one of the ranges given in the questionnaire.

The occupation of each individual was coded using the classification based on education and training developed by Wash (1995/96). It was selected from those investigated (Elley & Irving, 1972, 1976; International Labour Office) as the most suitable measure of coding occupations for this study. Wash’s analysis resulted in 11 categories of education, training and experience for this study. Wash’s categories were ordered but not ranked. For the purpose of this study, those categories were ranked from 1 to 11 with 1 having the least education, training and experience.

Subjective career success measures were in agreement with Hall’s (1996) definition of success as ‘the feeling of pride and accomplishment that comes from achieving one’s most important goals in life, be they achievement, family happiness, inner peace, or something else’. Respondents were asked to indicate their feeling of success with respect to the five issues below:

(a) I feel my career contributes to a good status for me in the community

(b) I feel my career contributes to a good and happy family life

(c) I feel my career leads me to achieve my goals in life

(d) I feel I have good career prospects

(e) I feel peace of mind through my career

Scores on each comprehensive five-item scale ranging from 1 (not at all) to 5 (to a great extent) were summed and averaged to reach a score on the variable.

**Career Satisfaction.**

Some researchers considered career satisfaction and career success as being similar to each other (Aryee & Chay, 1994; Keng-Howe & Liao, 1999) and therefore the measures used in career satisfaction researches are similar to the career success measures. This study, consistent with Judge et al. (1995) conceptualised career satisfaction as ‘the satisfaction individuals derive from intrinsic and extrinsic aspects of their careers, including pay, advancement and developmental opportunities’ (Judge et al., 1995, p. 487). The variable here is the degree of satisfaction the individual expresses.

The degree of career satisfaction was measured with a five-item scale from 1 (very dissatisfied) to 5 (very satisfied) and was similar to that utilised in earlier studies (Aryee & Chay, 1994; Judge et al., 1995). The average of the item scores was used as the variable score in this case.

**Data Analysis**

It was decided to perform a two step analysis to explore and examine different modes of adjustment and related career outcomes. In the first instance, a cluster analysis was conducted using MINITAB to identify the existing cluster of respondents based on their career adjustments. Secondly, appropriate tests of association were performed to test those relationships assumed.

As explained under transformation, a modified model of ‘mode of adjustment to career’ had been formulated based on Nicholson’s (1984) theory of work role transitions. In order to identify the employability of migrants in the new environment, two variables, personal efforts made towards career in the new environment and the usefulness of their prior knowledge, skills and work habits, were explored through k-means cluster analysis.
RESULTS
The reliability score on the items measuring the variable, personal efforts made towards career, was .85 and the reliability score on the items measuring the variable, usefulness of prior knowledge, skills and habits, was .93. In both cases a high reliability was confirmed by the values of Cronbach’s alpha. Table 1 presents the cluster centres.

Cluster 1 includes respondents with a high score on efforts and low score on usefulness, representing the ‘determination mode’ as defined previously. This cluster consists of 49 persons (24.26%, N = 202) indicating that these individuals had determined to get into the New Zealand workforce by their efforts, even though their previous knowledge and experiences were not totally in sync with their new environment.

Cluster 2 consists of 36 persons (17.82%) representing the ‘replication’ mode of adjustment to career as discussed previously. This means that these individuals had not made substantial efforts towards their career and their previous knowledge and experiences were also not useful in the new environment.

Cluster 3 consists of 40 persons representing the ‘absorption’ mode. This cluster explains that 19.80% of the sample of respondents had valuable knowledge, skills and habits that matched the New Zealand working environment but a lower level of personal effort had been made.

Cluster 4 consists of the largest proportion of the sample (77 persons, 38.12%) representing the ‘exploration’ mode of adjustment to career. This mode explains that these individuals had brought useful knowledge, skills and habits with them and had made higher efforts towards their career. Figure 2 clearly shows the spread of cases across different clusters, and the majority fits into the exploration cluster where both efforts made and the usefulness of knowledge and skills are high.

Table 1: Mean scores and Standard deviation by cluster centres of mode of adjustment to career

<table>
<thead>
<tr>
<th>Cluster</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Efforts made towards career</td>
<td>Mean</td>
<td>Sd</td>
<td>Mean</td>
<td>Sd</td>
</tr>
<tr>
<td>3.48</td>
<td>.57</td>
<td>2.09</td>
<td>.46</td>
<td>1.99</td>
</tr>
<tr>
<td>Usefulness of prior knowledge &amp; skills</td>
<td>Mean</td>
<td>Sd</td>
<td>Mean</td>
<td>Sd</td>
</tr>
<tr>
<td>2.89</td>
<td>.59</td>
<td>1.88</td>
<td>.48</td>
<td>4.34</td>
</tr>
</tbody>
</table>

Figure 2: Clusters of Modes of Adjustment to Career
The general picture of ‘mode of adjustment to career’ of Sri Lankan migrants in New Zealand shows that the sample is spread over various modes. However the ‘exploration’ mode where efforts towards career and the usefulness of knowledge and skills were high, represents the majority. The extent of the impact of these efforts and usefulness on individuals’ career outcomes are described at the latter stages of the analysis.

**Tests of Association**

In the first instance, the association between acculturation strategies and different modes of adjustment to career were tested. As both variables were discrete, a chi-square test of association was performed and the results showed that there is no significant association between these two variables (Pearson chi-square was 9.878, $df = 9$ and $p > .05$). Secondly, modes of adjustment to career variables were examined in relation to career outcomes. Since the variables are of different nature (nominal, ordinal or scale) different tests of association needed to be performed. This section presents those results along with their effect sizes represented by Cohen’s $d$ (Fern & Monroe, 1996).

The Spearman correlation explained a positive and significant relationship in all cases and the coefficient was $r = .731$, $p < .05$ at 99% confidence level and Cohen’s $d = 1.25$). It could be observed that all relationships were not only statistically significant but accounted for medium to large effects. Implications of these results are discussed within the conclusion section.

**Conclusion**

As stated previously, an important principle underpinning the study is that career is an individual’s property and managing it successfully is solely the responsibility of the individual. It can be seen that this major theme was supported to a great extent by the findings of the present study.

The results from the analysis suggest that adjustment in terms of career is an important contributor to positive career outcomes. However, the study suggests that the acculturation strategies do not have an influence on the modes of adjustment to career. This situation explains the fact that migrants’ encounters in the world of work are more related to their personal adjustments to career, rather than their level of acculturation. Thus, the results of analyses undertaken affirm how important it is for migrants to take personal responsibility for their careers in a new environment if they want to succeed and be satisfied. It is obvious that the useful qualities an individual possesses and the extent to which he/she makes an effort to gain new employment play a positive role in career outcomes after migration, assuming that external forces are supportive to migrants’ prospects and endeavours. Thus, migrants’ employment status at present is determined by the extent to which previous knowledge, skills and habits are useful in the new environment.

Successful and satisfied migrants will certainly look at the positive outcomes they have achieved by being in a new country and will continue to contribute to the prospects of the country. In contrast, less successful, less satisfied and thus disappointed migrants may withdraw (go back to their home country or migrate to another) or remain in the country for other reasons (educating children, thinking of other positive aspects that New Zealand provides such as a peaceful life) but find their talents underutilised. This needs to be taken into account and migrants need to be given guidance to prepare themselves to succeed in their endeavours.
REFERENCES


AUTHOR
NITHIYALUXMY (Nithya) THARMASEELAN, PhD., is a Lecturer in Management at the University of Auckland, New Zealand. The areas of individuals’ career management, transitional careers and migration are the focus of her research.
The section is designed as a brief professional review of the article. It provides relevant study questions and answers for readers to test their knowledge of the article.

**Why is the matter of adjustment towards career worth attention in migrants’ environment?**
*Answer*: To deal with the different environment in their after-migration world of work and to make their life a success.

**What are the basic elements of migrants’ adjustment towards their career?**
*Answer*: The different modes of adjustment a migrant can exhibit include usefulness of knowledge, skills and habits a migrant possesses and the extent of effort he/she has made towards his/her career.

**What are the major modes of migrants’ adjustment towards career?**
*Answer*: There are four different modes that can be identified: Replication, Absorption Determination, Exploration.
The aim of this qualitative study was an investigation of the experience of the contemporary practice of ‘applying for your own job’ for 16 public sector employees in Western Australia. This study was prompted by anecdotal evidence from members of the ‘tenuous periphery’ in Australian universities seeking ‘tenured core’ positions (Kimber, 2003). Further anecdotal evidence suggested that ‘applying for your own job’ was also common in the public service in state and local government employment, especially in the context of acting in a position and then applying for it contractually or permanently. This small study therefore included both university and state and local government employees.

Participants were deemed eligible for the study if they had applied for what they considered to be their ‘own job’, in that they already held the same or a similar position within the organisation and continued to work in the organisation during a formal, competitive application process. The circumstances in which this was likely to occur included: being contract staff and applying for another contract or a permanent or ongoing position; acting in a position and applying for that position; or applying/re-applying for a position following an organisational restructure or other organisational change. For those in these circumstances the positions that they were held against, had acted in, were in contract under or casually employed as were not technically considered to be their ‘own job’ by their employers, and general human resource rules and employment policies were usually applied. The phrase ‘applying for your own job’, however, while not.
necessarily technically correct, is one used colloquially in Australia and by study participants, and was a useful touchstone for this research, not least because it highlights the problematic identified and experienced by participants.

While individual experiences varied, the participants in this study were set apart from other job seekers in an application process because they applied for employment from within an organisation, rather than from without. While being an incumbent in a position, acting in a position, or already being employed in an organisation may be seen as advantageous in an application process (as was suggested by one participant in this study) it was found here that there are adverse effects upon the individuals involved. For the existing employee, success or failure in an application process is not measured by a change of state to employment but instead, by a potential change of state to unemployment. The generally negative mental health effects of unemployment or its prospect are widely known (Ezzy, 2001). As such, in an application process, while both an outsider applicant and an insider applicant face job gain, only the insider may face job loss, and as one respondent recounted, this threat was stressful. Similarly, for an employee acting in a position, success equals promotion; failure is effectively demotion. This study served to explore the experiences of individuals in these situations.

**Literature Review**

Loyalty to an organisation and a job for life were hallmarks of employment in the mid 20th century, especially in the public service. Colloquial wisdom has been that those working in the public sector traded pay for job security; higher salaries were paid in the private sector due to its volatility. In the last two decades, the casualisation of the workforce has altered this dramatically, to the extent that it has been argued that the psychological contract between employers and employees is being rewritten (Frenkel, Korczynski, Shire, & Tam, 1999). The effects of casualisation of the workforce have been manifold. Of relevance here are disadvantages to employees including the potential erosion of minimal employment standards, fringe benefits and rights, employment insecurity and a decline in bargaining power (Allan, Brosnan, Horwitz, & Walsh, 2001). With regard to job insecurity, Ferrie, Shipley, Newman, Stansfeld, and Marmot (2005) have pointed out that most studies examining effects of self-reported job insecurity on health, document consistent adverse effects on measures of psychological morbidity, and evidence on other measures of morbidity is starting to accumulate. Their large-scale study of self-reported job insecurity and health of civil servants in Whitehall, London is a case in point, finding strong associations between self-reported job insecurity and both poor self-rated health and minor psychiatric morbidity (Ferrie, Shipley, Newman, Stansfeld, & Marmot, 2005, p. 1). Such findings contextualise this study, though specific research on the effects upon individuals and organisations of the practice of employees being required to apply for a position in a competitive application context while continuing to work on the organisation has not been found to be extant. This study aimed to address this gap and examine the self-reported effects (social, emotional, psychological and physical) on individuals who have experienced this process in the last 5 years.

Job search in itself can be a stressful process. It has been suggested that job searching is a literacy that forms part of a wider canon of employment literacy (Reid Boyd & Weatherill, 2005; Reid Boyd & Saggers, 2003). Job searching can adopt either formal or informal methods, or a combination of both (Barber, Daly, Giannantonio, & Phillips, 1994). Informal job search methods usually involve using personal networks to identify job opportunities or applying to potential employers directly. Formal job search methods generally involve responding to advertisements. Knowledge of informal search methods are at least as important if not more important than knowledge of formal search methods. 'Using personal networks, compared with using formal channels, are the most common way to find a job, and they navigate individuals into better jobs with higher job satisfaction and earnings' (Drentea, 1998, p. 322).

Applying for your own job brings to bear a mix of formal and informal job search methods. Applicants are required to utilise their personal networks and relationships within an organisation, while also applying through formal channels. Barber et al. (1994, p. 746) have indicated that ‘…informal sources require more social skills and self-confidence than relatively anonymous formal sources.’ Thus applying for your own job requires the high level skills involved in formal job search methodologies (written application and interview skills, for example) with none of the benefits of anonymity, while at the same time requiring the
higher level social skills and self-confidence required of informal methods. That these processes take place within an existing employment context requires a complex set of skills:

…those who are employment literate can effectively read what is appropriate in a particular context, those who do not are adversely affected. However, such employment rules are often unwritten, and require acknowledgment and articulation to be read. Employment literacy encompasses cultural, social and emotional skills, ranging from a focus on how to relate to a variety of individuals, to negotiate difference, resolve conflicts and communicate and interact in a diversity of situations. Employment literacy draws upon social literacy which involves ethical training in values and norms, and delineating proper and improper individual and social behaviour (Reid Boyd & Saggers, 2003, p. 2012).

Applying for your own job requires employees to be literate as employees and as applicants concurrently, which can have negative physical, psychological, emotional and social effects for the individuals and the organisations concerned.

Job gain and job loss are examples of social transitions which Glaser and Strauss (1971) described as ‘status passages’. A status passage entails an individual’s movement into a different part of a social structure. It can also include the loss or gain of privilege, influence, or power, and a changed identity and sense of self, as well as changed behaviours (Glaser & Strauss, 1971, p. 2). In his discussion of unemployment, Ezzy (2001, pp. 25, 27) suggests that both the events of the job loss passage and the narrative resources that a persons brings to their experiences shape the interpretation of the job loss and the subsequent consequences for self-evaluations.

The frame for participants’ narratives in this study is applying for your own job. The provision of this framework has both positive and negative attributes. Positively, it provides a narrative link between experiences which employees may otherwise consider are unique to them. It makes obvious a human resource practice that requires attention. The weakness of the narrative frame is that it may obscure a diversity of experiences, over-suggesting commonality. Results must therefore be interpreted with care. Also, the provision of the narrative frame applying for your own job, as opposed to applying for a promotion or applying for permanency may be experienced and therefore self-evaluated more negatively and this must be taken into account.

**Methodology**

It was originally intended to seek interviews via personal contact with a convenience sample of up to 10 individuals who had applied for their own job in the past five years. Although some difficulty accessing a sample was expected, the reverse was the case. Instead of the original 8–10 participants planned, 16 people responded. They were employed in the public sector in Western Australia (four from a university and 12 from the public service—from four different departments of state government and from two different local governments). Eleven were female and five were male.

The positions sought ranged from administrative to managerial and professional. For ethical reasons, identifying details have not been included.

Respondents self-selected and were deemed eligible for the study if they met the criteria as described: (a) they had applied for what they considered to be their own job, (b) they already held the same or a similar position within the organisation and (c) they continued to work in the organisation during a formal, competitive application process. In most cases, the positions applied for were advertised internally and externally. Most respondents went through a full formal selection process (a written application, response to selection criteria, shortlist and interview) though not all respondents reached the interview stage.

The sample included nine individuals who were successful in the selection process and seven who were not successful in gaining the position that they had applied for. All interviewees are anonymous and are not named or associated by organisation in this study.

An interview schedule (see Appendix A) was developed for this study that included five open-ended interview questions and associated prompts designed to be utilised in face-to-face interviews, by telephone or by email. Two interviews were carried out face to face, two by telephone and fourteen by email (some respondents utilised more than one method). Email proved to be the most popular method, indeed, the
email interview schedule was forwarded by respondents to colleagues and friends they thought might be eligible.

This study was preliminary, intended to capture individual experiences and personal narratives, which as Ezzy (2002, p. 25) argued are significant in such transitions as job loss (and job gain). This study utilised self-identification and self-reporting. There are some limitations to self-identification, as those with a particular grievance may come forward, while those unaffected or affected positively by a process may not respond. Further, the relationship between employment status and self-evaluation is ‘complex and subtle’ (Ezzy, 2002, p. 6).

RESULTS
The key findings of the study relate to the effects of the application process in the ‘own job’ context—effects which continued beyond the application period. Results included here are the self-reported physical, psychological, emotional and social effects of applying for your own job, as well as the results of the thematic analysis which identified three significant issues: communication, the make up of the interview panel, and ongoing effects in the workplace.

Respondents were asked to indicate the positive and negative aspects of the application process. For most respondents negative experiences outweighed the positive, though two respondents were satisfied, noting that ‘the process was handled well’ and ‘apart from how long it took, I have no complaints’.

At the other end of the spectrum, one respondent wrote ‘none’ in reported positive experiences and ‘everything’ in response to negative aspects, and another commented:

There were no positive ways in which the process was handled. On reflection it would have been best if the organisation was honest and had told me not to waste my time.

Physical and Psychological Effects
With regard to negative physical and psychological effects, respondents cited anxiety, nervousness, inability to sleep, stress requiring antidepressants, stomach pains, migraines, tiredness and lethargy as well being disillusioned, having a lack of personal confidence, concern for the future and for career path. Comments included:

I was quite anxious in the weeks leading up to the interview and on the day of the interview was very anxious indeed. Little did I know that the process was the straw that broke the camel’s back so to speak, and I became very ill and was forced to take 6 months sick leave.

Prior to the application process stage, I had just undergone some surgery on my leg. I was under immense pain and discomfort and was not looking forward to the tedious process of addressing the selection criteria. During the writing up of the selection criteria, I was heavily medicated and was struggling to recall events and attributes for the position that I had served.

At one point my obstetrician had advised me to leave work…he wanted me to stop work at 34 weeks, but I couldn’t as I still had to secure my position! In hindsight, I wouldn’t have gone through the process, as it did take its toll on my pregnancy, as it was extremely stressful emotionally, physically and psychologically…Four days before my beautiful daughter was born I received notification that I had been successful and that afternoon at my regular obstetrician appointment, my blood pressure skyrocketed.

While I cannot attribute being diagnosed with a serious illness at the time of applying for the position I am sure that the stress and added pressure of performing to demonstrate my ‘value’ within the organisation contributed to a certain degree to how quickly my health deteriorated.

One respondent recalled:

There were minimal if any physical effects from applying for the job as I had felt very confident about my chances of getting the position permanently. This was especially the case when I knew that those being interviewed had less practical experience on the campaign than myself…The physical, emotional, psychological and social effects all came after finding out I had been unsuccessful. I took great comfort in that my application and interview had gone well. However, I feel that I was not the one wanted on other grounds…I was very emotional about the way I was now being treated…

Emotional and Social Effects
Respondents described emotional effects that included: reduced self worth, feelings of injustice,
frustration, cynicism and paranoia, anger, uncertainty and annoyance, and emotionally drain. One participant described:

For me it was the constant stress, the scrutiny. I felt like a mouse on a wheel, running and running and running, and as though everyone at work was just standing there and watching me run.

One participant, who had felt that gender had played a role in her not being awarded the position, said:

I felt, and still feel when I think about it, angry at the unfairness of what happened. I feel especially aggrieved that I had extensive experience and was judged by someone who was quite inexperienced in management, and that being a woman can still be such a factor in situations like this.

The social impact of the application process was felt at work:

I felt a bit weird coming into work and facing people who knew I had applied and not been successful.

The effects upon staff and colleagues was very poor, there was lobbying, gossip and factional in-fighting going on and conspiracy theories were flying left, right and centre.

I came to be utterly disillusioned with the whole process and with those who employed me.

The office had become a negative and hostile working environment. For example, one particular colleague would enter my office each morning and repeat the latest negative ‘news’ or ‘rumor’ against me that was circulating. At times, this was too overwhelming and I began to spend more time working from home.

Lack of information, contradictory statements, sense that there was a serious plot going on, a pushing out of anyone with history and a disregard for people’s skills and knowledge.

I was in fact happy for my friend and colleague to be the successful applicant, (if I wasn’t to be; although I still felt I would do the practical aspects of the job in question better) but I hadn’t expected the changes that then resulted. This affected not only our working relationship but also our friendship. I was more disappointed and upset by this in the end and how I felt professionally undermined. I felt personally and professionally burned by the whole situation. That is, I feel it has well and truly left its mark.

It also had an impact at home:

I quite often felt I wasn’t good at the job I was working in every day because the job wasn’t in fact mine. I also think that my relationship with my husband has changed for the better since I was given my job.

Prior to the application process, I was hoping to purchase a home in the northern suburbs. At the time, I was leasing a house in [ ] for a 6 month term. Uncertainty of re-employment affected my home-buying decision, as well as the possibility of extending my rental lease. Banks were turning me away. I was unable to secure a bank loan and the real estate agency would not guarantee that my rental lease would be further extended after the expiry date.

Communication

Communication emerged as significant theme, and was seen as vital at each stage of the application process. Positive communication experiences pivoted upon honesty, openness and dialogue. Respondents welcomed the process being handled openly; one respondent said that ‘senior staff was open to us’ and another noted that:

My Deputy Director was wonderful in helping me through this period and was constantly chasing Human Resources.

In contrast, lack of communication was experienced as damaging:

There was no dialogue in the process—apart from the usual fait accompli that when you were told that we’re allowing you to apply for a job that you have been doing well for the last twelve months.

Selection Panels

The make up and size of job selection panels, particularly whether the panel came from within the organisation or from within a particular department, was of concern. One respondent wanted ‘an independent person on the panel—then it could not have been “set”’ while others recalled:

In this particular interview I knew all three panel members and currently work with two of them.
I...actually affected the makeup of the selection panel. I heard that in the lead up to the selection my name was mentioned at a dinner party and negative comments made by [ ] staff vis-à-vis my background and aptitude...The person making the comments was likely to be on the selection panel so I made it clear to senior staff (once I had heard the comments) that such a person could not sit on a panel and I would take action if they were put on the panel.

The entire process was negative, the thought of friends and colleagues I had known for years having the fate of my career in their hands is negative and cannot be determined any other way, the policy of having one staff panel from outside is a complete joke in this situation.

Ongoing effects in the workplace

Ongoing effects in the workplace were particularly relevant since the majority of respondents stayed with the same organisation (for at least 6 months). Significantly, the applicant process continued to have adverse impact on the employee within the organisation, whether successful or unsuccessful:

The way I have been treated over the past 18 months doesn’t foster any loyalty to [the organisation] at all. Maybe in time that will return, but for now I am determined to use the system to my advantage!

12 months later and it is still going on, I have had to move office away from so called colleagues and I distrust people whom I have to work with.

The whole process had divided the office...there had been feelings of an ‘us and them’...The team spirit was not the same.

The way that the restructure and treatment of staff was back then has unfortunately become a culture within the place and I still feel many of the emotions and sometimes have the same physical and psychological effects but less intense. The workplace has not been a healthy one since and I would say toxic place to work.

‘I continue to feel quite bitter about the whole experience’ said one respondent, and as another put it, simply: ‘Jaded and cynical: yes’.

DISCUSSION

The results of this study support the findings of other relevant studies on job insecurity as well as having some unique aspects to do with job search. The depression, anxiety, nervousness, insomnia, stress, minor illnesses (stomach pains, migraines), fatigue and lethargy self-reported by the majority of participants in this study are consistent with other studies carried out into the effects of job insecurity. A combination of pessimism, heightened vigilance, difficulty in paying bills and problems with housing, financial security, social support and job satisfaction found in the Whitehall study also resonate strongly here, along with what Ferrie et al. (2005) summed up as ‘personal misery’.

The personal misery experienced by respondents in this study was compounded by their sense of being under scrutiny in their employment while undergoing a formal job application process. This relates to the idea of an implicit psychological contractual employment belief that hard work will be rewarded. There is an argument that employees today are operating under a new psychological employment contract, which entails reduced job security, lateral job moves but limited opportunity for upward mobility (Frenkel et al., 1999). Ball (1998) has described this as a contract based on coercion. Yet it could be suggested that there remains an implicit old social contract underpinning the employment relationship. As Barrett (2004) argues, in full time, secure and remunerative work in a formal sector:

employees view hard work, security and reciprocity as being linked...[and] develop the expectation that hard work will inevitably lead to secure employment and reciprocity from their employer. (Barrett, 2004, p. 96)

It is precisely these expectations that many of the respondents in this study considered were violated. The range of negative behavioural effects that Barrett (2004, p. 7) argues would follow from such a violation, including reduced organisational commitment, reduced job satisfaction and cynicism, were all found, along with reduced effort, loyalty to the organisation and commitment to the job.

That colleagues were involved in the application process also eroded avenues for social support that
might have been found by applicants within an organisation. While a psychological contract functions between employer and employees, it could equally be argued that contracts also function between employees, as colleagues, with a reciprocal obligation to support. Such unwritten contracts were damaged when colleagues were competing with each other, or when they sat on the interview panel judging each other. The negotiations required by employees to be effective job applicants and colleagues/employees concurrently could collide along with formal and informal behavioural expectations. Collegiality was damaged and working teams broken up. This was reported as having an ongoing effect during and beyond the application process, as evidenced by a described ‘toxic’ working environment and physical moves made by staff, such as shifting offices.

In a psychological contract it is not possible to spell out all the details (Hiltrop, 1996). Individuals fill in the blanks and they may do so inconsistently. In the applying for your own job context, a number of applicants tried to fill in the blanks, in which they were more or less successful. Applicants who felt it had been suggested to them that they would be the applicant chosen for the position, and thus filled in the blank with this expectation, were particularly adversely affected if this did not transpire. Reading the employment context was fraught with difficulty since it relied upon complex skilling in the social literacy component of employment literacy—in particular, its ethical aspect that involves values and norms, and delineating proper and improper individual and social behaviour (Reid Boyd & Saggers, 2003). Since informal job search requires increased self-confidence and social skills (Barber et al., 1994, p. 76) this was imperative and accuracy was important. Attempting to read a changing employment environment was problematic for the majority of the respondents and if a participant’s ethical values—based upon their version of an ethical employment psychological contract— was violated, this led to sometimes acute psychological stress.

An ethical value that some participants experienced as violated was a sense of fairness. Fairness is seen as crucial in an application process, since, as Harvey (2001) has remarked:

Even if all the factors impinging on employment could be taken into account, it presupposes that employer recruitment could be and is rational.

There is clear evidence to the contrary… apparently ‘logical’ choices are illogical as they are based on a limited and arbitrary set of variables. Often, this is coupled with some rather more bizarre prejudices. (Harvey, 2001, p. 104)

While following the letter of the law in an application process where there is an internal applicant or incumbent might be considered as fair or equitable, views of respondents in this study indicated that paradoxically, such an attempt could in fact create a situation which was inequitable. Treating the person in the job as though they were the same as any other applicant was perceived as disadvantageous. The process was seen as enabling prejudice, rather than mitigating it.

Participants in this study considered that increased and more effective communication would have aided and gone some way towards addressing their concerns. A lack of communication engendered hostility and mistrust. Participants sought increased communication and feedback. One unsuccessful respondent noted:

Unfortunately no feedback was provided… until I requested this feedback and it was clear that the process of advertising the positions was merely a formality. Had the feedback provided given some clear directions for improvement this would have assisted me a great deal.

One respondent was specific in communication recommendations:

(a) HR department that did checks into those offices and their employees they are responsible for and notice that no-one is being performance managed and advocate on behalf of those staff members to state clearly what their role is.

(b) An actual sit-down meeting with management when their moment of ‘decision’ is imparted to the waiting employee. A discussion that lasted more than five minutes to gain insight into why one had been allowed to formally apply for the job, what their expectations were of me in that role as well as their view/position on training, mentoring and promotion opportunities.

Another respondent suggested:

Having a person who was fair, transparent and honest about the process as the person overseeing the process of our restructure. Someone who provided
information to us that was consistent and could at least empathise that the situation would naturally bring staff grief.

**CONCLUSION**

Underlying the recommendations made by participants in this study is a desire for recognition of the unique position of applicants in the ‘own job’ context. Feelings of recognition have been considered a vital employment need in the last forty years of human resource literature (Ball, 1998). Recognition is significant here in a number of aspects. For the participants in this study, recognition of the work they had done or were doing was to an extent measured by their success or failure in the job application process. Recognition of their work and their self-efficacy in this regard was therefore at risk at a time when they were negotiating a crucial status passage, with its potential for a changed identity and sense of self. Recognition was also significant since the participants lacked the anonymity of standard formal job search procedures—they were recognised in a manner that increased their sense of vulnerability, precisely at the time they required increased self-confidence to negotiate the informal aspect of their job search. For the participants, the job application process wasn’t just about the job; it was about the person in the job. It was a heightened personal experience; it was ‘a job I am doing every day...’ Thus it was difficult for the respondents in this study not to take the process personally—it wasn’t only about a job, it was also the job they were doing.

Calls have long been made for more attention to be focused upon the employer side of recruitment and the common recruitment methods used by organisations (Drentea, 1998). It is hoped that this small study has identified a problematic that requires human resource management and consideration into organisational recruitment practices in public sectors. Further, that it lays the groundwork for more research into the personal and organisational effects on both employability and productivity of applying for your own job.

### APPENDIX A: INTERVIEW QUESTIONS/PROMPTS

**Telling your story...**

Can you describe your ‘own job’ situation? What happened? Do not use names or other identifiers for confidentiality. (Include whether you were a long term casual/contract staff, whether you were acting in a position, etc. Please don’t feel yours doesn’t ‘fit’ the profile. If you were already employed by the organisation, and the position you applied for was substantively similar, you are eligible to take part in the study).

**What were the effects of applying for your own job?**

*Prompts*

Any physical effects? (illness etc?)
Psychological effects?
Emotional effects?
Social effects?

**How was the process handled?**

*Prompts*

What were some positive ways the process was handled?
What were some negative ways?
What would have helped you?

**What was the outcome?**

*Prompts*

Did you get the job?
Did you stay with the organisation?

**Is it still continuing to impact upon you? How?**

If you think there are other issues, please include them here.
REFERENCES

AUTHOR
DR ELIZABETH REID BOYD lectures in the School of Psychology and Social Science at Edith Cowan University in Western Australia. Her research interests include employment literacy, employability across diversity and family/work balance.

THEORY AND PRACTICE
This section is designed as a brief professional review of the article. It provides relevant study questions and answers for readers to test their knowledge of the article.

What are some of the effects cited by respondents ‘applying for their own job’?
Answer: Respondents self-reported negative effects including stress, anxiety, nervousness, clinical depression, ill health, insomnia, fatigue, lethargy, and taking time off work. Negative attitudes to the organisation included cynicism, reduced job satisfaction and reduced organisational commitment.

What are some of the recommendations to be made from this study?
Answer: Respondents sought recognition of their dual status as an employee/applicant. This includes recognition of their existing work and policies to address their employed status and lack of anonymity as an applicant. Feedback and transparent communication was seen as vital. Managerial and human resource support was also sought.
GATHERING THE REAL DATA FROM CREATIVE INDUSTRIES GRADUATES ONE YEAR OUT

COL MCCOWAN OAM and JOANNA WYGANOWSKA
Queensland University of Technology

University student outcome data in Australia is collected via the Graduate Destination Survey component of the Australian Graduate Survey at the referent date three months post-graduation. This timeline gives consideration to graduates to enter directly into traditional vocations. For graduates from non-traditional areas and/or with non-traditional career structures, three months is insufficient to get a true picture of their portfolio, protean or boundaryless-style careers. The Careers and Employment service at the Queensland University of Technology collaborated with the Creative Industries Faculty to collect data from their graduates 12 months after graduation. The outcomes reflected a wide range of career structures entered into by Creative Industries students and was compared to general outcome data for graduates. The data was particularly useful for students, career counsellors and faculty career programs. A further, more refined process will be extended to another non-traditional career group in the following year.

Universities play a key role in assisting individuals to establish or change their career path. For many years the concept of career or career path was seen as linear and bounded by orderly employment arrangements and progression through a single firm and occupation (Hall, 1976). This concept has been broadened to definitions such as, ‘having a clearly defined pathway of work in a particular field’ (McCowan & McKenzie, 2000). Although this does not characterise the full spectrum of possibilities, Watts (2005) argued that definitions like these have been the dominant construct of careers for most of the 20th century. Given factors such as the introduction of new technologies and globalisation of the economy, the notion of this ‘bureaucratic’ type career has been challenged by the emergence of ‘professional’ and ‘entrepreneurial’ careers.

Watts (1996) identified these changes as resulting from ‘careerquake’, a shaking of the foundations of traditional conceptions but with the opportunity to build new and more robust structures in its wake. Bridges (1994) was another who alerted us to the major ‘jobshift’ happening around us. The more recent paradigm shift outlined by Jarvis (2003)...
reminds us of the need to develop individual career management skills within an increasingly flexible labour market characterised by project-based work, insecurity and changing skill requirements. Within this context, the ‘new career’ concept has emerged from a variety of authors who present different versions of it—including portfolio, protean and boundaryless.

NEW CAREERS—THREE FORMS

Handy (1989) promoted the concept of a portfolio career where an individual has a range of skills that he/she sells to a portfolio of clients. Like a financial portfolio, Cawsey, Deszca and Mazzerelle (1995) claimed its purpose was to manage risk firstly by accumulating skill sets that produce a variety of value-adding activities, and secondly by having individuals deal with several clients so the cost was not extreme if a relationship with one client ended. Ironically, job security is acquired not on the basis of loyalty and commitment to an organisation but by detachment and diversification. Handy (1989) described five types of work—wage, fee, home, gift and learning work—where learning work is the most important as it creates the next generation of skills that provide wage or fee work. As Drucker (1994) pointed out this reflects a dramatic shift to a ‘knowledge society’ where the knowledge workers own the tools of production.

Hall (1996) proposed the ‘protean career’ (derived from the Greek god Proteus, who could change at will) with three key elements. These elements consist of personal identification with meaningful work; personal responsibility for career management; and subjective, psychological measures of success which are unique to the individual, such as personal accomplishment, feelings of pride, achievement or family happiness. The personal qualities required for this success include continuous learning, personal responsibility and autonomy. The protean career is characterised by organisational relationships that are driven by the individual and subject to change as the person or environment change (McDonald, Brown, & Bradley, 2005).

Arthur and Rousseau (1996) introduced the ‘boundaryless’ career which could take a range of forms and was not bounded by a single organisation but rather consisted of a sequences of experiences across organisations and jobs. Boundaryless careers are characterised by inter-organisational mobility and psychological contacting. Arthur, Khapova and Wilderom (2005) describe boundaryless careers in two fundamentally different ways—subjective (personal aspects) and objective (publicly observable aspects). Career success can involve both subjective and objective aspects (Melamed, 1995).

Subjective career success is derived from any dimensions that are important to that individual, while objective career success is derived from tangible indicators such as job level and income. The two dimensions may hold different levels of significance for different people. For example, an artist may be more likely to define success in terms of gratification they receive from their work, than in objective terms such as sales of their work, while a salesperson may be likely to define success more in terms of money earned than in terms of intrinsic rewards of the work itself. In the case of careers in the creative industries, it is also argued that ‘the reality is that most artists build their careers over a long period of time, and may spend a lifetime contributing to the arts without ever deriving a living salary from their artistic pursuits’ (Victorian College of the Arts (VCA), 2004, p.1).

Authors such as Greffe (2002) and Bridgstock (2005) stipulate that individuals working within the well-established fields of fine and performing arts fit closely to a protean model and have careers which could easily be framed as portfolio and/or boundaryless. Given that the notions of protean, portfolio and/or boundaryless careers strongly connect to the fine and performing arts fields, a more sensitive categorisation of career outcomes needs to be employed, over a longer period of time. There also needs to be a new way of showing the diverse pathways followed for these new careers to develop within this specific population of graduates.

DESTINATION SURVEYS IN CREATIVE INDUSTRIES

Career development within the creative arts fields is a complex process that warrants a unique approach to gaining an understanding of what contributes to successful workforce participation and work outcomes. At present, universities are tracking the employment outcomes of all graduates three months after course completion via the Australian Graduate Survey, which
is governed by Graduate Careers Australia (GCA). The design of the Australian Graduate Survey and the timelines of administration do not effectively capture career outcomes of graduates from the creative fields.

GCA publishes comparative data for ‘Fields of Education’ using a number of criteria. The full time employment percentage for graduates from the Fine and Performing Arts field is the lowest figure for all fields (62.2%) and is well below the average of 82.4% (GCA, 2006a).

Current graduate destination data collection from within the Australian Graduate Survey uses a combination of categorisation which includes full-time or part-time work, seeking or non-seeking, not working or unavailable. But the survey does not cater for portfolio work such as contracting, self-employment, or any combination of these. Career development is often not linear for graduates from creative disciplines. Their main employment in the first year out is often unrelated to their main discipline of study and frequently shows low income (VCA, 2004). The current Australian Graduate Survey allows a period of only three months for definitive outcomes to be achieved, but in reality it may take graduates up to a year to begin to develop a career in creative fields.

Furthermore, the focus of the Australian Graduate Survey is progressively shifting towards a performance management and accountability tool related to the quality of courses, and away from career information. This development is resulting in strict standardisation of the instrument and the collection methodology. As a result, the focus of the survey has shifted from one of genuinely knowing and understanding the career outcomes after university course completion, to one of national measurable reporting of overall data for quantitative and comparative statistical purposes (GCA, 2006b). Consequently, these changes are resulting in a reduction of the qualitative aspects of graduate employment outcome data.

There have been a number of attempts to provide a more comprehensive or clearer picture of the career paths of graduates. The examples presented here provide a snapshot of the complexity of the task, the different approaches taken, the investment required and the different data collected.

Within Australia
In 1994, the University of Western Australia surveyed graduates who completed courses five years earlier and reported data on their current employment as well as their opinion of the university course they had completed. Just over 35% of the graduating students responded to the survey. The Faculty of Arts had the lowest ranking of graduates in occupations directly related to their degree studies. This destination study provided a wealth of information for the career service and the university policy makers (Den Hollander, 1995).

The Victorian College of the Arts proposed a formal review and research proposal in 2002 (VCA, 2002) which was followed in 2004 with a pilot study entitled, ‘Developing an effective destination survey for creative arts graduates’ (VCA, 2004). This resulted from their claim that the economic and social contributions creative arts graduates make to local and wider communities could not be adequately understood through the existing instruments (VCA, 2004). In this VCA study, graduates from a wide range of years were surveyed, with ages ranging from 20 to 54. Broad scales were included in the survey, such as motivation, expectations, professional opportunities, personal and community reasons, skills developed, professional activity and reward, and amount of working activity.

Findings reported that the majority of respondents were not receiving all of their income from their arts skills in the first year after competing their course. Graduates were more likely to be working in part-time or casual jobs not related to their arts practice, or combining this sort of employment with a small amount of arts-related work. Around 30% of respondents were using their arts skills in less than 50% of their working activity and reward, and amount of working activity. Among the recommendations for future studies was the need for more carefully worded questions, in order to ascertain the different pathways and outcomes for graduates from different creative arts fields (VCA, 2004).

The Business Faculty at Queensland University of Technology undertook a study to investigate the perceptions of graduates and their supervisors of the appropriateness of the knowledge and skills the students had gained from their university course (McCowan & Richardson, 1998). This study followed graduates between 12 and 18 months after graduation and found that many students had changed employment up to four times within that period. This meant that they had difficulty in locating their graduates via a postal survey after even a relatively short period of
time after graduation. The graduates and their direct supervisors had overlapping perceptions of the skills and competencies displayed in the workplace post graduation.

In 2003, the careers service at Griffith University invited graduates from a wide range of disciplines back to the university to be interviewed on camera about career development issues faced during and after graduating. The digital footage became an integral part of their career planning website and of their first year ‘career motivation’ module which is directed at over 80% of first year students (Lyons & Hensby, 2006).

Overseas
In 1995, six universities that are members of The University Presidents’ Council (TUPC) of British Columbia banded together to oversee the University Baccalaureate Graduates Survey, which gathers information from their graduates two and five years after graduation. The Provincial Government provided the majority of the funding and the work was tendered and awarded to an independent call centre contractor to complete the survey via telephone. It proved difficult to contact the graduates after such a period of time had lapsed post graduation and the response rate varied between 60% and 70% but it does provide a valuable picture of post-graduation career outcomes after two and five years (TUPC, 2005).

Each year since 2002, the Ontario Government has commissioned an independent professional call centre to follow up the destinations of graduates from 24 colleges, six months after graduation. A high response rate of 76.8% was achieved in the 2002 study. Because the information is used as the basis for allocating large amounts of money to the institutions achieving the best outcomes (CA$6 million in 2005), a highly experienced but independent company undertakes the work. Institutions contribute significantly to modifying and authorising the questions used in the survey each year and it is in their interest to provide very accurate records of their students. The Ministry of Training, Colleges and Universities has defined five key performance indicators to measure in a consistent manner against Ministry-stated goals. Three of the key performance indicators—graduate employment, graduate satisfaction and employer satisfaction—are used to distribute performance funding to the colleges. The first two are determined by this survey and the same company conducts a subsidiary survey of employers of graduates who consented to their employers being interviewed (Government of Ontario, 2007).

The University of Westminster uses a combination approach to provide an indication of the destination of its graduates six months after graduation. Using a postal questionnaire and a call centre they surveyed a target population of 4465 in 2005, 74.1% of whom responded. One of their major foci was determining if the graduates had obtained work of an appropriate level and in 2005, this number had increased from the previous year, to 52% (Tunnah & Metcalfe, 2005).

Lessons learned
Based on the sample of studies presented above, some of the key issues in undertaking graduate destination studies include: achieving a reasonable response rate for periods in excess of six months after graduation; using a combination of approaches; allowing a reasonable length of time for a career pattern to be established; ascertaining if the work is relevant and appropriate; examining both career development and skill development before and after graduation; obtaining and reporting both subjective and objective data; and presenting the data in a meaningful way for different audiences and different purposes. These issues strongly influenced the approach taken and the decisions made in this study.

Role of Career Services
In the studies listed above a variety of sources were utilised to undertake the surveys, but in many instances institutions’ career services departments played a role. In universities, one of the aims of careers services is to assist individual students in making the transition to future employment, that is, ‘Career guidance services assist individuals to gain the knowledge, skills, attitudes and behaviours to manage their life, learning and work in self-directed ways and to make meaningful life choices.’ (Canadian Career Development Foundation, 2002). One of the best ways to address this mandate is to provide current and accurate information about the destinations and pathways of past graduates.

Accordingly, this project sought to account for the limitations associated with current career development and employment outcome measures. It adopted a new strategy to track the career outcomes of Queensland University of Technology (QUT) Creative Industries (CI) graduates one year after course completion. The goals of the research included:
• to create a credible careers and employment service;
• to assist career counsellors with their practice;
• to assist CI staff with course information and course development;
• to assist individuals in making informed course and career choices, and
• to assist students with employment preparation.

The survey also addressed key business principles and service delivery models as outlined by the QUT Careers and Employment service.

Participants
In this study, a large number of graduates came from the fine and performing arts fields but were also joined by other CI graduates who entered more traditional professional career fields such as journalism and graphic design. The target survey population included all students who completed the requirements for an award of a bachelor degree from the CI faculty in the 2004 calendar year. Contact details of graduates were obtained using the University Alumni records. Of the 608 graduates with contact information available to the University, 254 graduates responded to the telephone survey, a 41.7% response rate. Tables 1 and 2 indicate that the response by gender and age closely reflects that of the target population.

Procedure

Survey Development.

The telephone survey was developed in collaboration with the CI faculty. The existing Australian Graduate Survey was utilised as the foundation for developing the current telephone survey. Meetings were held with key stakeholders within the school to incorporate the requirements of the faculty. The survey was initially developed for two purposes. The CI faculty sought data regarding employment outcomes and course evaluations for course quality assurance purposes. Similarly, Careers and Employment sought information on employment outcomes and career development paths to assist current and prospective students with career planning within the field.

Interviewer Training

Five casual interviewers were employed to conduct the telephone surveys. All interviewers were current university students or recent university graduates. The interviewers’ ability to share and identify with the student experience allowed for interviewers to establish rapport and engage past graduates in the interview process. All interviewers were provided with training, which consisted of an overview of the purposes of the survey, an explanation of the questionnaire items, and guidelines for administering the survey over the telephone. Interviewers were provided with copies of the paper telephone survey and were encouraged to familiarise themselves with the questionnaire items prior to conducting any interviews. They were also instructed to adopt an informal ‘conversational’ style of interviewing in order to assist them with engaging potential respondents.

Telephone Interview Process.

The telephone interviews were conducted between 4pm and 7pm Monday to Thursday over a period of three weeks. These times allowed for the option of contacting individuals both on work and home telephone numbers. The interviews were conducted from the Careers and Employment office. Alumni contact lists with contact home, work and mobile telephone numbers were used to create a list of potential respondents. The telephone numbers were then randomly selected and dialled. The interviews were conducted by five casual interviewers who were employed to conduct the telephone surveys. All interviewers were current university students or recent university graduates. The interviewers’ ability to share and identify with the student experience allowed for interviewers to establish rapport and engage past graduates in the interview process. All interviewers were provided with training, which consisted of an overview of the purposes of the survey, an explanation of the questionnaire items, and guidelines for administering the survey over the telephone. Interviewers were provided with copies of the paper telephone survey and were encouraged to familiarise themselves with the questionnaire items prior to conducting any interviews. They were also instructed to adopt an informal ‘conversational’ style of interviewing in order to assist them with engaging potential respondents.

Table 1: Response by Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Total population</th>
<th>Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>216 (36%)</td>
<td>93 (37%)</td>
</tr>
<tr>
<td>Female</td>
<td>392 (65%)</td>
<td>161 (63%)</td>
</tr>
<tr>
<td>TOTAL</td>
<td>608</td>
<td>254</td>
</tr>
</tbody>
</table>

Note: All percentages rounded.

Table 2: Response by Age

<table>
<thead>
<tr>
<th>Age group</th>
<th>Total population</th>
<th>Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>19-25</td>
<td>408 (67%)</td>
<td>180 (71%)</td>
</tr>
<tr>
<td>26-30</td>
<td>98 (16%)</td>
<td>26 (11%)</td>
</tr>
<tr>
<td>31-35</td>
<td>37 (7%)</td>
<td>22 (9%)</td>
</tr>
<tr>
<td>36-40</td>
<td>25 (4%)</td>
<td>11 (4%)</td>
</tr>
<tr>
<td>41-45</td>
<td>16 (2%)</td>
<td>6 (2%)</td>
</tr>
<tr>
<td>46-50</td>
<td>6 (1%)</td>
<td>3 (1%)</td>
</tr>
<tr>
<td>51+</td>
<td>18 (3%)</td>
<td>6 (2%)</td>
</tr>
<tr>
<td>TOTAL</td>
<td>608</td>
<td>254</td>
</tr>
</tbody>
</table>

Note: All percentages rounded.
numbers were utilised throughout the survey period to contact graduates. All responses were recorded on paper copies of the telephone survey and were entered into a Microsoft Access database after the survey period was complete.

**Action Learning Approach**

Due to the complex nature of the creative industries field an action learning approach was adopted to the survey data collection methodology. This involved constant tracking of the design of the questionnaire items to effectively capture responses related to career development in the field. Regular debriefing sessions with interviewers led to a number of changes to the survey design and data collection methods throughout the duration of the project.

The initial phase of the project began with a pilot study where the first copy of the survey instrument was trialled during the first night of interviews. This was followed by the first debriefing session with interviewers, which revealed that the survey items relating to employment situation as used in the *Graduate Destination Survey* (full/part-time employment and not employed) were not capturing ‘new’ careers reported by survey respondents effectively. This led to a modification of the original survey resulting in two unique survey items including ‘Are you involved in any employment or receiving income from work that is relevant to your degree?’ and ‘Are you involved in any employment or receiving income from work that is not relevant to your degree?’ The interviewer was then able to record the type of work the respondent was involved in by ticking one or more work type options such as business owner, freelance work, full-time work, part-time work, temporary or casual work (see Table 3).

Further debriefing sessions indicated that some respondents were providing additional unique aspects of information throughout the interview process. These aspects were highly relevant to their career development within the field, but were not able to be captured through a structured interview questionnaire. This typically included information regarding the steps individuals undertook to obtain certain positions within the field. This type of information is critical to gain a sense of what is required of an individual in order to be successful in obtaining work within the creative industries. In order to account for this limitation in the survey structure and to capture as much data as possible, a further follow-up recorded interview component was included into the project. At this point interviewers were instructed to identify interviewees who disclosed unique aspects of information regarding their career development paths, and to invite them to participate in a follow-up face-to-face recorded interview about their career development experiences.

**DVD Interview Process.**

Approximately two weeks after the completion of the telephone interviews, the eleven respondents who indicated their interest in participating in the face-to-face recorded interview were contacted by telephone. From eleven, only six were available to be interviewed in person. To capture individuals in the context of their creative practices and create a sense of authenticity, the interviews were recorded in the participants’ work environments.

<table>
<thead>
<tr>
<th>Style of Work</th>
<th>% Relevant</th>
<th>% Not relevant</th>
<th>% Not in work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Owner</td>
<td>4</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Freelance</td>
<td>17</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Full-time</td>
<td>30</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Part-time</td>
<td>8</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>Casual</td>
<td>6</td>
<td>17</td>
<td>6</td>
</tr>
<tr>
<td>No work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>65</td>
<td>53</td>
<td>6</td>
</tr>
</tbody>
</table>

Note: All percentages rounded; totals may exceed 100% because participants could indicate in more than one category.
Four key questions were posed to all six interviewees to assist with capturing the key elements of their career development experiences. These questions were: ‘What is your job?’, ‘How did you get this job?’, ‘How important is networking?’ and ‘What advice would you provide to QUT students?’. The recording, editing and the final development of the DVD was outsourced to two recent graduates from the CI faculty. The final product resulted in a variety of footage developed for various purposes, including individual interview footage of each participant and short and long compilations of all participants responding to the interview questions.

**Reporting and Usage**

The data obtained from this project has been widely utilised across the university. The Careers and Employment service has created a webpage where the data obtained from this project and further similar projects is reported and can be accessed by staff and current and prospective students. The information reported provides a summary of employment statistics, course relevant occupation titles, successful job search strategies and footage of face-to-face interviews with project participants regarding their career development. Similar aspects of information have been incorporated into the CI faculty website. The information has also been utilised to compile course reports for purposes such as Faculty Academic Board meetings to assist with course evaluations. The recorded interviews have been incorporated into online career development modules, which have been embedded into the CI faculty course structure to assist individuals prepare for working within the field.

**Instruments**

**Final Survey.**

The QUT CI survey was developed as an extension of the GCA Australian Graduate Survey. The Australian Graduate Survey is administered by universities nationally, to all graduates of university programs three months after they graduate. Consistent with the Australian Graduate Survey, the QUT survey was made up of items sourcing information relating to respondents’ current employment activity (including the unique questions relating to relevance), main source of income, employment-seeking methods, and further study. In addition, a course evaluation section was included as part of a request from the CI faculty. The course evaluation section of the survey included five items requiring respondents to rate each one on a five point Likert scale ranging from ‘strongly agree’ to ‘strongly disagree’, and two open-ended comments, one for each of the questions regarding best aspects and areas in need of improvement in relation to the course completed by the respondent. The survey also included questions regarding whether the respondent would be interested in participating in future follow-up surveys and individuals were asked for up to date contact details. Those respondents who were identified as having provided key career development information that was not captured by the survey were asked whether they would be willing to participate in recorded interviews. The final survey items were compiled into a telephone paper copy questionnaire, which included all relevant questions and a proposed statement for interviewers to introduce themselves over the telephone to potential participants with information regarding managing common scenarios posed by interviewees.

**Results**

**Employment outcomes**

The Graduate Destination Survey three-months-out data indicated 69.9% of respondents were in some form of employment (full-time or part-time). The CI data revealed that one year after course completion, 88.9% of CI graduates were employed and 59.1% of these were involved in some form of degree-related work. Results showed that 37.8% of CI graduated were in work relevant to their course of study, 21.3% indicated that they were currently participating in both relevant and not relevant work, 29.1% deemed their current work not to be relevant to the course they completed, and 11.4% indicated they were currently not working.

**Work type status**

On the basis of degree-relevant work, and non-degree-relevant work, Table 3 provides a summary of those who owned their own business, received income from freelance/project work/creative practice, were employed full-time, or part-time, were employed on a temporary or casual basis, and those not working.

**Salary comparisons**

The data in Table 4 shows that the majority of CI graduates one year out indicated their annual salary fell between $25 001 and $40 000. The second largest
group fell between $10,001 and $25,000, followed by $40,001 to $60,000. The data pattern obtained from the one year out CI graduates more closely reflects the salaries of all graduates than it does the standard Graduate Destination Survey data from creative industries graduates three months out.

### Job Search Strategies
Table 5 indicates that CI graduates one year out used the job search strategies of approaching employers directly and using work and other networks, much more than their counterparts in the Graduate Destination Survey three months out.

#### Table 4: Comparison of Annual Income for Main Source of Work

<table>
<thead>
<tr>
<th>Annual Salary</th>
<th>% of all Graduate Destination Survey respondents three months out</th>
<th>% of Graduate Destination Survey respondents from creative industries three months out</th>
<th>% of QUT CI respondents one year out</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under $5,000</td>
<td>1.6</td>
<td>3.1</td>
<td>5.8</td>
</tr>
<tr>
<td>$5,001 – 10,000</td>
<td>3.5</td>
<td>11.3</td>
<td>7.4</td>
</tr>
<tr>
<td>$10,001 – 25,000</td>
<td>14.2</td>
<td>38.1</td>
<td>24.3</td>
</tr>
<tr>
<td>$25,001 – 40,000</td>
<td>38.6</td>
<td>32.5</td>
<td>36.0</td>
</tr>
<tr>
<td>$40,001 – 60,000</td>
<td>31.5</td>
<td>13.1</td>
<td>21.7</td>
</tr>
<tr>
<td>$60,001 – 80,000</td>
<td>7.2</td>
<td>0.6</td>
<td>4.2</td>
</tr>
<tr>
<td>$80,001 – 100,000</td>
<td>2.3</td>
<td>0.6</td>
<td>0.5</td>
</tr>
<tr>
<td>$100,001 and above</td>
<td>1.1</td>
<td>0.6</td>
<td>0</td>
</tr>
</tbody>
</table>

Note: All percentages rounded to one decimal place.

#### Table 5: Comparison of Successful Job Search Strategies used to Obtain the Work Position Deemed as the Main Source of Income

<table>
<thead>
<tr>
<th>Strategy</th>
<th>% of Graduate Destination Survey respondents from creative industries three months out</th>
<th>% of QUT CI respondents one year out</th>
</tr>
</thead>
<tbody>
<tr>
<td>University career service</td>
<td>5.2</td>
<td>2.4</td>
</tr>
<tr>
<td>Careers fair or information session</td>
<td>2.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Other university source</td>
<td>5.4</td>
<td>1.3</td>
</tr>
<tr>
<td>Advert in newspaper or print media</td>
<td>14.0</td>
<td>12.0</td>
</tr>
<tr>
<td>Advert posted on the internet</td>
<td>10.0</td>
<td>11.1</td>
</tr>
<tr>
<td>Via resume posted on the internet</td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>Family/friends</td>
<td>16.4</td>
<td>12.0</td>
</tr>
<tr>
<td>Approached employer directly</td>
<td>15.5</td>
<td>22.2</td>
</tr>
<tr>
<td>Approached by an employer</td>
<td>9.5</td>
<td>6.0</td>
</tr>
<tr>
<td>Employment agency</td>
<td>5.0</td>
<td>3.7</td>
</tr>
<tr>
<td>Work contacts/networks</td>
<td>9.1</td>
<td>17.3</td>
</tr>
<tr>
<td>Others</td>
<td>7.1</td>
<td>12.0</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

Note: All percentages rounded to one decimal place.
Discussion

The data obtained through this project is consistent with previous research, which suggests that it requires more time to obtain realistic employment patterns after the completion of a creative industries university course than from a more mainstream course (VCA, 2004). In the Australian Graduate Survey sample, 69.9% of creative industries graduates indicated they were employed 3 months after course completion. At the one year follow up, 88.9% of individuals from the same group of graduates reported to be employed. This quantity parallels the three-month-out figure of employed graduates from more traditional faculties such as business, engineering, law, health, education and information technology.

Furthermore, the QUT data indicates that 37.8% of individuals were working in a position that was relevant to the degree they completed. 21.3% held more than one position of which they indicated at least one to be relevant to the course they completed at university. Overall, 59.1% indicated that they were involved in some form of degree relevant work. These findings support the notion that individuals completing degrees from within the creative industries are likely to be managing more than one work role. This is consistent with the notion of 'new careers' and provides a much more realistic and optimistic picture of the employment outcomes of creative industries graduates.

The outcomes of this study further reinforce the issues associated with the Australian Graduate Survey. The obtainment of employment outcome information from graduates one year after course completion, rather than three months out, does appear to capture graduates’ true career development potential.

The data reflecting graduates’ work situations may not be entirely reflective of those individuals who were participating in creative work that was relevant to their degree, but was not associated with an income. The terminology used in the survey asked individuals whether they were involved in any employment or receiving income that is relevant/not relevant to your degree? What is the work?’ The 2007 version expanded on this by asking 'How many times have you changed positions since graduating?', ‘What is the maximum number of jobs you held at any one time?’, ‘In the last 12 months has any of your work been offshore, and if so, where?’ The employment seeking methods question was modified to include the job search method used for course-relevant work only.

The QUT CI faculty asked that the revised survey be administered to a more specific range of their graduates one year out in 2007, and the School of Human Movements asked for their graduates to be surveyed and interviewed for a DVD in 2007. Course evaluation questions were also modified to accommodate a new course involved in the 2007 survey.

Conclusion

Collecting data from creative industries graduates one year out provides a much more representative picture of their employment outcomes because these graduates are more likely to have entered ‘new careers’ whether they be portfolio, protean or boundaryless. The existing Australian Graduate Survey routinely collects such data three months after graduation and asks basic

‘It requires more time to obtain realistic employment patterns after the completion of a creative industries university course.’
questions in terms of employment options. This data severely limits the capacity to reflect a true picture of the employment patterns of these creative industries graduates.

When the survey methodology included questions on different styles of employment, salary ranges and job search methods at the 12 month mark, a more positive picture of graduates emerged. This more comprehensive set of data was included in course performance reports for the CI faculty. This data can also be used for prospective students and current students as career information and in career development programs both within the CI faculty and university-wide. The follow up interviews also provide a rich source of data for career programs and individual student use.

The action research methodology used followed an overseas trend of carrying out phone interviews. The questions asked were developed from those in the Australian Graduate Survey but were more reflective of the employment situation of Creative Industries graduates. Although a conversational style of surveying was used, the answers were directly entered into a database which provided a clear picture of the outcomes surrounding these graduates. This methodology provided a robust process which could be used more extensively to collect graduate outcome data if the current Australian Graduate Survey methodology reverts to a standardised online process which is most likely to return a low response rate and very restricted data.

The outcome data for CI graduates after 12 months out closely reflected the outcomes for graduates from more traditional professions three months out and the outcomes themselves were much more complex. Careers in the creative industries and other like fields should only be compared with career paths and patterns of more traditional careers like accounting and business in such a way that reflects the relatively unique processes involved in these ‘new careers’.

REFERENCES
Graduate Careers Australia. (2006b). Enhancing the GCA National Surveys: An examination of critical factors leading to enhancement in the instruments, methodology and process. Melbourne: Graduate Careers Australia.


**AUTHORS**

**COL McCOWAN OAM** is Manager of Careers & Employment at the Queensland University of Technology.

**JOANNA WYGANOWSKA** is a Career counsellor/Psychologist working for Careers & Employment at the Queensland University of Technology.
### Theory and Practice

This section is designed as a brief professional review of the article. It provides relevant study questions and answers for readers to test their knowledge of the article.

<table>
<thead>
<tr>
<th>Why is it important for career practitioners to take care when using destination or outcome data?</th>
<th>What are three forms of 'new careers' that reflect changes in the flexible labour market?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Answer:</strong> Often destination data is collected so that comparisons can be made between different groups or different occupations—for example, to provide a comparison of wages and/or employment rates. This assumes that the entry to, and pathways in, all forms of occupations are very similar. They are not. Occupations in the creative industries for example, have quite distinctive features which don’t allow for such rigid comparisons to be made easily.</td>
<td><strong>Answer:</strong> Portfolio, protean and boundaryless</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What are two key factors we need to take account of when we start collecting destination data?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Answer:</strong> One is the different length of time it might take for different people to establish themselves in their career paths. The other is the sensitive way that data should be collected and reported such that it reflects the different types of career paths and work/life balances.</td>
</tr>
</tbody>
</table>
WHAT CAN BE LEARNED FROM THE ROLLER COASTER JOURNEYS OF YOUNG PEOPLE MAKING ULTIMATELY SUCCESSFUL TRANSITIONS BEYOND SCHOOL?

JENNIFER BRYCE and MICHELLE ANDERSON
Australian Council for Educational Research

This project investigated the interrelationships between family expectations and young people’s post-school plans. All of the participants were from financially disadvantaged families. The research used interviews to understand these young people’s perspectives of their transition experiences: the ways in which young people’s school experiences impacted on their post-school pathways; how the young people weighed up costs and benefits in their decision-making; and exploration of the barriers and enablers encountered by the young people in their transition journeys. The findings endorsed the significant role played by families in young people’s career decision-making and revealed some areas where such families might be provided with greater support.

Those who are involved with young people when they are moving from school to tertiary education, training or work will be well aware that the transition pathway is seldom linear. Young people today are likely to experience periods of part-time employment, casual work, unemployment and, for some, periods of time outside the labour force and education altogether (Dwyer, Smith, Tyler, & Wyn, 2003; Harris, Rainey & Sumner, 2006). What can be learned from these various patterns of transition? What implications might a deeper understanding of these patterns have for schools?
This article discusses the outcomes from a research project that was conducted by the Australian Council for Educational Research for The Smith Family (Bryce, Anderson, Frigo, & McKenzie, 2007). The Smith Family is a national, independent, social enterprise that started 85 years ago. It supports disadvantaged Australian children and aims to create a better future for them through education. The research looked in particular at the role of families in young people’s transitions from school to tertiary education, training or work. The young people who participated in narrative-oriented interviews were all in touch with The Smith Family through its Learning for Life program where children are sponsored to assist their education through provision of financial assistance and tutoring, mentoring and literacy programs. The young people and their families were located across three Australian states. The researchers spoke with them at the end of 2006—approximately two years after they had left secondary school. Three areas of the research form the substantive focus of this article:

- The ways in which the young people’s school experiences impacted on their post-school pathways;
- The ways in which the young people weighed up costs and benefits as they made career decisions; and
- A consideration of the ‘barriers’ and ‘enablers’ that hindered or helped the young people to achieve their desired post-school options.

The article concludes with a consideration of what implications these outcomes may have for schools. Our purpose was not to generalise outcomes from the small sample of ten young people and nine family members. Instead, our purpose was to use a narrative-oriented interview approach to enable a deep understanding of issues raised by particular young people.

**Overview of the Study**

The study aimed to shed further light on the inter-relationships between family expectations and post-school plans of financially disadvantaged young people (Bryce et al., 2007). An earlier study (Beavis, 2006) had identified uncertainties about how and to what extent family expectations shape young people’s educational plans, particularly their plans for transition from school to tertiary education, training or work. The research blended outcomes from an extensive literature review and the telling of stories by ten young people and nine of their family members. The ten young people were achievers from The Smith Family’s Learning for Life program. An ‘achiever’ was defined by The Smith Family as a young person who had made a positive start towards achieving post-school goals by entering a tertiary or further education course or obtaining ongoing employment. Narrative-oriented interviews were conducted (Liamputtong & Ezzy, 2005) to get close to the perspectives of the young people and to evaluate the events relating to their transitions within the context of the young people’s experience. The focus was on telling the young person’s story and the young people were encouraged to have ownership of the stories by suggesting where their story should begin and end, by selecting a fictitious name, and by making up a title for the story. In this article, young people are referred to by the fictitious names they chose. The ten young people were:

- **Leisel**, who called her story ‘It’s been a rollercoaster’. During her school years, Leisel ended up living with several different families because her mother passed away. The arrangements did not always work out. She was separated from her sister. Although she has chopped and changed a bit, she has now found a university course that suits her.

- **Rainbow**, who called her story ‘Rainbow’s story’. Throughout her schooling Rainbow lived in a single parent family with her sick mother. There was very little money. In addition to financial hardship, Rainbow had difficulties at school because she was bright and did not fit in socially. With great determination she embarked on an Arts/Law degree and is doing very well.

- **Aidan**, who called his story ‘It is what it is’, suggesting that he has learned that life is what you make of it. Aidan has also lived in a single parent family. His mother is a very significant role model, having returned to school and then completed a university degree. Aidan’s Year 12 results were lower than expected but...
Violet, who called her story ‘It’s not the beginning of the end’. She means by this that you need to do what you feel you can do, rather than following suggestions from others if you are not comfortable with them. Violet was very keen on Home Economics at school—this interest drove her to university, although it was hard to find a suitable course. She dropped out of her first attempt but has ultimately found a more suitable course and a satisfying combination of work and part-time study.

Nathan, who called his story ‘Family matters’ because his family has been so supportive and has influenced his career path. After hating primary school, Nathan was able to gain a bursary to a more suitable secondary school and thrived there. He could have taken up a substantial job in a business but, with remarkable forward thinking, he decided university would be a better long-term option.

Helen, who called her story ‘An open book’. Helen lives in a single parent family with her sick mother. She was the first in her family to achieve Year 12 and this was very significant. It was a struggle in many ways. She gained a childcare traineeship and is happy in her work although she is aware that her career path may well change—hence the open book.

Marcia, who called her story ‘A Jackson Pollock kind of journey’. Marcia admires the artist Jackson Pollock and is aware that his ‘journey’ was a difficult one. Marcia made the decision to leave school in Year 10 because she felt she needed a more adult environment. Marcia was able to take up an apprenticeship in her sister’s business, and this is working very well. She loves the work.

Josie, who called her story ‘Once upon a time’. Josie always loved drawing and her wish to study Animation was difficult to fulfil because of the need for expensive equipment and to travel, when she did not have the means. Josie is now enjoying being at university and studying with like-minded people.

Elise, who called her story ‘The endless journey to success’, most likely suggesting that you are always working towards your goals. Elise’s parents encouraged her to work towards going to university and in Year 12 Elise realised she would be interested in Radiology. The study has been hard but her motto is ‘don’t ever give up’.

Evangeline, who called her story ‘The hard road’. Evangeline lives with her father and brothers. Her Year 12 results were a shattering blow as they were not good enough for her to enter Law, which she had wanted to study from an early age. For the moment Evangeline is working in a Law firm and she has completed certificates in Business, which she sees as ‘settling for less’. She is still getting over her disappointment but is starting to look in other directions.

The study concluded that families are closely involved in their children’s decision-making about post-school options (Hughes & Thomas 2003). Factors that appeared to help young people and their families were:
- provision by families of a safe and secure net—summed up by the comment ‘Let them choose but be there for them’;
- provision by families of unconditional support—for example, being proud of their children’s attainments;
- indication of an interest or a predisposition to tertiary study from an early stage in schooling—for example when in Year 6;
- young people having characteristics of lifelong learning, such as a love of learning, persistence and determination; these characteristics appeared to contribute towards self-efficacy, independence and a remarkable sense of the future; and
- financial support coupled with mentoring.

There appeared to be three main barriers encountered by the young people in their transition from school to their post-school options, these were:
- families mainly found it difficult to work closely with schools to provide guidance for their children, coupled with this was a difficulty in understanding systems and processes and difficulty in requesting assistance;
- the young people in the study had little or no familiarity with university environments because they were often the first member in the family to gain a Year 12 certificate;
- some young people suffered from self-imposed pressure in Year 12 because they were the first in the family to have the opportunity of doing Year 12.
School Experiences and Post-School Pathways

Post-school planning begins at an early stage of schooling (Alloway et al., 2004). For many this starts in the early years of secondary school. The predispositions and preconceptions formed at this time have a significant influence on future career pathways (Foskett & Helmsley-Brown, 2001). Several young people in the study said that they had a clear idea of their desired post-school pathway from early in secondary school. For example, Evangeline wanted to study Law from Year 6. Throughout secondary school Josie wanted to study Animation. Others in the study developed general predispositions to learning that provided high levels of motivation to succeed in what were often very challenging circumstances. Rainbow’s love of learning helped her to persist at school through some very difficult times—she had difficulty socially, being seen as a ‘nerd’ and in Year 8, when she left home and lived in what her mother described as ‘the worst neighbourhood’ in a regional town, with many distractions to keep her away from school. She continued to attend regularly. Marjoribanks, in reviewing data from longitudinal studies of Australian youth comments on the significant affect of families on the development of young people’s aspirations for future academic study (Marjoribanks, 2003). For the young people in this study, such support seemed to be in the form of general encouragement, and sometimes parental role models as readers. Particularly notable was the persistence shown by these young people and their development of career self-efficacy (Prideaux and Creed, 2001).

None of the young people mentioned any form of assistance from their schools with career planning during the early years of secondary school. Some mentioned pamphlets and information about university courses provided near the end of schooling. Aidan said that he filled in a form ‘just to meet the deadline’, implying that he did not have a clear idea of what he wanted to do. It seemed that families were not involved in this provision of information. It is challenging to involve families who have no experience at all of academic life or study. Indeed, some of the families in this study may have declined opportunities to attend careers nights because it seemed so very much outside their experience—this was implied but not overtly stated in a couple of cases. Given the strength and importance of family influence on young people’s career decision-making (Hodkinson, 2004) it seems important to find ways to involve such families. A program such as ‘PACTS’ (Bedson & Perkins, 2006) may have benefited the families of these young people.

Young people in this study seemed to have gained more help from informal careers advice than from formal programs. Many of the young people had significant mentors. These were sometimes school-teachers. Aidan’s English teacher in Year 7 helped him to realise that he liked writing and the teacher was there at the end of Year 12 when Aidan was grappling with decisions about which university course to select. Marcia, who left school in Year 10 to undertake an apprenticeship, mentioned a teacher who seemed to be able to understand why Marcia was unhappy at school. The teacher suggested various strategies that may have made school more palatable. But when these did not work, she supported Marcia in her decision to leave, encouraging her not to take the path of a drop out, like some of Marcia’s friends. At the time of interview Marcia seemed to be established and content in her apprenticeship. Violet found a mentor in the school librarian. She was also a young person driven by love of a particular school subject and that subject teacher was particularly helpful and supportive after Violet’s first unsuccessful attempt at university.

Nine of the ten young people in the study completed Year 12. Of these nine, six expressed some form of bewilderment in relation to the experience. Sometimes there was amazement that they passed—particularly when they were the first person in the family to achieve Year 12. Some parents expressed a feeling of helplessness—wanting to assist their children with their studies but having no idea about the work or the requirements. It seemed to be a case of watching their child step into a foreign territory. For young people in these families, actually passing Year 12 was a tremendously significant event. Helen said: ‘I was jumping for joy, I was so happy! I was telling everybody I’d got it.’

Whereas some of the young people expressed delight and amazement at their results, three others seemed to experience a form of self-imposed stress that ultimately caused them to run amok and not achieve the high results they anticipated. This is possibly not an unusual phenomenon but it is notable that three young people in the sample who had clearly achieved high results throughout secondary school were in this category. Rainbow ended up getting her place at
university through her principal's recommendation because of her consistently high results throughout secondary school. Aidan, who had been in an accelerated program for most of his secondary schooling, in the words of his mother, 'dropped his bundle' and ended up getting into university by doing a Foundation Studies course. Evangeline, who had her heart set on doing Law from Year 6, and who, from her school results expected a university entrance score in the 90s, achieved a score in the 60s that was much too low for her chosen course. Did these young people have unrealistic expectations? Did their schools give them adequate support—particularly in view of the fact that they tended to come from socioeconomic environments where academic study was unknown? The scope of the present study did not permit us to investigate these questions.

As might be expected, university studies posed challenges for most of the young people who started courses—for all except Aidan, whose mother had been a very hard-working mature age student and provided a role model of late nights and long hours of study. Even so, Aidan observed that the transition from school to university study was a change from 'being driven' to 'driving yourself'. The challenges included the high workloads, the costs and the need to travel long distances or live away from home. At first Violet 'just couldn't handle it' and spoke of 'an overwhelming feeling'. In the end, she left the university of her first choice but at the mid-year intake she successfully entered another course at a university closer to home. Nathan found the need to work independently at university very challenging—he did ultimately succeed by building up a network of friends. Elise, always a hard working student, expected a lot of work at university but she said: 'you know it's going to be big but you don't realise how big'. Leisel found the approach to teaching at university and the competitive attitude of students very different from school. She found university lecturers 'not very helpful or supportive' and the students were 'like little cocoons, they wouldn't share'. She had expected, from talking with other students, that she would have 'lots of time off'. But this was not the case. Rainbow, who at the time of interview had successfully completed three years of Arts/Law said that at first she did not know what 'Arts' was.

Both Leisel and Rainbow mentioned having to write and speak differently from what they had done at school. Rainbow mentioned in some detail of the challenges of having to operate 'in a middle-class way' particularly when doing university work experience in a law firm. At first she had no idea of how to speak, how to dress or how to eat a foccacia without making a mess. Rainbow seems to exemplify the resilience mentioned by Garmezy (1993), where influences of low socioeconomic background are compensated through personal characteristics such as self-esteem and communication skills. The above observations are consistent with the finding of Vargas (2004), that students from low-income families lack familiarity with university and the requirements of university study.

**The Process of Weighing Up Costs and Benefits**

While none of the young people in the study described a process of thorough, systematic career investigation, a thread running through many of the interviews was a sometimes remarkable sense of future. For example, Nathan had undertaken substantial part-time work from the age of thirteen. While at school he became Deputy Junior Manager in a business. This experience would have provided acceptable financial security when he left school. But he was able to imagine his situation in 20 years' time. The sameness did not appeal to him. It was better to forego the security of ongoing employment and undertake a university course. There is a sense that he is still feeling his way. He started by enrolling in a Business Management course but has become interested in Paramedics.

The young people in this study seem to typify the observations of Schneider and Stevenson (1999), who found that only a minority of students seriously considered career paths by seeking detailed information, although almost all could describe occupational aspirations. In this study, the young people who went to university knew that they wanted a university education but most changed courses after a year or less of university study. Rainbow is exceptional in that she started studying Arts/Law and seems likely to graduate and practise law. The young people interviewed were aware that post-school study would lead
to improvements in their lives by creating an array of options but they were often unclear as to which pathway they should follow. Expressing her aspirations, Violet said ‘I didn’t want to be just another person who gets a job’.

Consistent with the findings of Dwyer et al. (2003), the young people seemed to accept that their post-school pathways would not be smooth. Leisel described her journey as a roller coaster but she advises other young people to ‘stick to it’. Helen’s story is an open book—she says she is still turning the pages, acknowledging that she is not certain what will turn up. Elise’s motto is: ‘just don’t give up’.

Marcia had to weigh up the benefits of persisting with school—when she found it ‘really hard yakka’—and taking up an apprenticeship in an area that she loved. She said she’d expected to find her adjustment to the apprenticeship more difficult than it has been. She has had strong support from her family who seem to hold the view ‘once you have decided on a path, keep to it’. Marcia concentrated her energies on her apprenticeship and admits that if she had gone into it half-heartedly she might have ended up a high school drop out. She said, ‘If you put your mind to it enough it kind of flows’.

**Barriers and Enablers in Transition Pathways**

Not surprisingly, most of the young people interviewed mentioned financial pressure as a significant barrier in their transition from school to further study or work. Interestingly, no one said that they had taken up an employment option rather than study because of the need to earn money. As mentioned above, it was striking to see how these young people had looked ahead and realised that in the long term, benefits of a university education would outweigh financial hardships during years of study. Rainbow described how she was working her way out of a situation of dependency and aiming for ‘a pot of gold’. She was aware that it would take many years to reach her goal. From the interviews it became clear that provision of a scholarship is not sufficient assistance for people in financial hardship who attend university. Scholarships help with fees and books but the young people mentioned the prohibitive cost of travel. (To her mother’s consternation, Rainbow had to hitchhike home to her regional town.) Josie, with her interest in Animation, had difficulty affording equipment or gaining access to spaces where she could use equipment for her multi-media course. Some young people in rural areas had limited choices of university courses because, for financial reasons, they needed to be close to home. Two young people became run-down or ill from juggling long hours of paid work with their studies.

Another barrier mentioned was pressure from peers or teachers. At school, most of the young people in this study were bright children from low socioeconomic backgrounds. There was a lot of pressure to conform. Sometimes this pressure became too much and the young people were unable to cope. Some mentioned a lack of interest from teachers. Marcia said that an important factor that encouraged her to leave school before Year 11 was: ‘teachers not really paying any attention to you except when you did a bad thing, because you weren’t an A+ student’.

Families from low socioeconomic backgrounds may relocate quite frequently. The disruption of moving was mentioned by several young people. Helen described how she changed school frequently: ‘getting to know different people and playing with them…every school has different subjects…picking subjects and actually being able to get into them—getting used to the teachers’.

Some families mentioned lack of access to information as a barrier. Some young people suggested that they had only a vague idea of the range of university courses for which they might apply. It seemed that these young people, from homes with no experience at all of university courses, needed more explicit information about what was available, how to apply and what would be expected of them. One mother suggested the need for a ‘central place’ in the school where parents could look at careers information.

While the barriers mentioned above assumed considerable importance in the young people’s stories, they seemed to be viewed as something that could be negotiated. Young people were helped in doing this because they tended to have certain personal qualities that can be seen as enablers in the transition process. In the report, one of these enablers is described as ‘personal agency’, an attribute that enhances the development of habits of learning and the ability to learn independently. For example, Rainbow, who had been nerdy and withdrawn in lower secondary school said: ‘I gradually came out of my shell and I’ve ended up really extroverted. I find it’s just people accepting you for who you are’. People with this quality are likely...
to have persistence and self-confidence—attributes of lifelong learners (Bryce et al., 2000).

Many of the young people in the study used friends and peers as enablers. It was helpful to form study groups and to discuss concerns with trusting friends. Several young people described working through networks of friends both at school and university. Elise said: ‘having your friend who is on the same level as you is a real help’. Some young people mentioned significant adults (in addition to family) who acted as mentors. Sometimes these adults had experience so that they could understand a learning situation better than family members, who wanted to help but felt incapable. Evangeline mentioned a teacher she had in Year 10 who was ‘sort of as cool as us…She always tried to push you in the right direction but she never tried to interfere’. Being ‘on the same level’ or ‘cool’ suggests that the young people felt comfortable sharing their concerns but adults like Evangeline’s teacher seemed to sense when sharing became intruding.

Several young people mentioned a love of reading. This served as an enabler, helping them to enjoy learning and seems in keeping with the findings of Baker and Wigfield (1999) where reading motivation was observed to predict aspects of achievement.

The enablers outlined above were clearly of great benefit as the young people moved from school to post-school options. The young people interviewed tended to have the initiative to ask questions and the confidence to try another opening when a particular door was closed. They set up support networks to help them study and showed that resilience built up during school years was of continuing benefit.

To sum up, it seems that financial support alone does not adequately address the inequalities that exist across different socioeconomic groups. Other significant barriers included pressure from peers and sometimes teachers, the disruption of frequent relocation and difficulty in accessing information. Most helpful for the young people in this study were mentors—these included family members, teachers and significant friends. It seemed that many of these young people had attributes of lifelong learners, including a strong personal agency, persistence, a love of learning, determination and an ability to place themselves in the future.

**What Implications do these Outcomes Have for Schools?**

One clear message from this research project is the importance of involving families in young people’s career decision-making and in the transition process from school to post-school options. In most cases the families in this study had little or no experience of Year 12 level study, let alone a knowledge of what is entailed in applying for and studying at university. Several mothers described the frustration of wanting to assist their child but feeling helpless. Young people expressed the need for more support at the time of transition and it seemed that in many cases families were willing but ineffectual because of lack of knowledge and experience. It is understandable that schools assume parents have some knowledge of what study is like in Year 12 yet, for some families in this study, it is a totally foreign experience. They seem to need more explicit information.

Many of the young people, while having long-held aspirations to attend university, had very little idea of what courses were available to them, or what to expect at university. What they needed was additional help in considering appropriate offerings and completing application procedures.

Given that career planning starts at an early stage of schooling (Alloway et al., 2004) it would be helpful to provide formal and informal assistance from the beginning of secondary school. It seemed that the schools attended by the young people in this study had focused careers advice on the senior years of secondary school. Informal advice—for example from subject teachers—had been highly significant for young people in this study.

The young people displayed resilience and various characteristics of lifelong learning (Bryce et al., 2000) such as persistence, determination and personal agency. Although it is not always possible to ‘teach’ these qualities, schools can provide opportunities for young people to practise and nurture them—for example providing everyone with opportunities to take on leadership roles, and encouragement of the formation of networks for study.

Mentoring had a very important role in helping young people make choices and overcome barriers. Mentors might be friends, family members, community members or teachers. It is important for such
people to have access to accurate information and wherever possible to receive support in this valuable role.

Enormous challenges face young people as they embark on transition from school to post-school options. It is accepted that this is often a ‘roller coaster’ journey. In sharing their experiences, the young people in this study have provided further insights into the ways that the journey may be made a little smoother for others.

REFERENCES
JENNIFER BRYCE is a Senior Research Fellow in the Assessment and Reporting program area at ACER. She joined the organisation in 1992 after working in schools as a careers advisor and arts/humanities teacher and at La Trobe University in the Department of Educational Resources. Jennifer’s PhD, completed in 2003, concerned the conceptualisation of interpersonal generic skills in a context of lifelong learning. Her research interests include transition and inclusive education, and assessment of emotional intelligence and interpersonal understanding.

MICHELLE ANDERSON is a Senior Research Fellow in the Teaching and Leadership program area at ACER. She joined the organisation in 2005 after two years abroad as a researcher with the National College for School Leadership in England. Currently, Michelle is doing her PhD with the University of London, Institute of Education, examining Leading Teacher leadership in multi-campus schools. Her research interests are inclusive education, school leadership, professional learning and change.

**THEORY AND PRACTICE**

This section is designed as a brief professional review of the article. It provides relevant study questions and answers for readers to test their knowledge of the article.

How can families participate more actively in decisions about their children’s future pathways?

Answer: The theory that families can play an active role in their child’s learning and future career decision-making has been recognised for some years. In practice, the degree to which the families in this study did and were able to engage was limited. Some factors that impeded participation included family members’ experiences and perceptions of learning and their own competencies and capabilities. Suggestions from family members of how to overcome such barriers included the setting up of centres in schools where parents could come with their children to investigate career options, and provision of support for some parents whose learning deficits impeded their ability to help their children—such as deficits in computer literacy.

This study raises issues about notions of ‘success’ in terms of transition. What works for whom in what circumstances?

Answer: What success means is contextual and contingent on a number of factors. This study helped to highlight the vast range of understandings and expectations for young people at the point of transition from secondary school to post-school options. It helped to show that some things usually taken for granted (such as the ability of seemingly able young people to fill out forms to apply for tertiary studies) may in fact seem like foreign territory. Year 12 and university studies are at first overwhelming for many, but some young people in this study seemed to have no awareness of what studying for a profession (such as Law) might involve. Among other things, it meant moving into an unfamiliar middle-class culture. The young people in this study seemed to find mentors particularly helpful and they seemed to turn to classroom teachers or other significant adults more readily than careers advisors (who may not have been available in their schools).
CASE STUDY

THE BALLET DANCING PROFESSION:
A CAREER TRANSITION MODEL
IRINA RONCAGLIA, University of London, Birkbeck

What type of emotional transition is experienced by professional dancers who face the end of their career? What does this journey imply? This article discusses the transition experiences of two case studies out of a total sample of fourteen (N=14) international professional ballet dancers who left their careers between the ages of 21 and 49 years. By adopting tenets of Interpretative Phenomenological Analysis and Grounded Theory, the analysis of semi-structured interviews is presented as evidence of the discussion. The article raises questions about the theoretical implications behind the concept of retirement and helps to gain an understanding of some of the intricate and hidden issues involved in what seems to be quite a complex area of psychological and social enquiry. It attempts to nurture different thoughts on the subjects of transitions, re-training, re-employment and their relation to career change development and lifelong learning.

INTRODUCTION
Movement is a fundamental part of the choreographed world of dance, and movement ought to remain a fundamental element of life. In the context of this article, movement encapsulates the sequence of steps that an individual—a dancer—ought to perform once their career terminates and they face the transition into an alternative occupation, vocation or role. As Taylor (2000) suggested, acknowledging moving from something is as important as moving to something, especially when talking about work experiences, which are often kept quiet. In his transition cycle, Hopson (1981) suggested seven different psychological stages that an individual can experience when faced with a transition. Rather than a separated transition cycle with stages of immobilisation, elation/despair, self-doubt, letting go, testing, searching for meaning and integration, the present analysis identified changes between different points of the transition, giving a dynamic and flexible nature to the change. And rather than having seven stages which are more or less general to all transitions, the notion of duration is introduced as a temporal variable with a pre-period, an event and a re-engagement for each transition. This dimension ostensibly introduces ‘movements’ in the emotional responses experienced by each individual (Hockey & James, 2003).

Past research on retirement has focused heavily on the financial consequences of people retiring when they reach 60, and on ascertaining the changes incurred after leaving a full-time occupation. Quantitative research has been predominant, referring to people’s financial provisions and planning (see Aaron, 1999; Anderson, Li, Bechhofer, McCrone, & Stewart, 2000; Disney & Johnson, 1997; Ekerdt, Koslovski, & DeViney, 2000; Ekerdt, Hackney, Koslovski, & DeViney, 2001). However recent developments in retirement research have looked at the quality and conditions as well as the quantity of extended working life. Retirement can become constructive and rewarding rather than
being considered a negative phase of later life (Barnes & Parry, 2004; Grattan, 2005).

Using Max Weber’s (1930) definition, beruf —vocation or calling, for many ballet dancers work becomes more of a vocation than a job; it entails an intrinsic satisfaction that comes from the activity itself, through a sense of accomplishment and public recognition. To manage one’s career through frequent job changes, and in a society where emphasis is placed on employability rather than a secure job (Baruch, 2004), training is essential. Career theories need to be appropriate for the complexity of individuals who are living in a dynamic world (Patton & McMahon, 2001). As Kerr and Dacyshyn (2000) suggested, retirement can be conceptualised as a new beginning, associated with a new developmental phase in the life course of former dancers, rather than be considered the end of a career. The outcomes become sequels for the development of new careers rather than the end of the road.

As the career comes to an end, dancers often face a leap into the unknown, depending on the reasons that have led to their retirement. Athletes can similarly experience a void when their career terminates, as their work can encompass their whole lives. Previous research in sport literature suggested the existence of a range of difficulties encountered through the transition from an athletic career to an alternative job (Wylleman, Alfermann, & Lalavalle, 2004). Physical, psychological and sociocultural aspects of the individual have to be addressed in order to alleviate negative outcomes. In extreme cases, psychopathologies with their associated symptoms and behaviours such as substance abuse, suicide attempts, chronic depression and occupational difficulties have been experienced by athletes (Taylor & Olgivie, 1994). More recently, psychophysical implications have been addressed including the effect of weight gain on physical self-perception and global self-esteem (Stephan, Bilard, Ninot, & Delignieres, 2003; Stephan, Torregrosa, & Sanchez, 2007). Risk of identity foreclosure is also a negative effect associated with both athletes and dancers at retirement (Roncaglia, 2004). Paritzky’s study on dancers (1995) wrote about ‘smooth’ and ‘crisis’ changers, where satisfaction with career achievements stems from a consistent development of alternative identities beyond the ones related to a performing career. Research carried out by Joan Jeffri (2005), and Jeffri and Throsby (2004) in association with the International Organisation for the Transition of Professional Dancers suggests that the actual expectations of current dancers and former dancers can differ greatly.

When looking at the coping responses adopted by individuals faced with psychological distress, Folkam and Lazarus proposed a definition of the outcome of a relationship between individual and environment that is perceived (by the person) as challenging or exceeding existing resources, and consequently endangering their state of wellbeing (Stroebe & Stroebe, 1995). Folkam, Lazarus, Pimley, and Novacek (1987) suggested two central processes that determine the stressful experience in a given situation: a cognitive appraisal and a coping process. When looking at the emotional characteristics and changes through the course of any transition, as Shanahan and Porfelli (2002) suggested, it helps to understand progression and continuity, but also any discontinuity or fluctuation which occurs within a life course perspective. Single moments should be analysed in temporal sequences in order to capture metaphorical aspects of specific events. A Retirement Transition Model was previously discussed in Roncaglia (2006), and for the purpose of this article and the illustration of the two idiographic case studies, the framework is illustrated below.

As the model illustrates, the theme of Contextual Factors embeds and embraces the whole process. These are situations around the transition (before, during, and after retirement) which have direct and indirect influences on the way retirement is experienced. The categorisation of five main themes is as follows:

(a) Reasons for retirement: An explanation of why dancers leave their professional careers.

(b) Emotional responses: An explanation and exploration of different emotional stages experienced throughout the transition.

(c) Sources and types of support: An explanation of the kind of assistance dancers might have received.

(d) Coping within and without: An explanation of how dancers have coped with the transition.

(e) Floating resolutions—the sequels: An explanation of the ways in which these experiences of change were incorporated into managing new realities.
With this foundation in mind, the paper aims to give a better understanding of the complex process of retirement, which for dancers (and athletes) can encompass a range of positive and negative outcomes. In order to systematically analyse this process and perhaps shed light on career and work-role transitions more generally, an idiographic qualitative approach to the analysis of two case studies was employed for this study.

**METHOD**

**Participants**

For the purpose of this paper, results from two case studies were selected out of a total sample of fourteen (N=14) international ex-professional ballet dancers. The age at retirement of the whole group ranged from 21 to 49 years (M = 30.5, and Sd = 5.9). Most participants were Caucasian except one who was Asian. One female and one male participant were selected, aged 43 and 40 years of age respectively at the time of the study. Florence retired 10 years prior to the study, at the age of 33, while Luke retired at 35, five years prior to the study. The length of time since their retirement was used as a criteria for selection. This was in order to explore whether time since retirement had an effect on the way the retirement process was experienced. They both had been members of ballet companies and been employed for at least two years on a full-time basis. This length of time was thought to be sufficient to ensure the weight given by the dancer to their career and consequently their identification with the role.

Participants were informed about the semi-structured interview style, the duration of the interview, the audio-taping, consent and confidentiality, and a brief description of the research aims as presented. The interviews took place either at their home or at the researcher’s home. Ethical Procedures as outlined by the British Psychological Society were followed.
Material
Consent forms were all signed prior to the beginning of interviews. All interviews were audio-taped; they lasted between 1 and 1 ½ hours and were transcribed verbatim. No specific program for textual analysis was used. Participants voluntarily participated in the study and only one session was scheduled for their interview, with no follow up. This decision was not taken lightly. As the interviews tried to capture the experiential nature of their transition to an alternative career at a specific time, it was reasoned that the time elapsed between one possible interview and another might obfuscate the original description, especially when the time factor was used as variable criteria for selection.

Procedures
The depth of a single individual case often shows the completeness of the interpretation and the complexity of the phenomenon observed (Seale, 2002; Smith & Osborn, 2003). Tenets of Interpretative Phenomenological Analysis (IPA) and Grounded Theory were employed as a mixed-methods approach to the data analysis. The main aim of IPA is to explain the meaning of participants’ experiences by recognising the dynamic process of the research and taking into consideration the researcher’s active role, as s/he is getting an insider’s perspective of participants’ experience in their life world. This is achieved via a process of interpretation (Smith, 2004).

Data Analysis
Three broad stages can be identified in the process of analysis: (I) the reduction or breakdown of text; (II) the exploration of the text; and (III) the integration of the investigation. For the purpose of clarity and transparency, it is necessary to further break down these three stages into six further steps as detailed below. Stage I, the reduction or breakdown of text relates to the first two steps, (a) and (b). Stage II, the exploration of the text relates to the third, fourth and fifth steps, (c), (d) and (e). Stage III, the integration of the investigation relates to the final sixth step, (f).

(a) Immediately after each interview, step one of the analysis consists of carefully listening to the audio-tapes without interruption. A general tone of each interview is captured prior to transcription. Memos are taken as initial interpretations.

(b) The second step consists of the careful transcription of interviews verbatim. Each line of the transcript is number coded on the right margin of the page. This number coding allows tracking down specific extracts during successive steps of the analytic process.

(c) The third step consists of the analytic process of open-coding (Corbin & Strauss, 1990). Initial conceptual levels are then given to actions and events previously identified, so that similar ones can be grouped together to form categories. This is done by re-reading the text segments within the context of the codes under which they are classified and abstracted from the full text.

(d) The fourth step is to adopt an axial coding (Corbin & Strauss, 1990). Axial coding is the agreement or alliance between two or more categories, which eventually form a larger group of categories sharing the same underlying characteristics.

(e) The fifth step consists of the selective coding process, through which all the different categories are unified around main themes (or core categories). The central phenomenon of the study can then be identified through these main themes, such that the findings can be conceptualised in a few sentences.

(f) The sixth and final step is to create a meta-framework in the integration of the results (see Figure 1). The aim of this final step is to return to the original research questions and the theoretical interests underpinning them, addressing any arguments and discussion grounded in the data.

RESULTS

Individual responses through the transition
In order to systematically illustrate the results of the analysis from the two selected case studies, the emotional characteristics and changes were identified at three different ‘points’ of the transition: Point I—the time prior to the actual event, where the dancer is experiencing a process of disengagement from the ballet world and the ballet company; Point II—the time directly after the event, where the dancer is faced with a range of feelings that might lead to new directions and choices; Point III—the time where the
ex-dancer is experiencing a process of re-engagement in a future work and/or family role.

The identification of specific points throughout the duration of the transition highlights how the individual may respond differently in relation to specific stages of the transition (e.g. disengagement) and aims to present a more detailed and sensitive analysis of the whole process. The length of each point differed considerably. In line with life course theoretical frameworks, a process of ‘becoming’ and ‘being’ occurs simultaneously. These psychological responses can be identified by the following concepts: feeling of loss of control; anxiety/worry/disquiet; hopelessness/feeling stuck; disorientation/sense of loss; openness; self-doubts; nostalgia/feeling of belonging to the past.

**Feeling of Loss of Control**

At the initial point of the transition, this is the emotional characteristic which leads to the realisation that leaving something (the career) or somewhere (the ballet company) means having to face a new future. Luke, who retired at 35 in 1999, read Psychology at university following his retirement. He gave an example of his experience:

Rather than having watched everybody else and other people leaving the company...to be pushed out, to be saying...to hear: 'I think, it is time for you to think, you know...I didn't want that choice to be taken away from me, because I kind of felt almost powerless enough as it was and I didn't like that. (I didn't like) how it felt...

Contrary to the structure and planning of a professional dancing career, where the dancer foresees the different steps that s/he will need to undertake in order to progress through the professional ladder, the anxiety and disquiet developing in Luke as a consequence of suddenly being faced with an unsure future emphasises this point of the transition as a nebulous stage. These emotional responses could be compared to the Self-Doubt of Hopson’s model (1981), but rather than occurring in the middle of the transition cycle, they are expressed during Luke’s disengagement.

...I was so clear in my thoughts about I am going to be in the company for this time, I am going to be a soloist by this time, principal by this time, la, la, la. It was kind of similar to that, but just in a shorter
time scale. So I… and it worked. But then after that, everything became ‘woolly’ because I didn’t really know, towards the end of my career what was on the other side…

Feelings of uncertainty can be associated with a sense of disquiet. Luke described how the actual choice of making the decision to leave and disengage from ballet generated a sense of control and power, in a situation where he felt, as he described it, ‘almost powerless’. This can be explained by the fact that at 35, Luke was aware that his career was coming to an end, even if he was still able to dance all the roles given to him well. Even when the dancer realises that the career is coming to an end, at this point ‘crisis emotion’ can emerge in the process.

Disorientation/Sense of Loss
These emotions are displayed in unique ways: loss of identity, loss of life skills, loss of routines and loss of control over one’s own life. A sense of deprivation and disappearance can accompany the individual throughout this period. Loss here can mean an impoverishment and depletion of personal identity. As suggested by Parkes (1972; 1995) the ‘assumptive world’ ceases to exist; and what the individual has known is no longer present, leaving some, more than others, with a sense of loss.

…I set all those things out but when the time came to do it, I didn’t actually realise till I was in it, that it wasn’t just the planning that made the difference it was the physicality of not actually being involved with a) friends that you have grown up with and grown close to, the…other thing was being in a different environment and without performing I didn’t know who I was for a long time.

Florence was 43 years old at the time of the interview, and retired at 33 in 1994. As her reasons for retirement were associated with the recurrence of an old back injury, she experienced retirement in quite a different way to Luke, whose disengagement was fairly gradual. She is realising through a ‘reality-check’ that her back injury was inhibiting her access to even a ‘normal’ life.

I was 33 by then my back was playing up so badly and I just thought I can’t risk having another herniated disk and literally through the whole thing again so I literally more or less stopped over night. I just… I was supposed to be doing a job and I couldn’t get out of my car let alone you know, do a class…and I thought I was being unrealistic and I spoke to the chiropractor that I was seeing at the time and I could see, I just could see that it wasn’t good for me what I was doing and I stopped very, very quickly…

Openness
During the re-engagement point, openness is an essential element in overcoming and accepting the change. Luke expressed it by identifying ‘Luke as another person’ that needs to embrace this new journey. This characteristic is comparable to the fourth phase in Hopson’s (1981) model of acceptance and letting go. Luke illustrates a process of renegotiation. He reflects by admitting that that part of his life ‘is over’. He is fully conscious and aware that the journey he needs to take demands his full commitment. He talked as follows:

…that section of my life is over. And now I am going onto something else. And that needs my full concentration. And I am the person that I am because I am on this onward journey and the person who is in that journey comes with me…

Psychologically it is important to acknowledge and accept that the unpredictability of life events and their outcomes are the only certainties during the life course. To a certain extent, accepting unpredictability means being flexible in facing the discontinuities of life changes. Acceptance may predict a more positive adaptation in whatever circumstance an individual finds him/herself in. The self-reflecting thinking illustrated by Luke’s extract is a healthy form of dealing with the situation, without which an individual might not be able to develop a deeper understanding of his/her change.

…I didn’t think it was going to be a big issue. Well…I was in for a big surprise when I did make the transition. I didn’t realise what a great part of my life my career was, until I didn’t have it, until I wasn’t a dancer. And then the doubts started to come in, who was I, if I wasn’t dancing, who was I?

As was the case for Luke, Florence claims to still ‘feel like a dancer’ even after having been retired for 10 years. Despite her re-integration into her new family and work roles, Florence retains through her life course a ‘special little box’ that she needs to have
at all times, providing a sense of security. And she also admits that mentally she still thinks as a dancer even if she realises that physically she could not have carried on.

...But there’s still this little box that you know I have to carry around with me the ballet bit you know... actually mentally you know I still feel like a dancer and so ehm...I think had I not injured, I would have still persevered you know...being stubborn and doing auditions probably. But you know, I am philosophical about it, that it doesn’t go on for ever and that was the point where I went into the next stage of my life. But it wasn’t an easy decision in a sense...

Rather than an ‘adaptation’ which is suggested as a central term in Schlossberg’s (1981) model on how to cope with transitions, ‘Feelings of Belonging’ are experienced towards what Florence has known for a long time, as her ‘assumptive world’ (Parkes, 1972); a world which she does not yet seem to have let go, despite being retired for 10 years.

...I think is just...mentally there is a bit of me that hasn’t, I don’t know if letting go is quite the right word. Is that kind of physical thing inside you, that I still feel sometimes of myself as a dancer even though is now 10 years since I ever did...since I was a professional dancer, ehm...

**DISCUSSION**

Given the complexity of emotional characteristics and changes experienced throughout the retirement transition, the present analysis highlighted two idiographic cases illustrating the ‘dancers’ movements’ characterising their journeys. These characteristics changed from Point I through to Point III, and at times, certain individual responses appeared only at a specific point of the transition and only for a particular participant. For example, *feeling of loss of control* was only experienced by Luke. How these different characteristics developed is also linked to their different reasons for retirement and the circumstances in which they occurred (see Figure 1). In defining the process of emotional change, the analysis illustrated different points from those suggested in the literature by Hopson and Adams (1976), showing distinct points of the transition and presenting alternating feelings throughout the change. For Luke, rather than starting the cycle through overwhelming feelings of immobilisation and shock where the individual is unable to act or think rationally (Hopson & Adams, 1976), his psychological responses led him to feel almost powerless and then to experience some anxiety/worry/disquiet. During their disengagement stages, both dancers were already engaging in constructive thoughts and optimally taking action, either by planning for the future, as in the case of Luke, or by accepting the situation as in the case of Florence and her injury. Through their acceptance and their newly found interests, they were able to test new identities positively and take the challenge as a search for new occupational choices. At the final re-engagement point of the transition, self-doubts, nostalgia and feeling of belonging to the past rather than total integration are still present. Rather than ‘integration’ (Hopson, 1981; Hopson, Scally, & Stafford, 1992) there is still a sense of self-doubt, occurring more in the case of Luke than in Florence, in relation to the future, to the new role and to the new profession.

Rather than emerging sequentially with relatively narrow reactions that develop through resolutions leading to a final integration phase, these changes can occur at specific points of the transition, at the disengagement, event, or re-engagement, depending on the characteristics and resources available at that specific point in time. This can differ for each individual. These responses can be contrasting in nature within the same point, sometimes with the coexistence of pleasing emotions and a sense of Self-doubt. The boundaries between these different phases are not clearly defined. Luke, for example, was open to the new change and positive about his new career plans but at the same time he experienced a sense of loss of something that had been very special to him, nurturing a nostalgic feeling about his old world with which he continued to retain some connection. *Disquiet* and *anxiety* are also re-experienced through his re-engagement to a new role. As Hopson suggested, progress does not occur in a linear fashion. The individual might be faced with having to do two steps forward and one step back (Hopson, 1981). What might differ, as these changes occur, is the length of time it takes to move on from a specific stage, which might be shorter than what it did the first time around. As part of the life course discourse, this is what successful coping means: whether the individual or ‘mover’ can pinpoint the gains developed from the transition, however undesirable the transition might have been.
As suggested in this article, dancers’ transition can be very complex, confirming the dynamic nature of these psychological and emotional movements. In the two case studies illustrated here, the preparation, actual event and reintegration were very different stages in the way they were experienced. Dancers in transition learn to cope as they experience the change, through a recursive process of appraisal, re-appraisal and coping (Holt & Dunn, 2004). Lifelong learning is replacing the more traditional route to career development in response to demographic changes. A linear career path has given way to a multidirectional one. The role of career guidance practitioners needs to focus on facilitating collaboratively in the empowerment of the client by drawing their own stories and narratives, and visually representing aspects of possible insights, reflections and revisions into their own career stories (Patton & McMahon, 2006). The concept of retirement bows from the stage, leaving a career transition process in the wings. The results suggested in this article offer an insight to what it means to retire from a professional dancing career and be re-engaged into an alternative role.

**Reflections and Conclusions**

This article illustrated and discussed results from a study on the retirement transitions in ballet dancers. Specifically, it focussed on presenting the individual emotional responses in two idiographic case studies within the context of the Retirement Transition Model previously presented by Roncaglia (2006). Given the complexity of these ‘unchoreographed movements’, for many dancers the change implies the adaptation of a range of coping skills and resources that are not always evident to the individual. Retirement as an event has been resolved, but as a process of change it is for some still ‘trans-forming’ the individual. Through time, it is from these transformations that the individual can learn how to cope and manage future changes: coping within and without the self.

The dancer needs to be re-introduced to the world of work as a changed and changing individual, where a new self ought to be nurtured. In an age where working lives are getting longer and multifarious, future considerations for practical interventions need to take into account the way the individual experiences the self. Given the possible difficulties experienced by some dancers through the transition at different points—disengagement, event, re-engagement—it is important to understand how individuals experience change, what their expectations are, its dynamics and its influencing factors. What the article suggested is that there is not one reason or one way in which retirement can be explained, because the career transition process is much more complex and needs to be explored and analysed within the context in which it takes place. Individual circumstances, expectations, aspirations, fears, hopes, coping styles, and support systems will have an impact on the way former dancers experience retirement and individual responses can differ at each point of the transition. As Jeffri (2005) suggested, it will be important for future policy makers, funders and training organisations to look at this complex picture when considering the re-employment opportunities offered to former dancers. This will also need to be achieved by considering the individual raison d’etre which implies a more profound and humane analysis of the person, through his/her movements and successful development.

**References**


Articles


AUTHOR

IRINA RONCAGLIA is a Chartered Psychologist at Sybil Elgar School (National Autistic Society), where she works with young adults with ASDs with challenging behaviour. She has published in Psych-Talk, PsyPAG: The Post Graduate Affair Group, Qualitative Methods in Psychology Newsletter and presented papers at several conferences. Roncaglia has completed her PhD on the Impact of Retirement in Ballet Dancers through a Life Course approach with the University of London, Birkbeck, after having retired from a professional dancing career with the English National Ballet. Her interests are in the arts, philosophy and dance.
Charles Chen states that the purpose of this book is to illustrate the complexity of life career transition in the context of cross-cultural adjustment. To achieve this purpose, he presents a descriptive study of the life career experiences of eight professional adults from non-Western cultures who leave their home countries to make a new life in Canada and pursue professional counsellor training at a Canadian university.

The author identifies the main audience as persons who are experiencing career transition, especially those simultaneously experiencing career transition and cross-cultural adjustment. Vocational and career psychology practitioners and those involved in counsellor education are identified as additional audiences. Chen notes that the that the book may be of interest to a range of others, including student service providers in higher education, human resources development personnel in institutional settings, social workers, immigrant settlement workers and others in the helping professions.

SUMMARY OF THE BOOK

Chapter 1 of Career Endeavour sets the scene for the research study. The central research question is identified as, ‘How can the experiences of counsellor trainees with non-Western cultural backgrounds (NWC counsellor trainees) be described and understood?’ Chapter 1 identifies the issues to be explored, including the interplay of a range of variables associated with the domains of career development, transition to higher education and cross-cultural adjustment. The literature associated with these three domains is comprehensively covered in the second chapter.

The career development literature review is a comprehensive and in-depth integration of theoretical ideas associated with career as a life process, career as individual agency and career as meaning-making. Chen discusses the developmental nature of career, the diverse interacting and overlapping life roles that provide the social context for career construction, and self-concept as ‘… a core that coordinates and manages the person’s self-agency in designing his or her life career blueprints’ (p. 15). He also investigates self-efficacy, including the constructs of outcome expectations and personal goals and their role in the formation and functioning of human agency. The influence on career of interrelated and interacting contextual factors and circumstances is discussed, as are the concepts of subjective career and meaning interpretation, and narrative as an element of interpretation.

The literature reviewed on the transition to university life focuses on identity negotiation in the context of role change, social connectedness and social support as mediators of role adjustment and academic competence. The cross-cultural adjustment literature reviewed focuses on issues that confronted people from non-Western cultures who have chosen to live in North America and pursue academic study in higher education contexts. These issues include second language difficulties, academic adjustment, academic performance expectations, adjustment to a different education system, adjustment to pedagogical differences, culture shock, social isolation, financial concerns and racial discrimination and prejudice.

Chapter 3 describes the study methodology and design. Consistent with the study’s goal of under-
standing the life career experiences of NWC counsellor trainees in a cross-cultural context, a qualitative methodology was adopted, specifically, ethnographic fieldwork. Within the context of this study: (a) non-Western culture was defined as that existing in places other than Australia, New Zealand, Europe and North America; and (b) counsellor trainee referred to enrolment in, or timely completion of a counsellor education or counselling and guidance training program in a university in British Colombia, Canada. Using a multiple case study design and in-depth interviews to obtain narrative data, eight NWC counsellor trainees (4 male, 4 female) aged 27–55 years participated in a semi-structured interview comprised of a range of theme questions designed to yield a narrative with a structure consisting of a beginning (a conflict, problem or disequilibrium), a middle (efforts to resolve the conflict, problem or disequilibrium) and an end (closure). To this end, interview questions were concerned with: (a) life experiences before moving to Canada; (b) transitional experiences during the initial period in Canada; and (c) experiences associated with becoming a counsellor trainee in a large Canadian university. The narrative of each individual study participant was written up and sent to the study participant for validation. Suggested changes were included and a second validated narrative was constructed. A general narrative then was constructed which reflected and synthesised the key features of the eight individual narratives.

Chapters 4 and 5 present the results of the research. Chapter 4 presents the eight individual validated stories. One narrative is presented in full and the other seven are presented in summary form. Chapter 5 commences by outlining common background contextual themes to set the scene for the general narrative. While attempting to capture as many relevant aspects of each of the eight individual narratives, this section presents the general narrative that synthesises and describes those issues, experiences, understandings, meanings and reflections that were commonly shared among the eight study participants.

The general narrative commences with the NWC counsellor trainees beginning to contemplate a major life career transition. The NWC counsellor trainees feel a growing sense of dissatisfaction with their professionally successful careers in their home countries and develop a desire for change. The NWC counsellor trainees are active agents who take on the responsibilities and challenges of making a voluntary life career transition, make a deliberate choice to go abroad and start a new life in Canada as an immigrant or international student, and proactively take actions to prepare for and implement this life career transition. These actions and choices are intertwined with a range of sociocultural, personal and family considerations.

The middle part of the general narrative is concerned with the NWC counsellor trainees’ initial adjustment in Canada. Financial concerns (from very different angles), language barriers, social isolation and loneliness, and varied and unique personal circumstances influence adjustment to life in Canada. In addition, during the initial adjustment phase, the study participants are proactive in searching for employment, enhancing their self-awareness and self-understanding, exploring career options and deciding to pursue counselling psychology training.

The ending of the general narrative is concerned with the study participants’ engagement in counselling psychology training. Re-adjusting to the student role, oral and written English language proficiency and adjusting to a counselling mind-set, clinical training, interactive teaching and learning, and cultural differences in the teaching/learning context were important issues that influenced coping and adjustment. Constructive relationships with professors, supervisors and fellow trainees, a culturally open training environment responsive to the needs of trainees’ and family support were among the important factors associated with positive adjustment experiences.

Overall, the NWC counsellor trainees valued the feelings of accomplishment, in-depth personal exploration and the resulting enhanced self-awareness, self-understanding, and interpersonal communication skills brought about by participation in counselling psychology training in a Canadian university.

Chapter 6, the final chapter, points out the limitations of the study, the theoretical implications of the study and implications for practice. Limitations of the study included limited generalisability—due to the study’s concern with the unique personal experiences of eight study participants, the specific training context which may not be representative of other counselling psychology training contexts—and variation in the amount of information study participants shared in different phases of the in-depth interview. The involvement and influence of the researcher was noted as an additional limitation. Despite these limitations, Chen
notes that the study appears to substantially support the career development literature related to career as a life process, career as individual agency, and career as meaning-making. General support was confirmed for the literature on transition to higher education and cross-cultural adjustment. However, the author adds that the research findings could further inform and expand the existing literature on cross-cultural adjustment. For example, speaking accent, perceptions of English language proficiency, adjustment to the training system, approaches to teaching/learning, social connectedness and actions to build a social network were noted as important factors associated with coping and adjustment. The book concludes with implications for practice, including developing a positive and supportive learning environment that takes into account the particular needs of NWC counsellor trainees.

**STRENGTHS AND WEAKNESSES**

A key strength of the book is that it presents a very thorough qualitative research study with a methodology and design that is consistent with the purpose of the research. The research methodology, design and data gathering and data analysis processes are clearly described. Accordingly, as the author notes, the book demonstrates a qualitative research methodology which other researchers may wish to follow. While ethnographic fieldwork is not intended to test theories, the author highlighted the potential cross-cultural applicability of career theories related to career as a life process, career as individual agency and career as meaning in non-Western cultural contexts. The publication of a qualitative research study in the domain of vocational psychology and career development is a further strength of the book as there is a bias towards quantitative research designs in the vocational psychology and career development literature. Another key strength of the book is that it provides insights into the issues that may be faced by non-Western culture international students, immigrants, refugees and others making a life career transition involving establishing a new life and career in a Western country. For educators and trainers in Western education and training institutions, the book provides practical strategies for creating a positive and supportive learning climate for students from non-Western cultural backgrounds. The material in the eight individual narratives and/or the general narrative could be adapted to develop cross-cultural training tools aimed at enhancing the ability of career development practitioners, counselling professionals, student support staff, immigrant settlement workers, social workers, human resource professionals and other helping professionals to work effectively in cross-cultural contexts, and to provide culturally sensitive counselling and other services. Leong and Kim's (1991) *Intercultural Sensitizer* may be a useful example of the type of training tools that could be developed. Finally, some of the findings detailed in the general narrative may be suitable for Leong and Serafica's
This compact and practical ‘how-to’ book covers some key essentials which will assist the job candidate whose interview is imminent and who needs to come to grips quickly with the process. People who would make best use of the information and practical exercises would include those who have been out of work for a while, career changers wanting to move to a new industry at an entry level, and secondary school students looking for their first job.

In relation to the work of career development practitioners, I would recommend Impressive Interviews as a complement to one-on-one or group work with clients who are seeking work in blue-collar industries or low-to-medium level white collar jobs. The language is clear, the delivery is no-nonsense and it drives a few important points home rather than complicating the message with ‘what if’s’ and attempting to deal with the myriad exceptions to rules that characterise the majority of actual interviews. The anthropomorphic bird illustrations add a fun element and help to reinforce the message that this book is aimed at younger people and applicants for lower level positions.

As Barit illustrates in the subtitle as well as stressing in the introduction, her little book is not intended to provide detailed explanations; nor does it address specific industry or other conventions, which makes it less useful for professionals, executives, graduates, or those wanting to advance in their industry. This is not to say there is no relevance to these groups at all; the paragraphs that discuss ways to overcome ‘insider disadvantage’, for example, are insightful.

If used as intended, with the reader following up the information provided in each chapter and then practicing the exercises, it should make the uninitiated or hitherto unsuccessful interviewee feel more attuned to the purpose of job interviews, and the ways in which recruiters and employers view and compare candidates. Of course, as with any minimalist work there is no way of dealing with the unusual or the unexpected, which is why I would recommend it as an adjunct to coaching rather than as a replacement for it.

Warnings are peppered throughout the book that the reader must ‘not skip this chapter’, just in case he or she is tempted to race to the finish line. As this is such a small book, I found it a bit dictatorial to be constantly reminded that I needed to remain attentive.

Barit’s background is interesting to say the least and she is obviously passionate about her work, which includes training job seekers to do well in interviews. She knows what she is talking about, and her conversational style throughout the book assists the reader to...
have confidence in her words—you really do feel Barit is talking directly to you, an affect that is not easily achieved, and one that added to my reading pleasure.

It is impressive that Barit avoids the trap of immediately jumping into ‘answering questions’ and when she does address this in Chapter 7, she stresses that there are no ‘right’ answers to be learned and rehearsed. As we in the career development industry already know, there is much more to the interview process than just answering questions; in preceding chapters there are some useful tips to help the job candidate to think like an employer, create a good first impression, maintain a good demeanour throughout the interview, use language appropriately, ‘own’ the interview, undertake research and sell his or her skills.

The extravagantly titled chapter on ‘everything you need to know about interviews…and then some’ is an overstatement, and I couldn’t help wondering why Barit openly contradicted her earlier assertion that this was not a ‘tell all’ book. This chapter (with a less ambitious heading) would have provided an excellent introductory chapter, setting the scene and describing a range of possible scenarios, but it falls far short of providing all the information one can benefit from having.

This book is self-published by Barit, and whether this is important to the reader or not will be an individual matter. Certainly, for a whole range of reasons, more and more authors are deciding to avoid the traditional publishing route, and undoubtedly there will be an increase in such texts coming up for review. One of the dangers of self-publishing is that an author can decide that he or she is the ultimate expert. There is less accountability in self-publishing and there is certainly no compulsion to have a manuscript read and assessed by one’s peers. This can potentially lead to one-dimensional viewpoints. What is worse, these opinions can be too easily viewed by the uninitiated as definitive.

While I am mindful of not letting my personal biases make this review too subjective, it would be irresponsible not to highlight obvious inadequacies. With this in mind, and without being overly judgemental, I feel that it would be remiss of me not to highlight a couple of areas where I found myself in disagreement with Barit’s assertions.

The first is the recommendation on page 34 that if you normally use your hands to talk, you should continue to do so as ‘it is part of who you are and there is no need to change that’. Having successfully retrained my own and many of my clients’ wild hand and arm movements without any negative side effects I can’t fathom Barit’s reasoning for this statement, except that this kind of change is usually something that occurs over time so is outside the scope of this book.

Likewise, the suggestion on page 36 that someone attending a group interview should accessorise in order to stand out brings to mind the many clients with an over-fondness for ‘bling’ whom I have had to de-accessorise prior to interview and who would be only too happy to take Barit’s words as a licence to jangle.

All this goes to prove that there are potential dangers in the inference that interviews, interviewers and interviewees are more alike than they are different; in my experience the latter is more often the case. This is not to say that Impressive Interviews does not contain some fresh wisdom; it succeeds in providing a snapshot of the interview process and as such is a handy addition to the existing literature on the subject. It should thus prove helpful to the career practitioner working with one or more clients who need to skill up in a hurry.

Julie Farthing
Principal Consultant and Freelance Journalist
Career Dimensions, Melbourne
I WANT WHAT SHE’S HAVING: THE EXPERIENCE OF CREATING A PLEASURABLE BUSINESS.
Naomi Simson, Messenger Publishing, 2007,
ISBN 978-0-9803284-0-0

Have you ever wanted to discover what it is really like inside a fast growing business? is the question posed on the back cover of this creatively titled and attractively presented book. It tells the story of Naomi Simson, founder of online gifting service Red Balloon Days, and her journey from business start-up to business success. Subtitled ‘The experience of creating a pleasurable business’ it reads less as a ‘how-to’ guide for small business and more as collection of inspirational anecdotes. With a foreword from Margaret Heffernan (a high profile American entrepreneur) the book is pitched at women in business.

Naomi commenced her career in marketing and the opening chapters detail her experience as a passionate and enthusiastic young professional keen to make her mark. She describes her experiences working in big-name organisations such as Apple and Ansett; the learnings and the frustrations that set the scene for her later departure from corporate life. She describes wanting to be part of a ‘yes’ culture that listened to customers and embraced innovation, themes that flow heavily throughout the book.

Her first foray into working for herself was in her area of expertise—marketing. At this point it becomes evident that this is first and foremost a book coming from the marketing angle of establishing and running a business. While this is certainly an integral part to business success, the strong marketing perspective limits the appeal of this book to a wider audience.

The middle chapters detail her almost accidental fall into what would become Red Balloon Days, the mistakes she made, the challenges she faced, and the small successes. She describes the risks taken (and confides that they often did not make business sense) and the subsequent rewards of taking a leap of faith. She openly admits that having a husband with a corporate finance background was helpful—which no doubt it was—but this ensured the risks seemed a little more calculated than her stories would let us believe.

However, her tales of finding a purpose, identifying and listening to your customer, and building an organisation that rewards hard work and living the company’s values are valuable. Eye-catching splashes of red litter the pages with ‘lessons learned’ and words of wisdom that drive home the themes underpinning her success.

After 15 months the business had found its feet, and the reminder of the book describes how Simson ensured ongoing success by engaging her staff and customers and embracing technology and innovation—which brings us nicely back to her reason for setting out on her own years before. The message about ensuring your business values are lived by your employees, and that your staff are listened to, recognised and rewarded is loud and clear—and many large organisations would also benefit from taking note of these points.

While the book is an easy read, written in the first person in conversational language, I found it difficult to move through more than a few chapters at a time. Naomi is a self-confessed optimist, and the tone in which she describes her journey felt a little too perky, which grated somewhat, and potentially limited the impact of her words. Her story is a pleasant read, and would probably be enjoyed by those interested more in her personal journey (it is always nice to hear stories of people who have are living their career passion) than ‘wannabe’ entrepreneurs seeking cutting edge tips to business glory. As a careers tool it does serve as being inspirational, and may be useful to those some way into a business start-up, with the knowledge and know-how already under their belt.

Leisha Mitchell
Principal Consultant
Tailor-made Careers
In addition to a salary increase, in 2006, a higher proportion of postgraduates were in full-time employment, than in 2005. Of those available for full-time employment, 89.9% of postgraduate respondents were working full-time at the time of the survey (this is up by 1.1% on the 2005 figure). Postgraduates were also more likely to have been in full-time employment than bachelor degree graduates (82.4%).

While bachelor degree outcomes are an interesting point of reference, it is worth noting that postgraduates are, as a group, older and more experienced and would be expected to have higher salaries and employment figures. Overall, postgraduate respondents to the AGS were 11 years older than bachelor graduates, at a median age of 34 years compared to 23 years. Postgraduates were also more likely than bachelor degree graduates to have been studying part-time during their qualification (61.1% as opposed to 16.7%) and to have been working during their final year of study (87.1% as compared to 81.4%).

Postgraduate outcomes by attendance type and level of award

Of those with PhDs and research masters qualifications who were available for full-time employment, 87.6% were in a full-time job. For coursework masters graduates, the figure was 89.4% and for those with graduate and postgraduate certificates and diplomas, coursework masters degrees, research masters degrees, professional doctorates and PhDs. This article looks at some of the findings of the 2006 report.

Prospects for postgraduates continued to improve in 2006 with the median annual salary for a new postgraduate climbing to $60,000, up by $1,900 from 2005. This was $18,000 more than the median salary of bachelor degree graduates in 2006 ($42,000). (Note that the bachelor degree cohort this figure is based on differs from that used in GCA’s Graduate Salaries 2006 report, as the latter restricts analysis to those in their first full-time employment and under 25 years of age.)

In addition to a salary increase, in 2006, a higher proportion of postgraduates were in full-time employment, than in 2005. Of those available for full-time employment, 89.9% of postgraduate respondents were working full-time at the time of the survey (this is up by 1.1% on the 2005 figure). Postgraduates were also more likely to have been in full-time employment than bachelor degree graduates (82.4%).

While bachelor degree outcomes are an interesting point of reference, it is worth noting that postgraduates are, as a group, older and more experienced and would be expected to have higher salaries and employment figures. Overall, postgraduate respondents to the AGS were 11 years older than bachelor graduates, at a median age of 34 years compared to 23 years. Postgraduates were also more likely than bachelor degree graduates to have been studying part-time during their qualification (61.1% as opposed to 16.7%) and to have been working during their final year of study (87.1% as compared to 81.4%).

Postgraduate outcomes by attendance type and level of award

Of those with PhDs and research masters qualifications who were available for full-time employment, 87.6% were in a full-time job. For coursework masters graduates, the figure was 89.4% and for those with graduate and postgraduate certificates and diplomas, coursework masters degrees, research masters degrees, professional doctorates and PhDs. This article looks at some of the findings of the 2006 report.

Prospects for postgraduates continued to improve in 2006 with the median annual salary for a new postgraduate climbing to $60,000, up by $1,900 from 2005. This was $18,000 more than the median salary of bachelor degree graduates in 2006 ($42,000). (Note that the bachelor degree cohort this figure is based on differs from that used in GCA’s Graduate Salaries 2006 report, as the latter restricts analysis to those in their first full-time employment and under 25 years of age.)

In addition to a salary increase, in 2006, a higher proportion of postgraduates were in full-time employment, than in 2005. Of those available for full-time employment, 89.9% of postgraduate respondents were working full-time at the time of the survey (this is up by 1.1% on the 2005 figure). Postgraduates were also more likely to have been in full-time employment than bachelor degree graduates (82.4%).

While bachelor degree outcomes are an interesting point of reference, it is worth noting that postgraduates are, as a group, older and more experienced and would be expected to have higher salaries and employment figures. Overall, postgraduate respondents to the AGS were 11 years older than bachelor graduates, at a median age of 34 years compared to 23 years. Postgraduates were also more likely than bachelor degree graduates to have been studying part-time during their qualification (61.1% as opposed to 16.7%) and to have been working during their final year of study (87.1% as compared to 81.4%).
The report found that of graduates who were available for full-time work, those who had attended study on a part-time basis were more likely to have found full-time work by the time of the survey. At the postgraduate diploma/certificate level of award, 95% of graduates who had attended part-time and were available for full-time work, were working full-time, compared with just 83.3% of those who had attended full-time. The equivalent figures for coursework masters graduates were 94.9% for part-time attendees, compared with 78.8% for full-time attendees. As a group, research masters/PhD graduates had the least difference in this regard, with 91.8% of part-time attendees available for full-time employment, in full-time employment, compared with 84.4% of full-time attendees available for, and in, full-time employment.

At a broader level, the most recently published unemployment figures looking at the Australian population (people aged 15–64) show that just 2.2% of those with a postgraduate degree (masters degrees or doctorates), 2.4% of those with a graduate diploma or graduate certificate and 2.4% of bachelor degree graduates were unemployed. Of those who had not completed any post-secondary education, 7.3% were unemployed, while the same figure for the population as a whole was 5.0% (ABS, 2006).

As well as varying employment rates, Postgraduate Destinations also showed salaries varied according to the level of award. The median salary for graduates with graduate diploma/certificate awards was $55 000 (up from $54 000 in 2005). For graduates with coursework masters awards, this figure was $65 000 (up from $63 000 in 2005) and for graduates from research masters/PhD awards it was $60 700 (up from $59 000 in 2005). The relatively lower salary earned by research masters/PhD graduates compared with coursework masters graduates is indicative of the different career stages the two groups are at, with the latter being more likely to have worked while studying on a part-time basis and have more employment experience.

Research masters and PhD graduates in their first full-time employment earned, on average, 8.0% less than all research masters and PhD graduates in full-time employment. The corresponding statistics for coursework masters graduates and those with a graduate or postgraduate diploma or certificate are 23.1% and 14.5% less respectively.

Outcomes by industry of employment, sex, field of education and occupation level

When taking the broad sector of employment into account (see Table 1), further salary differences emerge, with coursework masters graduates earning the highest median salaries in every employment sector except health. While the highest median salary (by broad sector) was earned by coursework masters graduates working full-time in the government sector ($70 000), the second highest equivalent figure was recorded for research masters/PhD graduates in the health sector ($68 400). Coursework masters graduates also earned a high median salary in the private sector, at $68 000. The remaining equivalent salaries were generally around $60 000 with the exceptions of postgraduate diploma/certificate graduates reporting the two lowest median salary figures of this type, with $47 600 and $53 000 for the education and ‘other’ sectors respectively.

In terms of the full-time employment sectors of postgraduates, coursework masters graduates were concentrated in the private sector, with 47.8% employed in this sector, and less than 16% employed in any other single category. As could be expected, research masters/PhD graduates were concentrated in education with 44.6% employed in this sector, mostly (38.1%) working in higher education. The next largest employment destination for research masters/PhD graduates was the private sector, with 18.4%. In contrast, postgraduate diploma/certificate graduates were found in almost equal proportions in the private sector (31.9%) and the education sector (27.5%). By comparison, half of bachelor degree graduates working full-time were employed in the private sector (50.1%) with 17.7% employed in the health sector and 14.8% in education.

Across three broad levels of postgraduate qualification (postgraduate diploma/certificate, masters coursework, and masters research/PhD), male graduates were paid between $30 000 and $100 000 more than female graduates. Disparities in salaries between males and females at this level of aggregation can reflect differences in terms of field of education and level of award, type of work, occupation, hours worked, and work experience.

When these three levels of award are broken down by field of education, there is increased variability in salary differences between male and female graduates, however the difference generally remains in favour of...
males. There were a few fields of education however, where female graduates reported higher or identical median salaries than those of their male counterparts:

- at the masters coursework level, nursing-basic ($62,000 cf. $61,500), nursing-post ($60,000 for both males and females);
- at the research masters/PhD level, architecture ($57,500 cf. $55,500), humanities ($62,000 cf. $60,400), and economics ($65,000 cf. $61,500); and
- at the postgraduate diploma/certificate level, psychology ($51,000 cf. $49,800), social work ($52,000 cf. $50,000), rehabilitation ($54,500 cf. $52,000), economics ($65,000 for both males and females), and mathematics ($63,500 for both males and females).

The report also found postgraduates working full-time were more likely to be employed at a managerial or professional level than bachelor graduates. Around 83% of both postgraduate diploma/certificate and coursework masters graduates working full-time were employed at a managerial/administrative or professional level. Of masters research/PhD graduates working full-time, 91.5% were working at this level. In contrast, just 72.6% of bachelor degree graduates were working at a managerial/administrative or professional level.

In contrast to bachelor degree graduates, of whom around one in five (20.3%) continued in further full-time study, a much smaller proportion (6.5%) of postgraduates continued in further full-time studies. This is unsurprising given that postgraduates have refined their career options, and most have (for now) a reduced need for further formal education.

Also unsurprisingly, of those research masters graduates who did go on to further study, 81.7% continued at a PhD level. Perhaps not so predictably, 39.0% of coursework masters graduates who continued with further study were enrolled in another coursework masters degree.

As the number of bachelor degree graduates in Australia grows, some are undertaking postgraduate study in order to fine-tune their initial qualification or to differentiate themselves in a competitive labour market. Others go into further study to develop their careers with a current employer or as part of a career change process.

Because of these different motivations, there is no ‘best postgraduate course’ for those interested in further education. Those interested in postgraduate study
## Table 2: Median salaries for graduates in full-time employment by level of award and field of education, 2006 ($000)*

<table>
<thead>
<tr>
<th>Field of Education</th>
<th>Postgraduate Diploma/Certificate</th>
<th>Masters Coursework</th>
<th>Masters Research/PhD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Males $000</td>
<td>Females $000</td>
<td>Persons $000</td>
</tr>
<tr>
<td>Agriculture</td>
<td>60.0</td>
<td>50.0</td>
<td>55.0</td>
</tr>
<tr>
<td>Architecture</td>
<td>55.0</td>
<td>43.0</td>
<td>48.5</td>
</tr>
<tr>
<td>Building</td>
<td>60.0</td>
<td>*</td>
<td>59.0</td>
</tr>
<tr>
<td>Urban/Regional Planning</td>
<td>51.3</td>
<td>50.0</td>
<td>50.0</td>
</tr>
<tr>
<td>Humanities</td>
<td>52.8</td>
<td>46.9</td>
<td>49.0</td>
</tr>
<tr>
<td>Languages</td>
<td>59.0</td>
<td>49.0</td>
<td>50.0</td>
</tr>
<tr>
<td>Visual/Performing Arts</td>
<td>50.0</td>
<td>46.0</td>
<td>49.0</td>
</tr>
<tr>
<td>Social Science</td>
<td>60.0</td>
<td>48.5</td>
<td>59.8</td>
</tr>
<tr>
<td>Psychology</td>
<td>49.8</td>
<td>51.0</td>
<td>50.6</td>
</tr>
<tr>
<td>Social Work</td>
<td>50.0</td>
<td>52.0</td>
<td>52.0</td>
</tr>
<tr>
<td>Business Studies</td>
<td>76.5</td>
<td>65.0</td>
<td>70.0</td>
</tr>
<tr>
<td>Accounting</td>
<td>55.0</td>
<td>50.0</td>
<td>53.0</td>
</tr>
<tr>
<td>Economics</td>
<td>65.0</td>
<td>65.0</td>
<td>65.0</td>
</tr>
<tr>
<td>Education – initial</td>
<td>46.0</td>
<td>45.5</td>
<td>46.0</td>
</tr>
<tr>
<td>Education – post/other</td>
<td>67.0</td>
<td>58.0</td>
<td>60.0</td>
</tr>
<tr>
<td>Aeronautical Engineering</td>
<td>71.1</td>
<td>*</td>
<td>71.1</td>
</tr>
<tr>
<td>Chemical Engineering</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Civil Engineering</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Electrical Engineering</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Electronic/Computer</td>
<td>62.0</td>
<td>*</td>
<td>62.0</td>
</tr>
<tr>
<td>Mining Engineering</td>
<td>107.5</td>
<td>*</td>
<td>102.5</td>
</tr>
<tr>
<td>Other Engineering</td>
<td>79.0</td>
<td>60.0</td>
<td>75.0</td>
</tr>
<tr>
<td>Surveying</td>
<td>50.0</td>
<td>*</td>
<td>54.5</td>
</tr>
<tr>
<td>Dentistry</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Health – other</td>
<td>66.8</td>
<td>60.0</td>
<td>62.0</td>
</tr>
<tr>
<td>Nursing – basic</td>
<td>55.5</td>
<td>52.0</td>
<td>52.8</td>
</tr>
<tr>
<td>Nursing – post</td>
<td>57.0</td>
<td>50.0</td>
<td>50.0</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>*</td>
<td>57.0</td>
<td>57.0</td>
</tr>
<tr>
<td>Medicine</td>
<td>80.0</td>
<td>67.0</td>
<td>67.5</td>
</tr>
<tr>
<td>Rehabilitation</td>
<td>52.0</td>
<td>54.5</td>
<td>54.0</td>
</tr>
<tr>
<td>Law</td>
<td>67.0</td>
<td>55.0</td>
<td>58.0</td>
</tr>
<tr>
<td>Law – other</td>
<td>65.0</td>
<td>51.0</td>
<td>59.0</td>
</tr>
<tr>
<td>Computer Science</td>
<td>65.0</td>
<td>60.0</td>
<td>64.0</td>
</tr>
<tr>
<td>Life Sciences</td>
<td>60.0</td>
<td>50.0</td>
<td>55.0</td>
</tr>
<tr>
<td>Mathematics</td>
<td>63.5</td>
<td>63.5</td>
<td>63.5</td>
</tr>
<tr>
<td>Chemistry</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Physical Sciences</td>
<td>64.4</td>
<td>*</td>
<td>65.0</td>
</tr>
<tr>
<td>Geology</td>
<td>*</td>
<td>*</td>
<td>100.0</td>
</tr>
<tr>
<td>Veterinary Science</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
</tbody>
</table>

* Fewer than 10 valid responses in these cells.
Careers Forum

need to choose a course and institution based on many factors, such as:
• the field of education or research offered (particularly important for research degrees);
• the flexibility of delivery (important for part-time students in particular);
• the level of award offered, and;
• the cost of study.

Postgraduate study can represent a notable investment for students, and those considering this need to research and understand their options. Detailed figures from GCA are available in GradsOnline, GCA’s searchable graduate destination database, at www.gradsonline.com.au, and many institutions have course and careers advisers who can also assist the decision-making process.

GCA has also released the Postgraduate Research Experience, 2006 report which collates data concerning the higher education experiences of postgraduates as they worked towards their awards. To obtain a copy of Postgraduate Destinations or other GCA reports, or for more information about GCA survey work and publications, please refer to the GCA website www.graduatecareers.com.au or email info@graduatecareers.com.au.

References

JOHN ORR CRITES (1928–2007): IN MEMORIAM

MARK SAVICKAS
Northeastern Ohio Universities
College of Medicine

J
ohn Orr Crites, one of the leading vocational psychologists of the 20th century, succumbed to pneumonia on March 15, 2007. With his passing, counselling psychology lost an exemplar of its scientist-practitioner model. Jack’s scholarly contributions and leadership substantially advanced vocational psychology both as a distinct discipline in applied psychology and as a substratum of the profession of counselling psychology.

While possessing a brilliant mind, Jack did not climb to the pinnacle of his discipline alone. He always credited his teachers and mentors for guiding and smoothing his ascent. Jack occasionally told the story of how as a freshman at Princeton University he received a poor grade in an English composition course. The professor then invited Jack to his house for tutoring. Professor Carlos Baker, the preeminent Hemingway scholar, taught Crites how to write simply and directly. He also insisted that Jack develop Ernest Hemingway’s habit of writing a paragraph every day, beginning each morning by crafting ‘one true sentence.’ In 1950, Jack graduated magna cum laude from Princeton as a history major. He then joined the Air Force, serving for two years as Chief of Career Guidance at Barksdale Air Force Base in Louisiana.

When Jack returned home to New York City, his occupational choice was at issue. At first he sought a position in personnel work but failed to secure one. While seeking ideas about which occupation to pursue, Jack happened to read an article in the Lady’s Home Journal written by President William Fletcher Russell of Teachers College, Columbia University. Moved by the article entitled ‘Why Your Child Should Become a Teacher,’ Jack the next day went to Teachers College to enrol in courses to become a history professor. Immediately unhappy with his choice, Jack asked a professor who taught personnel psychology for guidance, and guide him he did. As they talked, Albert Thompson (Division 17 President 1962–1963) learned of Jack’s military experience and invited Jack to enrol in his two-year certificate program in personnel psychology. In due course, Jack met Al’s great friend Donald Super (Division 17 President 1951–1952). Don became Jack’s doctoral sponsor, mentor, and life-long friend. While studying psychology at Teachers College, Jack’s counselling style was shaped by his practicum supervisor, Joseph Edward Shoben (Division 17 President 1958–1959). Shoben’s book with Laurence Shaffer on the Psychology of Adjustment
(1956) would also strongly influence Jack’s model of work adjustment.

While completing his doctoral studies at Teachers College, Jack served as a staff member on Super’s Career Pattern Study, authoring with Don a book entitled Vocational Development: A Framework for Research. Jack used Career Pattern Study data to write a dissertation that examined whether ego-strength as measured with the Rorschach Inkblot Test related to interest patterning on the Strong Vocational Interest Blank. When he found it did not, the disappointing results turned Jack’s attention from psychodynamic formulations to behavioural analysis of vocational development. After graduating in June 1957, Jack became a counselling psychologist and lecturer in educational psychology at the University of Texas. He returned to New York City that summer to be a symposiast in the American Psychological Association (APA) program honouring Harry Dexter Kitson, Donald Super’s mentor. Jack experienced a satisfying symmetry and a sense of closure when he presented his final APA address at the symposium memorialising Donald Super during the 1995 convention in New York City.

While at Texas, Jack and Don began work on the second edition of Appraising Vocational Fitness which appeared in 1962. That book, originally published by Super in 1949, stood as the definitive textbook on career assessment for 25 years and continues to be well worth reading today. Although the test descriptions are outdated, the conceptual framework remains important. For example, the format for conceptualising a case by differentiating person appraisal from problem appraisal remains vital, and the section distinguishing four types of interest assessment should be core knowledge for every career counsellor. After one year at Texas, Jack moved to the University of Iowa as senior counsellor and assistant professor of psychology.

Jack’s years at Iowa (1958–1971) were highly productive. He published 38 book chapters and journal articles. He served as co-editor (1961–1972) of the Test Review section in the Journal of Counseling Psychology. In 1963, the American Board of Professional Psychology named him a diplomate in counselling psychology and in 1967 he attained the rank of professor. From 1963 to 1971, he headed the graduate training program in counselling psychology while simultaneously directing the University Counselling Service (1964–1971). The counselling service staff— including Leonard Goodstein, Arthur Heilburn, and James Stephenson—made a national reputation for the quantity and quality of their research publications. Highly skilled as counsellors, the staff also created an innovative approach to group career counselling using the transactional analysis model.

Jack’s research program at Iowa concentrated on the measurement of vocational maturity. In 1965, he published the first paper-and-pencil measure of career choice readiness, then called the Vocational Development Inventory and since 1973 called the Career Maturity Inventory (CMI). As a measure of attitudes toward the career choice process, the CMI was widely used during the heyday of the career education movement and has appeared in over 400 published research studies.

Writing one paragraph a day for ten years, Jack in 1969 published his masterwork: Vocational Psychology: The study of vocational behavior and its development. A sabbatical year (1966–1967) at the Harvard University Center for Research in Careers with David Tiedeman (Division 17 President 1965–1966) and Ann Roe had accelerated Jack’s work on his decade-long project to further codify and define vocational psychology as a field of scientific inquiry. In addition to presenting a critical analysis and integration of the literature, the book clearly differentiated vocational psychology as a discipline in applied psychology from the profession of career counselling. Half of the book focused on vocational choice, while the other half focused on work adjustment. Inspired by the Psychology Department’s Friday Night Discussion Group about logical positivism, Jack focused on vocational behaviour as the unit of analysis, not occupation or career. The members of the Friday Night group, led by Kenneth Spence and Gustav Bergmann, had propelled Iowa to prominence as a centre of theoretical psychology.

In 1971, Jack moved to the University of Maryland as a professor of psychology. This move coincided with his two-year presidency of Division 17 (1971–1973), the first year as president pro tempore, when the elected president was unable to fill the position, and the next year as president. During his decade at Maryland, Jack lectured widely on the use of the CMI. His scholarly interest turned from vocational psychology to career counselling. In 1981, he published his fourth book, entitled Career Counseling: Models, methods, and materials. He continued to publish articles and book chapters at a high rate, and spent the academic year...
1977–1978 on sabbatical as a Visiting Scholar at the Institute for Personality Assessment and Research at the University of California, Berkley. Jack devoted the last decade of his professional life to program building and mentoring. In 1981, he moved to Kent State University where he was recruited to form the Career Research and Development Laboratory. Appointed as a Research Professor, Jack’s main role was to mentor assistant professors in the research process. Collaborating with Louise Fitzgerald and Sandra Shulman, he established an APA-approved counseling psychology program at Kent State. Having achieved the goals he set for himself at Kent State, Jack in 1985 moved to Northwestern University with the goal of securing APA accreditation for its counseling psychology program, which he did before he retired in 1989. Jack delivered his final professional presentation in 1997 during the third biennial conference of the Society for Vocational Psychology, a section in the APA Division of Counseling Psychology. Jack’s 1997 master lecture on four types of interest assessment, along with his 1995 presentation at the symposium memorialising Donald Edwin Super, may be heard on http://www.vocopher.com/JohnCrites.cfm.

Jack retired to Boulder, Colorado in 1989 and enjoyed his retirement years spent with his wife Norma McGee. He revised the CMI and attended a few conferences but mainly read Hemingway and traveled with Norma. To the end, J.O.C., as he liked to sign his letters, appreciated the help he received from his mentors and the fellowship he found in Division 17. The science of vocational psychology and the profession of counselling, in return, have benefited from his scholarship, instruction, and leadership. His colleagues and friends say goodbye, in the spirit of Hemingway, with this ‘one true sentence’—We will remember you, J.O.C.

REFERENCES

FORTHCOMING CONFERENCES

AUSTRALIAN ASSOCIATION OF CAREER COUNSELLORS NATIONAL CAREER CONFERENCE, HOBART, 26–28 MARCH 2008
A distinguished assembly of workplace experts and academics will meet to confront the latest issues facing employees and employers around the world. The central theme of the 2008 AACC conference is Career Landscape: From Island to Global. This conference is about the environmental context of career development: Work location—rural, regional, urban, global; Work patterns—changing ways of working; Work transitions—the career lifespan. It will feature eight key note speakers, numerous workshops and panel discussions.
http://www.abcon.biz/aacc08.html
This fourth edition of the GUNI Conference will explore the contribution of higher education for human and social development in the context of globalisation. The conference is hosted by the Technical University of Catalonia (UPC) and gathers in Barcelona the main authors of the GUNI report, in order to discuss their thoughts, their impressions and their research with delegates coming from around the world.
http://www.guni-rmies.net/k2008/

Australian Vocational Education and Training Research Association (AVETRA) Conference, Adelaide, 3–4 April 2008
The 11th Annual Australian Vocational Education and Training Research Association (AVETRA) Conference will be held on 3 and 4 April 2008. The traditional pre-conference workshops will be included in the new two day program format. The conference theme is VET in context.

Cannexus 2008: Canadian National Career Development Conference, Montreal, 14–16 April 2008
CERIC, the Canadian Education and Research Institute for Counselling, presents CANNEXUS 2008, a National Career Development Conference designed to promote the exchange of information and explore innovative approaches in the areas of career counselling and career development. This conference is intended for career and employment professionals, including career coaches, educators, practitioners, counsellors and human resource professionals.
http://www.cannexus.ca/CX_overview_E.aspx

5th International Lifelong Learning Conference: Reflecting on successes and framing futures, Yeppoon, 16–19 June 2008
The conference aims to identify and bring together the various partners involved with lifelong learning—educators from all sectors, industry representatives, policy makers and lifelong learners themselves. Work, society and life in general encourage learning using formats and strategies that need to be assessed for their effectiveness and relevance if their future usefulness is to be assured.

8th International Conference on Diversity in Organisations, Communities and Nations, Montreal, 17–20 June 2008
The conference examines the concept of diversity as a positive aspect of a global world and globalised society. In addition to linguistic, cultural, ethnic and ‘racial’ diversity, the conference will also pursue its well established interest in other aspects of diversity, including the intersecting dynamics of gender, sexual orientation, (dis)ability, locale and socio-economic background. The conference looks at the realities of diversity today, critically as well as optimistically and strategically. The conference will be a place for speaking about diversity, and in ways that range from the ‘big picture’ and the theoretical, to the very practical and everyday realities of diversity in organisations, communities and civic life. Main speakers include some of the leading thinkers in diversity studies and leading practitioners, as well as numerous paper, colloquium and workshop presentations.
http://d08.cgpublisher.com/

11th Pacifi c Rim First Year in Higher Education Conference, Hobart, 30 June–2 July 2008
The conference aims to address the key challenges students face in their first year at university, and how to best equip them with the tools for academic and personal success.
http://www.fyhe.qut.edu.au/
FROM THE JOURNALS

INTERNATIONAL JOURNAL OF EDUCATIONAL AND VOCATIONAL GUIDANCE, 7(1), 2007
Multilateral perspectives on vocational interests
James A. Athanasou and Raoul Van Esbroeck
An educational–psychological conceptualisation of interest
Andreas Krapp
Interest change and continuity from early adolescence to middle adulthood
K. S. Douglas Low and James Rounds
Moderators of the interest congruence–occupational outcome relation
Terence J. G. Tracey
Repeated judgements of educational interest
James A. Athanasou and Elkanah O. Aiyewalehinmi

INTERNATIONAL JOURNAL OF EDUCATIONAL AND VOCATIONAL GUIDANCE, 7(2), 2007
Dialogical self: author and narrator of career life themes
Peter McIlveen and Wendy Patton
Career guidance and counselling efficacy studies: An international research agenda
Kerry B. Bernes, Angela D. Bardick and David T. Orr
Outcomes of two different methods in careers education
Guidbjorg Vilhjalmssottir
Relatedness between jobs and academic majors: Its relationship to academic involvement of college students
Ya-Rong Huang
Graduate teacher motivation for choosing a job in education
Rein De Cooman, Sara De Gieter, Roland Pepermans, Cindy Du Bois, Ralf Caers and Marc Jegers

INTERNATIONAL JOURNAL OF EDUCATIONAL AND VOCATIONAL GUIDANCE, 7(3), 2007
Introduction to the thematic issue: New methods and emerging paradigms in vocational psychology
Donna E. Palladino Schultheiss
Meaningful actions and motivated projects in the transition to adulthood: Two case illustrations
Richard A. Young, Sheila K. Marshall, José F. Domene, Matthew Graham, Corinne Logan, Laura Templeton, Anat Zaidman-Zaht and Ladislav Valach
Contributions and challenges to vocational psychology from other disciplines: Examples from narrative and narratology
Audrey Collin

An analytical framework for career research in the post-modern era
Mary McMahon and Mark Watson
Cultural psychology as a transformative agent for vocational psychology
Graham B. Stead
The emergence of a relational cultural paradigm for vocational psychology
Donna E. Palladino Schultheiss
A new disciplinary home for vocational psychology: A house with many rooms
Raoul Van Esbroeck

JOURNAL OF VOCATIONAL BEHAVIOR, 70(2), APRIL 2007
High school students’ career decision-making process:
Consequences for choice implementation in higher education
Veerle Germejs and Karine Verschueren
Career barriers and reading ability as correlates of career aspirations and expectations of parents and their children
Peter A. Creed, Elizabeth G. Conlon and Melanie J. Zimmer-Gembeck
Examining career persistence and career change intent using the career attitudes and strategies inventory
Ross Donohue
Effects of the school-to-work group method among young people
Petri Korivist, Jukka Vuori and Elina Nykyri
Action regulation theory and career self-management
Babette Raabe, Michael Frese and Terry A. Beehr
Coping strategies in the workplace: Relationships with attributional style and job satisfaction
Jennifer L. Welbourne, Donald Eggert, Tara A. Hartley, Michael E. Andrew and Francisco Sanchez
Organizational and client commitment among contracted employees: A replication and extension with temporary workers
Catherine E. Connelly, Daniel G. Gallagher and K. Matthew Gilley
Organizational embeddedness and occupational embeddedness across career stages
Thomas W.H. Ng and Daniel C. Feldman
Testing the relationship between three-component organizational/occupational commitment and organizational/occupational turnover intention using a non-recursive model
Huo-Tsuan Chang, Nai-Wen Chi and Min-Chih Miao
Women’s occupational career patterns over 27 years: Relations to family of origin, life careers, and wellness
Qinghai Huang and Magnus Sverke

Protégé and mentor self-disclosure: Levels and outcomes within formal mentoring dyads in a corporate context
Connie R. Wanberg, Elizabeth T. Welsh and John Kammeyer-Mueller

*Journal of Vocational Behavior, 70(3), June 2007*
Socialization tactics and newcomer adjustment: A meta-analytic review and test of a model
Alan M. Saks, Krista L. Uggerslev and Neil E. Fassina
Socialization tactics, proactive behavior, and newcomer learning: Integrating socialization models
Blake E. Ashforth, David M. Sluss and Alan M. Saks
Self-esteem during university studies predicts career characteristics 10 years later
Katarina Salmela-Aro and Jari-Erik Nurmi
Beyond family-friendly: The construct and measurement of singles-friendly work culture
Wendy J. Casper, David Weltman and Eileen Kwesiga
Parental and school influences upon the career development of poor youth of color
Matthew A. Diemer
Parental influence on youth propensity to join the military
Jennifer Lee Gibson, Brian K. Grispentrog and Sean M. Marsh
Urban adolescents’ experience of social class in relationships at work
Anne E. Noonan, Georgia Hall and David L. Blustein
Analyzing individual differences in vocational, leisure, and family interests: A multivariate-multimethod approach
Jean-Philippe Gaudron and Stéphane Vautier
Constructing the search for a job in academia from the perspectives of self-regulated learning strategies and social cognitive career theory
Chuang Wang, Ya-yu Lo, Yaoying Xu, Yan Wang and Erik Porfeli
The presence of and search for a calling: Connections to career development
Ryan D. Duffy and William E. Sedlacek
International career articles: A content analysis of four journals across 34 years
Johanna E. Nilsson, Lisa Y. Flores, La Verne Berkel, Codi L. Schale, Rachel M. Linnemeyer and Irene Summer

*Journal of Vocational Behavior, 71(1), August 2007*
The fit of Holland’s RIASEC model to US occupations
Chi-Ping Deng, Patrick Ian Armstrong and James Rounds
Evidence of validity for the Skill Scale scores of the Campbell Interest and Skill Survey
Jo-Ida C. Hansen and Melanie E. Leuty
Factors affecting the turnover of different groups of part-time workers
Jenell L. Senter and James E. Martin
Unraveling the relationship between organizational career management and the need for external career counselling
Marijke Verbruggen, Luc Sels and Annelene Forrier
Reciprocal relations among job demands, job control, and social support are moderated by neuroticism: A cross-lagged analysis
Roman Cieslak, Nina Knoll and Aleksandra Luszczynska
The measure of a nation: The USDA and the rise of survey methodology
Kevin T. Mahoney and David B. Baker
The school-to-work transition: A role identity perspective
Thomas W.H. Ng and Daniel C. Feldman
Assessing vocational interests in the Basque Country using paired comparison design
Paula Eloua
Dispositional antecedents and outcomes of political skill in organizations: A four-study investigation with convergence
Yongmei Liu, Gerald R. Ferris, Robert Zinko, Pamela L. Perrewé, Bart Weitz and Jun Xu

*Journal of Vocational Behavior, 71(2), October 2007*
Is the job satisfaction–job performance relationship spurious? A meta-analytic examination
Nathan A. Bowling
Development and initial validation of a measure of supportive and unsupportive managerial behaviors
Jennifer A. Rooney and Benjamin H. Gottlieb
Need for recovery, home–work interference and performance: Is lack of concentration the link?
Evangelia Demerouti, Tison W. Taris and Arnold B. Bakker
Estimating true short-term consistency in vocational interests: A longitudinal SEM approach
Jean-Philippe Gaudron and Stéphane Vautier
The relationship between career decision status and important work outcomes
Joaanne K. Earl and Jim E.H. Bright
Employability during unemployment: Adaptability, career identity and human and social capital
Sarah McArdle, Lea Waters, Jon P. Briscoe and Douglas T. (Tim) Hall
The relationship between core self-evaluations and work and family satisfaction: The mediating role of work–family conflict and facilitation
Scott L. Boyar and Donald C. Mosley Jr.
Hierarchical, job content, and double plateaus: A mixed-method study of stress, depression and coping responses
Carrie S. McCleese, Lillian T. Eby, Elizabeth A. Scharlau and Bethany H. Hoffman
The relationship between body weight and perceived weight-related employment discrimination: The role of sex and race
Mark V. Roehling, Patricia V. Roehling and Shaun Pichler

JOURNAL OF VOCATIONAL BEHAVIOR, 71(3), DECEMBER 2007
Precursors of learning experiences in Social Cognitive Career Theory
David M. Tokar, Mindi N. Thompson, Melissa R. Plaufcan and Christine M. Williams
Emotional and personality-related aspects of persistent career decision-making difficulties
Noa Saka and Itamar Gati
Executive career management: Switching organizations and the boundaryless career
Robin A. Cheramie, Michael C. Sturman and Kate Walsh
Applying chaos theory to careers: Attraction and attractors
Robert G.L. Pryor and Jim E.H. Bright
Partially testing a process model for understanding victim responses to an anticipated worksite closure
Gary Blau
Burnout and connectedness among Australian volunteers: A test of the job demands–resources model
Kerry A. Lewig, Despoina Xanthopoulou, Arnold B. Bakker, Maureen F. Dollar and Jacques C. Metcker
Psychological strain and emotional labor among police-officers: A diary study
Benjamin van Gelderen, Ellen Heuven, Marc van Veldhoven, Marcel Zeelenberg and Marcel Croon
Work-family supportiveness organizational perceptions: Important for the well-being of male blue-collar hourly workers?
Alicia A. Grandey, Bryanne L. Cordeiro and Judd H. Michael
When flexibility helps: Another look at the availability of flexible work arrangements and work–family conflict
Kristen M. Shockley and Tammy D. Allen

JOURNAL OF CAREER DEVELOPMENT, 32(4), JUNE 2006
Career competencies for the modern career
M. A. C. T. Kuipers and J. Scheercens
Personality characteristics as predictors of personal indecisiveness
Feride Bacanli
Factors predictive of the range of occupations considered by African American juniors and seniors in high school
Suzanne H. Lease
Predictors of networking intensity and network quality among white-collar job seekers
Tracy A. Lambert, Lillian T. Eby, and Melissa P. Reeves
Applying the theory of work adjustment to clients with symptoms of anorexia nervosa
Rebecca L. Withrow and Marie F. Shoffner
Validation of Wong’s Career Interest Assessment Questionnaire and Holland’s Revised Hexagonal Model of Occupational Interests in four Chinese societies
Chi-Sum Wong and Ping-Man Wong

JOURNAL OF CAREER DEVELOPMENT, 33(1), SEPTEMBER 2006
TV characters at work: television’s role in the occupational aspirations of economically disadvantaged youths
Cynthia A. Hoffner, Kenneth J. Levine, Quintin E. Sullivan, Dennis Crowell, Laura Pedrick, and Patricia Berndt
The relationship of career decision-making self-efficacy, vocational identity, and career exploration behavior in African American high school students
George V. Gushue, Kolone R. L. Scanlan, Karen M. Pantzer, and Christine P. Clarke
Predictors of career indecision in three racial/ethnic groups of college women
Frederick G. Lopez and Sujin Ann-Yi
Causal relationship between career indecision and career decision-making self-efficacy: A longitudinal cross-lagged analysis
Peter Creed, Wendy Patton, and Lee-Ann Prideaux
Career awareness, career planning, and career transition needs among sports coaches
David Lavallee

JOURNAL OF CAREER DEVELOPMENT, 33(2), DECEMBER 2006
Rural Appalachian youth’s vocational/educational postsecondary aspirations: Applying social cognitive career theory
Saha Rasheed Ali and Ellen Hawley McWhirter
The relationship among support, ethnic identity, career decision self-efficacy, and outcome expectations in African American high school students: Applying social cognitive career theory
George V. Gushue and Melissa L. Whitson
Workload, social support, and work-school conflict among Nigerian nontraditional students
D. O. Adebayo
A psychometric evaluation of the Career Decision Self-Efficacy Scale-Short Form in Chinese high school students
Nan Zhang Hampton

Successful aging: Criteria for aging well in the workplace
Sean M. Robson, Robert O. Hansson, Anthony Abalos, and Melissa Booth

JOURNAL OF CAREER DEVELOPMENT, 33(3), MARCH 2007
Antecedents of intent to change careers among psychologists
Sally A. Carless and Lisa Bernath

Impossible selves: Investigating students’ persistence decisions when their career-possible selves border on impossible
Jane Elizabeth Pizzolato

The development and factor structure of a career locus of control scale for use with school pupils
Rob Millar and Mark Shevlin

an examination of strategies for encouraging feedback interest after career assessment
Frederik Anseel and Filip Lieveens

Vocational interest themes and personality traits in relation to college major satisfaction of business students
Christen T. Logue, John W. Lounsbury, Arpana Gupta, and Frederick T. L. Leong

JOURNAL OF CAREER DEVELOPMENT, 33(4), JUNE 2007
Career development issues in the former USSR: Implications of political changes for personal career development
Oksana Yakushko

Generalized self-efficacy, coping, career indecision, and vocational choices of senior high school students in Greece: Implications for career guidance practitioners
Ekaterini P. Argyropoulou, Despina Sidiropoulou-Dimakakou, and Elias G. Besevegis

A qualitative examination of Mexican immigrants’ career development: Perceived barriers and motivators
Rachel Sheli Shinnar

Social cognitive predictors of African American adolescents’ career interests
Julie L. Quinby, Jane L. Wolfson, and Nazar D. Seyala

Contextual influences on the career development of low-income African American youth: Considering an ecological approach
Nicelma J. King and Ella Madsen

JOURNAL OF CAREER DEVELOPMENT, 34(1), SEPTEMBER 2007
A repeated measures investigation of the first-year adaptation experiences of the female expatriate spouse living in Turkey
Lynette H. Bikoş, Ayşe Çifçi, Oya Yerin Güneri, Cennet Engin Demir, Zeynep Hatıpoğlu Sümer, Sharrie Danielson, Shelly DeVries, and Wendy A. Bilgen

Career instruments and high school students with learning disabilities: Support for the utility of three vocational measures
Abiola O. Dipeolu

Work-family conflict within the family: Crossover effects, perceived parent-child interaction quality, parental self-efficacy, and life role attributions
Rachel Gali Cinamon, Amatizia Weisel, and Kineret Tzuk

JOURNAL OF CAREER DEVELOPMENT, 34(2), DECEMBER 2007
The academic self-efficacy of urban youth: A mixed-methods study of a school-to-work program
Justin C. Perry, David B. DeWine, Ryan D. Duffy, and Kristen S. Vance

The relationship between career variables and occupational aspirations and expectations for Australian high school adolescents
Wendy Patton and Peter Creed

What is most important to students’ long-term career choices: Analyzing 10-year trends and group differences
Ryan D. Duffy and William E. Sedlacek

The relation of secondary students’ career-choice readiness to a six-phase model of career decision making
Andreas Hirschi and Damian Lüge

Comparing the Chinese Career Key and the Self-Directed Search with high school girls in Hong Kong
Su-Min Raymond Ting

JOURNAL OF CAREER ASSESSMENT, 15(2), MAY 2007
The Five-Factor Model and career self-efficacy: General and domain-specific relationships
Robert O. Hartman and Nancy E. Betz

Career interests, self-efficacy, and personality as antecedents of career exploration
Margaret M. Nauta

Career search self-efficacy, family support, and career indecision with Italian youth
LauraNota, Lea Ferrari, V. Scott H. Solberg, and Salvatore Soresi

The reliability and factor structure of the Career Decision Self-Efficacy Scale-SF with African Americans
Demetris Chaney, Marie S. Hammond, Nancy E. Betz, and Karen D. Multon
Testing vocational interests and personality as predictors of person-vocation and person-job fit
Karen Holcombe Ehrhart and Guido Makransky
Exploration and validation of the Differential Status Identity Scale
Mindi N. Thompson and Linda M. Subich
Burnout and personality: Evidence from academia
Jai Ghorpade, Jim Lackritz, and Gangaram Singh
Predicting burnout, conflict management style, and turnover among clergy
Ronald S. Beebe

JOURNAL OF CAREER ASSESSMENT, 15(3), AUGUST 2007
An empirical test of the Modified C Index and SII, O*NET, and DHOC Occupational Code Classifications
Bryan J. Dik, Ryan S. C. Hu, and Jo-Ida C. Hansen
The effects of message framing on college students' career decision making
Denny P. Tansley, LaRae M. Jome, Richard F. Haase, and Matthew P. Martens
Advancing the assessment of women's career choices: The Career Aspiration Scale
Michael P. Gray and Karen M. O'Brien
Cultural adjustment difficulties and career development of international college students
Amy L. Reynolds and Madonna G. Constantine
Buffering or strengthening: The moderating effect of self-efficacy on stressor-strain relationship
Dong Xie
Assessing research self-efficacy in physician-scientists: The Clinical Research APPraisal Inventory
Elizabeth A. Mullikin, Lori L. Bakken, and Nancy E. Betz
Evaluation of computer-assisted career guidance in middle and secondary education settings: Status, obstacles, and suggestions
Kristyn M. Fowkes and Ellen Hawley McWhirter

JOURNAL OF CAREER ASSESSMENT, 15(4), NOVEMBER 2007
Career self-efficacy: Exemplary recent research and emerging directions
Nancy E. Betz
Convergence of personality and interests: Meta-Analysis of the Multidimensional Personality Questionnaire and the Strong Interest Inventory
Gena D. Staggs, Lisa M. Larson, and Fred H. Borgen
Assessing college students’ satisfaction with their academic majors
Margaret M. Nauta
Cognitions about technology and science: A measure and its relevance to career decisions
Keith James and Joe Cardador
Charting grades over 26 years to evaluate a career course
Robert C. Reardon, Stephen J. Leierer, and Donghyuck Lee
# 2008 Subscription Order Form

<table>
<thead>
<tr>
<th>Journal</th>
<th>Subscriber</th>
<th>Price</th>
<th>Qty</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian Journal of Career Development</td>
<td>Australian subscribers</td>
<td>$87.00 (incl GST)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Overseas subscribers (air mail)</td>
<td>$112.00</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Prices inclusive of GST and information is correct at the time of printing but is subject to alteration without notice – April 2008

Name _____________________________________________
Street Address_____________________________________
Postal Address_____________________________________
School/Organisation_______________________________
Your Order Number_______________________________
Telephone________________________________________
Fax_____________________________________________
Email____________________________________________

Enclosed cheque for $_______________ or charge to:

- Account No. ___________________________
- Mastercard
- American Express
- Visa

Name (please print) _______________________________________
Signature _________________________________________________
Card Expiry Date ____________________________

---

Australian Council for Educational Research

---

**Australian Journal of Career Development**

**Volume 17, Number 1, Autumn 2008**

---

ajcd 17(1) text.indd   79  
17/3/08   12:14:45 PM
Australian Journal of Career Development

The Australian Journal of Career Development is a refereed, professional journal focusing on current theory, practice and policy relating to the career and work education field. The journal provides a national forum for sharing, disseminating and debating current careers research, practice and policy.

The audience for the journal includes professionals in educational and academic settings, community and government agencies, business and industrial settings. Therefore, topics should be presented with implications for practice. Authors of research reports and theoretical discussions should relate their conclusions to the realm of practical applications.

NOTES FOR CONTRIBUTORS

General Principles
Material will be considered for submission if it meets one or more of the following criteria:

- it expands the body of knowledge;
- it informs in a manner that will develop people’s professional understanding or help in their understanding;
- it provides concrete assistance in professional practice;
- it raises philosophical questions related to the field of careers practice; or
- it opens a new frontier of knowledge and ideas related to professional practice.

Sections of the Journal

1 Case Studies
Case studies concerning innovative programs and individual work may be submitted. They should be both descriptive and analytical, providing the merits and shortcomings of the situation. Concise presentations are preferred.

2 Articles
Research articles are invited dealing with career development, planning, guidance and education, labour market and training issues, vocational education and training, occupational information, career management policy, practice and programs. Normally they should be a maximum of 4500 words.

3 Research Reports
Recently completed research relevant to careers practitioners is invited. This provides scope for shorter research reports and dissemination of findings and outcomes.

4 Practice Application Brief
This section comprises a review and summary of practical applications and techniques in the area of career development, guidance, placement or counselling services. It offers a concise, coherent and easy-to-read summary of a relevant topic for practitioners.

5 Reviews
Books, reports, packages, computer programs or any other material relevant to career practitioners are reviewed in this section.

6 Careers Forum
This is the place in the journal for news, trends and comments on relevant issues to stimulate discussion and debate. Comments may relate to material in earlier editions of the Journal or to issues you are facing in your day-to-day work. Brief reports of relevant conferences, seminars and events may also be included.

Manuscript Standards
All submissions are required in MS Word format. Copy should be typed double-spaced. Submission as an email attachment is preferred and will expedite the review process.

Article and Case Study submissions should be preceded by an abstract of 100–150 words. Tables should be typed on separate pages with approximate location indicated in the text. References are given at the end of the text and only references cited in the text should appear in the reference list. Spelling should conform to the Macquarie Dictionary and language should be gender inclusive. Authors should keep a copy, as manuscripts will not be returned.

More detailed information on style can be found in the Publication Manual of the American Psychological Association (5th ed.).

Each article should be accompanied by: (a) a brief biographical note about the author(s) and a black-and-white high-resolution passport-sized photograph, saved as a JPG file. Upon acceptance authors will be asked to submit a short Theory and Practice section at the conclusion of the article, which will be boxed. This will contain around 3–5 questions and answers from the paper for practitioners and will highlight the professional practice implications of the paper.

Effect Size, Confidence Intervals

Review of Articles
Manuscripts are evaluated by a blind reviewing system in which the author’s identity is anonymous to the referees and vice versa. Therefore, there should be a separate title page showing the title of the manuscript, author/s names, their academic position or employment title, the address of institution/s and the date the manuscript is submitted. The first page of the manuscript should include the title of the manuscript but omit the authors’ names and affiliations.

Artwork
Materials need to be of high quality with good resolution to allow for reproduction in printing. JPG file format is preferred.

Manuscript Submission
Manuscripts in hard copy or preferably as an e-mail attachment should be submitted to the editor

James A. Athanasou
Faculty of Education
University of Technology, Sydney
PO Box 123, Broadway NSW 2007, AUSTRALIA
Tel: (02) 9514-3712 Fax: (02) 9514-3939
Email: Jim.Athanasou@uts.edu.au

Indexing
The Australian Journal of Career Development is indexed in ERIC (Educational Resources Information Center), Australian Education Index (AEI) and Australian Public Affairs Information Service (APAIS).

Disclaimer
The opinions expressed in the journal are those of the individual authors and are not necessarily those of the Editor, or of the Australian Council for Educational Research or the University of Technology, Sydney.
Evaluating Career Education and Guidance offers a complete basis for evaluation judgements and decisions. It is an invaluable guide for anyone who needs to decide about the merit or worth of career programs or services.

The book is aimed at a wide audience of practitioners, researchers and policy makers. It provides a useful reference and guide for anyone who is required to evaluate a career initiative.

James A Athanasou, Associate Professor in the Faculty of Education at the University of Technology, Sydney, is the editor of the Australian Journal of Career Development (ACER).

Author: James A Athanasou
ISBN: 978-0-86431-797-1
RRP: $34.95

Available from ACER Press
phone: 1800 338 402
e-mail: sales@acer.edu.au
Or order direct from our online shop
http://shop.acer.edu.au

Australian Council for Educational Research
ARTICLES

★ Migrants’ adjustment to career: an analysis in relation to Nicholson’s theory
   Nithiyaluxmy Tharmaseelan

★ Applying for your own job: a preliminary study
   Elizabeth Reid Boyd

★ Gathering the real data from creative industries graduates one year out
   Col McCowan and Joanna Wyganowska

★ What can be learned from the roller coaster journeys of young people making ultimately successful transitions beyond school?
   Jennifer Bryce and Michelle Anderson

ISSN 1038-4162
Australian Council for Educational Research

PRINT POST PUBLICATION NUMBER PP381667/00531