

ATKINSON

Faculty of Liberal and
Professional Studies

Research Working Paper

Toward a More Complex View of Career Exploration

Jelena Zikic | Douglas T. Hall
SAS-HR2008-02-Zikic-Hall
www.atkinson.yorku.ca/Research

Toward a more complex view of career exploration

Jelena Zikic*

Assistant Professor, School of Administrative Studies
Atkinson Faculty of Liberal and Professional Studies

York University

4700 Keele St. Toronto, ON

Canada M3J 1P3

Tel: 416-736-2100 ext.22865

Fax: 416-736-5963

Email: jelenaz@yorku.ca

And

Douglas T. Hall

Boston University

Abstract

This paper examines the concept of career exploration in adult populations. In contrast to the prevailing "positive" view of career exploration, we attempt to present a more complex and balanced perspective of this process especially by addressing some of the barriers to exploration as well as the applicability of this concept to different populations. We examine ways that voluntary exploration may be different from forced or chance exploration and we discuss how relationships can act as barriers to exploration. Finally, we examine variety of outcomes of explorations and conclude with a call for a more holistic view of the individual in the practice of career counseling.

Introduction

Traditionally, career exploration was most commonly associated with the school to work transition as a critical stage in an individual's career development (Savickas, 1997; Super, 1957). More recently, scholars and practitioners have started to embrace the idea of life long exploration, exploration across life roles and as a way of coping with a variety of career transitions (Blustein, 1997; Niles, Anderson, & Goodnough, 1998). Focusing more on developing an exploratory attitude to life and to the various roles we engage in, exploration is now seen as an adaptive mechanism, which helps individuals manage rapid changes in today's work environment (Blustein, 1997; Super & Knasel, 1981; Zikic & Klehe, 2006).

Despite these developments aimed at broadening the role of exploration across the lifespan, we still know very little about the specific contextual and unplanned influences on exploration of various populations. We also know little about the variety of outcomes of exploration and how these may be managed in the counseling relationship. So far studies on career exploration have tended to take a positive perspective, whereby planned career exploration efforts were seen as beneficial and likely to bring positive career outcomes. Without denying this view, in this paper, we propose a more balanced and inclusive understanding of career exploration (Blustein, 2001a) and its outcomes.

As individuals mature and engage in various roles, any attempt at exploration is embedded and often highly constrained by various social and cultural influences (Flum & Kaplan, 2006). Career choices are influenced by one's immediate environment, parents, social and environmental context, as well as one's idiosyncratic characteristics such as age, gender, specific talents, interests and values among others. Adding to this wide array of influences are also broader issues, such as geography, political and economic climate. Thus, the dynamic context in which we live may serve both as a trigger as well as a barrier to life long exploration. With the recent push towards a more inclusive and holistic study of human development, we propose moving away from seeing exploration solely in terms of the static and positivist foundations typical of the contemporary career theory and instead focusing on examining the process of exploration as embedded in the current notions of complex, 'chaotic', non-linear and unplanned influences on one's career (Bright & Pryor, 2005; Krumboltz, 1998).

Using this approach, a client is viewed as subject to a wide range of different influences, many if not all of which are unpredictable by the individual and are continually changing at different paces and in different degrees (Bright & Pryor, 2005).

From Early Career Exploration to Career Routines

Career exploration is defined as a lifelong process that is triggered particularly during transitions (Blustein, 1997; Jordaan, 1963). It involves gathering of career related information and hypothesis testing about the self and the environment in order to reach career goals (Hall, 1986). The process of exploration also involves a somewhat overlooked emotional component (Kidd, 1998). Once the individual gathers information on the self and the environment it is through emotional assessment of self knowledge and environmental information that one makes career plans and decisions towards a personally meaningful work life. As described in the chaos theory of careers, client exploration may involve a certain degree of uncertainty, ambiguity and incoherence leading to unpleasant affect (Bright & Pryor, 2005). This is especially common in early career decision making. Thus, counsellor's role may be to help clients address

this emotional side of exploration (Kidd, 1998), improve their ability to deal with any negative emotions, ambiguity or uncertainty in exploration and allow for some flexibility in tolerating this unpleasant side of exploration (Flum & Kaplan, 2006).

After this initial exploratory and trial activity in early adulthood, it is traditionally assumed that the person finds a good fit, settles down, finds one's niche (Hall, 1986; Levinson, 1986) and establishes a certain 'career routine'. Irrespective of how one has settled into a routine or the outcomes of such exploration, our routines will change or be disrupted, voluntarily or involuntarily and this will often cause one to engage in another cycle of career exploration (Hall, 1986).

Voluntary career exploration is often identified with a growing focus on agentic approaches to career decision-making, such as "protean" or boundaryless careers (based on self-direction and personal values) (Arthur, Inkson, & Pringle, 1999; Hall, 2002). When individuals are able to act as proactive agents in their own careers they are often seeking to change some aspect of their current situation and engaging in exploration is a necessary step in this process.

However, it is also known that not everyone is equipped with the voluntary motivation to explore and other career oriented attitudes necessary to succeed in the boundaryless environment. In order to broaden the scope of our current understanding of career exploration, next we address some barriers to exploration that many may face today and some implications for counseling those clients.

Barriers to Voluntary Exploration

Not all individuals view work in the same way, and while much of our contemporary career literature focuses on those more fortunate and often more career oriented individuals (middle-class and college educated individuals), who will start their careers by exploring for their passion or 'dream' (Levinson, 1986), many other groups have received much less attention (Blustein, 2001a; Richardson, 1993). In particular, those with less opportunities, working class, and poor people, were less likely focus of our research. Thus, quite contrary to the proactive individuals described above, some individuals may be reluctant to explore, as they

may lack the opportunities, confidence and/or skills or they may simply not be aware of various opportunities in their environment. Many individuals may also not be aware of this need to explore as their immediate environment may not encourage this attitude and/or they may be bound by strong societal norms and tradition (Blustein, 2001a). In some of the regions with struggling economies or war extreme socio economic conditions for example, exploration may be only geared towards finding any job, rather than having options and choices from which to choose the best fit. A common external barrier to exploration is clearly this lack of opportunities and/or resources, which may seriously restrain any kind of 'boundaryless exploration'. Many of these disadvantaged groups lack basic exploration stimuli that should be present from the very young age not only in their immediate family but also in their educational environment (Flum & Kaplan, 2006). Thus, for many exploratory tendencies to manifest themselves there need to be proper triggers within the environment that will encourage and support the development of exploratory behaviors and skills (e.g., through educational programs and focus on exploratory orientation as integral part of school activities). These barriers to exploration are not only reserved for developing economies but the painful social and economic conditions of many inner-city residents in the United States are also linked directly to the loss of meaningful employment opportunities where many people do not have the work lives that offer them much volition in terms of types of occupations they can obtain (Wilson, 1996).

'Person-centered' characteristics (e.g., gender, age, specific skills, and traits) (Powell, 2000) are another important type of exploration barrier faced by many individuals. In the context of gender, while negative stereotypes are less and less present, they still function as 'gate keepers' to some occupations (e.g., women in managerial roles) and as powerful deterrents for specific groups seeking to explore those career options. In addition, there are also 'situation-centered' barriers, barriers located within the work and socio-cultural environment, which may further restrain these exploration options. For example, the 'glass ceiling' effect for women is evident in some corporate practices and policies (e.g.,

training, career development, promotion, and compensation), which is often identified as a major barrier preventing women from making it to the top (Oakley, 2000). A recent study looking at career progress of women in Canada and US found the influence of cultural context, with US women experiencing somewhat more barriers to exploration of different career options (Simpson, Sturges, Woods, & Altman, 2004). Thus, there are also barriers related to national differences in social institutions and structures that influence the shaping of gender relations.

There is also evidence that some groups may face 'access discrimination', which takes place at the point of entry to an occupation or organization in the selection and recruitment process (Greenhaus, Parasuraman, & Wormley, 1990) which may completely impede exploration of the particular organization or new occupation to take place. Similarly, 'treatment discrimination', which takes place after access to the occupation has been achieved and may affect and limit the options for many adults engaging in exploration within their organization. Recent studies offer some hope for the above barriers and propose to focus on identifying specific behaviours and values required for career success in the particular organization and then showing how one possesses those values thus emphasizing similarities with what is valued and required (e.g., education, contacts, specific knowledge) (Ross, 2004).

Career Indecision as a Barrier to Exploration

In addition to the above mentioned barriers, career indecision presents another serious barrier to successful exploration that may constantly affect the way we explore and thus lead to serious maladaptive career outcomes (Kelly & Lee, 2002). In the language of the chaos theory of careers, this type of constraint or barrier can be described by the concept of 'attractors' (i.e., adoption of the mathematical notion). Attractors influence our behaviour and may constrain the functioning of the system; in this case they constrain career exploration process (Pryor & Bright, 2003). In particular, a 'point attractor' can be seen when individuals fail to conduct adequate exploration, they are too focused on the particular point/option and they lack sufficient self knowledge or the knowledge of the specific situation. Similar decisional problem is seen

when individuals feel choice anxiety and/or inability to decide among two or several plausible options (i.e., pendulum attractor). This 'pendulum attractor' may be due to constraints imposed on career behaviour, by some of the barriers described above, (i.e., person related variables, external pressures, family pressure, rigid and extreme beliefs) and thus the individuals are unable to decide between specific options.

Some of these decisional barriers can be addressed by career counseling interventions while in other cases career indecision is more permanent personality like characteristic (Osipow, 1999). In order to overcome the former type of career indecision, be it related to too much focus on a specific career option or indecision between two options, counsellors may first focus on basic self exploration, making sure that clients understand one's goals, values and abilities before dealing with particular type of indecision. Following this initial exploration, one may then focus on detailed environmental exploration and analysis of various options and perceived barriers for each option considered. In this way individuals may come to realize various decisional issues they may be struggling with and discover ways to overcome their 'point attractor' behaviour for example or to weigh out better their indecision and overcome 'pendulum attractor' problems. To make decision making even more complicated, indecision is also closely related to work-life balance issues, outside work commitments or influence of others that may inhibit the implementation of a decision. In the next section, we will discuss how the presence of 'others' or our relationships can actually function as barriers to exploration.

Relationships as 'barriers'

While some of our empirical and practical work still continues to function in a vacuum, believing more in the power of individuals' career dream and passion without taking into account issues such as family origin, cultural mores, racism, and sexism, we now know that career decisions are strongly influenced by the relationship structure to which we belong (Pope et al., 2004). Relational influences which are part of our contextual milieu serve both as sources of social support but also as barriers to healthy exploration (Blustein, 2001b; Whiston & Keller, 2004).

For example, parents, siblings or relatives may actually constrain the choices of the individual and influence their career plans in a way that limits self-determination (Blustein, 2001b). It is especially common at the time of school to work transition that individuals may be highly influenced by their family's 'career dream'.

These influences are clearly carried over into adulthood, and close relationships continue to have a crucial influence while shaping our choices and exploration efforts. In adulthood, individuals involved in career exploration may continue to experience a lot of uncertainty and confusion at times, and at other times there is necessary questioning, even frustration in examining the fit with various career options (Jordaan, 1963). This emotional component of exploration is particularly susceptible to the influence of those close to us. Empathic responses from individuals close to the explorer will help in boosting confidence and helping self-discovery. On the contrary, lack of affirmation and validation of explorers' interests and competence by significant others limits the expression of the self and may negatively influence career development (Blustein, Schultheiss, & Flum, 2004).

Ibarra (2003) found that for people making career changes in midlife, their network of relationships was, in fact, a barrier to change, because these connections to the person are based on the way the person has always been. Instead, when the person is exploring change, the task is to find new relationships that will support a new self.

It should also be noted that beyond family and individuals close to us, exploration may also be 'other initiated' (Jordaan, 1963) as in the case of military draft or technological change in organizations. Thus, individuals may explore certain options not by choice but because it is required or expected of them. Therefore, the role of others is multifaceted. As confusion of the explorer may be demanding on the relationship, the supporting other needs to recognize the exploration process for what it is and provide enough acceptance in order to validate the experience of the exploring individual. In fact, even in the counselling relationship, one must be aware of the power of the relationship itself, thus, while providing the optimal support, one must avoid being too

influential on the particular client and make sure that there isn't too much dependency in the client - counsellor relationship.

Serendipitous Exploration

Unlike many barriers to exploration, which may often be identified and possibly addressed through counselling, chance events can be described as 'unplanned, accidental or otherwise situational, unpredictable, events or encounters that have an impact on career development and behaviour' (Rojewski, 1999, p. 269). Chaos theory of careers highlights the importance of chance events by emphasizing that in nonlinear systems in which our careers develop, small or seemingly trivial events (e.g., chance encounter with a colleague) can have significant career implications (Bright & Pryor, 2005). Thus, the challenge is to embrace and capitalize on these unplanned and unpredictable events in one's career. While career development literature has paid some attention to the role of these events in one's career (e.g., Bright, Pryor, & Harpham, 2005), we know relatively little about the relationship between specific processes such as chance events and career exploration. The role of chance events is pervasive and may occur irrespective of age or the planning and exploration efforts of individuals (Bright et al., 2005). These events are well documented and understood by career counsellors who consider chance events ever-present in almost any career story of their clients (Krumboltz, 1998).

According to some early and influential work on career exploration, in the dichotomy of intended versus fortuitous exploration (Jordaan, 1963), the latter one is seen as behaviour which is usually not undertaken with exploration in mind, nevertheless, it leads to exploratory experiences. While individuals with a natural tendency towards career exploration may be more likely to follow the intended, proactive approach to exploration, there is a significant number of individuals that will not be able and/or willing to follow that route. In fact, for the less career oriented individuals or individuals lacking the resources or freedom to craft and plan their own careers, chance events may be an even more powerful source of influence. The lives of those individuals may be a lot less predictable due to severe financial pressures for example or

uncertainty involved in the cultural or economic environment in which they live. We believe that in those cases exploration may be the result of the unexpected and unpredictable chance events and may be completely fortuitous. For example, due to a sudden immigration of a family member, a teenager may consequently discover an option of studying abroad, escaping the economic difficulties and/or cultural constraints at home.

In order to take advantage of these chance events and engage in fortuitous exploration, individuals need to develop strategies to deal with constant change and uncertainty and to embrace the fact that systems are unpredictable (Bright & Pryor, 2005). Thus, it may be a more realistic way to consider career exploration processes as a bit more chaotic and unpredictable than previously assumed. For many individuals exploration will be the result of both planning as well as chance events, much like emphasized by the planned happenstance theory (Mitchell, Levin, & Krumboltz, 1999). Similarly, in practice, one may need to be open to frequent and unexpected changes and also work on helping clients to become more open and ready for these unpredictable career influences that sometimes may turn their careful planning up side down.

Outcomes of Career Exploration

Positive outcomes. Whether self-initiated or externally driven, career exploration may lead to various outcomes. In the case of more proactive self and environmental exploration, exploration outcomes are often discussed as positive ones: achieving a specific career goal, such as finding a better and/or more challenging job, moving to a different type of organization (e.g., different size of organization, profit to non-profit etc), or finding an option that leads to better work-life balance. This improved situation and increased satisfaction is usually not immediate and individuals' career exploration may first lead to 'testing' and 'career experiments' (Ibarra, 2003). Thus, career exploration takes time, and in this process, the individual is likely to become more self-aware of their likes and dislikes, and possibly even focus his or her exploration on a specific domain or area or exploration. Counsellors' support may be

especially beneficial at this stage as they encourage clients to take time to learn about themselves and conduct various career experiments.

As a result, exploration shapes the way in which a person thinks about him or herself, it influences one's self-concept and shapes the way one thinks about the world of work (Jordaan, 1963). Proactive and continuous exploration, especially while employed, may also lead to discovering opportunities that will help the individual to become more employable (Fugate, Kinicki, & Ashforth, 2004). In this way, exploration allows individuals to move across boundaries easier, and through repeated experience of exploration and change, the person's adaptability will increase (Savickas, 1997). Adaptability also increases during unemployment at which time exploration is seen as a problem-solving tool and a way of coping. It serves to clarify career decisions at the time of transition and helps individuals to adapt to the transition (Zikic & Klehe, 2006).

In broadening our view of exploration, it is important to underline that this adaptability may already be part of the necessary repertoire of skills that those less fortunate and less mobile individuals must possess in order to navigate their unpredictable environment. For example, constant change in the economic and/or political conditions may influence the availability of jobs, conditions of living and even survival in some cases. The need to be adaptable, explore, and be resourceful under those constantly changing conditions are paramount skills for them, probably developed from very early age. Thus, while for some, adaptability may be acquired over time and result from repeated exploration cycles, others may have developed adaptability more as a necessary survival skill prompted by their environment. The latter may be defined as 'exploration for survival' as opposed to 'exploration for self-discovery' described above (Chaves et al., 2004).

Maladaptive outcomes. The above examples of mostly positive outcomes of exploration assumed undistorted hypothesis-testing and exploration experiences which yield new information, learning and increased adaptability. However, very frequent exploration cycles, self

distorted information, and selective perception are some situations that may lead to maladaptive outcomes of exploration.

While continuous exploration may be a way of coping with the boundaryless career environment, it has also been noted that some individuals with higher tendency to job hop (i.e., the Hobo syndrome, Ghiselli, 1974), engage in continuous and frequent exploration cycles, eventually leading to negative career outcomes. These individuals often exhibit decisional difficulties; higher tendency toward voluntary turnover and their frequent moves require them to always focus on exploring their 'next' option (Boswell, Boudreau, & Dunford, 2004). These difficulties may be due to anxious feelings related to decision making which may lead to premature decision making, incomplete exploration of specific options or even self-defensive distortion of information related to exploration (Jordaan, 1963). Frequent explorers have been described as moving 'instinctively', as if 'mobility is in their blood', rather than as a result of situational factors such as job dissatisfaction or the desire for higher compensation (Judge & Watanabe, 1985). As opposed to systematic, planning oriented exploration, individuals will engage in what Jordaan described as random, haphazard and unsystematic exploration. As victims of these frequent exploration cycles, they may proceed from one unrelated job to another without progressing very much vocationally and without changing their strategy.

A related type of ineffective exploration was described earlier in the context of the chaos theory of careers by the 'pendulum attractor' notion. Thus, by having career exploration restricted between two options, neither of which may be the optimal one, individuals may not reach any decision; they may procrastinate and obtain negative outcomes in the long run.

In contrast to individuals whose career indecision makes them move from job to job without a clear direction or those stuck between two options, many individuals may suffer from what is known as defensive exploration (Jordaan, 1963). They avoid learning about various options or about one's self-concept; they may distort the evidence or focus on exploring only the options that confirm one's initial decisions. Similarly,

this type of exploration will not lead to positive outcomes but may rather stall one's career (Richardson & Zikic, 2007).

Career counseling interventions may be of particular benefit in the above described situations, by carefully looking at client's career history a counsellor may help identify reasons for negative career outcomes. Together with the client, he or she may discover causes of exploration difficulties and work on lowering distortion in perceiving career information for example or on helping the client to open up to various options. Thus by working systematically together with the client they may lower maladaptive exploration and eventually eliminate decisional difficulties.

Conclusion: Toward a More Complex View of Career Exploration in Counseling

Taking into account the 'chaotic' environment in which most individuals will develop their careers today, it is necessary to obtain a holistic view of the individual who is navigating in this environment (Blustein, 2006; Savickas, 1993), and in this way to make our study of exploration a lot more inclusive. This entails taking into consideration different populations, the entire life context in which they live and how different aspects of person's life, just like different pieces of the puzzle, are all part of one's life and the career. In broadening our understanding of career exploration, we should be mindful of the reciprocal influences between various domains and including the psychology of working together with other domains of human development (Blustein, 2006).

This paper provides a start for a new perspective on exploration by addressing some of its barriers and factors that may limit one's ability to explore and obtain desired outcomes. We still agree that through careful exploration many individuals will strive to achieve their career "dream" (Levinson, 1986) as well as find a perfect fit with their desired career option. However, this emphasis on discovering one's passion must imply meaningful self exploration but most importantly deep understanding of one's options in the broader context of life: taking into consideration

national, cultural, societal, and family influences. As a result, many individuals may not have the same ability or opportunities to engage in continuous career exploration nor to find this perfect fit with a desired option. To that extent, whereas the new careers literature is correct in its assertion that career exploration can indeed be an important source of “fresh energy” (Arthur et al., 1999) it should be made clear that exploration does not lead to unqualified career success, and that as shown by the examples above, we have somewhat overlooked an equally important but less desirable side of this process.

In summarizing possible outcomes of exploration, we highlighted that many individuals may be trapped in conducting maladaptive exploration, resulting from constant, overly focused, or defensive exploration. Thus, the onus is on practitioners to act as ‘career detectives’ in assessing the type of exploration problem that may be at stake. One must first try to define whether the individual has the basic willingness to explore and if the exploratory attitude is desired and supported in the broader context of one’s life, that is by considering both enabling and disabling influences on one’s ability to explore. Second, both self and environmental exploration processes should be relied upon in providing the most encompassing guidance and support. It is only by taking into account more complete patterns of influence, that one can obtain a unique understanding of one’s career and respectively engage in a tailor-made approach to career decisions making. As described above, practitioners should be aware that exploration and careful career planning may not be the panacea for every client and that it may be equally important to prepare one’s clients to deal with unexpected and sometimes serendipitous influences inherent in our environment.

Finally, Blustein (2001a) argues that one of the challenges for career assessment in the 21st century is the need to affirm cultural diversity. Increasing globalization and cultural diversity in the workforce necessitate that career assessment be relevant for all cultural groups (Spokane, Fouad, & Swanson, 2003). Thus, as examined in this paper, it is just as valid to ask, whether career exploration is always needed or beneficial for every client. It is only through complete analysis of the

factors described above and by considering the broader context of the individual that one can understand the need and the ability of the individual to successfully conduct career exploration.

References

- Arthur, M. B., Inkson, K., & Pringle, J. (1999). *The new careers: Individual action and economic change*. London: Sage.
- Blustein, D. L. (1997). A context-rich perspective of career exploration across life roles. *The Career Development Quarterly, 45*, 260-274.
- Blustein, D. L. (2001a). Extending the reach of vocational psychology: Toward an inclusive and integrative psychology of working. *Journal of Vocational Behavior, 59*, 171-182.
- Blustein, D. L. (2001b). The interface of work and relationships: Critical knowledge for 21st Century psychology. *The Counseling Psychologist, 29*, 179-192.
- Blustein, D. L. (2006). *The psychology of working: A new perspective for career development, counseling, and public policy*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Blustein, D. L., Schultheiss, D. E., & Flum, H. (2004). Toward a relational perspective of the psychology of careers and working: A social constructionist analysis. *Journal of Vocational Behavior, 64*, 423-440.
- Bright, J. E. H., & Pryor, R. G. L. (2005). The chaos theory of careers: A user's guide. *The Career Development Quarterly, 53*(4), 291-304.
- Bright, J. E. H., Pryor, R. G. L., & Harpham, L. (2005). The role of chance events in career decision making. *Journal of Vocational Behavior, 66*, 561-576.
- Boswell, W. R., Boudreau, J. W., & Dunford, B. B. (2004). The outcomes and correlates of job search objectives: Searching to leave or searching for leverage? *Journal of Applied Psychology, 89*(6), 1083-1091.
- Chaves, A. P., Diemer, M. A., Blustein, D. L., Gallagher, L. A., DeVoy, J. E., Casares, M. T., & Perry, J. C. (2004). Conceptions of work: The view from urban youth. *Journal of Counseling Psychology, 51*(3), 275-286.
- Flum, H., & Kaplan, A. (2006). Exploratory orientation as an educational goal. *Educational Psychologist, 41*, 99-110.
- Fugate, M., Kinicki, A. J., & Ashforth, B. E. (2004). Employability: A psycho-social construct, its dimensions, and applications. *Journal of Vocational Behavior*.

- Ghiselli, E. E. (1974). Some perspectives for industrial psychology. *American Psychologist*, 80-87.
- Greenhaus, J., Parasuraman, S., & Wormley, W. (1990). Effects of race on organizational experiences, job performance evaluations, and career outcomes. *Academy of Management Journal*, 33(1), 64-86.
- Hall, D. T. (1986). Breaking career routines: Midcareer choice and identity development. In D. T. Hall and Associates, *Career development organizations* (pp. 120-159). San Francisco, CA: Jossey-Bass.
- Hall, D. T. (2002). *Careers in and out of organizations*. Thousand Oaks, CA: Sage.
- Ibarra, H. (2003). *Working identity: Unconventional strategies for reinventing your career*. Boston: Harvard Business School Press.
- Jordaan, J. P. (1963). Exploratory behaviour: The formation of self and occupational concepts. In D. E. Super (Ed.), *Career development: Self-concept theory* (pp. 42-78). New York: College Entrance Examination.
- Judge T. A., & Watanabe S. (1985). Is the past prologue? A test of Ghiselli's hobo syndrome. *Journal of Management*, 21, 211-229.
- Kelly, K. R., & Lee, W. C. (2002). Mapping the domain of career decision problems. *Journal of Vocational Behavior*, 61, 302-326.
- Kidd, J. M. (1998). Emotion: An absent presence in career theory. *Journal of Vocational Behavior*, 52, 275-288.
- Krumboltz, J. D. (1998). Serendipity is not serendipitous. *Journal of Counseling Psychology*, 45, 390-392.
- Levinson, D. J. (1986). A conception of adult development. *American Psychologist*, 46, 3-13.
- Mitchell, K. E., Levin, A. S., & Krumboltz, J. D. (1999). Planned happenstance: Constructing unexpected career opportunities. *Journal of Counseling & Development*, 77, 115-125.
- Niles, S. G., Anderson, W. P. J., & Goodnough, G. (1998). Exploration to foster career development. *The Career Development Quarterly*, 46, 262-275.
- Oakley, J. (2000). Gender-based barriers to senior management positions: Understanding the scarcity of female CEOs. *Journal of Business Ethics*, 27, 321-334.
- Osipow, S. H. (1999). Assessing career indecision. *Journal of Vocational Behavior*, 55, 147-154.

- Pope, M., Barret, B., Szymanski, D. M., Chung, Y. B., Singaravelu, H., McLean, R., et al. (2004). Culturally appropriate career counseling with gay and lesbian clients. *Career Development Quarterly*, *53*, 157-176.
- Powell, G. (2000). *Women and men in management*. Newbury Park, CA: Sage.
- Pryor, R. G. L., & Bright, J. (2003). The chaos theory of careers. *Australian Journal of Career Development*, *12*(3), 12-20.
- Richardson, M. S. (1993). Work in people's lives: A location for counseling psychologists. *Journal of Counseling Psychology*, *40*, 425-43
- Richardson, J., & Zikic, J. (2007). The darker side of an international academic career. *Career Development International*, *12* (2), 164-186.
- Rojewski, J. W. (1999). The role of chance in the career development of individuals with learning disabilities. *Learning Disability Quarterly*, 267-278.
- Ross, C. (2004). Ethnic minority personnel careers: Hinderances and hopes. *Personnel Review*, *33*(4), 468-484.
- Savickas, M. L. (1993). Career counseling in the postmodern era. *Journal of Cognitive Psychotherapy*, *7*, 205-215.
- Savickas, M. L. (1997). Career adaptability: An integrative construct for life-span, life-space theory. *The Career Development Quarterly*, *45*(3), 247-259.
- Simpson, R., Sturges, J., Woods, A., & Altman, Y. (2004). Career progress and career barriers: Women MBA graduates in Canada and the UK. *Career Development International*, *9*(5), 459-477.
- Spokane, A. R., Fouad, N. A, & Swanson, J. L. (2003). Culture-centered career intervention. *Journal of Vocational Behavior*, *62*, 453-458.
- Super, D. E. (1957). *The psychology of careers*. New York: Harper & Row.
- Super, D. E., & Knasel, E. G. (1981). Career development in adulthood: Some theoretical problems and a possible solution. *British Journal of Guidance and Counseling*, *9*, 194-201.
- Whiston, S. C., & Keller, B. K. (2004). The influences of the family of origin on career development: A review and analysis. *The Counseling Psychologist*, *32*(4), 493-568.

Wilson, W. J. (1996). *When work disappears: The world of the new urban poor*. New York: Random House.

Zikic, J., & Klehe, U. C. (2006). Job loss as a blessing in disguise: The role of career exploration and career planning in predicting reemployment quality. *Journal of Vocational Behavior, 69*, 391- 409.