

Actively managing job transitions: A multi-faceted perspective on career development

Inaugural-Dissertation
zur
Erlangung des Doktorgrades
der Philosophie des Fachbereiches 06
der Justus-Liebig-Universität Giessen

Vorgelegt von

Babette Raabe

aus Pittsburgh

2007

Dekan: Prof. Dr. J. Brunstein

1. Berichterstatter: Prof. Dr. M. Frese

2. Berichterstatter: Prof. Dr. G. Maier

Tag der Disputation: 24. Mai 2007

Acknowledgements

Almost seven years have passed since Mike Frese agreed to chair my dissertation during a conversation sprinkled into the conference hustle and bustle at the International Congress of Psychology 2000 in Stockholm. These past seven years have contained many turns in my life. They witnessed the publication of my first two research articles, saw a job which allowed me to start the dissertation and advance the project give way to a new job and professional role in another country, and saw some significant changes in my private life as well. "Jeder forscht, was er braucht" - everybody researches what he needs - is a famous German bragging in psychology research. There is little room for doubt in my case as to why I ended up with conducting research on self-management and career development! With all these turns in my life, the dissertation would never have been finished without the support and encouragement of numerous people.

I would like to thank my dissertation chair Prof. Michael Frese for making himself available for research discussions at the University of Giessen, his encouragement over the years, and for excellent turnaround time in reviewing. Prof. Terry Beehr gave generously of his time and support to discuss the dissertation, and I feel very fortunate to have such a dedicated mentor and friend giving input over so many years. Prof. Guenter Maier gave valuable hints for the finishing stages, and I am grateful he agreed to serve on my dissertation committee. Other researchers who gave valuable input and helped at different stages to move the dissertation to the next step include Felix Brodbeck, Rolf van Dick, Steve Kozlowski, Rick De Shon, and Johannes Rank. I also would like to thank Nina Keith, Jens Unger, Holger Steinmetz, Angelo Giardini, and Stefanie Krauss as well as Perdita Mueller and Heike Clasen at the University of Giessen who helped solving different dissertation-related questions and problems over the years. And thanks to Thomas Hansen for proofreading in the last stage of the dissertation.

I am also very grateful for the support, protection and encouragement of this dissertation in my organization through Dr. Dagmar Riehle, Hans-Georg Seitner, Andrea Baumann, Christoph Sanne, and Ines Schmitt. Stefan Lange gave valuable hints in numerous discussions during the writing of study one and two. Also, I am deeply indebted to Dr. Ulrich Schmitz for his patience and upbeat spirit as my office mate during data collection. My former team colleagues in Munich showed much support and interest in the progress which helped to keep me going as well. Tatjana Schweizer and Marina Woeber did an excellent job as research assistants and helped with the data collection and coding of interviews. And of course I would like to thank all research participants who shared their career development experiences with me and made the data collection possible.

Without the love and encouragement of my family this undertaking would not have been possible, and I would like to thank my parents Sigrun Raabe and Dr. Gotthard Raabe-Muenchow, my sister Annette Thomas and her family, as well as my former extended family Heidi Kerschreiter and Herbert Wittl. Dr. Dorothea Meier and Stephanie Schneider were a great source of support when things almost overwhelmed me.

Special thanks go to Dr. Rudolf Kerschreiter for his love, encouragement and support during many years, and for inspirational discussions on enhancements with regard to the dissertation.

For Luisa Marie and Sophia Julie Thomas

Table of Contents

1. Introduction	1
1.1 Antecedents of Career Self-management Behaviors	4
1.2 Consequences of Career Self-management Behaviors	6
1.3 Positive Affect in Career Development	7
1.4 References	8
2. Antecedents of Career Self-management Behaviors	12
2.1. Literature Review and Hypotheses	12
2.2. Method	16
2.2.1 Sample	16
2.2.2 Procedure and Intervention	16
2.2.3 Measures	19
2.2.4 Research Design	20
2.3 Results	21
2.4 Discussion	25
2.4.1 Limitations	26
2.4.2 Theory, Practical Implications and Future Research Directions	27
2.5 References	28
3. Consequences of Career Self-Management Behaviors	32
3.1. Literature Review and Hypotheses	32
3.2 Method	36
3.2.1 Sample	36
3.2.2. Procedure and Intervention	36
3.2.3 Measures	38
3.2.4 Research Design	40
3.3 Results	40
3.4 Discussion	42
3.4.1 Limitations	44
3.4.2 Theory, Practical Implications and Future Research Directions	45
3.5 References	46
4. Positive Affect in Career Development	50
4.1. Literature Review and Hypotheses	51
4.2 Method	58
4.2.1 Sample	58
4.2.2 Procedure and Intervention	59
4.2.3 Measures	59
4.2.4 Research Design	62
4.3 Results	63
4.4 Discussion	67
4.4.1 Limitations	71
4.4.2 Theory, Practical Implications and Future Research Directions	72
4.5 References	75

5. Conclusion83

Appendix.....

1. Introduction

With the changing nature of jobs and organizations, careers become increasingly more difficult to describe, explain and predict (Kidd, 1998) and are likely to consist of a greater number of transitions (Jackson, Arnold, Nicholson & Watts, 1996). Jobs are subject to a myriad of contextual changes (Frese, 2001), and trends in organizations like lean management, outsourcing, organizational restructurings and downsizings, as well as joint venture, merger and acquisition activities change the internal landscape of available job opportunities. Subsequently careers have also become less structured, predictable and safe (Arnold, 2001). The advent of popular books on the changing nature of jobs (Bridges, 1995; Rifkin, 1995) and the concept of the protean career (Hall, 1996, 2004) have been indicators of a shift of the locus of responsibility for careers from companies to the individuals (Leana, 2002; Arnold, 2001). The way in which companies can help in this process remains an issue, however. If careers and job concepts have changed, does this imply that companies need not or cannot participate in making individuals more proactive and adaptable?

A career can be defined as a sequence of employment-related positions, roles, activities and experiences encountered by a person (Arnold, 1997), and career management can be done by organizational agents as well as individuals (Arnold, 2001). There has been a general call for people to develop a proactive stance with regard to their careers (Seibert, Crant, & Kraimer, 1999, Aryee & Debrah, 1993), so that they develop a higher degree of personal initiative (Frese & Fay, 2001). Furthermore, employees need to become more adaptable to new job demands (Pulakos, Arad, Donovan & Plamondon, 2000), and managing one's career is important for individuals who plan to remain for a longer time within an organization. Overall, theory and conceptual understanding have lagged behind on how employees can become more active in self-managing their careers, and how organizations can support them adequately in this endeavour.

This dissertation seeks to expand our knowledge about the relation of individual control of career-relevant variables and career development by addressing the following three issues. Chapter one introduces the main concepts, studies and planned contributions to research and practice. In the second chapter, an action-theory based career development intervention

investigates antecedents of career self-management behaviors and attempts to explain how employees develop control over their own careers (study one). The third chapter focuses on the consequences of career self-management behaviors and clarifies their role and importance for different career-related outcome variables (study two). The fourth chapter attempts to further our understanding of positive affect towards the career and how it is related to behavioral antecedents and attitudinal consequences (study three). All three studies use different subsets of data that were part of a larger data collection connected to the career development intervention. A conclusion of the research findings will be summarized in chapter five. Before each of the chapters is described in more detail, three topics will be outlined which are important in the context of the dissertation: Personal initiative which serves as an underlying concept, the action process model which provides a theoretical background to which all three studies refer, and career self-management behaviors which as an investigated variable play a pivotable role for actively managing job transitions in all three studies.

Underlying concept for career development activities: Personal Initiative

Personal Initiative served as the underlying foundation for a career-development intervention which provides the context for the data collection of all three studies. It is characterized by people being self-starting and proactive and showing persistence in the face of barriers (Frese, Kring, Soose & Zempel, 1996; Frese & Fay, 2001). Previous findings on personal initiative showed that proactive employees change their environment, for example in submitting ideas for work improvement (Frese, Teng & Wijnen, 1999), and that personal initiative is related to finding a job in the future after becoming unemployed, having a career plan, and executing it in the future (Frese, Fay, Hilburger, Leng & Tag, 1997). A study with unemployed people also showed they can be trained to increase their personal initiative (Frese, Garman, Garmeister, Halemba, Hortig, Pulwitt, & Schildbach, 2002). Conceptually, personal initiative contains characteristics that overlap or are easily applied in career development activities. Personal initiative is an extra-role concept; so are career development activities. Career development activities are not core tasks that an employee is expected to perform in a certain job, are not part of a job description, do not necessarily take place during business hours and often have to be conducted with the necessary discretion (otherwise colleagues or supervisor might find out about job search activities before the employee decides to let others know).

Another feature of personal initiative, proactivity, is important for career development activities which are related to redefining one's role in the organization by moving to more desirable divisions of the business (see Crant, 2000). When engaging in career development activities, employees often encounter career barriers (London, 1998; Raabe & Fay, 2003), such as lacking environmental support or a lack of open positions, and showing persistence in the face of these barriers is essential for career goal pursuit. A long-term focus, goal direction and action orientation are helpful to successfully plan and execute a job transition, and to keep growing during the non-transition times. Therefore, personal initiative provided an excellent underlying foundation when setting up a career development intervention for employees. This career-development intervention was facilitated in a company which aimed at increasing adaptability of its staff to new career demands, and its focus was to foster a higher degree of personal initiative for within-company job changes.

Lending structure to a career development intervention: The Action Process Model

The structure of the career development intervention followed the action process model (Frese & Zapf, 1994), a model that is rooted in action regulation theory which in turn is part of self-regulation theory. Self-regulation theory is based on the idea that goals, plans and feedback are relevant parameters for regulating one's actions (Hacker, 1982, 1985; Frese & Sabini, 1985; Carver & Scheier, 1982). The action process model consisted of different components which lent structure to the career development intervention in a particular order: Goals, information collection, planning, execution, and feedback. It was expected that especially planning and plan execution would play a prominent role during and after the intervention, because they represent the central element of action theory: an active approach (Frese & Fay, 2001). Different components of the action process model are investigated directly in study one and two, and indirectly in study three.

Actively managing job transitions: The role of Career Self-management Behaviors

Self-management consists of exerting control over the environment and one's actions (Frayne & Geringer, 2000). Self-management encompasses six dimensions: self-assessment, goal setting, self-monitoring, self-evaluation, written contracts, maintenance, and relapse prevention (Nerdinger, 1995; Kanfer, 1977; Frayne & Geringer, 2000). Successful interventions that applied

self-management behaviors in organizations have spanned areas such as job attendance (Frayne & Latham, 1987; Latham & Frayne, 1989), reduction of problematic workplace behaviors (Godat & Brigham, 1999), and sales (Frayne and Geringer, 2000); however, this concept has not been yet applied to career development. Career self-management behaviors are a core variable investigated in this dissertation. In the action process model, they are theroretically represented as “execution”. All three studies tie to career self-management behaviors, investigating different antecedents, consequences and the relationship to positive affect.

Now that the three topics personal initiative, the action process model, and career self-management behaviors have been described, the studies and research contributions will be outlined.

1.1 Antecedents of Career Self-management Behaviors

Chapter two identifies and tests a conceptual framework for a training intervention. The main research question was how employees can be trained to actively manage their careers, whether an action process model would provide a good framework for a training, and whether participants with different learning needs would experience sufficient learning progress. Other issues investigated consisted of which content modules would required to make it a successful intervention, and how different elements of the action process model would relate to each other when participants learn to actively manage careers. The study seeks to explain how a career-focused intervention based on action regulation theory and the action process model can increase career self-management (execution) through knowledge of one’s strengths and weaknesses (information collection) and goal commitment (goals), which in turn affect plan quality (planning). The model (Figure 1.1) is tested in a longitudinal field quasi-experiment over a four-month period.

This study addresses how employees can self-manage their careers and how organizations can aid their self-management. With regard to the organizational context of careers, the “successful application of the career planning model depends on the organization’s willingness and ability to share information with employees, to make the necessary resources available, and to support employees in their attempts to manage their careers” (Greenhaus, 1987, p. 20). Career management of individuals means to establish realistic career goals based on accurate information about self and work and to monitor the progress toward these goals

(Greenhaus & Callanan, 1994). Career exploration, identification of goals, and strategies that increase goal achievement are three behavioral strategies of a career management process (Noe, 1996) of individuals. Despite the importance of career management, little is known about transitioning processes on an individual level. Or, as Boudreau, Boswell & Judge (2001) put it: “Future research should investigate mediating influences between personality and career success, such as career management strategies and self- (or task-) efficacy. This may illuminate the effectiveness of different individual career management strategies and organizational career management programs.”

Figure 1.1. Model of Effects of the Intervention on Career Self-Management Behaviors.



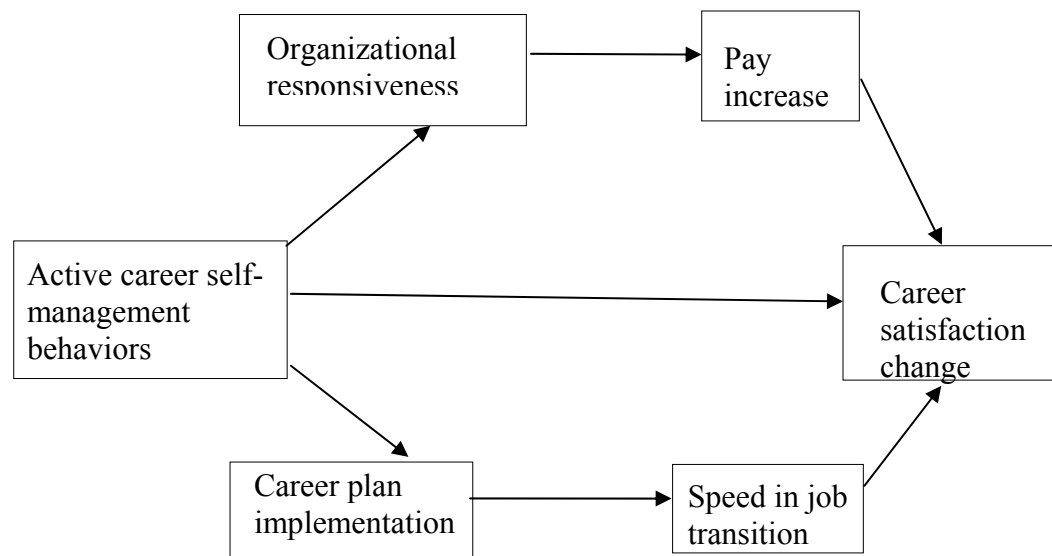
An important contribution to research will be to test the action process model model in an applied setting in the context of a career development intervention. Thus, the findings may contribute to our understanding of self-regulatory functions of individuals, both general and in a career development context. As an additional contribution, the findings might also give helpful guidance on the development of successful action-oriented interventions in general. Outlining whether and how both organizations and individuals can benefit from this kind of intervention to will be a practical contribution to career development in organizations.

1.2 Consequences of Career Self-management Behaviors

Chapter three addresses the consequences of active career self-management behaviors, and seeks to identify how implementing active career self-management behaviors (execution) affects career satisfaction, either directly, or through different feedback variables from the organizational environment (feedback). It investigated whether there would be any long-lasting consequences of career self-management behaviors, and how career self-management behaviors and different organizational feedback variables would influence career satisfaction. A research question on an organizational level was whether employees who self-manage their career can obtain the necessary responsiveness from the organization, and whether this responsiveness would be tied to an increase in compensation which in turn might be related to career satisfaction. A research question on the participant level was whether active career self-management behaviors would be related to how successfully participants implement their plan, whether plan implementation would be related to how fast they changed into a new position, and whether this in turn would be related to career satisfaction.

The model investigates primarily the execution and feedback components of the action process model and is tested in a longitudinal field study over a six-month period.

Figure 1.2. Model of Consequences of Active Career Self-Management Behaviors.

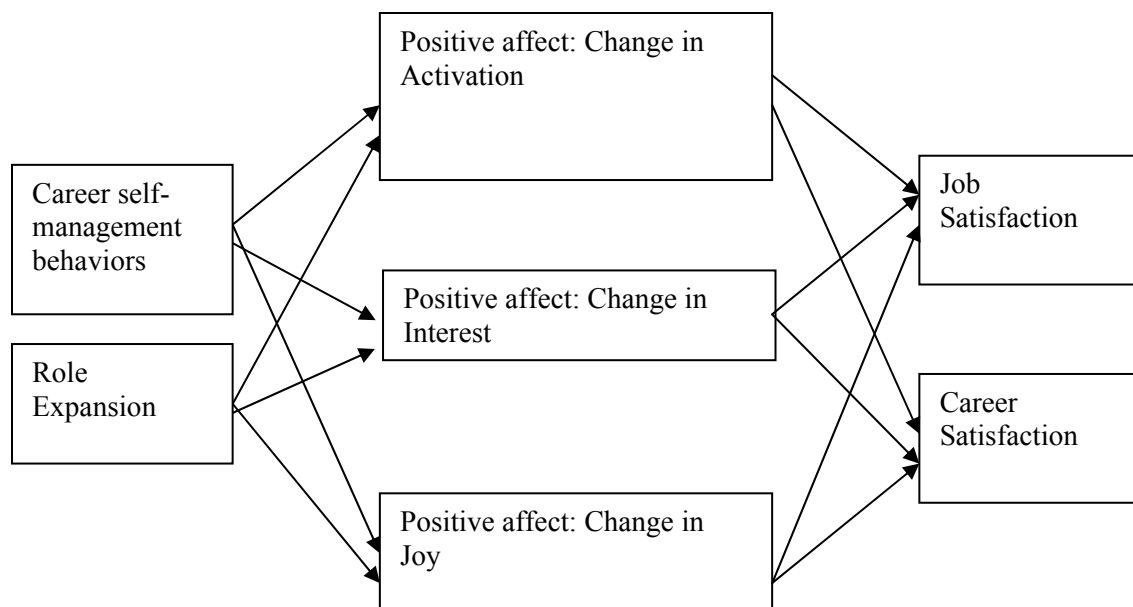


A contribution on a theoretical level will be to test the relationship between execution and feedback components of the action process model based on the prerequisite that the career development intervention created long-lasting effects. It will be tested whether career self-management behaviors affect career satisfaction in different ways outlined in the model, which would make it a powerful variable to include in future career development studies. A practical contribution to career development practice in organizations will focus on ideas to influence career satisfaction.

1.3 Positive Affect in Career Development

Chapter four focuses on the role of positive affect in career development, and seeks to clarify how behavioral variables such as career self-management and role expansion influence changes in positive affect, which in turn influence workplace attitudes like job and career satisfaction. In addition, this chapter tests a newly introduced tripartite model of positive affect. The main research questions sought to clarify were whether a newly proposed tripartite model of positive affect would stand the test of a practical application in the field, how career self-management behaviors would be related to different facets of positive affect (antecedents), and how the different facets of positive affect would be related to career and job satisfaction (consequences). Overall, both influences of behavioral and affective variables on workplace attitudes will be investigated.

Figure 1.3. Model of Antecedents and Consequences of subfacets of positive affect.



By the end-nineties there was still a lack of research on emotions in career development (Kidd, 1998); and although the body of literature has increased over the last years, more research is needed to better understand “what emotions are experienced in response to specific events, and the impact these have on future career cognitions, emotions, and behaviour” (Kidd, 2005, p. 443). Hypotheses were tested a longitudinal field study over a six-month period.

A contribution will be to investigate the role of different antecedents and consequences of positive affect during the implementation of a career development intervention, and it is tied as well to the action process model with investigating execution and feedback variables to test for regulation of affect. A second contribution will be to test a tripartite model of positive affect (Egloff, Schmukle, Burns, Kohlmann & Hock, 2003) that has been verified in experimental settings but not yet applied in a field study. A contribution for the practice in organizations will be to discuss the benefit of both interventions and everyday career self-management behaviors for both organizations and employees that can help to lead more fulfilling lives at work.

Chapter five summarizes the dissertation’s contributions to research and practice of career development and career management and gives suggestions for further research.

All chapters of this dissertation can be read separately, and individual references sections have been provided at the end of each chapter.

1.4 References

- Arnold, J. (1997). *Managing careers into the 21st century*. London: Paul Chapman Publishing.
- Arnold, J. (2001). Careers and career management. In N. Anderson, D. S. Ones, H. K. Sinangil, & C. Viswesvaran (Eds.), *Industrial, Work and Organizational Psychology* (Vol. 2)(pp. 115 – 132). Thousand Oaks, CA: Sage.
- Aryee, S.A. & Debrah, Y.A. (1993). A cross-cultural application of a career-planning model. *Journal of Organizational Behavior*, 14 (2), 119 – 127.
- Bridges, W. (1995). *Jobshift*. London: Allen & Unwin.
- Boudreau, J. W., Boswell, W. R., & Judge, T. A. (2001). Effects of personality on executive career success in the United States and Europe. *Journal of Vocational Behavior*, 58, 53-81.

- Carver, C. S., & Scheier, M. F. (1982). *Attention and self-regulation: a control-theory approach to human behavior*. New York: Springer Verlag.
- Crant, J. M. (2000). Proactive Behavior in Organizations. *Journal of Management*, 26(3), 435 - 462.
- Egloff, B., Schmukle, S. C., Burns, L. R., Kohlmann, C.-W., & Hock, M. (2003). Facets of dynamic positive affect: Differentiating joy, interest, and activation in the positive and negative affect schedule (PANAS). *Journal of Personality and Social Psychology*, 85 (3), 528 - 540.
- Frayne, C. A., & Geringer, J. M. (2000). Self-management training for improving job performance: a field experiment involving salespeople. *Journal of Applied Psychology*, 85, 361-372.
- Frayne, C. A., & Latham, G. P. (1987). Application of social learning theory to employee self-management of attendance. *Journal of Applied Psychology*, 72, 387-392.
- Frese, M. (2000). The changing nature of work. In N. Chmiel (Ed.), *Introduction to Work and Organizational psychology* (pp. 424 - 439). Oxford: Blackwell.
- Frese, M., Fay, D., Hilburger, T., Leng, K., & Tag, A. (1997). The concept of personal initiative: Operationalization, reliability and validity in two German samples. *Journal of Occupational and Organizational Psychology*, 70, 139 - 161.
- Frese, M., & Fay, D. (2001). Personal initiative: An active performance concept for work in the 21st century. *Research in Organizational Behavior*, 23, 133-187.
- Frese, M., Garman, G., Garmeister, K., Halemba, K., Hortig, A., Pulwitt, T. & Schildbach, S. (2002). Training zur Erhöhung der Eigeninitiative bei Arbeitslosen: Ein Pilotversuch. (Training to increase personal initiative for unemployed people: A pilot study). *Zeitschrift für Arbeits- und Organisationspsychologie*, 46 (2), 89 - 97.
- Frese, M., Kring, W., Soose, A., & Zempel, J. (1996). Personal Initiative at work: Differences between East and West Germany. *Academy of Management Journal*, 39 (1): 37 - 63.
- Frese, M. & Sabini, J. (1985). *Goal directed behavior: The concept of action in psychology*. Hillsdale, NJ: Erlbaum.
- Frese, M., Teng, E., & Wijnen, C. J. D. (1999). Helping to improve suggestion systems: predictors of making suggestions in companies. *Journal of Organizational Behavior*, 20, 1139 -1155.

- Frese, M. & Zapf, D. (1994). Action as the core of work psychology: A German approach. In H.C. Triandis, M. D. Dunnette, and L.M. Hough (Eds.), *Handbook on Industrial and Organizational Psychology*, (2nd ed., Vol. 4) (pp. 271 – 340). Palo Alto, CA: Consulting Press.
- Godat, L.M., & Brigham, T.A. (1999). The effect of a self-management training program on employees of a mid-sized organization. *Journal of Organizational Behavior Management*, *19*, 65-83.
- Greenhaus, J. (1987). *Career Management*, Dryden Press, New York.
- Greenhaus J. H., & Callanan, G. A. (1994). *Career management* (2nd ed.). London: Dryden Press.
- Rifkin, J. (1995). *The end of work*. New York: Jeremy Tarcher/Putnam.
- Hacker, W. (1982). Objective and subjective organization of work activities. In M. Cranach & R. Harré (Eds.), *The analysis of action* (pp. 81-98). Cambridge, UK: Cambridge University Press.
- Hacker, W. (1985). Activity: A fruitful concept in industrial psychology. In: M. Frese & J. Sabini (Eds.), *Goal directed behavior: The concept of action in psychology* (pp. 262 – 284). Hillsdale, NJ/London: Erlbaum.
- Hall, D. T. (1996). Protean careers of the 21st century. *Academy of Management Executive*, *10*(4), 8-16.
- Hall, D. T. (2004). The protean career: A quarter-century journey. *Journal of Vocational Behavior*, *65*, 1-13.
- Jackson, C., Arnold, J., Nicholson, N. & Watts, A.G. (1996). *Managing Careers in 2000 and beyond*. Brighton: IES/CRAC.
- Kanfer, F. H. (1977). Selbstmanagement-Methoden. In F.H. Kanfer & A.P. Goldstein (Eds.), *Möglichkeiten der Verhaltensänderung (Helping people change)* (pp. 350-405). München: Urban & Schwarzenberg.
- Kidd, J. M. (2005). Emotion in career contexts: Challenges for theory and research. *Journal of Vocational Behavior*, *64*, 441 - 454.
- Kidd, J.M. (1998). Emotion: an absent presence in career theory. *Journal of Vocational Behavior*, *52*, 275 – 288.

- Latham, G. P., & Frayne, C.A. (1989). Self-management training for increasing job attendance: A follow-up and replication. *Journal of Applied Psychology*, 74, 411-416.
- Leana, C.R. (2002). The changing organizational context of careers. In D.C. Feldman (Ed.), *Work Careers: A developmental perspective* (pp. 274 -293). San Francisco: Jossey-Bass.
- London, M. (1998). Examples and types of barriers. In M. London (Ed.), *Carrier barriers. How people experience, overcome, and avoid failure* (pp. 3 - 19). Mahwah, NJ: Lawrence Erlbaum.
- Nerdinger, F.W. 1995. *Motivation und Handeln in Organisationen: eine Einführung*. (Motivation and action in organizations: an introduction).W. Kohlhammer GmbH, Stuttgart.
- Noe, R. A. (1996). Is career management related to employee development and performance? *Journal of Organizational Behavior*, 17, 119 - 133.
- Pulakos, E. D., Arad, S., Donovan, M. A., & Plamondon, K. E. (2000). Adaptability in the workplace: Development of a taxonomy of adaptive performance. *Journal of Applied Psychology*, 85, 612-624.
- Raabe, B. & Fay, D (2003).: Eigenverantwortung und Eigeninitiative von Mitarbeitern für Karriereentwicklung und Beschäftigungsfähigkeit. In S. Koch, J. Kaschube, & R. Fisch, (Eds.), *Eigenverantwortung für Organisationen* (S. 259 - 270). Göttingen: Hogrefe. (Raabe & Fay: Employees' responsibility and personal initiative for career development and employability. In Koch, Kaschube & Fisch: Self-responsibility for organizations).
- Seibert, S. E., Crant, M. J., & Kraimer, M. L. (1999). Proactive personality and career success. *Journal of Applied Psychology*, 84, 416-427.

2. Antecedents of Career Self-management Behaviors

In the second chapter, an action-theory based model attempts to explain how an intervention in career self-management can help employees to develop control over their own careers.

2.1. Literature Review and Hypotheses

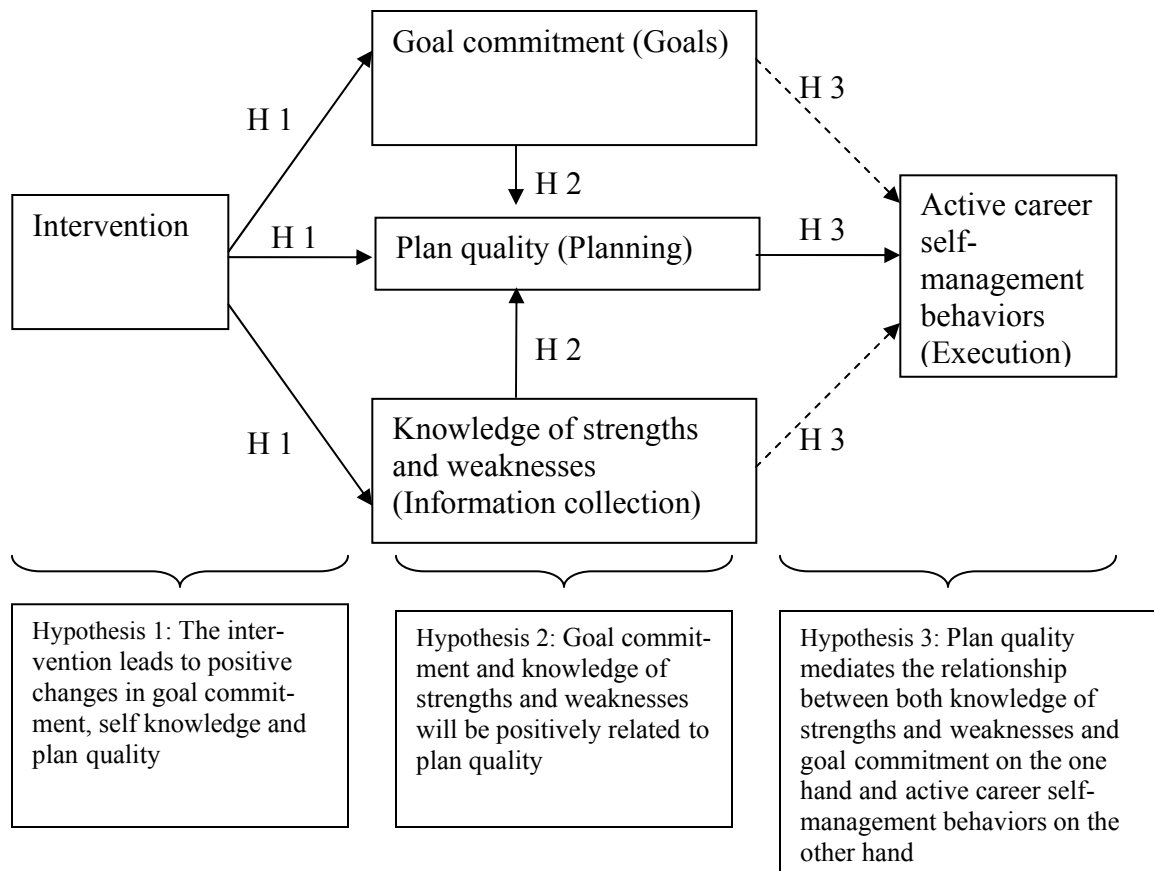
Self-regulation is a process by which people exert and enhance their personal control. In the context of action regulation theory, control means that individuals have impact on their own activities in correspondence with some goal (Frese & Zapf, 1994). Control over one's immediate work environment is usually considered desirable by employees, and proper use of personal control can offer benefits for the organization, the individual, or both (Greenberger & Strasser, 1986; Frese, 1989). Self-regulation theory argues that, in order to take control of their own lives and effectively influence the environment, people engage in self-regulation. Self-regulation refers to transactions with the environment that "enable an individual to guide his/her goal-directed activities over time and across changing circumstances (contexts)" (Karoly, 1993; see also Vohs & Baumeister, 2004). Interventions to apply self-regulation theory aim at enhanced control and self-regulation, and they have been effective for very specific, short-term employee behaviors such as job attendance (Frayne & Latham, 1987; Latham & Frayne, 1989), reduction of problematic workplace behaviors (Godat & Brigham, 1999), and sales (Frayne and Geringer, 2000). In spite of this, evidence regarding interventions to achieve more complex goals and produce longer-term consequences (e.g. increasing control of one's own career) is lacking.

One of the variants of self-regulation theories is action regulation theory (Frese & Zapf, 1994; Hacker, 1982, 1985). Self-regulation theory is based on the idea that goals, plans and feedback are relevant parameters for regulating one's actions (Hacker, 1982, 1985; Frese & Sabini, 1985; Carver & Scheier, 1982). The action process model (Frese & Zapf, 1994) consists of the following steps: Goals, information collection, planning, execution, and feedback. Human beings are goal-oriented; goals energize and direct activities (Pervin, 1989), and they contain both motivational and cognitive elements (Frese & Zapf, 1994). People monitor their environment, gathering information to aid in planning a course of action. As a result of goals and

information, they are able to develop plans. Executing the plan means to actively influence the environment on one's behalf, and this results in feedback regarding one's actions. Developing and executing one's own plan are the elements most strongly representing the active approach in personal initiative, which is the central element of action theory (Frese & Fay 2001). Thus personal initiative, which is characterized by people being self-starting and proactive and showing persistence in the face of barriers (Frese, Kring, Soose & Zempel, 1996), serves as the underlying foundation for this study's intervention.

2.1 shows a model integrating the three hypotheses of this study, a quasi-experimental design consisting of a career development intervention aimed at enhancing active career self-management behaviors. This study tested the following elements of action theory as antecedents to the execution of active career self-management behaviors: goals, information collection, and planning.

Figure 2.1. Model of Effects of the Intervention on Active Career Self-Management Behaviors.



Note. In this model, goal commitment, knowledge regarding one's own strengths and weaknesses, and plan quality were measured directly after the training (t2). Active career self-management behaviors were measured three months after the training (t3).

Conceptually, active career self-management behaviors are expected to increase as a function of a relatively brief but comprehensive intervention aimed at improving employees' career-development efforts. The intervention was based on the three variables suggested by action theory (Frese & Zapf, 1994): (a) goal commitment, (b) knowledge of one's own strengths and weaknesses, and (c) quality of the self-management plan which was developed during the intervention. Overall, the intervention attempted to improve these three variables, which in turn should strengthen active career self-management behaviors (i.e., goal directed action to develop one's own career) if the training was successful. Thus, the three variables mediate the effect of the intervention on execution of active career self-management behaviors.

Hypothesis 1: The intervention leads to positive changes in goal commitment, self knowledge and plan quality.

Action theory assumes a positive relationship between goals and planning. Goals can be understood as "future-oriented representations of what individuals are striving for in their current life situations and what they try to attain or avoid in various life domains" (Brunstein, Dangelmayer & Schultheiss, 1996; Brunstein & Maier, 1996, in Brunstein, Schultheiss & Mayer, 1999) and play an important part in self-regulation as they direct and orient behavior. Therefore, it is important to examine the degree of goal commitment, which has been defined as "one's determination to try for a goal" (Locke, Shaw, Saari & Latham, 1981, p.143). Goal commitment includes the intent to put effort into goal attainment, persistence in goal pursuit, and an unwillingness to abandon a goal (Hollenbeck & Klein, 1987; Campion & Lord, 1982). The intervention guided participants to develop high commitment to personal goals that pertained specifically to their career development. Commitment to a goal is essential for effective goal-directed actions, in part because it regulates the effort put into developing a plan that will help to achieve a career goal.

Action theory argues further that information collection is a prerequisite of planning. In the context of this study, knowledge about one's own strengths and weaknesses is crucial because it provides insights about the need to develop competencies that will be essential for one's career development. It is likely that participants who know more about their own strengths

and weaknesses and know how to utilize these in career development will also develop more meaningful and specific plans.

Action theory also suggests that the quality of the career plan (Frese & Zapf, 1994) is central. Although goal commitment is the starting point of actions, (Frese & Zapf, 1994), goals are only transformed into actions by a plan. For a plan to be adequate, people need to know their strengths and weaknesses. Both goal commitment and knowledge of one's own strengths and weaknesses should enhance plan quality, which is the key variable leading to improved career self-management behavior. Therefore, there should be a positive relationship between the intervention and plan quality that is mediated by self-knowledge and goal commitment.

Hypothesis 2: Goal commitment and knowledge of strengths and weaknesses will be positively related to plan quality.

According to action theory, plans are “bridges between thought and action” (Miller, Galanter & Pribram, 1960) and help to mentally structure a goal-striving process (see Kanfer, 1977; “Probehandlung” = mental simulation of action, Frese & Zapf, 1994). Plans help transform general goals into specific implementation intentions, which then lead to the initiation of goal-directed behaviors (Gollwitzer, 1993; Gollwitzer & Brandstätter, 1997). Plans require a situation analysis that is based on the collection of information, include a decision of how to pursue a goal, and can produce deep and broad mental models of the topic (Hacker, 1992). For complex goals such as career goals, plans represent an active approach to put structure into a complex and otherwise unstructured topic. Effective plans need to have certain qualities. Good plans include different action steps and the timing of these steps (Gollwitzer & Brandstätter, 1997), as well as alternative or fallback plans in case unexpected problems occur (Frese & Zapf, 1994). High quality plans make it easier to engage in appropriate career management actions.

Hypothesis 3: Plan quality mediates the relationship between both knowledge of strengths and weaknesses and goal commitment on the one hand and active career self-management behaviors on the other hand.

2.2. Method

2.2.1 Sample

Participants were white collar employees of a large global technology company, headquartered in Western Europe, attending career development training sessions conducted mainly by company personnel. Participants usually enrolled voluntarily with their manager's consent, but in some cases their managers had strongly advised them to attend. The 205 participants were from a variety of jobs in different business units, such as control, sales, purchasing, software development, service, quality management, human resources and logistics. They were on average 32.0 years old, had been with the organization for 6.3 years and on the job for 2.6 years. About 33.7% were female, and 68.3 % had a graduate degree at a university or polytechnic institution.

There were three measurement times: Three weeks before the training intervention (n at t1= 205), directly after the intervention (n at t2 = 205), and three months after the intervention and directly before the follow-up one-day intervention (n at t3 = 188). Response rates ranged between 100 and 92 percent at the different data collection times.

2.2.2 Procedure and Intervention

The design of the intervention was guided by action theory (Frese, 2005) in providing the following elements of the action process model on which the intervention focused: goal development, information collection, plan generation, and plan execution/monitoring. Many of the intervention activities pertained to learning about being proactive and persistent in one's career, which is related to the concept of personal initiative (Frese & Fay, 2001). An important message conveyed in the sessions was that participants should become active in their own career development and not wait for supervisors or human resource experts to take the initiative.

According to action theory, *goals* are the first prerequisite needed for plans and actions, and the first element of the intervention focused on goals and how participants can develop a desired state that they strive for. In order to create a foundation for developing a career development goal, participants prepared information about their private/professional life and their career prior to the time of the intervention. During the intervention they were encouraged to develop a goal based on their career aspirations for the next five years and a plan for how to achieve them. In addition, information regarding the importance of goal-setting was provided by

the trainer. Participants also reflected on the nature of their own career motives and driving forces in a self-assessment and an interview based on Schein's (1978; 1990) Career Anchors. Career anchors are syndromes of motives, values, and self-perceived talents that are relevant to the person's career, and they were used to raise awareness about past and future career preferences. The participants' commitment to the career goal was measured at the end of the intervention.

The second prerequisite for plans and actions is *information collection*, and this was the second topic of the intervention before developing a plan. Action theory suggests that people look for information that is helpful to goal accomplishment and try to understand the likely future states of the action environment. This information provides knowledge about both the current situation and the likely effects of different future routes of action. Participants received feedback about their current strengths and weaknesses through the results of 360-degree feedback, which they brought to the intervention. The 360-degree feedback came from different people in the organization and provided information that would be helpful in developing a career plan later. Further specifics about the 360-degree feedback can be found at the end of this section. In addition, employees reflected on their personal employability and also received company-specific information about career development possibilities. Consistent with the proactive career management and personal initiative approach, the trainer provided information on the importance of self-management, self-assessment and feedback that can be utilized to develop a realistic impression of one's strengths and weaknesses.

Following action theory, the next part of the intervention focused on *developing a plan* that served to direct actions. During the three-day intervention participants were given information on planning and completed exercises on how to develop effective plans. They created a career development plan that forced them to structure this complex and previously unstructured topic. In order to enhance plan quality, each participant presented his or her plan in the group and the other participants provided constructive feedback. Participants mentally simulated the actions inherent in their plans ("Probehandlung" = mental simulation of action, Frese & Zapf, 1994); this included their own personal initiative actions, ways to deal with barriers, methods for monitoring effects of their actions, and ways to reinforce themselves for successful plan implementation. This was a mental simulation aimed at preparing participants for

the execution of active career self-management behaviors when returning to their regular work environments.

Three months later, during the one-day follow-up, participants orally presented the actions they had taken for the *execution* on their personal development plans and talked about both positive experiences and the career development barriers they had encountered. In addition, a Human Resources expert answered questions about job transitions and career development in the organization.

Thus the intervention was geared toward developing a personal plan for career control, applying self-management strategies (self-control), and increasing the degree of implementation of plans after training. The company intent in providing such training was to optimize the placement of employee talents, to get employees to take control of their own careers (instead of waiting for the company to act), ultimately to enhance career satisfaction, and to keep employees on rotation within the organization. The organization considered it desirable for employees to change positions every two to four years as an experiential way to develop new skills.

The career self-management training intervention and measurement of outcomes occurred over almost 4-month training cycles, with a total data collection time of almost three years. Due to practical constraints, we measured different variables at different pre- and post-intervention times. That is, to keep the amount of measurement to a minimum at any one time, variables that were expected to be affected immediately were measured closer in time to the intervention, and variables expected to be affected only in the long run were measured later.

Regarding the 360-degree feedback in particular, participants distributed and collected results of their own 360-degree feedback surveys, entered them into a special computer program, and brought the resulting printouts to the workshop. This happened prior to training and in compliance with German legal requirements that demand maximum control over one's own personal data. In the course of collecting their 360-degree feedback sheets, feedback was supplemented with practical examples and explanations by colleagues, supervisors, or friends. The employees providing the 360-feedback information were informed that the surveys were for developmental purposes in the context of the workshop and were asked for their open and honest feedback. In addition, they were encouraged to enrich the written feedback with qualitative comments and information pertaining to specific situations. Anonymous 360-degree survey feedback either through an outside vendor or an internal unit would have been unfeasible to

deploy in the light of restrictive German labor and co-determination laws. The participants had to be able to control the access to their own data. Therefore, we cannot rule out the possibility that lack of anonymity might have affected respondent's honesty. The fact that these data were known to be for purely developmental purposes instead of evaluative performance-appraisals might have allowed the respondents to be more honest about their feedback. At the same time, respondents might also be careful about the feedback they give, if they want to maintain good working relationships with participants. As a qualitative observation, however, many participants stated that the honest and often difficult talks they had in the context of the 360-degree feedback were very valuable and provided a good opportunity to fully understand the feedback.

2.2.3 Measures

All questionnaire measures, instructions, and exercises were conducted in German. Measures originally published in English were translated by the author into German, retranslated from German into English by a native German speaker fluent in English, and then errors were corrected by consensus between the two translators.

Reaction measure. Participants rated their reactions to the training on a 5-item, 5-point Likert scale that was adapted for the career development training content and originally taken from Frayne (1991). Two sample items for employee reaction were "The training helped me to identify obstacles that hinder my professional advancement." and "The training I received helped me to set goals for my professional advancement." The scale showed an adequate reliability at both t2 (alpha = .75) and t3 (alpha = .77).

Knowledge of strengths and weaknesses. Participants rated their self-knowledge on a 5-item, 5-point Likert scale from 1 - *not at all* to 5 - *very much* regarding the extent to which they knew (a) about their own strengths and weaknesses in their current job, (b) how to utilize their strengths for professional success, (c) which weaknesses they had to work on in order to develop into their desired position, and (d) the fit of their personal values to the job. Because the items tapped different content areas, this learning measure was not a unidimensional scale, but was an index. Therefore, it had low internal consistency, especially at the pretest (alpha at t1 = .56); at t3 the alpha was .69. Alliger, Tannenbaum, Bennett, Travor and Shotland (1997) noted that learning measures often show lower reliabilities than other training criteria because they are more heterogeneous in content and cover a broader conceptual range. Two sample items were "I know

about my own strengths and weaknesses in my current job” and “I know which weaknesses I have to work on in order to develop into my desired position.”

Goal commitment. The measure of goal commitment consisted of 5 items answered on a 5-point Likert scale from 1 - *strongly disagree* to 5 - *strongly agree* (Klein, Wesson, Hollenbeck, Wright & DeShon, 2001; Hollenbeck, Klein, O’Leary & Wright, 1989; alpha at t1 = .75, alpha at t2 = .76). Two sample items were “I am strongly committed to pursuing this goal” and “It would not take much to make me abandon this goal” (reverse scored).

Plan quality. Participants indicated the extent to which their plan contained elements of a “good” plan as taught in the training, such as separate steps, a timeline for finishing the implementation, potential barriers or risks, alternative or fallback plans, time points for monitoring and a mixture of time ranges (short-/long-term perspectives). This 9-item measure (t1 alpha = .96; t2 alpha = .77) was developed specifically for the study. Two sample items were “Please indicate to what extent the following items are contained in your plan (1 – *not at all* to 5 – *very much*): (1) separate action steps; (2) a time frame on when I want to implement my plan.”

Active career self-management behaviors. For practical reasons, the career self-management measure in this chapter (antecedents) was a shorter subset of the measure described in more detail in the chapter three (consequences). When collecting the data for this study, the full measure could not be used, because the four items specific to the intervention would not have made sense to participants; that is, items referring to a plan for the comparison group are irrelevant when a plan has not yet been formulated. For the present study, therefore, only the two more generic items on seeking alternative solutions and amount of monitoring (t1 interitem $r = .58$; t3 interitem $r = .30$) were administered.

The measures used in the analyses were administered at different time points. Reaction, knowledge regarding one’s own strengths and weaknesses, goal commitment, and quality of the career self-management plan crafted during the training were measured directly after the training (t2), because these measures centrally reflect the content of the training. Active career self-management behaviors were measured three months after the training (t3), as it was assumed that self-management would show its value primarily in the implementation phase.

2.2.4 Research Design

In order to investigate the effects of the intervention on active career self-management and its mediators which functioned as antecedents, a quasi-experimental design was used. More specifically, we used an institutional cycle design (Cook, Campbell & Peracchio, 1993), with cohorts starting training at different times. Each cohort spent over 4 months to complete the study. Twenty-one training sessions (10 employees each) from which data were collected were staggered over a period of two years, with a new cohort starting almost every month.

After the data were collected, individual participants' data were randomly assigned to an experimental or comparison group, and the posttest scores of the experimental group were compared with the pretest scores of the comparison group. On average, the data collection for the pretest scores of the comparison group was done at the same time as the data collection of the posttest scores of the experimental group, providing the design illustrated in Figure 2.2 (using the notation style from Cook et al., 1993).

Figure 2.2. The Quasi-Experimental Design after Random Assignment.

Experimental Group:	R	O	X	O
Comparison Group:	R			O

Note: R indicates individuals were randomly assigned to experimental and comparison groups; X = Intervention; O = Observation

The quasi-experimental design of this study controlled for potential effects of timing, history, selection, and maturation, but not testing (Cook et al., 1993). This is not a true experiment, however, because the experimental group had a pretest, but the comparison group did not. We computed path analysis (using AMOS) on these data in order to simultaneously test effects of the intervention and the hypothesized model of the antecedents of career self-management behaviors (Figure 1). The root-mean-square error of approximation (RMSEA) with a recommended cut-off score of .06 and the comparative fit index (CFI) with a recommended cut-off score of .95 were used to indicate good model fit in both path analyses (Hu and Bentler, 1999).

2.3 Results

Preliminary analyses

The participants generally liked the training and thought it was worthwhile to attend (i.e., reaction criteria; Kirkpatrick, 1976). The absolute mean for the reaction measure at time 2 was high ($M= 4.04$, $SD=0.65$, on a five-point scale) but decreased significantly from time 2 to time 3 ($M= 3.86$, $SD= 0.66$) with an $F(1,186) = 19.48$, $p < .000$, $\eta^2 = .10$. Nevertheless, the mean at time 3 was still high enough to indicate the participants liked the training.

Main Analyses

The model explains how a career-focused intervention increases active career self-management behaviors through knowledge of one's strengths and weaknesses and through goal commitment, which in turn affect plan quality (Figure 2.1). Consistent with the model predicting active career self-management, the correlations in Table 2.1 show that knowledge of strengths and weaknesses measured at two time points was related to plan quality at time 2, goal commitment at time 2 was related to time 2 plan quality, and plan quality at both time points was related to active career self-management at time 3.

Table 2.1

Intervention to affect active career self-management: Correlations

<i>Variable</i>	1	2	3	4	5	6	7	8
1. Knowledge of strengths and weaknesses at t1	----							
2. Knowledge of strengths and weaknesses at t2	.25**	----						
3. Goal commitment at t1	.09	.02	----					
4. Goal commitment at t2	.02	.15	.60***	----				
5. Plan quality at t1	.21**	.06	.34***	.23**	----			
6. Plan quality at t2	.18*	.29***	.11	.24**	.30***	----		
7. Active career self-management behaviors at t1 ^a	.21**	.03	.15	.07	.48***	.15*	----	
8. Active career self-management behaviors at t3 ^a	.14	.12	.18*	.20*	.33***	.21**	.37***	----

Note. $N = 156$. * $p < .05$. ** $p < .01$. *** $p < .001$. ^a Active career self-management behaviors were measured with two items.

In order to test whether the training had the intended effect on the four variables knowledge of strengths and weaknesses, goal commitment, plan quality and career self-management behaviors, a repeated-measures MANOVA was computed to test for an overall training effect on the four variables over time. This MANOVA was significant with a Wilks-

Lambda of .32 ($df=1,155$, $p<.001$, partial $\eta^2= .69$). Self-knowledge of strengths and weaknesses, goal commitment, plan quality and career self-management behaviors all increased significantly from pretraining to posttraining (univariate results in Table 2.2). Therefore, one can conclude that the training had the intended effects.

Table 2.2

F-tests with repeated measure

Variable/Scale	M _{T1}	SD _{T1}	M _{T2}	SD _{T2}	M _{T3}	SD _{T3}	F	df	d
Knowledge of strengths/ weaknesses	3.76	0.48	4.17	0.51	----	----	38.00***	197	0.85
Goal commitment	3.91	0.60	4.29	0.57	----	----	96.36***	189	0.63
Plan quality	1.82	0.94	3.14	0.57	----	----	256.45***	171	1.21
Career self-management behaviors	2.44	0.84	-----	---	3.08	0.74	80.97***	158	0.76

Note. * $p < 0.05$ ** $p < 0.1$ *** $p < .001$

In addition to the within-group analyses, between-group analyses were also computed, comparing the comparison and experimental groups. The overall MANOVA was significant with a Wilks-Lambda of .45 ($df = 4,171$, $p<.001$, partial $\eta^2= .44$). Table 2.3 shows means, standard deviations and univariate ANOVAS.

Similar to within-subjects analysis, all effects were significant. The intervention showed both within- and between group effects described in Figure 2.3 that translate into d's of 0.69 for goal commitment, 0.88 for knowledge of strengths and weaknesses, 1.54 for plan quality and 0.72 for active career self-management behaviors, respectively. The intervention was related to significant gains in self knowledge, plan quality, and goal commitment, which supported Hypothesis 1, demonstrating the intervention was reasonably successful in affecting these mediating variables in the model. The effects for plan quality were the strongest.

Figure 2.3 presents the path analysis, which generally supported the model predicting active career self-management ($\chi^2 = 3.54$, $df = 2$, $p = 0.17$, root means square residual [RMR] = .01; root mean square error of approximation [RMSEA] = .07; normed fit index [NFI] = 0.99; relative fit index [RFI] = 0.93; comparative fit index [CFI] = 0.99).

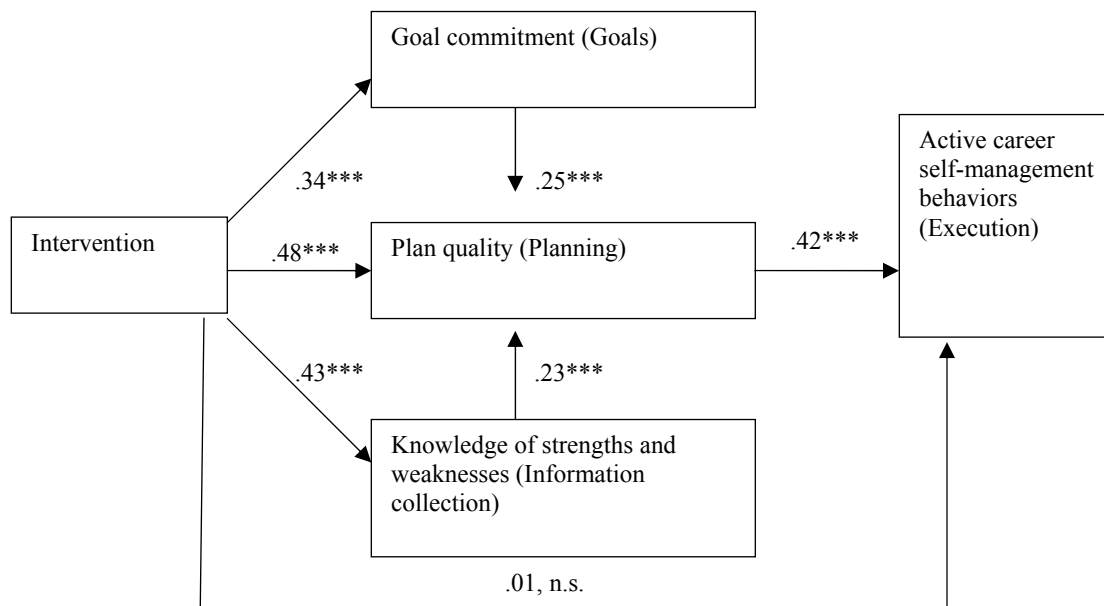
Table 2.3

F-tests using randomly assigned comparison and experimental groups

Variable	n	Comparison group		Experimental group		F	d
		M	SD	M	SD		
Knowledge of strengths/weaknesses	205	3.76	0.50	4.20	0.48	40.84***	0.88
Goal commitment	199	3.88	0.59	4.29	0.60	23.01***	0.69
Plan quality	187	1.72	0.97	3.21	0.56	179.92***	1.54
Career self-management behaviors	180	2.52	0.86	3.14	0.72	26.93***	0.72

Note. * $p < 0.05$ ** $p < 0.1$ *** $p < .001$. The comparison group and experimental group were based on random assignment. For the comparison group only pretest values were taken. For the experimental group only posttest values were taken (all t2 scores except for career self-management behaviors, which were measured at t3).

Figure 2.3. Path Analysis of Training Evaluation for Active Career Self-Management Behaviors.



Note: The link from training to active career self-management behaviors was not in the hypothesized model. It was included here to show, (with its nonsignificance) that there was no evidence for partial mediation rather than full mediation.

The knowledge and goal commitment gains, in turn, were also significantly related to the gain in plan quality, which supported Hypothesis 2. Plan quality was the only mediator with a significant

direct path to active career self-management behaviors, supporting the model in which the effects of the other two mediators occur only through plan quality. Thus, Hypothesis 3 was fully supported as well. Overall, the results suggest that it is possible to increase employees' active career self-management behaviors with a focused intervention, and that this intervention impacts variables representing the goal setting, information collection and plan generation features of the action process. Plan quality plays a prominent role in the development of active career self-management behaviors.

2.4 Discussion

The present study provides evidence that action regulation theory (Frese & Zapf, 1994; Hacker, 1982, 1985) can help to explain employees' behaviors regarding the control of their own careers and career development. The present study showed that a focused intervention increased knowledge of strengths and weaknesses, goal commitment, plan quality and career self-management behaviors. Furthermore, the results imply that it is possible to induce people to engage in such self-regulatory behaviors. Personal initiative and an active approach turned out to be useful underlying concepts for the intervention, especially for the parts of planning and the execution in the action process model. Employees reported an increase of active career self-management behaviors subsequent to the intervention. In addition, increased goal commitment and enhanced self-knowledge about strengths and weaknesses were important for developing one's own differentiated plan. This high-quality plan played in turn a prominent role for engaging in active career self-management behaviors after the training. The path analysis, based on randomly assigned training and comparison groups, suggested that these increases were caused by the training intervention. Unfortunately, previous studies which investigated the training of self-management behaviors (Frayne & Geringer, 2000; Frayne & Latham, 1987; Godat & Brigham, 1999; Latham & Frayne, 1989) differ too much in theoretical rationale, investigated variables and published statistics to allow for a more specific comparison with regard to training effectiveness. Overall the results imply that self-management principles that had been used for more specific behaviors (e.g., attendance) in past research can be successfully expanded to self-control of the more global and complex goal-directed actions necessary for career development. These results were obtained with a relatively brief self-management

intervention (a three-day original intervention and a one-day follow-up) and less specific task goals than in previous studies which investigated self-management behaviors.

2.4.1 Limitations

Although the intervention had the predicted results on variables representing goal setting, knowledge of strengths and weaknesses, plan quality and career self-management behaviors, and random assignment of comparison and training groups provide some causality to be inferred, this study clearly has some limitations.

One limitation is that except for the intervention itself, which was a key variable in this study, the other variables were measured with self-reports. Although career development research might benefit from a multi-method approach, a good reason for reliance on self-reported data is the confidential nature of career development itself; also, employees are the best source of information for psychological variables such as career satisfaction or goal commitment, because only they have direct access to these inner states. In addition, there is often no adequate outside observer available for the active career self-management behaviors or organization responsiveness. Spouses, managers or coworkers, for example, do not necessarily know the employees' entire career development plan and behavior. Kazdin (1974) noted that self-observation provides more complete data than outside observers, due to the range of target behaviors known only to one's self. Furthermore, some of the variables were probably less subject than others to distortion based on self-reports. However, self-report data still must be viewed and interpreted with caution (Godat & Brigham, 1999).

A second limitation is that two variables, knowledge of strengths and weaknesses and active career self-management behaviors, had relatively low alphas. This might have attenuated some of their empirical relationships with other variables. However, the fact that the path analyses rendered good results despite the low alphas seems to indicate that the concepts are indeed related.

A third limitation is that the study uses a quasi-experimental rather than a true experimental design, making causal inferences less certain. Even though random assignment was used in the intervention study, which examined the effects of the action-regulation intervention on active career self-management behaviors, the experimental group received a pretest, whereas the comparison group did not. Although the pretest could be interpreted to be a part of the

intervention, one could also argue that participants were basically taught how to respond to some of the posttests. Therefore, random assignment controlled for some threats to internal validity (e.g. history effects), but others, particularly priming (testing effects; Cook et al., 1993), halo, and Hawthorne effects cannot be ruled out.

Regarding the measurement of self-management behaviors in particular, it was not possible to ask all of the items at pretest; it would have been illogical to ask the participants what parts of their plan they had implemented or had been reinforced for before they had made a plan. Thus, a pre-post comparison of self-management behaviors (in the antecedents part of the study) only made sense for two of the items of the measure. Based on their execution/monitoring experiences in the last three months, participants were able to give more information about their active career self-management behaviors after the intervention. Participants learned cognitive and behavioral content in the intervention, implemented it during a three-month period, and then answered the questions about their behaviors.

2.4.2 Theory, Practical Implications and Future Research Directions

On a theoretical level, an important observations is that action regulation theory and especially the action process model based on it (Frese & Zapf, 1994) have merit not only with regard to self-regulatory functions of individuals, but also with regard to the design of interventions. Getting veteran employees to manage their own careers can be very difficult (e.g. see Kossek, Roberts, Fisher, & DeMarr, 1998), but developing interventions based on action regulation theory might be a key to success. The results support the unique combination of goal-setting, information collection, and planning functions to affect behavior, especially with the underlying concepts of personal initiative and active orientation, and this approach is a promising avenue for further research in training transfer and self-management behaviors in organizations.

On a practical level there are two conclusions. First, organizations can benefit from embracing a self-management approach in their career development training, in which employees become active in fostering their own careers. In such programs, employees might even take some of the responsibility for employee development from the supervisor's and HR manager's workload. Thus, both organizations and individuals are likely to benefit from this type of intervention.

Second, self-management might also be applied to other areas of corporate training, such as leadership development. Overall, the development and application of implementation plans is likely to ensure training transfer in almost every field of skill development.

The influence and impact of organizational career management practices as well as common organizational decisions such as restructuring and downsizing can make it seem uncertain whether it is possible for employees to develop and execute their own career plans in today's global economy. The present study showed that employees can exert personal control over their careers and that taking this responsibility entails changes in important career behaviors. Both employees and organizations can benefit from employees' execution of personal control with regard to career development. Especially in times of economic decline, insecure careers and job status, gains in personal control and their subsequent positive outcomes become increasingly important.

2.5 References

- Alliger, G. M., Tannenbaum, S. I., Bennett, W., Jr., Traver, H., & Shotland, A. (1997). A meta-analysis of relations among training criteria. *Personnel Psychology, 50*, 341-358.
- Brunstein, J. C., Dangelmayer, G., & Schultheiss, O. C. (1996). Personal goals and social support in close relationships: Effects on relationship mood and marital satisfaction. *Journal of Personality and Social Psychology, 71*, 1006 – 1019.
- Brunstein, J. C., & Maier, G. W. (1996). Persönliche Ziele: Ein Ueberblick zum Stand der Forschung (Personal goals: A state-of-the-art review). *Psychologische Rundschau, 47*, 146 - 160.
- Brunstein, J. C., Schultheiss, O. C., & Mayer, G. W. (1999). The pursuit of personal goals: A motivational approach to well-being and life adjustment. In J. Brandstaedter, R. M. Lerner, (Eds.), *Action and self-development: Theory and research through the life span* (pp. 169 – 196). Thousand Oaks, CA: Sage.
- Carver, C. S., & Scheier, M. F. (1982). *Attention and self-regulation: a control-theory approach to human behavior*. New York: Springer Verlag.
- Campion, M. A., & Lord, R. G. (1982). A control systems conceptualization of the goal setting and changing process. *Organizational Behavior and Human Performance, 30*, 265-287.

- Cook, T. D., Campbell, D.T., & Peracchio, L. (1993). Quasi Experimentation. In Dunette, M.D. (Ed.), *Handbook of Industrial and Organizational Psychology*, (pp. 491 – 576). Chicago: Rand McNally.
- Frayne, C. A. (1991). *Reducing employee absenteeism through self-management training: A research-based analysis and guide*. Westport, CT: Quorum books.
- Frayne, C. A., & Geringer, J. M. (2000). Self-management training for improving job performance: a field experiment involving salespeople. *Journal of Applied Psychology*, 85, 361-372.
- Frayne, C. A., & Latham, G. P. (1987). Application of social learning theory to employee self-management of attendance. *Journal of Applied Psychology*, 72, 387-392.
- Frese, M. (1989). Theoretical models of control and health. In S. L. Sauter, J. J. Hurrell (Jr.), C. L. Cooper (Eds.), *Job control and worker health* (pp. 107 – 128). Chichester, UK: Wiley.
- Frese, M. (2005). Grand theories and mid-range theories: Cultural effects on theorizing and the attempt to understand active approaches to work. In K.G. Smith, M.A. Hitt, (Eds.), *Great minds in management: The process of theory development*. Oxford: University Press.
- Frese, M., & Fay, D. (2001). Personal initiative: An active performance concept for work in the 21st century. *Research in Organizational Behavior*, 23, 133-187.
- Frese, M., Kring, W., Soose, A., & Zempel, J. (1996). Personal Initiative at work: Differences between East and West Germany. *Academy of Management Journal*, 39 (1), 37 – 63.
- Frese, M. & Sabini, J. (1985). *Goal directed behavior: The concept of action in psychology*. Hillsdale, NJ: Erlbaum.
- Frese, M. & Zapf, D. (1994). Action as the core of work psychology: A German approach. In H.C. Triandis, M. D. Dunnette, and L.M. Hough (Eds.), *Handbook on Industrial and Organizational Psychology*, (2nd ed., Vol. 4) (pp. 271 – 340). Palo Alto, CA: Consulting Press.
- Godat, L.M., & Brigham, T.A. (1999). The effect of a self-management training program on employees of a mid-sized organization. *Journal of Organizational Behavior Management*, 19, 65-83.
- Gollwitzer, P. M. (1993). Goal achievement: The role of intentions. *European Review of social psychology*, 4, 141-185.

- Gollwitzer, P. M. & Brandstätter, V. (1997). Implementation intentions and effective goal pursuit. *Journal of Personality and Social Psychology*, 73: 186-199.
- Greenberger, D. B., & Strasser, S. (1986). Development and application of a model of personal control in organizations. *Academy of Management Review*, 11, 164-177.
- Hacker, W. (1982). Objective and subjective organization of work activities. In M. Cranach & R. Harré (Eds.), *The analysis of action* (pp. 81-98). Cambridge, UK: Cambridge University Press.
- Hacker, W. (1985). Activity: A fruitful concept in industrial psychology. In: M. Frese & J. Sabini (Eds.), *Goal directed behavior: The concept of action in psychology* (pp. 262 – 284). Hillsdale, NJ/London: Erlbaum.
- Hacker, W. (1992). *Expertenkoennen. Erkennen und vermitteln.* (Expert skills: recognizing and imparting).Goettingen: Hogrefe.
- Hollenbeck, J. R. & Klein, H. J. (1987). Goal commitment and the goal-setting process: problems, prospects, and proposals for future research. *Journal of Applied Psychology*, 72, 212-220.
- Hollenbeck, J. R., Klein, H. J., O’Leary, A. M. & Wright, P. M. (1989). Investigation of the construct validity of a self-report measure of goal commitment. *Journal of Applied Psychology*, 74, 951-956.
- Hu, L., & Bentler, P. M. (1999). Cutoff criteria for fit indexes in covariance structure analysis: conventional criteria vs. new alternatives. *Structural equation modeling*, 6, 1-55.
- Kanfer, F. H. (1977). Selbstmanagement-Methoden. In F.H. Kanfer & A.P. Goldstein (Eds.), *Möglichkeiten der Verhaltensänderung (Helping people change)* (pp. 350-405). München: Urban & Schwarzenberg.
- Karoly, P. (1993). Mechanisms of self-regulation: A systems view. *Annual Review of Psychology*, 44, 23-52.
- Kazdin, A. E. (1974). Self-monitoring and behavior change. In M.J. Mahoney & C.E. Thoresen (Eds.), *Self-control: Power to the person* (pp. 218-246). Monterey, CA: Brooks/Cole.
- Kirkpatrick, D. L. (1976). Evaluation of training. In R. L. Craig (Hrsg.), *Training and development handbook* (2nd ed.). New York: McGraw-Hill.

- Klein, H. J., Wesson, M. J., Hollenbeck, J. R., Wright, P. M., & DeShon, R. P. (2001). The assessment of goal commitment: A measurement model meta-analysis. *Organizational Behavior and Human Decision Processes*, 85, 32-55.
- Kossek, E. E., Roberts, K., Fisher, S., & DeMarr, B. (1998). Career self-management: A quasi-experimental assessment of the effects of a training intervention. *Personnel Psychology*, 51, 935 - 962.
- Latham, G. P., & Frayne, C.A. (1989). Self-management training for increasing job attendance: A follow-up and replication. *Journal of Applied Psychology*, 74, 411-416.
- Locke, E. A., Shaw, K. N., Saari, L. M. & Latham, G. P. (1981). Goal Setting & Task Performance: 1969 - 1980. *Psychological Bulletin*, 90, 125-152.
- Miller, G. A., Galanter, E., & Pribram, K. H. (1960). *Plans and the structure of behavior*. New York: Holt, Rinehart & Winston.
- Pervin, L. A. (1989). *Goal concepts in personality and social psychology*. Hillsdale, NJ: Erlbaum.
- Schein, E. H. (1978). *Career dynamics: matching individual and organizational needs*. Reading, MA: Addison-Wesley.
- Schein, E. H. (1990). *Career anchors: discovering your real values*. San Diego, CA: Pfeiffer.
- Vohs, K. D. & Baumeister, R. F. (2004). Understanding self-regulation. In R. F. Baumeister, & K. D. Vohs, (Eds), *Handbook of self-regulation: Research, theory, and applications*. New York, NY: Guilford Press.

3. Consequences of Career Self-Management Behaviors

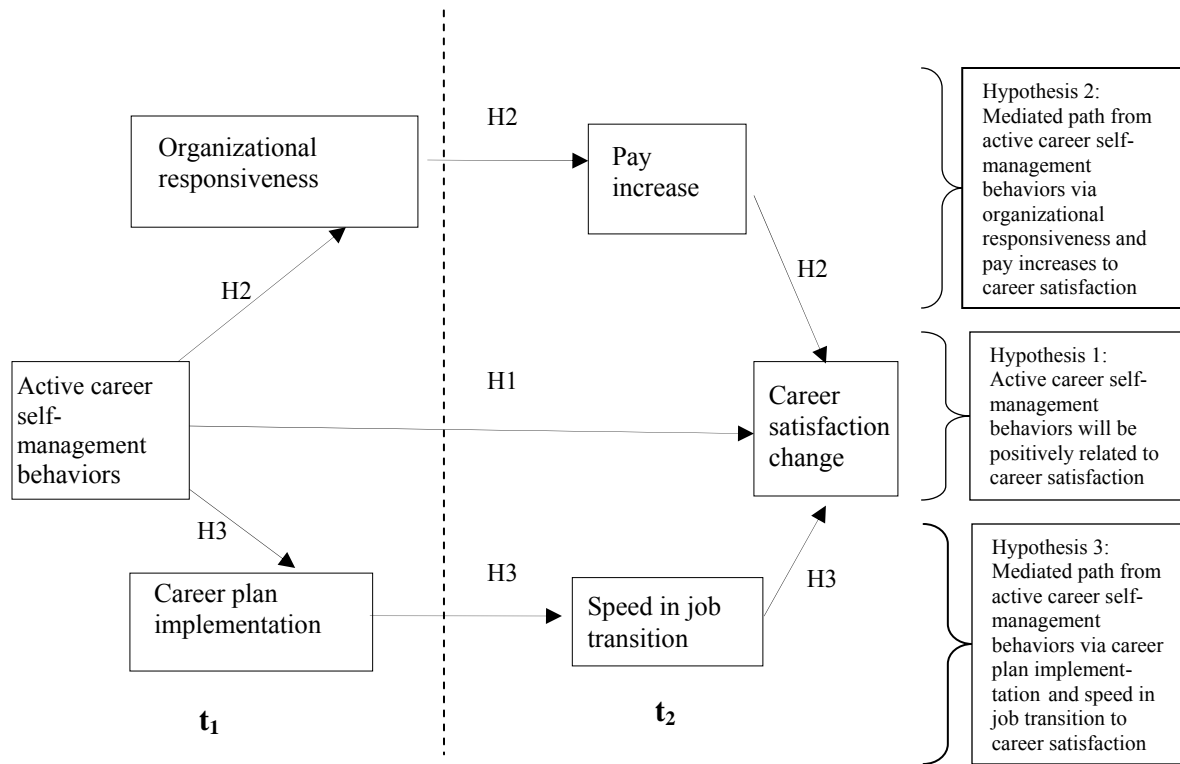
The third chapter clarifies the role of active career self-management behaviors for career-related feedback variables, such as organizational responsiveness, pay increase, or speed in job transition.

3.1. Literature Review and Hypotheses

The third chapter focuses on the final element of action theory: feedback from the environment. In the context of the present study this refers to organizational responsiveness, pay increase, and speed in job transition. The goal of the chapter is to expand our knowledge on the relation of individual control of career-relevant variables and career development by seeking to clarify the role and importance of active career self-management behaviors for career development and career satisfaction. Managing careers is difficult yet necessary for both individuals and organizations (Arnold, 2001), and career management practices in an organization shape employee attitudes toward their career (Eby, Allen & Brinley, 2005). Despite the importance of career management, little is known about transitioning processes on an individual level, and researchers have commented on the need for additional research on career management strategies and their effectiveness (Boudreau, Boswell & Judge, 2001).

The model (Figure 3.1) explains how implementing active career self-management behaviors (execution) affects career satisfaction, either directly, or through different feedback variables from the organizational environment. The action process model suggests the importance of feedback from the organizational environment, such as organizational responsiveness, pay increase, or speed in job transition. In order to evoke feedback from the environment, another plan-related variable is crucial to feedback: plan implementation. Change in career satisfaction was used as the ultimate outcome variable of this process. The model was tested in a longitudinal field quasi-experiment over a six-month period. As shown in Figure 3.1, there are three paths from active career self-management behaviors to career satisfaction, and these are now discussed.

Figure 3.1. Model of the Consequences of Active Career Self-Management Behaviors.



Note. In this model, active career self-management behaviors, organizational responsiveness and career plan implementation were measured three months after the training (t_1). Pay increase, speed in job transition and career satisfaction were measured nine months after the training (t_2). Career satisfaction change was measured at t_1 and residualized, controlling for career satisfaction at one month prior to training. Variables at the left of the dotted line were measured at t_1 (three months after the intervention), the ones to the right at t_2 (nine months after the intervention).

Self-management consists of exerting control over the environment and one's actions (Frayne & Geringer, 2000). Behavioral and cognitive strategies assist individuals in structuring their environment, establishing self-motivation, and facilitating behaviors appropriate for attaining performance standards (Manz, 1986). Self-management encompasses six dimensions: self-assessment, goal setting, self-monitoring, self-evaluation, written contracts, maintenance, and relapse prevention (Nerdinger, 1995; Kanfer, 1977; Frayne & Geringer, 2000). Interventions that applied self-management behaviors in organizations have been very successful in areas such as job attendance (Frayne & Latham, 1987; Latham & Frayne, 1989), reduction of problematic workplace behaviors (Godat & Brigham, 1999), and sales (Frayne and Geringer, 2000). All of

these were rather specific, short-term employee behaviors, and evidence about interventions to attain more complex, longer-term goals (e.g. career self-management) is lacking.

When actions are successful so that goals are achieved and positive feedback is received, action theory predicts positive affect to increase (Pekrun & Frese, 1992). Thus, satisfaction with career development should increase. This prediction is also in line with other agency theories (Bandura, 1986, 2001). Career researchers have investigated many variables, such as motivational, demographic, human capital, organizational, and objective career variables (e.g., Judge, Cable, Boudreau, & Bretz, 1995; Seibert, Crant & Kraimer, 1999; Wayne, Liden, Kraimer, & Graf, 1999; Boudreau, Boswell & Judge, 2001; Seibert, Kraimer & Liden, 2001) with regard to career satisfaction. The relationship between career self-management behaviors and career satisfaction has not received much research attention, but there are good arguments for a strong relationship. In accordance with self-efficacy theory and the concept of human agency (Bandura, 1986, 2001), employees engaging in more career self-management behaviors should be more satisfied with their progress and careers later, because they have been more actively involved and thus should have a greater sense of psychological ownership over their own their career and a higher level of control. Generally, employees like more control, participation, empowerment, autonomy etc. and so it was expected that career self-management behaviors could affect career satisfaction directly and regardless of other payoffs involved. Thus, there should be a direct effect of active career self-management behaviors on career satisfaction.

Hypothesis 1: Active career self-management behaviors will be positively related to career satisfaction.

Active career self-management behaviors can influence one's career success also via influencing the objective organizational conditions. Career self-management behaviors are behaviors geared toward the successful implementation of one's own career plan, for example. monitoring the success of one's plan, seeking alternative solutions when obstacles appear, or receiving positive feedback when results have been achieved. Employees who self-manage their career plans attempt to influence the organization to be more responsive by helping their careers. Organizational responsiveness (Sturges, Guest & Mackenzie Davey, 2000, refer to this concept as *organizational* career management) includes organizational advancement efforts, such as providing mentoring, training opportunities or skill-development, and informal networking.

Organizational conditions can be career-supporting or career-blocking, and the active employee attempts to increase organizational career support as much as possible. Employees who have a high degree of active career self-management behaviors increase organizational feedback and will more likely be perceived as able and standing out (thereby increasing organizational responsiveness). In terms of action theory, the organization provides a richer positive feedback environment to the employees. Organizational responsiveness to career management should lead to visible positive outcomes, namely pay increases, which in turn relate to career satisfaction. Pay increase is something the organization can control, and something that should lead the employees to be more satisfied with their careers. It is unlikely that self-management without organizational responsiveness should lead to pay increase (at least in a merit-based performance system). Therefore, the hypothesized path influences pay increase via organizational responsiveness. Organizational responsiveness might also help to increase career satisfaction, since more developmental career measures like this intervention should lead individuals to be more satisfied with their goal advancement, skill development, and overall career goals. If the developmental career measures remain unmatched by pay increases in the long run, however, it is unlikely that the effect on career satisfaction will be very strong, which is why no direct path from organizational responsiveness to career satisfaction was included.

Hypothesis 2: There is a mediated path from active career self-management behaviors via organizational responsiveness and pay increases to career satisfaction.

The lower part of the action process model in Figure 3.1 suggested active career self-management behaviors can influence one's career success by how well a career plan is implemented (execution). Active career self-management behaviors are related to investing time and effort into putting one's career plan into action. Therefore, employees who learn to self-manage their careers to a greater extent should implement their plans to a greater degree. The action process suggests further that plan implementation is crucial and that individuals who implement more action items of their plans after three months should be more successful in their job transition. Additionally, people with a higher plan implementation will take any opportunities that appear (see Gollwitzer, 1999), which results in higher speed in job transition. Because action plan implementation is crucial, it helps if self-management behaviors are focused or targeted through plan fulfillment to affect the environment. Therefore, there is no direct path from active

career self-management behaviors to speed in job transition. Speed in job transition reflects the time it takes for employees to get what they intended in terms of career development: better jobs with increased job scope and responsibilities. The faster employees change to new jobs or take over increased responsibilities, the more satisfied they should be with their progress towards skill development and advancement. Increasingly better jobs should lead employees to become more satisfied with their career paths.

Hypothesis 3: There is a mediated path from active career self-management behaviors via career plan implementation and speed in job transition to career satisfaction.

3.2 Method

3.2.1 Sample

Participants were 205 white collar employees of a large, Western-Europe based global technology company who had been participants in a career development intervention (see study one). They held jobs in different business units, such as control, sales, purchasing, software development, service, quality management, human resources and logistics. They averaged 32.0 years old, had been with the organization for 6.3 years and on their current job for 2.6 years. About 33.7% were female, and 68.3 % had a graduate degree at a university or polytechnic institution.

There were two measurement times: Three months after the training intervention and directly before the follow-up one-day intervention (n at t1= 188), and nine months after the intervention (n at t2= 172). Response rates ranged between 92 and 84 percent at the different data collection times, considering that 205 employees had originally participated in the training.

3.2.2. Procedure and Intervention

Three months' prior to the first measurement point (t1) participants had received a three-day career development intervention which aimed at the generation of career self-management behaviors. It is explained in more detail in study one. The design of the intervention was guided by action theory (Frese, 2005) along different elements of the action process model: goal development, information collection, plan generation, and plan execution/monitoring. During the training, participants developed a plan for their own career development which they executed via

active career self-management behaviors upon their return to the workplace in the following three months.

During the one-day follow-up after three months, participants orally presented their personal development plans actions they had taken, talked about positive experiences and career development barriers they had encountered, and had the opportunity to ask career development-related questions to a Human Resources expert.

An underlying foundation of the intervention was learning to be proactive and persistent in one's career, which is related to the concept of personal initiative (Frese & Fay, 2001). One of the key messages in the training sessions was that participants should take an active role in their own career development, rather than waiting for supervisors or human resource experts to take the initiative. Because the intervention was company-sponsored, the approach focused more on how people could improve their value to the employer in different capacities that might lead to within-company career opportunities, and it focused less on political behavior, impression-management tactics or even changing employers than some models of career self-management would suggest (e.g. King, 2004).

Thus, the intervention was geared towards developing a personal plan for career control, applying self-management strategies, and increasing the degree of implementation of plans after training. The company's intent in providing such training was to optimize the placement of employee talents, to get employees to take control of their own careers (instead of waiting for the company to act), ultimately to enhance career satisfaction, and to keep employees on rotation within the organization. The organization considered it desirable for employees to change positions every two to four years as an experiential way to develop new skills.

The career self-management training intervention and measurement of outcomes occurred over almost 10-month training cycles which led to a total data collection time of almost three years. Variables that were expected to be affected immediately were measured closer in time to the intervention, and variables expected to be affected only in the long run were measured later in order to keep the amount of measurement to a minimum at any one time. The present study focuses on variables that were measured only at one point in time, either time 1 or time 2, with the exception of career satisfaction which was measured originally one month before the intervention took place (for details, see 3.2.3).

3.2.3 Measures

All questionnaire measures and instructions were conducted in German. Measures originally published in English were translated by the author into German, retranslated from German into English by a native German speaker fluent in English, and then errors were corrected by consensus between the two translators. For item characteristics for the scale career self-management behaviors please see Appendix A.6.

Active career self-management behaviors. Participants reported on 6 items with 5-point Likert scales the extent to which they had applied self-management behaviors. Two of the items were adapted from a longer measure by Frayne (1991): successful relapse management after forgetting to monitor, and implement the rest of the plan. Four other items were specifically about behaviors taught in the intervention: seeking alternative solutions, successfully overcoming barriers, amount of monitoring, and positive reinforcement. All items were answered on five-point scales, and each item had specific labels on the answer points. For example, the item “How actively did you seek alternative solutions to pursue your plan?” had the response categories 1 - *not at all active* to 5 - *very active*. The reliability for this measure was $\alpha = .67$.

Career plan implementation. The plans were individually tailored, and therefore each plan differed, but the total number of action items from the plan were divided into the number of items that the participants had already implemented at t1 and multiplied by 100 to calculate a percentage. This percentage indicated the degree of career plan implementation at t1, regardless of the content or difficulty of any single action item. Due to data collection difficulties and subsequent missing data, this percentage of career plan implementation variable could be obtained for only 133 participants.

Organizational responsiveness. Organizational responsiveness ($\alpha = .72$) was measured with the Organizational Career Management Scale (Sturges, Guest & Mackenzie Davey, 2000). It consisted of eight 5-point Likert items with a response scale from 1 - *strongly disagree* to 5 - *strongly agree* and described whether employees experienced career management activities by the organization during the last three months, such as training (*other than* the career self-management training intervention of the present study), getting feedback or skill development on the job, receiving career advice, getting a mentor, or being introduced to important people. Two sample items for organizational responsiveness were “My boss has given

me clear feedback on my performance.” and “I have been given a mentor to help my career development.”

Pay increase. Participants indicated the percent increase in their pay since training (No increase, or 10, 20, 30, 40, or more percent increase). Because some participants refused to give detailed information and others were unaware of the nature or amount of their actual pay increase, scores could only be obtained for $n = 126$ participants at t2. Due to the nature of the sample, with multiple intraorganizational groups, data bases, and sites involved, collection of corporate records data was not feasible.

Speed in job transition. Speed in job transition was measured as the reverse score of the number of months between workshop attendance and job transition. The number of valid answers at t2 for this variable was $n = 160$ participants. Participants were asked when they had experienced the job transition, and the number of months between the workshop and the job transition was calculated.

Career satisfaction. Career satisfaction ($\alpha = .72$) was measured on a 5-item, 5-point Likert scale from 1 - *strongly disagree* to 5 - *strongly agree* developed by Greenhaus, Parasuraman and Wormley (1990). It entailed satisfaction with income goals, advancement goals, career success, skill development goals and overall career goals. Two sample items were “I am satisfied with the progress I have made toward meeting my overall career goals.” and “I am satisfied with the progress I have made toward meeting my goals for income.” Career satisfaction was measured one month before the career development intervention and t2 (nine months later) in order to tap changes as an ultimate outcome.

As noted earlier, the variables were measured at different times. Active career self-management behaviors, organizational responsiveness and career plan implementation were measured three months after the training (t1), and it was assumed that self-management would show its value primarily in the implementation phase. Pay increase and speed in job transition were measured nine months after the training (t2). The ultimate criterion, change in career satisfaction was measured one month prior to the career development intervention and at t2 (nine months after the intervention) and was residualized, controlling for career satisfaction measured before the intervention.

3.2.4 Research Design

We used an institutional cycle design (Cook, Campbell & Peracchio, 1993), with cohorts starting training at different times. Each cohort spent over 9 months to complete the study. Twenty-one training sessions (10 employees each) from which data were collected were staggered over a period of two years, with a new cohort starting almost every month.

For testing the relationships of active career self-management behaviors and consequences, path analysis with AMOS was used to test the hypothesized model of the consequences of career self-management (Figure 3.1). We controlled for gender and age influences by residualizing the variables prior to AMOS analysis. Because some of the participants had missing data on some variables, we used an imputation technique that estimated missing data with a maximum likelihood estimation in AMOS, a procedure that uses all information of the observed data in order to impute missing data. The root-mean-square error of approximation (RMSEA) with a recommended cut-off score of .06 and the comparative fit index (CFI) with a recommended cut-off score of .95 were used to indicate good model fit in both path analyses (Hu and Bentler, 1999).

3.3 Results

Path-analysis examined the potential effect of active career self-management behaviors on the final outcome, career satisfaction, via three different paths: first, in a direct way, second, via organizational responsiveness and pay increases, and third, via career plan implementation and speed of job transition (consequences, Figure 3.1).

Table 3.1 shows means, standard deviations, and correlations for all variables involved in this analysis, controlling for age and gender. Consistent with the model, active career self-management is correlated with organizational responsiveness, career plan implementation and career satisfaction change, and pay increase is related to career satisfaction change. Speed in job transition is not, however, related to career satisfaction.

Table 3.1

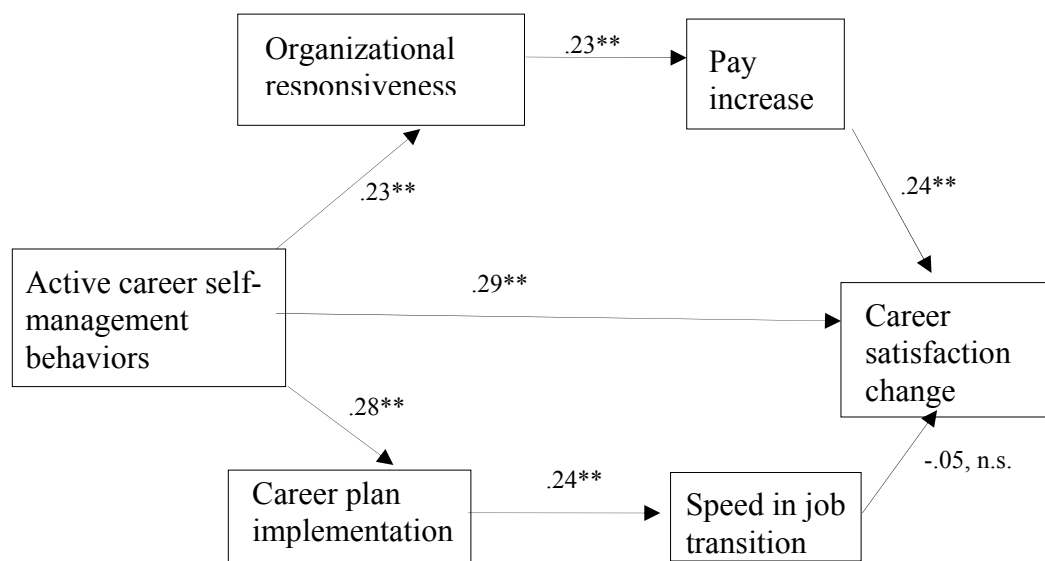
Outcomes of active career self-management: Means, standard deviations (unresidualized), and imputed partial correlations for all variables controlling for age and gender by residualization

Variable	M	SD	1	2	3	4	5	6
3 months after intervention (t1)								
1. Active career self-management behaviors ^a	2.98	0.57	----					
2. Organizational responsiveness	2.83	0.79	.23**	----				
3. Career plan implementation	40.84	24.97	.28**	.07	----			
9 months after intervention (t2)								
4. Pay increase	0.88	0.58	.05	.23**	.02	----		
5. Speed in job transition	4.39	2.94	.07	.02	.24**	.00	----	
6. Career satisfaction change	0.01	0.65	.30*	.12	.07	.25**	-.03	----

Note. * $p < 0.05$ ** $p < 0.1$ *** $p < .001$. Overall $N = 197$. ^a Active career self-management behaviors were measured with six items. Correlations controlled for age and gender. Career satisfaction at t4 was residualized (career satisfaction t1 was controlled) and, therefore, this variable can be considered a change from t1 to t4 career satisfaction variable. All means and standard deviations are depicted before being residualized and imputed.

Overall, path analysis of the hypothesized model (Figure 3.2) revealed good fit ($\chi^2 = 4.67$, $df = 8$, $p = 0.79$, root mean square error of approximation [RMSEA] = .00; normed fit index [NFI] = 0.92; relative fit index [RFI] = 0.79; comparative fit index [CFI] = 1.00).

Figure 3.2. Path Analysis of Consequences of Active Career Self-Management Behaviors.



Employees who executed more active career self-management behaviors three months after the training were more satisfied with their progress and careers six months later (nine months after the training; $\beta = .29$), supporting the idea that proactive involvement to control one's job transition is important for career satisfaction. Thus, the results of both correlations and path analysis supported Hypothesis 1.

Employees who self-managed their career plans also experienced a higher degree of organizational responsiveness ($\beta = .23$). This path has to be viewed with caution, however; when running the same model on a smaller, non-imputed dataset ($n=90$), this path became non-significant ($\beta = .10$). The other paths remained unchanged, which is a good indicator of the robustness of the findings in the face of a strong reduction of statistical power. Organizational responsiveness was positively related to pay increase ($\beta = .23$), which in turn was positively related to career satisfaction ($\beta = .24$). Thus, the path via both organizational responsiveness and pay increase partially mediated the relationship between active career self-management behaviors and career satisfaction change, supporting Hypothesis 2.

Employees who executed more active career self-management behaviors also had implemented their plans to a higher degree three months after the training ($\beta = .28$). This was, in turn, positively related to a higher speed in job transition ($\beta = .24$). However, obtaining better jobs more quickly was not positively related to a change in career satisfaction ($\beta = -.05$). Career plan implementation and speed in job transition did not mediate the path from active career self-management behaviors to career satisfaction, and therefore Hypothesis 3 was not supported.

Overall, active career self-management behaviors appear to have the strongest direct influence on career satisfaction changes, followed by environmental feedback influences in terms of organizational responsiveness and pay.

3.4 Discussion

The present study showed that the ramifications of an action regulation theory-based intervention (Frese & Zapf, 1994; Hacker, 1982, 1985), such as career self-management behaviors, can explain employees' influence regarding the control of their own careers and career development. It provided evidence that active career self-management behaviors can

influence career satisfaction change via two different paths: first, in a direct way, second, via organizational responsiveness and pay increases. The third path, via career plan implementation and speed of job transition, was not confirmed.

One contribution of the present study was to clarify the role and importance of active career self-management behaviors for consequences related to career development. Active career self-management behaviors were strongly linked to a subsequently measured, subjective indicator of successful career development: career satisfaction. In fact, self-management behaviors appeared to have the strongest effect on career satisfaction. Empirical evidence confirmed both a direct path from active career self-management behaviors to career satisfaction and a path that was mediated by organizational responsiveness and pay increases. However, the path from active career self-management behaviors to career satisfaction via the mediators of career plan implementation and speed in job transition was not confirmed. This suggests that pay increases might be a more important predictor of career success than we had anticipated, more important than job transitions. This possibility needs more study.

This latter finding, regarding the missing relationship between speed in job transition and career satisfaction contradicts a macrolevel assumption that overall speed in career progress should be linked to career satisfaction. Successful careers usually entail job improvements or changes, and indicators of such transitions are often used as criteria in career research (e.g., Beehr, & Juntunen, 1990). The speed with which individuals progress through different positions during the course of their careers can be seen as an indicator of career success, at least with regard to (vertical) managerial careers. A possible reason for this finding might be that, although speed in job transition might be strongly linked to career satisfaction for vertical managerial careers, these were not the sole focus of the sample and the intervention. It is possible that in order to feel satisfied with their careers, employees in this study placed more importance on compensation, on their own involvement in the transition process, and possibly also on the qualitative features or nature of the new job, rather than on pure speed in job transition. Future research is needed to examine these possible explanations in more detail.

A key finding of the present study is that it is still important that active career self-management behaviors were positively linked to two objective factors of career development: pay increase (via organizational responsiveness) and speed in job transition (via career plan implementation). These results show that self-managing one's own career plan is an important

topic for future career development research and that exerting personal control in career development is indeed beneficial for employees as well as organizations.

3.4.1 Limitations

All variables in this chapter were measured with self-reports. Generally, career development research might benefit from a multi-method approach; however, due to the confidential nature of career development itself it seems warranted to rely on self-reported data. Employees are the best source of information for psychological variables such as career satisfaction or goal commitment, because only they have direct access to these inner states. Spouses, managers or coworkers that might be outside observers for active career self-management behaviors or organization responsiveness, do not necessarily know the employees' entire career development plan and behavior. Due to the range of target behaviors known only to one's self, self-observation might provide more complete data than outside observers (Kazdin, 1974). Furthermore, some of the variables were probably less subject than others to distortion based on self-reports. For example, to measure pay increases, employees calculated difference scores of their pay compared to how much they earned prior to the training. Self-report data still must be viewed and interpreted with caution, however (Godat & Brigham, 1999).

As a second limitation, the study was a mere field study and did not provide experimental manipulation which allows to infer causation. Other variables might have been responsible for the change in career satisfaction, and it is impossible to say that active career self-management actually caused a change in career satisfaction.

Third, because of the preceding career development intervention the relationships investigated may be confounded with training influences. This can potentially restrict the generalizability of the findings. Studies which investigate career self-management behaviors in other organizations that do not conduct career development interventions and generally do not focus on employee growth and development might help to clarify whether these employees actively self-manage their career in similar ways.

A fourth limitation is that the variable active career self-management behaviors had a relatively low alpha (.67). This might have attenuated some of their empirical relationships with other variables. The fact that path analyses rendered good results despite the low alpha seems to indicate that the concepts are indeed related, however.

A fifth limitation is the possibility that some of the participants might have had job changes under way when receiving the intervention. While this would distort the results, it would make it more difficult to find results confirming the second model if only some of these outcomes were due to the active career self-management behaviors. Therefore, being able to predict speed of job transition seems to suggest that these are robust findings.

3.4.2 Theory, Practical Implications and Future Research Directions

On a theoretical level, three observations can be made. First, active career management behaviors aiming at increasing personal control have largely been overlooked in career development research. Career researchers have investigated many variables, such as motivational, demographic, human capital, organizational, and objective career variables (e.g., Judge, Cable, Boudreau, & Bretz, 1995; Seibert, Crant & Kraimer, 1999; Wayne, Liden, Kraimer, & Graf, 1999; Boudreau, Boswell & Judge, 2001; Seibert, Kraimer & Liden, 2001) with regard to career satisfaction. The results of the present study showed that employees' active career self-management behaviors are a core variable for career satisfaction, affect career satisfaction in two ways, and should be considered as a predictor in future studies, because these behaviors explain a large amount of variance in career satisfaction.

Second, the action regulation theory and especially the action process model based on it (Frese & Zapf, 1994) have merit not only with regard to self-regulatory functions of individuals, but also with regard to the design of interventions that create long-lasting effects. Career self-management behaviors were influenced by the unique combination of goal-setting, information collection, and planning functions, especially with the underlying concepts of personal initiative and active orientation. In turn, career self-management behaviors were related to feedback-related variables on an organizational (pay increase, speed in job transition) as well as an individual level (career satisfaction).

Third, organizational responsiveness may contribute to employees' career satisfaction indirectly rather than directly, and especially through its effects on pay. Organizations that grant training, mentoring, or skill development but will not let monetary development (pay increases) follow are less likely to increase their employees' career satisfaction. We speculate that they might in the long run even contribute to greater dissatisfaction, because from the employees' perspective a gap is created between what they ought to earn (because they are better trained, perform better or know the right people) and what they actually earn. Organizational

responsiveness may signal to employees that the organization expects more from them and that they make a valuable contribution, but this might need to be followed by pay increases. A supervisor's well-meant compensatory idea of "If I cannot give my employee a raise this year, I will at least give him or her a development opportunity" might be ineffective and create disappointment and disengagement from the organization.

A conclusion on a practical level is that managers and human resource professionals which aspire to change the career development practices within the organization should address the importance of career self-management behaviors for enhancing career satisfaction. This could entail communication and initiatives at the organizational level in which the topic of career self-management is openly addressed so that employees understand the organization's expectations and their own responsibilities in the process. Supervisors and human resource professionals would take on a supporting role. In addition, it is important that employees understand the benefits of executing career self-management behaviors: That they can actively influence how satisfied they are with their careers, that career self-management behaviors can help to obtain organizational responsiveness which can eventually via pay increase influence their career satisfaction, and last but not least that these behaviors will also help to change faster into a new position. That way both organizations and employees can contribute to fostering a culture of career development and to shape workplace attitudes that are consistent on both an organizational and individual level.

3.5 References

- Arnold, J. (2001). Careers and career management. In N. Anderson, D. S. Ones, H. K. Sinangil, & C. Viswesvaran (Eds.), *Industrial, Work and Organizational Psychology* (Vol. 2)(pp. 115 – 132). Thousand Oaks, CA: Sage.
- Bandura, A. (1986). *Social foundation of thought and action: A social cognitive theory*. Englewood Cliffs, NJ: Prentice-Hall.
- Bandura, A. (2001). Social cognitive theory: An agentic perspective. *Annual Review of Psychology*, 5, 1-26.
- Beehr, T. A., & Juntunen, D. L. (1990). Promotions and employees' perceived mobility channels: The effects of employee sex, employee group, and initial placement. *Human Relations*, 43, 455-472.

- Boudreau, J. W., Boswell, W. R., & Judge, T. A. (2001). Effects of personality on executive career success in the United States and Europe. *Journal of Vocational Behavior, 58*, 53-81.
- Cook, T. D., Campbell, D.T., & Peracchio, L. (1993). Quasi Experimentation. In M.D. Dunette, (Ed.), *Handbook of Industrial and Organizational Psychology* (pp. 491 – 576). Chicago: Rand McNally.
- Eby, L.T., Allen, T.D., & Brinley, A. (2005). A cross-level investigation of the relationship between career-management practices and career-related attitudes. *Group and Organization Management, 30* (6), 565 – 596.
- Frayne, C. A. (1991). *Reducing employee absenteeism through self-management training: A research-based analysis and guide*. Westport, CT: Quorum books.
- Frayne, C. A., & Geringer, J. M. (2000). Self-management training for improving job performance: a field experiment involving salespeople. *Journal of Applied Psychology, 85*, 361-372.
- Frayne, C. A., & Latham, G. P. (1987). Application of social learning theory to employee self-management of attendance. *Journal of Applied Psychology, 72*, 387-392.
- Frese, M. (2005). Grand theories and mid-range theories: Cultural effects on theorizing and the attempt to understand active approaches to work. In K.G. Smith, M.A. Hitt, (Eds.), *Great minds in management: The process of theory development*. Oxford: University Press.
- Frese, M., & Fay, D. (2001). Personal initiative: An active performance concept for work in the 21st century. *Research in Organizational Behavior, 23*, 133-187.
- Frese, M. & Zapf, D. (1994). Action as the core of work psychology: A German approach. In H.C. Triandis, M. D. Dunnette, and L.M. Hough (Eds.), *Handbook on Industrial and Organizational Psychology*, (2nd ed., Vol. 4) (pp. 271 – 340). Palo Alto, CA: Consulting Press.
- Godat, L.M., & Brigham, T.A. (1999). The effect of a self-management training program on employees of a mid-sized organization. *Journal of Organizational Behavior Management, 19*, 65-83.
- Gollwitzer, P. M. (1999). Implementation intentions: Strong effects of simple plans. *American Psychologist, 54*, 493 – 503.

- Greenhaus, J. H., Parasuraman, S., & Wormley, W. M. (1990). Effects of race on organizational experiences, job performance evaluations, and career outcomes. *Academy of Management Journal*, *33*, 64-86.
- Hacker, W. (1982). Objective and subjective organization of work activities. In M. Cranach & R. Harré (Eds.), *The analysis of action* (pp. 81-98). Cambridge, UK: Cambridge University Press.
- Hacker, W. (1985). Activity: A fruitful concept in industrial psychology. In: M. Frese & J. Sabini (Eds.), *Goal directed behavior: The concept of action in psychology* (pp. 262 – 284). Hillsdale, NJ/London: Erlbaum.
- Hu, L., & Bentler, P. M. (1999). Cutoff criteria for fit indexes in covariance structure analysis: conventional criteria vs. new alternatives. *Structural equation modeling*, *6*, 1-55.
- Judge, T. A., Cable, D. M., Boudreau, J. W., & Bretz, R. D. (1995). An empirical investigation of the predictors of executive career success. *Personnel Psychology*, *48*, 485-519.
- Kanfer, F. H. (1977). Selbstmanagement-Methoden. In F.H. Kanfer & A.P. Goldstein (Eds.), *Möglichkeiten der Verhaltensänderung (Helping people change)* (pp. 350-405). München: Urban & Schwarzenberg.
- Kazdin, A. E. (1974). Self-monitoring and behavior change. In M.J. Mahoney & C.E. Thoresen (Eds.), *Self-control: Power to the person* (pp. 218-246). Monterey, CA: Brooks/Cole.
- King, Z. (2004). Career self-management: Its nature, cause and consequences. *Journal of Vocational Behavior*, *65* (1), 112 - 133.
- Latham, G. P., & Frayne, C.A. (1989). Self-management training for increasing job attendance: A follow-up and replication. *Journal of Applied Psychology*, *74*, 411-416.
- Manz, C. C. (1986). Self-Leadership: Towards and expanded theory of self-influence processes in organizations. *Academy of Management Review*, *11*, 585, - 600.
- Nerdinger, F.W. 1995. *Motivation und Handeln in Organisationen: eine Einführung.* (Motivation and action in organizations: an introduction).W. Kohlhammer GmbH, Stuttgart.
- Pekrun, R., & Frese, M. (1992). Emotions in work and achievement. In C. L. Cooper & I.T. Robertson (Eds.), *International review of industrial and organizational psychology* (pp. 153 – 200). Chichester: Wiley.

- Seibert, S. E., Crant, M. J., & Kraimer, M. L. (1999). Proactive personality and career success. *Journal of Applied Psychology, 84*, 416-427.
- Seibert, S. E., Kraimer, M. L., & Liden, R. C. (2001). A social capital theory of career success. *Academy of Management Journal, 44*, 219-237.
- Sturges, J., Guest, D., & Mackenzie Davey, K. (2000). Who's in charge? Graduates' attitudes to and experiences of career management and their relationship with organizational commitment. *European Journal of Work and Organizational Psychology, 9*, 351-370.
- Wayne, S. J., Liden, R. C., Kraimer, M. L. & Graf, I. K. (1999). The role of human capital, motivation and supervisor sponsorship in predicting career success. *Journal of Organizational Behavior, 20*, 577-595.

4. Positive Affect in Career Development

The fourth chapter investigates the concept of three facets of positive affect towards the career (activation, interest and joy) in an applied setting. The focus of the study is two-fold: First, to investigate whether active career self-management behaviors and role expansion influence a change in these three facets of positive affect towards the career, and second to investigate how changes in these three subfacets are related to change in job satisfaction and career satisfaction.

One of the variants of self-regulation theories is action regulation theory (Frese & Zapf, 1994; Hacker, 1982, 1985) which predicts positive affect to increase when actions are successful so that goals are achieved and positive feedback is received (Pekrun & Frese, 1992). People learn to manage their social environments in ways that regulate affect (Carstensen, 1992), and emotion regulation “refers to the universe of physiological, cognitive, and behavioral strategies aimed at increasing or decreasing the experience or expression of positive and negative emotions“ (Kanfer & Kantrowitz, 2002, p. 449). Experienced emotions rely on input from physiological, cognitive and behavioral systems, and emotion regulation might be directed either at the determinants of the emotion or toward the management of affective responses (Kanfer & Kantrowitz, 2002). As stated by action regulation theory above, emotion regulation is tied closely to both the execution of behaviors and feedback as input for experienced emotions.

Applying a two-dimensional taxonomy of emotion regulation strategies (Larsen, 2000) with one dimension cognitive vs. behavioral and the second dimension being “directedness”, i.e. changing the person or how they were feeling vs. changing the situation, this study focuses on the behaviors that aim at changing the situation as well as the person’s feelings. It investigates how career self-management behaviors and role expansion (behavioral processes attempting to change the environment) influence changes in experienced positive affect (affective changes) which in turn influence changes in job attitudes (attitudinal changes). Studying how people attempt to control their responses to the work environment would meet a research need that has been outlined as an interesting avenue for further research (Judge & Larsen, 2001).

4.1. Literature Review and Hypotheses

Positive affect and its subfacets

Affect encompasses both moods and emotions, and the distinction between moods and emotions lies in focus, duration and directedness. Emotions are linked to stronger action tendencies. One versatile measure to tap emotions is the Positive Affect/Negative affect scale (PANAS; Watson, Clark & Tellegen, 1988). This scale defines positive affect, which was used in this study, as follows: “Briefly, positive affect (PA) reflects the extent to which a person feels enthusiastic, active and alert. High PA is a state of high energy, full concentration and pleasurable engagement, whereas low PA is characterized by sadness and lethargy” (Watson, Clark & Tellegen, 1988, p. 1063). Positive affect is measured with self-report data and is a higher-order factor in terms of valence (positive state) which embraces several distinct and discrete affects or subfactors (Watson & Clark, 1992). In comparison to negative affect, positive affect has been relatively understudied although it might be as important as negative affect due to its potential role for general well-being (Clark & Watson, 1988). Positive affect relates rather to social activity, satisfaction, and frequency of pleasant events (e.g., Watson, 1988). High-PA people are enthusiastic, optimistic, and actively involved with life. They tend to have optimistic expectations about the future and are highly sociable, preferring the company of others to isolation (Watson, 2000). Positive affect fluctuates with seasons, weather, time of day, and day of week (Clark & Watson, 1988).

Positive affectivity has been found to be related to sociability, helping behavior, accuracy, and care in decision-making (George & Brief, 1992, Isen & Baron, 1991; Staw & Barsade, 1993), job satisfaction (Agho, Mueller and Price, 1993; Connelly & Viswesvaran, 2000; Piccolo, Judge, Takashi, Watanabe & Locke, 2005), life satisfaction (Piccolo, Judge, Takashi, Watanabe & Locke, 2005) as well as organizational commitment (Thoresen, Kaplan, Barsky, Warren & de Chermont, 2003) and job search clarity (Coté, Saks & Zikic, 2006). The relationship to job performance has been mixed, with both positive findings (Van Yperen, 2003; Staw, Sutton & Pelled, 1994), as well as negative findings (Wright & Staw, 1999). Overall, it seems likely to assume that different variables in the context of career development will be related to affect towards career.

Recently, evidence has been presented for a tripartite model of positive affect (Egloff, Schmukle, Burns, Kohlmann & Hock, 2003). The authors partitioned positive affect into three

subfacets: joy, interest and activation. Several experiments with a student population and experimental tasks were conducted in which success and failure conditions as well as differing levels of stress were manipulated; these studies revealed distinct development patterns of the three subfacets over time. Preliminary analyses of the present study will investigate whether this tripartite model of positive affect - here referring to affect toward one's career - can be successfully applied in a field study in an organization at different points in time. The tripartite categorization has been suggested before, but with regard to employee attitudes, not affect. Eagly & Chaiken (1993) suggested a tripartite categorization of attitudes into cognitive, behavioral and affective elements as a framework to better understand the influences of personality on job satisfaction. This study applies a similar idea: investigating the relationship between a tripartite categorization of the career-related affect and both antecedents such as career self-management, as well as consequences, such as job and career satisfaction. Activation, interest and joy would parallel the behavioral, cognitive and affective elements that should influence the other variables. They are not investigated as personality dispositions, but as state-like experienced emotions that can change over time.

Link to career development: Towards a model of antecedents and consequences of positive affect

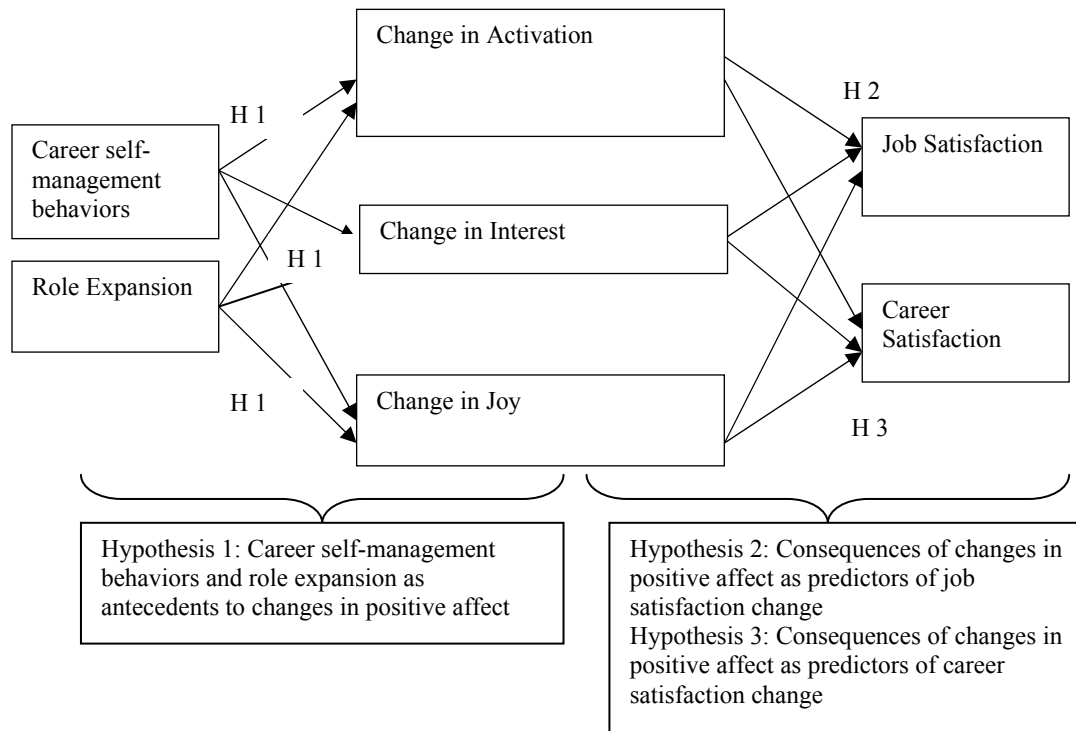
Figure 4.1 shows a model integrating the three hypotheses of this study, which tested career self-management as an antecedent to the changes in positive affect (Hypothesis 1). Job satisfaction (Hypothesis 2) and career satisfaction (Hypothesis 3) are investigated as consequences of the changes in positive affect.

Antecedents to positive affect: Career self-management and role expansion

Overall, positive affect has not been studied in abundance in the field of career development. Emotions have been studied with regard to “survivor syndrome” (Doherty, 1996), which refers to employees who “survive” layoffs and remain in an organization (Brockner, Grover & Reed, 1987), and there has been a call for a more interactive research between judgment, feeling and action (Kidd, 1998).

Self-management consists of exerting control over the environment and one's actions (Frayne & Geringer, 2000). Behavioral and cognitive strategies assist individuals in structuring their environment, establishing self-motivation, and facilitating behaviors appropriate for

Figure 4.1. Model of Antecedents and Consequences of subfacets of positive affect.



attaining performance standards (Manz, 1986). Self-management encompasses six dimensions: self-assessment, goal setting, self-monitoring, self-evaluation, written contracts, maintenance, and relapse prevention (Nerdinger, 1995; Kanfer, 1977; Frayne & Geringer, 2000).

Interventions that applied self-management behaviors in organizations have been very successful in areas such as job attendance (Frayne & Latham, 1987; Latham & Frayne, 1989), reduction of problematic workplace behaviors (Godat & Brigham, 1999), and sales (Frayne and Geringer, 2000). Study one and two showed that career self-management behaviors can, in addition, help to achieve more complex goals and produce longer-term consequences in career advancement. In accordance with self-efficacy theory and the concept of human agency (Bandura, 1986, 2001), employees engaging in more career self-management behaviors should be more satisfied with their progress and careers later, because they have been more actively involved and thus should have a greater sense of ownership over their own their career. This link has been investigated in study two and an independent effect of career self-management behaviors on career satisfaction was found. A second finding showed employees who self-manage their career plans attempted to influence the organization to be more responsive by

helping their careers, and organization responsiveness and pay increase served as mediators in this path from career self-management behaviors to career satisfaction.

In order to prepare for future job demands, individuals need to regularly update and expand their skills as a means of managing their development (London & Mone, 1999), and people learn by coping with new experiences and novel work environments (McCauley & Hezlett, 2002). Previous research has found transitions to unfamiliar job situations were developmental for managers (McCauley, Ruderman, Ohlott, & Morrow, 1994) and breadth and diversity of manager's prior job assignments were related to organizational advancement (Lyness & Thompson, 2000). Role expansion refers to expanding the scope of the current position and growing into an enriched or even a completely new role via acquiring new professional knowledge, skills and capabilities. It can be aimed at job enrichment on the current job, a lateral career move, or taking over formal or informal responsibility for a team. It seems likely that employees who expand their current role or grow into a new one might feel a higher level of activation, for example by feeling inspired and attentive when they learn about new information to advance their career and process it. Second, they might also feel an increase of interest and determination when engaging into activities which help to change into a new role, such as learning about new job content, processes or organizational constituents they interface with. Third, when engaging in the process of growing into a new responsibility, it is likely that employees feel joyful, excited, proud and enthusiastic - for example, with regard to the novelty of the things they learn, or because they feel they have accomplished something and move their development forward. Provided the tripartite model of positive affect can be reproduced in a field setting, we would expect career self-management behaviors and role expansion to positively influence employee affect towards their careers (see Figure 4.1).

Hypothesis 1: Career self-management behaviors and role expansion will be positively related to employees' activation, interest and joy.

Consequences of positive affect: Job Satisfaction and Career Satisfaction

There has been a debate on the influence of situational factors and dispositional variables for job attitudes (Cropanzano & James, 1990, Staw & Ross, 1985; Gerhart, 1987) and overall, evidence suggests both are predictors (Fortunato & Stone-Romero, 2001). According to Bowling, Beehr and Lepisto (2006), it needs to be examined whether dispositions such as

positive and negative affectivity have effects on temporal changes in job attitudes which in their study encompassed among others both job and career satisfaction

Job satisfaction has been defined as “(...) a pleasurable or positive emotional state resulting from the appraisal of one’s job or job experiences” (Locke, 1976, p. 1304). It being one of the most widely studied concepts over almost 35 years of research in industrial and organizational psychology, Judge, Parker, Colbert, Heller and Illies (2001) counted almost 7860 studies on job satisfaction, and a number of meta-analyses have been published that have concentrated on situational determinants and dispositional influences on job satisfaction (Fried & Ferris, 1987; Jackson & Schuler, 1985; Dormann & Zapf, 2001).

A positive relationship between positive affect and job satisfaction has been generally supported by previous research (Agho, Mueller and Price, 1993; Brief & Roberson, 1989; Munz, Huelsman, Konold, McKinney, 1996; Staw, Bell and Clausen, 1986; Watson & Slack, 1993). In a meta-analysis on 15 studies, a sample-size weighted mean observed correlation corrected for unreliability of .49 was found between positive affect and job satisfaction, and positive affectivity accounted for 24 % of the variance (Connolly & Viswesvaran, 2000). Results from longitudinal studies reported somewhat lower results between 12 and 20 percent of corrected common variance, and the studies measured affect either via affective disposition (Staw, Bell and Clausen, 1986) or neuroticism factor scores (Gustavsson, Weinryb, Goransson, Pederson, & Åsberg, 1997). Overall, direct approaches to study the relationship between affect and job satisfaction explain between 10 and 20 percent of variance in job satisfaction (Dormann & Zapf, 2001).

A study by Heller, Judge and Watson (2002) suggests both dispositional and environmental factors in job and life satisfaction to be present. This has been echoed by Bowling, Lepisto and Beehr (2006), who investigated the influence of affective dispositions on work attitudes such as job satisfaction and career satisfaction and concluded that the direction of attitude change is due to dispositions as well as changes in the environment. The authors encouraged future research on the subject of positive and negative affectivity in relation to changes in job attitudes. The present study looked at changes in job attitudes, and it took a somewhat different approach from previous research in investigating positive affect not as a dispositional variable but as a state-like affect that can change over time. Following Eagly & Chaiken’s (1993) tripartite categorization into cognitive, behavioral and affective elements

which are applied as a framework to understand the influences of affect on job satisfaction, it can be argued that activation, interest and joy would parallel the behavioral, cognitive and affective elements.

Employees who actively self-manage their careers in order to instigate change to their current job will more likely be satisfied with their jobs because they psychologically own the results that emerged out of the change process. Both career self-management and role expansion should lead to employees feeling inspired and attentive in terms of a higher level of activation, feeling an increase of interest and determination, and feeling excited, proud and enthusiastic in terms of joy about career progression and skill development. In addition, it seems likely that employees who change into an expanded role, a role in a new function, or a supervisory role and self-manage the transition process would be more satisfied both in their new job and in their career due to newly acquired knowledge and behaviors, expanded responsibilities, for example for leading a team, managing a budget, or organizing the work processes in their department. Similarly to career satisfaction in study two, employees should have a higher level of control over their current and future job and should be more satisfied with their progress and job subsequently. It seems possible that changes in how employees feel about their career would be related to a change in job satisfaction overall. In order to simultaneously investigate the potential effects of positive affect and behavioral variables, both career self-management and role expansion were added as predictors to the hypothesis (see Figure 4.1).

Hypothesis 2: Career self-management behaviors, role expansion and change in employees' activation, interest and joy will be positively related to a change in job satisfaction.

Career satisfaction has generally been found to be related to a myriad of variables, for example organizational sponsorship and stable individual differences (as opposed to human capital or demographic influences which did not wield much influence - Ng, Eby, Sorensen, & Feldman, 2005), career interruptions for male managers (Schneer & Reitman, 2005), and structural characteristics of the job such as full-time vs. part-time work (Carr, Gareis, Barnett, 2003). Research on organizational context factors showed career satisfaction to be related to training (Wayne, Liden, Kramer & Graf, 1999), the supervisor relationship in terms of Leader-member exchange (Wayne, Liden, Kramer & Graf, 1999), contacts at higher levels, access to

information, access to resources, career sponsorship, salary, promotions, number of employees, general management (Seibert, Kraimer & Liden, 2001), mentoring (Allen, Eby, Poteet, Lentz & Lima, 2004; Day & Allen, 2004; Wallace, 2001), and perceived services-job rewards fit that meets different employee needs (financial, social etc. - Cable & DeRue, 2002). Investigating a managerial sample, predictors for career satisfaction were objective career success variables (salary, promotions offered, management level achieved), work-family conflict, support via community ties, and interactions between gender, age and minority gender status with work-family conflict (Martins, Eddleston & Veiga, 2002). However, no significant “main effects” of family demographic variables on career satisfaction were found which corroborates prior research finding demographic factors not to be related to career satisfaction (Gattiker & Larwood, 1988). Career satisfaction was also found to be related to employee attitudes such as organizational commitment (Carson, Carson, Phillips & Roe, 1996), turnover intentions (Igarria, 1991), and job satisfaction (Beehr, Taber & Walsh, 1980).

It has been argued that theoretical models predicting subjective career success without including dispositional variables may lead to an incomplete understanding (Ng, Eby, Sorensen, & Feldman, 2005). This theoretical perspective has been generally corroborated by empirical findings. Researchers found affective dispositions, such as extraversion (Boudreau, Boswell & Judge, 2001; Seibert & Kraimer, 2001) and proactive personality (Eby, Butts & Lockwood, 2003) to be related to career satisfaction. Bowling, Beehr and Lepisto (2006) found both demographic variables and affective disposition to predict career satisfaction five years later. However, previous studies have not focused on changes in positive affect and career satisfaction in times of transition when employees try to actively develop their career. Although some authors found career satisfaction to be relatively stable over time (Schneer & Reitman, 1997), others suggested a great need for future research on the subject of positive and negative affectivity in relation to changes in job attitudes (Bowling, Beehr and Lepisto, 2006).

As already investigated in study two, employees engaging in more active career self-management behaviors were more satisfied with their progress and careers subsequently, and showed a higher level of career satisfaction. In addition, it seems likely that role expansion will be positively related to career satisfaction, which encompasses professional development, career advancement, and salary growth facets. Role expansion means to acquire new professional knowledge, skills and capabilities which might render employees to be more satisfied with their

skill development, and it can potentially enhance employability for a wider range of jobs. Whether role expansion is aimed at job enrichment, a lateral career move, or taking formal or informal responsibility for a team, it is likely to provide more visibility in the organization which generally is something that employees desire as a sign of career advancement that might make them more satisfied with their career. Role expansion might also provide enhanced opportunities for compensation. Overall, it seems likely that employees who expand their role and self-manage their professional development would experience more positive affect towards their career. Therefore they would feel more inspired and attentive in terms of a higher level of activation, more interested and determined, and more excited, proud and enthusiastic in terms of joy about their career progression and skill development. In turn, they should also display a higher level of satisfaction with their career; thus career satisfaction should be influenced by both the behavioral variables that aimed at changing the situation or role, as well as the affective variables. Both career self-management and role expansion are included as predictors in the following hypothesis that predominantly focuses on the relationship between positive affect and career satisfaction, because their potential effects will be investigated simultaneously (see Figure 4.1).

Hypothesis 3: Career self-management behaviors, role expansion and employees' activation, interest and joy will be positively related to career satisfaction.

4.2 Method

4.2.1 Sample

Participants were 205 white collar employees of a large global technology company, headquartered in Germany, who had been participants in a career development intervention (see study one). On average, they were 32.0 years old, had 6.3 years of organizational tenure, and 2.6 years of job tenure. About 33.7% were female, and 68.3% had a graduate degree at a university or polytechnic institution. Participants usually enrolled voluntarily with their manager's consent, but in some cases their managers had strongly advised them to attend. They held jobs in different business units, such as control, sales, purchasing, software development, service, quality management, human resources and logistics.

There were three measurement times: Three weeks before the first training intervention (n at t1 = 205), 3 months after the first intervention and directly before the one-day follow-up

intervention (n at t2 = 188), and 9 months after the first intervention (n at t3 = 172). Response rates ranged between 100% and 85% at the different data collection times.

4.2.2 Procedure and Intervention

The design of the three-day career development intervention was guided by action theory (Frese, 2005) in providing the following elements of the action process model on which the intervention focused: goal development, information collection, plan generation, and plan execution/monitoring. For a detailed explanation of the different content of the intervention, please see study one. The data for the preliminary analysis which investigated the three-factor structure of positive affect were collected a month before the career development intervention (t1). Three months after the intervention, during a one-day follow-up, participants orally presented the actions they had taken on their personal development plans, discussed self-management strategies and talked about both positive experiences and the career development barriers they had encountered. In addition, a Human Resources expert answered questions about job transitions and career development in the organization. The main data investigating all three hypotheses were by questionnaire collected before or during the one-day follow-up (t2) as well as six months later (t3) by interview. The format of an interview at t3 was chosen because some of the variables measured required data collection via an interview format, and helped to keep the response rates at a fairly high level.

4.2.3 Measures

All questionnaire measures and instructions were conducted in German. Measures originally published in English were translated by the author into German, retranslated from German into English by a native German speaker fluent in English, and then errors were corrected by consensus between the two translators. The three facets of positive affect - activation, interest and joy - were measured one month before the intervention, three months after the intervention and nine months after the intervention. For preliminary analyses the data at t1 were used to confirm the structure of three different subfacets of positive affect. For investigating the hypotheses the data at t2 and t3 were used; and these were residualized in order to control for the t2 measures and to tap changes in positive affect. Career self-management behaviors were measured three months after the training. Role expansion was measured nine

months after the intervention. The ultimate dependent variables, change in job satisfaction and career satisfaction, were measured one month before the training and 9 months after the training and were later residualized in order to control for the t1 measures and to tap changes. Table 4.1 shows the means, standard deviations and alphas of the scales; for item characteristics for the scales please see Appendix A.7.

Table 4.1

Sample size, means, and standard deviations of the scales

Variable	Items	N	Alpha	M	SD
One month before the intervention					
Activity t1	4	110	.71	12.95	2.69
Interest t1	3	110	.65	10.09	2.10
Joy t1	3	110	.78	8.12	2.74
Job Satisfaction	1	134	----	3.37	0.88
Career Satisfaction	5	117	.82	15.17	3.67
Three months after the intervention					
Activity t2	4	137	.76	13.73	2.74
Interest t2	3	140	.63	11.05	2.05
Joy t2	3	140	.79	9.10	2.78
Self-management t2	6	124	.71	18.08	3.56
Nine months after the intervention					
Activity t3	4	141	.77	14.80	2.60
Interest t3	3	141	.62	11.30	1.90
Joy t3	3	141	.82	9.76	2.81
Role expansion	1	139	----	0.97	0.77
Job Satisfaction	1	141	----	3.50	0.98
Career Satisfaction	5	138	.72	17.20	3.37

Positive affect. Participants indicated on a 10-item, 5 point-Likert scale developed by Watson, Clark & Tellegen (1988) how they had felt with regard to their career during the last three months. Based on the tripartite model of positive affect (Egloff, Schmukle, Burns, Kohlmann & Hock, 2003), the first subfacet of positive affect, *activation*, contained the adjectives “alert”, “attentive”, “inspired”, and “active”. The second facet, *interest*, measured the adjectives “interested”, “strong” and “determined”. *Joy* as the third subfacet was measured by the adjectives “excited”, “proud” and “enthusiastic”.

Self-management behaviors. Participants reported on six items with 5-point Likert scales to what extent they applied self-management strategies. Two of the items were adapted from a longer measure by Frayne (1991): successful relapse management after forgetting to monitor and implementing rest of plan. The other four items were specifically about behaviors taught in the

intervention: seeking alternative solutions, successfully overcoming barriers, amount of monitoring, and positive reinforcement. The reliability for this measure was $\alpha = .71$. All items in the measure were answered on five-point scales and each item had different labels on the answer points. For example, the item “How actively did you seek alternative solutions to pursue your plan?” had the response categories 1 - not at all active to 5 - very active.

Role expansion. Participants indicated what kind of career move they had made nine months after the job, such as no change, job enrichment, taking an informal leadership role without having direct reports, becoming a supervisor and having direct reports, change of function (lateral move), change of business unit, giving up responsibility and returning to an individual contributor role, change abroad, or change outside of the company. Many of the career moves came in different combinations with multiple codings, for example if an employee made a change of function from a finance into a purchasing job and in addition changed the business unit with that as well. The different kinds of career moves participants undertook were recoded to reflect role expansion with the categories being demotion (-1), no change (0), change on same hierarchical level (1), and taking over a managerial role (coded as 2, covering both informal and formal managerial responsibility).

Job satisfaction. Job Satisfaction was measured with a single-item measure on a Faces scale (Kunin, 1955) and tapped overall job satisfaction. Wanous, Reichers & Hudy (1997) compared single-item measures of job satisfaction and estimated the reliability for the Faces scale to be .66, which is still at an acceptable level even if it is a bit lower than most multiple-item measures of job satisfaction (Saari & Judge, 2004). Participants checked one of five faces, arranged from very sad to very happy, that expressed most adequately how satisfied they were with their job. The item intercorrelation of 1 month prior to training and t2 was $r = .10$ ($n = 134$).

Career satisfaction. Career satisfaction ($\alpha = .72$) was measured on a 5-item, 5-point Likert scale from 1 - *strongly disagree* to 5 - *strongly agree* developed by Greenhaus, Parasuraman and Wormley (1990). The measure has showed adequate reliability in earlier research ($\alpha = .87$; Judge, Cable, Boudreau and Bretz, 1995). It entailed satisfaction with income goals, advancement goals, career success, skill development goals and overall career goals. Two sample items were “I am satisfied with the progress I have made toward meeting my overall career goals.” and “I am satisfied with the progress I have made toward meeting my goals for income.”

4.2.4 Research Design

We used an institutional cycle design (Cook, Campbell & Peracchio, 1993), with cohorts starting training at different times. Each cohort spent over 9 months to complete the study. Twenty-one training sessions (10 employees each) from which data were collected were staggered over a period of two years, with a new cohort starting almost every month. Because the career development intervention targeted the development and implementation of a career development plan through self-management, we would expect the intervention to influence all the variables measured at t2.

As preliminary analyses we tested for the three subfacets of positive affect with a confirmatory factor analysis in AMOS by comparing a one-factor solution with a three factor-solution. The root-mean-square error of approximation (RMSEA) with a recommended cut-off score of .06 and the comparative fit index (CFI) with a recommended cut-off score of .95 were used to indicate good model fit (Hu and Bentler, 1999). In order to allow for the calculation of a root mean-square residual (RMSR) which was used to complement the RMSEA, participants with missing data were eliminated from the sample.

Both the antecedents and consequences of positive affectivity were tested with hierarchical multiple regressions controlling for different demographic variables in the first step and then testing different independent variables. Sample size in relation to number of control variables and predictors was a concern for the analysis of a hierarchical multiple regression (see Tabachnik & Fidell, 1996), and in order to keep the number of control variables and independent variables as small as possible, change scores were created for the affective variables as well as job and career satisfaction. The dependent variables were residualized, controlling for the value of the earlier point in time: career satisfaction and job satisfaction at t1, and for the affective variables for the pertaining affect at t2. Because change scores are not as often utilized in industrial/organizational psychology research, additional analyses which did not use change scores but utilized the classic approach and controlled for all variables measured at earlier points in time can be found in the Appendix. Applying centered predictor variables (following Aiken and West, 1991) rendered the same results as using uncentered predictors.

4.3 Results

This study investigated both a positive relationship between career self-management behaviors and role expansion as antecedents of the three subfacets of positive affect - activation, interest and joy - as well as the influence of the three subfacets of positive affect on job and career satisfaction (Figure 4.1).

Preliminary confirmatory factor analyses tested both a one- and three factor solution of positive affectivity towards career and showed that the model of 3 correlated factors (see Figure 4.2) yielded better results than a one-factor solution (see Table 2). The $\Delta\chi^2 = 20.8$ with $df = 3$ was greater than the critical value of 7.81 and thus statistically significant. Depending on whether models are nested or not, other fit indices have to be considered, which is why the AIC was included as well.

The goodness of fit indices NFI, RFI and CFI for the one-factor solution were not ideal, but improved somewhat with the three-factor solution. The RSMEA with .10 is not satisfactory and should be below .06 or at least below .08, but it is also related to sample size and should generally not be applied to small samples (Hu & Bentler, 1999). The authors recommend to rather use the SRMR instead, which was below .08 and thus satisfactory. In order to account for the parsimony of the model, the AIC was used, which supports a three-factor solution rather than the originally proposed one-factor solution. Overall, the goodness of fit indices of the three-factor solution seemed adequate to support a tripartite model of positive affect.

Figure 4.2. Model of three subfacets of positive affect.

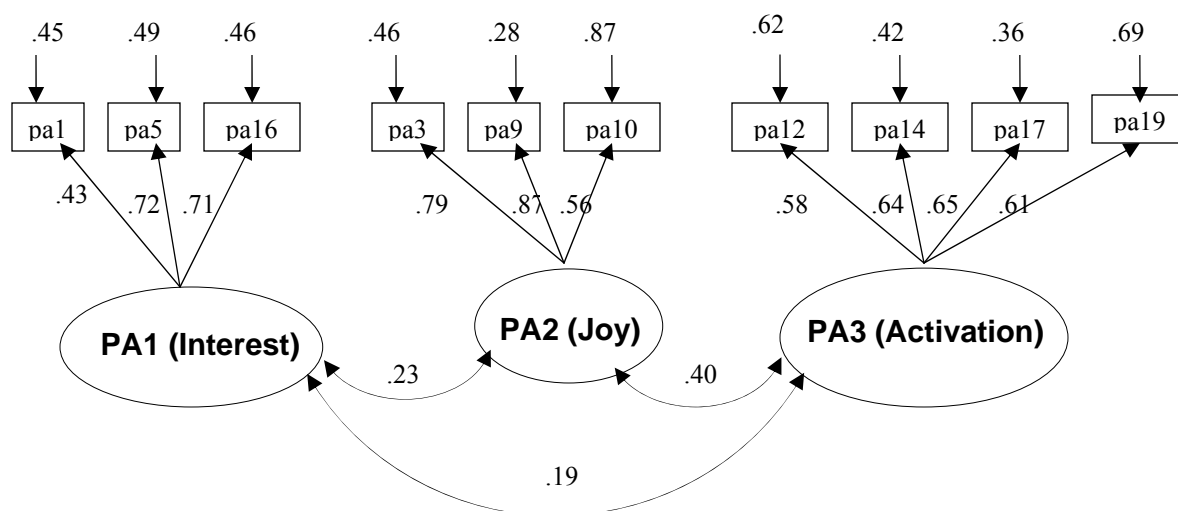


Table 4.2

Model Fit for different model solutions measuring positive affect

	<i>df</i>	X^2	<i>p</i>	RMSEA	NFI	RFI	CFI	RMR	AIC
1 factor solution	35	85.72	.00	.12	.81	.75	.87	.07	125.72
3 correlated factor solution	32	64.90	.00	.10	.85	.79	.92	.06	110.90

Note. N= 106.

Table 4.3 shows means, standard deviations, and correlations for all variables involved in this analysis, controlling for job tenure, age, gender and education. Although the CFA confirmed a three-factor model, the subfacets activation, interest and joy at t1 were strongly correlated with each other, with correlations ranging between .61 and .76.

Table 4.3

Antecedents and Consequences of subfacets of positive affect: Means, standard deviations, and partial correlations for all variables controlling for job tenure, age, gender, and education

Variable	M	SD	1	2	3	4	5	6	7	8	9	10
1 month before intervention (t1)												
1. Activity	3.24	.68	----									
2. Interest	3.36	.70	.76***	----								
3. Joy	2.71	.93	.61***	.61***	----							
3 months after intervention (t2)												
4. Career self-management behaviors ^a	3.04	.61	.15	.22*	.18	----						
9 months after intervention (t3)												
5. Role expansion	.99	.82	.00	.05	.03	.00	----					
6. Change in Activation	-.00	.58	.09	.08	.04	.13	.23*	----				
7. Change in Interest	.06	.59	.21**	.22*	.05	.31**	.19	.53***	----			
8. Change in Joy	.02	.90	.14	.14	.08	.13	.37***	.66***	.52***	----		
9. Change in Job Satisfaction	-.06	.97	.10	.03	-.03	.15	.36***	.32**	.42***	.42***	----	
10. Change in Career Satisfaction	.03	.66	-.01	-.07	-.06	.25*	.26**	.33**	.33**	.46***	.46***	----

Note. * $p < 0.05$ ** $p < 0.1$ *** $p < .001$. Overall N = 101. ^a Correlations controlled for job tenure, age, gender and education.

Table 4.3 shows career self-management behaviors were positively related to a change in interest between t2 and t3, and role expansion was positively related to both a change in activity

and joy (Hypothesis 1). In addition, role expansion was positively related to job and career satisfaction, and self-management was positively related to career satisfaction. Changes in the subfacets activation, interest and joy were positively related to changes in job and career satisfaction (Hypothesis 2 and 3).

According to Hypothesis 1, self-management behaviors and role expansion will be positively related to changes in positive affect nine months after the intervention. After controlling for the demographics job tenure, age, gender and education, different hierarchical multiple regressions (see Table 4.4) showed career self-management behaviors three months after the intervention were strongly related to a change in interest nine months after the intervention. This would resemble a more cognitive element in positive affect. In contrast, role expansion was strongly related to changes in activation and joy, thus being more strongly related to the behavioral and affective elements of positive affect. That different antecedents influence different subfacets of positive affect corroborates the value of the tripartite model which takes a more differentiated look at positive affectivity rather than treating it as one single concept.

Table 4.4

Career self-management and role expansion as antecedents of change of the three subfacets of positive affect

	Change in Activation				Change in Interest				Change in Joy			
	B	SE B	β	ΔR^2	B	SE B	β	ΔR^2	B	SE B	β	ΔR^2
<i>Step 1: Demographics</i>												
Job tenure	-0.00	0.00	-.06		-0.01	0.08	-.14		-0.00	0.00	-.05	
Age	0.00	0.02	.01		-0.01	0.02	-.03		-0.03	0.02	-.13	
Gender	0.57	0.20	.26**		0.25	0.20	.12		0.10	0.21	.05	
Education	0.03	0.10	.03	.08**	0.10	0.10	-.02	.03	0.04	0.10	.04	.02
<i>Step 2: Implementation influences</i>												
Self-management behaviors	0.06	0.14	.04		0.41	0.14	.25**		0.18	0.14	.11	
Role expansion	0.30	0.10	.23**	.06**	0.20	0.11	.15	.09**	0.43	0.11	.33***	.13***
R^2				.14				.12				.15
Adjusted R^2				.10				.08				.11
Overall F				3.35**				2.91*				3.55**
df				6,126				6,126				6,125

Note. * $p < 0.05$ ** $p < .01$. *** $p < .001$.

Hypothesis 2 investigated the consequences of changes in positive affect on job satisfaction nine months after the intervention. Because both demographic variables like job

tenure, age, gender and education as well as behavioral variables appeared to be influences, hierarchical regressions were computed to determine the incremental power of changes in positive affect to predict job satisfaction. Demographic variables were entered on the first step, career self-management behaviors and role expansion on the second step, and the changes of the subfacets of positive affect as the third step. The hierarchical multiple regression (see Table 4.5) showed a change in job satisfaction to be related to both role expansion which accounted for 15 % unique variance of the variance in job satisfaction at step 2, as well as to a change in interest which was an independent predictor at step 3, and explained about 10 % in the variance in job satisfaction. Change in interest was not a significant predictor, however. Thus, Hypothesis 2 was partially supported, and a change in the attitude job satisfaction was related to behavioral as well as affective variables serving as predictors.

Table 4.5

Changes in job satisfaction and career satisfaction as consequences of change in positive affectivity

	Change in Job Satisfaction				Change in Career Satisfaction			
	<u>B</u>	<u>SE B</u>	<u>β</u>	<u>ΔR²</u>	<u>B</u>	<u>SE B</u>	<u>β</u>	<u>ΔR²</u>
<i>Step 1:</i>								
<i>Demographics</i>								
Job tenure	0.00	0.00	-.01		0.00	0.02	.01	
Age	0.02	0.02	.10		-0.01	0.02	-.08	
Gender	0.14	0.20	.07		-0.13	0.14	-.10	
Education	0.03	0.10	.03	.02	0.04	0.06	.06	.02
<i>Step 2:</i>								
<i>Implementation influences</i>								
Career self-management behaviors	0.13	0.13	.09		0.28	0.10	.27**	
Role expansion	0.44	0.10	.37***	.15***	0.17	0.07	.21*	.12**
<i>Step 3: Changes in positive affectivity</i>								
Activation	0.10	0.11	.10		-0.00	0.08	-.01	
Interest	0.18	0.10	.19+		0.04	0.07	.06	
Joy	0.10	0.11	.11	.10**	0.22	0.07	.34**	.11**
<u>R²</u>				.27				.25
Adjusted <u>R²</u>				.21				.19
Overall <u>F</u>				4.83***				4.22***
<u>df</u>				9,118				9,116

Note. * p < 0.05 ** p < .01. *** p < .001. + p < .08

Hypothesis 3 proposed that career self-management behaviors, role expansion and changes in employees' joy, interest and activation will be positively related to career satisfaction. It was supported. A special emphasis in this hypothesis, however, is specifically on the three affective variables, which should predict unique variance in the two types of satisfaction even after controlling for the other variables. Table 4.5 shows that the demographics were entered as predictors first as controls, but they did not explain a significant amount of variance in either type of satisfaction. Career self-management and role expansion were entered at the second step; they explained an additional 15 percent of the variance in changes in job satisfaction and 12 percent in changes in career satisfaction. The results of most interest show that the addition of changes in the three affective variables in step three predict significant amounts of variance in both change in job satisfaction (10 percent of the variance) and change in career satisfaction (11 percent of the variance). Changes in the employees' interest appeared to have the strongest unique effect on change in job satisfaction, and changes in joy uniquely predicted change in career satisfaction.

The unique influences of changes in the different types of positive affect call for treating positive affect as a concept with different subfacets rather than a global, unitary construct. The results correspond with a finding of Bowling, Lepisto and Beehr (2006) that the direction of attitude change is due to affective dispositions as well as changes in the environment. Changes in the environment are a result of employee behaviors such as career self-management and role expansion. This helps to corroborate the action regulation theory assumption that when actions are successful so that goals are achieved and positive feedback is received, positive affect will increase (Pekrun & Frese, 1992).

Overall, both different antecedents and different consequences of positive affect were investigated, and the results lend support to treating positive affect as a concept with three different subfacets.

4.4 Discussion

This study investigated the role of different antecedents and consequences of positive affect during the implementation of a career development intervention based on action regulation theory. Employees who engaged in career self-management behaviors and experienced a role

expansion showed changes in different subfacets of positive affect, and changes in positive affect were, in turn, related to changes in the workplace attitudes job and career satisfaction. Thus, the findings are consistent with what action regulation theory postulated: that positive affect will increase when actions are successful so that goals are achieved and positive feedback is received (Pekrun & Frese, 1992).

The behavioral variables indicated progress in career goal achievement as well as positive feedback in terms of role expansion, and positive affect increased as predicted. Overall, the findings of this study demonstrate the value and relevance of action regulation theory for career development variables, and specifically for the regulation of experienced affect with regard to the career. Different contributions to research will be outlined more specifically in the following section.

Testing a tripartite model of positive affect. The first contribution of this study was to test a tripartite model of positive affect (Egloff, Schmukle, Burns, Kohlmann & Hock, 2003) with the subfacets activation, interest and joy in an applied setting. The authors of the tripartite model investigated changes of the subfacets in different experiments with students and experimental tasks with success and failure conditions. The present study was the first to test the subfacets in an applied setting, and it found activation, interest and joy were in different ways related to both investigated antecedents and consequences of positive affect. The findings corroborate the meaningfulness of differentiating the concept of positive affect into cognitive, behavioral and affective subfacets and they call for further research to better understand the differential value of these subfacets.

Antecedents of positive affect. The second contribution of the present study was to clarify the role and importance of antecedents for changes in positive affect towards the career. Results showed role expansion to be positively related to both a change in activation and joy towards the career. The fact that employees had undertaken a role expansion made them feel more excited, proud and enthusiastic, which might possibly be due a number of reasons, for example a sense of accomplishment, the novelty and challenge of the new role, increased visibility and/or status gain. In addition, having expanded their role made employees feel more alert, attentive, inspired, and active, which could be interpreted as a heightened state of awareness that serves the desire to learn about new things in the new role and helps to ensure the transition is actually successful. Contrary to the hypothesis, role expansion was not related interest, and to feeling more strong,

determined and interested towards the career. This could possibly be due to the items indicating an inclination to change and/or move forward; employees who just expanded their role did possibly not feel as much interest in this as they did before or during the transition. In turn, employees who engaged in career self-management behaviors felt more strong, determined and interested towards the career possibly because of their active involvement in the transition, such as implementing their action items of their career plan, monitoring their behavior, and overcoming barriers in order to pursue a goal. But moving things along might, by itself, not mean that employees feel more joyful and activated; these feelings might rather depend on accomplishing a change for the better, and it might take more than the transition being under way in order to experience these feelings.

Overall, it seems that employees who actively self-manage their career and undertake a role expansion can also positively influence how they feel towards their career. The role of behavioral variables such as career self-management behaviors and role expansion in creating positive affect towards the career has not been widely studied before. It adds to our knowledge on emotion regulation in career development, especially because this study helped to differentiate which subfacets of positive affect were specifically influenced. In addition, behavioral variables are important for changes in workplace attitudes, such as job and career satisfaction.

The role of consequences of changes in positive affect was the third contribution of this study, and job satisfaction and career satisfaction were investigated as consequences.

Consequences of positive affect for job satisfaction. Controlling for influences of demographics and behavioral variables, a change in interest towards the career was the strongest predictor for a change in job satisfaction. In addition, employees who experienced a greater change in feeling strong, determined and interested about their career experienced a more positive change in their job satisfaction. Again, the subfacet interest might indicate an inclination to change and/or move forward, this time into the new or enriched role, which is why it is related to a higher job satisfaction. Interestingly, a change in enthusiasm, inspiration, attentiveness and excitement that employees felt about their career were not important predictors for a change in job satisfaction. This might be due to the fact that both subfacets activation and joy relate rather to the career than a job.

Consequences of positive affect for career satisfaction. A change in joy was the strongest affective predictor for a change in career satisfaction after controlling for demographic and behavioral influences. Employees who experienced a positive change in how proud, excited and enthusiastic they felt towards their career reported a greater change in career satisfaction. Taking into consideration that a lot of the transitions and changes were in effect at the last point of data collection, it seems employees reaped the benefits of their role expansion and felt good about it, rather than feeling a lot of activation or interest which might indicate changes that are still ongoing. After all the activities are implemented to enrich or take on a new role, employees might feel less activation and interest with their career because they have just reached a new level in their career development. Feeling “excited”, “proud” and “enthusiastic” with regard to the career might indicate that they internally process and acknowledge their transition and the change is sinking in.

Investigating the role of positive affect for job and career satisfaction has confirmed previous research findings in explaining similar percentages of variance for both job and career satisfaction. These percentages were found even with the effects of demographic and behavioral variables already accounted for. In addition, the results clarify that the affective subfacet interest is an important predictor for job satisfaction, and joy is an important subfacet for predicting career satisfaction, which adds to a more detailed understanding of the nature of positive affect.

Consequences of behavioral variables for job and career satisfaction. Behavioral variables independently predicted variance on workplace attitudes, next to subfacets of positive affect. With regard to job satisfaction, employees who expanded their role felt more satisfied with their enriched or new jobs. This might be due to the nature of the new tasks, the acquisition of new knowledge, skills or capabilities when learning the role, or heightened visibility or status gain. With regard to career satisfaction, employees who actively self-managed their career and undertook a role expansion experienced a positive change in career satisfaction. This might partly be due to their own involvement, and partly due to a sense of accomplishment, advancement, visibility or status gain that is related to the role expansion.

A key finding of the present study is that there is a strong connection between behavioral and affective factors in influencing job attitude change. Behavioral factors like career self-management behaviors and role expansion, which were directed at changing the situation, had a

direct influence on positive affect, as well as a direct influence on change in job satisfaction and career satisfaction. These results once more corroborate the importance of career self-management both for changes in affective disposition and attitude change, and in addition demonstrate the value of positive affect as an independent dispositional predictor for job attitude changes. While some argue that organizations should work harder to provide a positive environment for employees (Staw & Cohen-Charash, 2005), the results show that employees benefit from playing an active role in their career development and from being able to influence both their own affect and attitudes towards the career.

4.4.1 Limitations

One limitation of this study is that all variables were measured with self-reports. There are different reasons why a good portion of skepticism is warranted when dealing with self-report data in career development research: perceptual distortion of self and environment, attributional bias of respondents, defense mechanisms when coping with negative career events (Feldman, 2002), memory distortions or failures, attempts to confirm investigator hypotheses, as well as trying to achieve consistency of answers in questionnaires (Kerlinger, 1986, in Feldman, 2002). In addition, common-method variance can lead to an inflated overall strength of relationships between variables. At the same time, employees are the best source of information for their own psychological variables such as career satisfaction or positive affect, and only they have direct access to these inner states. They might have been the most reliable source of information. Even with variables like career self-management behaviors or role expansion which technically could have been measured by other data sources, questions about reliability would have been adequate, because due to the confidentiality of career development there is often no adequate outside observer available. Although self-report data still must be viewed and interpreted with caution (Godat & Brigham, 1999), self-observation provides more complete data than outside observers, due to the range of target behaviors known only to one's self (Kazdin, 1974), and this might have been a strong implication in this study. Along the same line of argumentation, a meta-analytic review on career success showed other-reported measures of career success to be unrelated to career satisfaction (Dette, Abele & Renner, 2004).

As a second limitation, the study did not provide experimental manipulation which allows to infer causation, but was a mere field study. Thus, it is impossible to say that active

career self-management actually caused a change in career satisfaction, because other variables might have been responsible for the change in career satisfaction.

Third, the career development intervention can potentially restrict the generalizability of the findings, because the relationships investigated may be confounded with training influences. The results might have limited generalizability to other organizations that do not conduct career development interventions and generally do not focus on employee growth and development. Studies which investigate career self-management behaviors in these other organizations might give insight as to whether employees actively self-manage their career in similar ways.

One of the measures of affect, interest, had relatively low reliabilities. These reliabilities might have attenuated some of the resulting relationships with other variables.

Another potential limitation lies in the sample of the study. Although the sample size was sufficient to investigate the hypotheses and to apply adequate statistics, the participants were predominantly male and average respondents were about 32 years old. Generally, job attitudes are likely to be more stable among older than among younger workers (Gerhart, 1987). In addition, the emotional responses to workplace changes of younger employees may differ from those that older employees have in that younger workers may focus more on challenges and opportunities for growth (Kanfer & Kantowitz, 2002). Taking this into account, it is possible that the same study with an older employee sample might have rendered different results.

From a measurement perspective, it was not desirable to measure role expansion nine months after the career development intervention (at t3) and to use it for prediction of, for example, a change in different facets of positive affect, which encompassed t3 scores that were residualized by t2 scores. It would have been preferable to measure role expansion as close to the point in time as possible when the employee actively expands his or her role, and to have time passing until the changes of affect are measured at t4. From a practical data collection perspective, however, this would not have been feasible, because it would have dramatically increased data collection time and efforts.

4.4.2 Theory, Practical Implications and Future Research Directions

On a theoretical level, three observations can be made. The findings of this study demonstrate the value and relevance of action regulation theory (Frese & Zapf, 1994; Hacker, 1982, 1985) for career development variables, specifically for the regulation of experienced

affect with regard to the career, which was found to be related to career self-management and role expansion variables. A promising avenue for further research would be to investigate the mechanisms and driving forces with which career self-management and role expansion do or do not relate to the different subfacets of positive affect. At the same time, additional research should also be conducted to further corroborate the findings of this study. It would be important to ensure internal validity and to undertake a true experimental study to infer causation between behavioral and affective variables, as well as affective variables and attitudinal variables. To address concerns of external validity and enhance the generalizability of the results, field studies in other organizational settings which are not influenced by any career development interventions should be conducted, and other samples which differ in demographic structure from the sample used in this study should be studied as well. Studies which investigate career self-management behaviors in these other organizations might give insight as to whether many employees actively self-manage their career in similar ways. To avoid common-method variance problems and expand on subjective self-report data, external observers like managers or colleagues could report employees' career self-management behaviors, and organizational data could be used to assess role expansion to verify the findings of this study.

As a second observation, it seems warranted to recommend that behavioral influences should be included to a stronger degree in research investigating both affect and workplace attitudes. This extends the recommendation in study 2 which suggested that active career self-management behaviors are a core variable for career satisfaction and should be included as a predictor in further studies. The findings of this study call for an expansion of this recommendation both to include behavioral variables in general as predictors for career development, thus including role expansion, and to widen the category of dependent variables to workplace attitudes, thus including job satisfaction.

A third theoretical observation is that the findings of this study practically supported the tripartition of positive affect into three subfacets that relate differently to other variables. Further studies should investigate whether this tripartite model proves useful across situations, procedures, organizations and stimuli, and whether it can be used to map out a more differentiated nomological network that helps to better understand the complexity of positive affect.

This study also has important implications for industrial and organizational psychology practice. For organizations, it is important to understand that conducting career development interventions with a strong focus on personal initiative and career self-management behaviors has value. These interventions can help employees to actively manage their careers, regulate their emotions with regard to the career, and to enhance workplace attitudes like job and career satisfaction. The investment into career development interventions seems to be comparably small considering these interventions might help to better place talented employees in the organization by granting them to expand into roles they aspire. This puts the employees into the drivers' seat for their own development and lifts some responsibility off the shoulders of supervisors and Human Resource professionals. As an additional benefit in the long run, these interventions might help to retain employees who, especially if they are not classified as high potentials, just by sheer numbers and accumulated knowledge and experience often build the strong backbone of a competitive organization.

An important practical implication for employees is to understand that they can actively influence how they feel about their career and their job. That career self-management behaviors and role expansion might be important levers to both regain satisfaction with job/career and to regulate one's own affect can be a pretty powerful insight, even if it might be an uncomfortable truth at times. Not all employees might be ready to acknowledge this nor might be ready for change, even if they are dissatisfied with their job or career. Although inertia coupled with complaining about the status quo might bring short-term relief and is not as threatening as a true transition to an enriched or new role, in the long run it will not help to improve the situation. The key message of this study to employees is this: if you are dissatisfied with your job or career, use an active approach to change things for the better, and rejuvenate your work life from time to time.

Emotions and attitudes at the workplace are invisible, and yet they shape how we go through our day. The present study showed that employees can influence both changes in their feelings towards their career and their workplace attitudes through managing their careers and expanding their roles. Both organizations and employees can benefit from these activities. Especially in times of insecure careers and flattened organizational structures which leave less room to maneuver, these findings are important to better understand how career development interventions and subsequent activities can help employees to lead more fulfilling lives at work.

4.5 References

- Agho, A.O., Mueller, C.W., & Price, J.L. (1993). Determinants of employee satisfaction: An empirical test of a causal model. *Human Relations, 46*, 1007 -1027.
- Aiken, L. S., & West, S. G. (1991). *Multiple Regression :Testing and interpreting interactions*. Thousand Oaks, CA: Sage Publications.
- Allen, T.D., Eby, L.T., Poteet, M. L., Lentz, E. & Lima, L. (2004). Career benefits associated with mentoring for protégés: a meta-analysis. *Journal of Applied Psychology, 89* (1),127 – 136.
- Bandura, A. (1986). *Social foundation of thought and action: A social cognitive theory*. Englewood Cliffs, NJ: Prentice-Hall.
- Bandura, A. (2001). Social cognitive theory: An agentic perspective. *Annual Review of Psychology, 5*, 1-26.
- Beehr, T. A., Taber, T. D., & Walsh, J. T. (1980). Perceived mobility channels: criteria for intraorganizational job mobility. *Organizational Behavior and Human Performance, 25*, 250 – 264.
- Brief, P., & Roberson, L. (1989). Job attitude organization: An exploratory study. *Journal of Applied Social Psychology, 19*, 717 – 727.
- Brockner, J., Grover, S., Reed, T. (1987).Survivor’s reactions to layoffs: We get by with a little help for our friends. *Administrative Science Quarterly, 32*(4), 526-541.
- Boudreau, J.W., Boswell, W.R., & Judge, T. A. (2001). Effects of personality on executive career success in the United States and Europe. *Journal of Vocational Behavior, 58*, 53 – 81.
- Bowling, N.A., Beehr, T.A., & Lepisto, L.R. (2005). Beyond job satisfaction: A five-year prospective analysis of the dispositional approach to work attitudes. *Journal of Vocational Behavior, 69*, 315 – 330.
- Cable, D. M., & DeRue, D.S. 2002. The convergent and discriminant validity of subjective fit perceptions. *Journal of Applied Psychology, 87* (5), 875 – 884.
- Carr, P.L., Gareis, K.C., Barnett, R.C. (2003). Characteristics and outcomes for women physicians who work reduced hours. *Journal of Women’s Health, 12* (4), 399 – 405.

- Carson, K. D., Carson, P.P., Phillips, J.S. & Roe, C.W.1996. A career entrenchment model: Theoretical development and empirical outcomes. *Journal of Career Development*, 22, 273 – 286.
- Carstensen, L. L. (1992). Social and emotional patterns in adulthood: Support for socioemotional selectivity theory. *Psychology and Aging*, 7, 331 – 338.
- Cook, T. D., Campbell, D.T., & Peracchio, L. (1993). Quasi Experimentation. In Dunette, M.D. (Ed.), *Handbook of Industrial and Organizational Psychology* (pp. 491 – 576). Chicago: Rand McNally.
- Clark, L. A., & Watson, D. (1988). Mood and the mundane: Relations between daily life events and self-reported mood. *Journal of Personality and Social Psychology*, 54 (2), 296 – 308.
- Connolly, J. J., & Viswesvaran, C. (2000). The role of affectivity in job satisfaction: a meta-analysis. *Personality and Individual Differences*, 29, 265 – 281.
- Coté, S., Saks, A. M. & Zikic, J. (2006). Trait affect and job search outcomes. *Journal of Vocational Behavior*, 68, 233 – 252.
- Cropanzano, R., & James, K. (1990). Some methodological considerations for the behavioral genetic analysis of work attitudes. *Journal of Applied Psychology*, 75, 433 – 439.
- Day, R., & Allen, T.D. 2004. The relationship between career motivation and self-efficacy with protégé career success. *Journal of Vocational Behavior*, 64 (1), 72 – 91.
- Dette, D. E., Abele, A. E. & Renner, O. (2004). Zur Definition und Messung von Berufserfolg - theoretische Überlegungen und metaanalytische Befunde zum Zusammenhang von externen und internen Laufbahnerfolgsmäßen. (Definition and measurement of career success – theoretical considerations and metaanalytic findings with regard to the relationship of external and internal career success measures). *Zeitschrift fuer Personalpsychologie*, 3 (4), 170 – 183.
- Doherty, N. (1996). Surviving in an era of insecurity. *European Journal of Work and Organizational Psychology*, 5, 471 – 478.
- Dormann, C. & Zapf, D. (2001). Job satisfaction: A meta-analysis of stabilities. *Journal of Organizational Behavior*, 22, 483 – 504.
- Eby, L. T., Butts, M., & Lockwood, A. (2003). Predictors of success in the era of the boundaryless career. *Journal of Organizational Behavior*, 24, 689 – 708.

- Egloff, B., Schmukle, S. C., Burns, L. R., Kohlmann, C.-W., & Hock, M. (2003). Facets of dynamic positive affect: Differentiating joy, interest, and activation in the positive and negative affect schedule (PANAS). *Journal of Personality and Social Psychology*, 85 (3), 528 – 540.
- Eagly, A.H., & Chaiken, S. (1993). *The psychology of attitudes*. Fort Worth, TX: Harcourt Brace Jovanovich.
- Feldman, D. (2002). Advancing research on work careers: A developmental perspective on theory building and empirical research. In D. Feldman, (Ed.), *Work Careers - A developmental perspective* (pp. 346 - 371). San Francisco, CA: Jossey-Bass.
- Frayne, C. A. (1991). *Reducing employee absenteeism through self-management training: A research-based analysis and guide*. Westport, CT: Quorum books.
- Fortunato, V.J., & Stone-Romero, E.F: (2001). Positive Affectivity as a moderator of the objective-task characteristics/Perceived-task characteristics relationship. *Journal of Applied Social Psychology*, 31, 1248 – 1278.
- Frayne, C. A., & Geringer, J. M. (2000). Self-management training for improving job performance: a field experiment involving salespeople. *Journal of Applied Psychology*, 85, 361-372.
- Frayne, C. A., & Latham, G. P. (1987). Application of social learning theory to employee self-management of attendance. *Journal of Applied Psychology*, 72, 387-392.
- Frese, M. & Zapf, D. (1994). Action as the core of work psychology: A German approach. In H.C. Triandis, M. D. Dunnette, and L.M. Hough (Eds.), *Handbook on Industrial and Organizational Psychology*, (2nd ed., Vol. 4) (pp. 271 – 340). Palo Alto, CA: Consulting Press.
- Fried, Y., & Ferris, G. R. (1987). The validity of the Job Characteristics Model: A review and meta-analysis. *Personnel Psychology*, 40, 287 – 322.
- Gattiker, U. E. & Larwood, L. (1988). Predictor's for managers' career mobility, success, and satisfaction. *Human Relations*, 41, 569 – 591.
- George, J.M. & Brief, A.P.(1992). Feeling good - doing good: A conceptual analysis of the mood at work - organizational spontaneity relationship. *Psychological Bulletin*, 112, 310 – 329.

- Gerhart, B. (1987). How important are dispositional factors as determinants of job satisfaction? Implications for job design and other personnel programs. *Journal of Applied Psychology, 72*, 366 – 375.
- Godat, L.M., & Brigham, T.A. (1999). The effect of a self-management training program on employees of a mid-sized organization. *Journal of Organizational Behavior Management, 19*, 65-83.
- Greenhaus, J. H., Parasuraman, S., & Wormley, W. M. (1990). Effects of race on organizational experiences, job performance evaluations, and career outcomes. *Academy of Management Journal, 33*, 64-86.
- Gustavsson, J.P., Weinryb, R.M., Goransson, S., Pederson, NL, Åsberg, M. (1997). Stability and predictive ability of personality traits across 9 years. *Personality and Individual Differences, 22*, 783 – 791.
- Hacker, W. (1982). Objective and subjective organization of work activities. In M. Cranach & R. Harré (Eds.), *The analysis of action* (pp. 81-98). Cambridge, UK: Cambridge University Press.
- Hacker, W. (1985). Activity: A fruitful concept in industrial psychology. In: M. Frese & J. Sabini (Eds.), *Goal directed behavior: The concept of action in psychology* (pp. 262 – 284). Hillsdale, NJ/London: Erlbaum.
- Heller, D., Judge, T.A., & Watson, D. (2002). The confounding role of personality and trait affectivity in the relationship between job and life satisfaction. *Journal of Organizational behavior, 23*, 815 – 835.
- Hu, L., & Bentler, P. M. (1999). Cutoff criteria for fit indexes in covariance structure analysis: conventional criteria vs. new alternatives. *Structural equation modeling, 6*, 1-55.
- Igbaria, M. 1991. Job performance of MIS professionals: An examination for the antecedents and consequences. *Journal of Engineering and Technology Management, 8* (2), 141 – 171.
- Isen, A.M., & Baron, R.A. (1991). Positive affect as a factor in organizational behavior. In B.M. Staw, L.L. Cummings (Eds.) *Research in organizational Behavior, 13* (pp. 1-53). Greenwich, CT: JAI Press.
- Jackson, S. E., & Schuler, R. S. (1985). A meta-analysis and conceptual critique of research on role ambiguity and role conflict in work settings. *Organizational Behavior and Human Decision Processes, 36*, 16 – 78.

- Judge, T. A., Cable, D. M., Boudreau, J. W., & Bretz, R. D. (1995). An empirical investigation of the predictors of executive career success. *Personnel Psychology*, *48*, 485-519.
- Judge, T.A., & Larsen, R.J. (2001). Dispositional affect and job satisfaction: a review and theoretical extension. *Organizational Behavior and Human Decision Processes*, *86* (1), 67 – 98.
- Judge, T. A., Parker, S., Colbert, A. E., Heller, D. & Illies, R. (2001). Job Satisfaction: A cross-cultural review. In N. Anderson, D.S. Ones, H.K. Sinangil & C. Viswesvaran (Eds.), *Handbook of industrial, work and organizational psychology* (Vol. 2) (pp. 25 – 53). London: Sage.
- Kanfer, F. H. (1977). Selbstmanagement-Methoden. In F.H. Kanfer & A.P. Goldstein (Eds.), *Möglichkeiten der Verhaltensänderung (Helping people change)* (pp. 350-405). München: Urban & Schwarzenberg.
- Kanfer, R., & Kantrowitz, T. M. (2002). Emotion regulation – Command and control of emotion in work life. In R.G.Lord, R.J. Klimoski, R. Kanfer (Eds.), *Emotions in the Workplace - Understanding the structure and role of emotions in organizational behavior* (pp. 433 – 474). San Francisco, CA: Jossey-Bass.
- Kazdin, A. E. (1974). Self-monitoring and behavior change. In M.J. Mahoney & C.E. Thoresen (Eds.), *Self-control: Power to the person* (pp. 218-246). Monterey, CA: Brooks/Cole.
- Kerlinger, F. N. (1986). *Foundations of behavioral research* (3rd ed.). Orlando, FL: Harcourt.
- Kidd, J. M. (1998). Emotion: an absent presence in career theory. *Journal of Vocational Behavior*, *52*, 275 – 288.
- Kunin, T. (1955). The construction of a new type of attitude measure. *Personnel Psychology*, *8*, 65 -77.
- Latham, G. P., & Frayne, C.A. (1989). Self-management training for increasing job attendance: A follow-up and replication. *Journal of Applied Psychology*, *74*, 411-416.
- Larsen, R.J. (2000). Maintaining hedonic balance. *Psychological Inquiry*, *11*, 218 – 225.
- Locke, E. A. (1976). The nature and causes of job satisfaction. In M. D. Dunnette (Ed.), *Handbook of industrial and organizational psychology* (pp. 1297 - 1343). Chicago: Rand McNally.
- London, M. & Mone, E. M. (1999). Continuous learning. In D. R. Ilgen, E. D. Pulakos (Eds.), *The changing nature of performance* (pp. 119 - 153). San Francisco, CA: Jossey-Bass.

- Lyness, K. S., & Thompson, D. E. (2000). Climbing the corporate ladder: Do female and male executives follow the same route? *Journal of Applied Psychology, 85*, 86-101.
- Manz, C. C. (1986). Self-Leadership: Towards and expanded theory of self-influence processes in organizations. *Academy of Management Review, 11*, 585 - 600.
- Martins, L. L., Eddleston, K. A. & Veiga, J. F. (2002). Moderators of the relationship between work-family conflict and career satisfaction. *Academy of Management Journal, 45* (2), 399 – 409.
- McCauley, C. D., Ruderman, M. N., Ohlott, P. J., & Morrow, J. E. (1994). Assessing the developmental components of managerial jobs. *Journal of Applied Psychology, 79*, 544-560.
- McCauley, C. D., & Hezlett, S. A. (2002). Individual development in the workplace. In N. Anderson, D. S. Ones, H. K. Sinangil, & C. Viswesvaran (Eds.), *Handbook of industrial work, and organizational psychology* (Vol. 1) (pp. 311-335). Thousand Oaks, CA: Sage.
- Munz, D.C., Huelsman, T.J., Konold, T.R., McKinney, J.J. (1996). Are there methodological and substantive roles for affectivity in job diagnostic survey relationships. *Journal of Applied Psychology, 81*, 795 – 805.
- Nerdinger, F.W. 1995. *Motivation und Handeln in Organisationen: eine Einführung*. (Motivation and action in organizations: an introduction).W. Kohlhammer GmbH, Stuttgart.
- Ng, T.W.H., Eby, L.T., Sorensen, K.L., & Feldman, D.C. (2005). Predictors of objective and subjective career success: A meta-analysis. *Personnel Psychology, 58*, 367 - 408
- Pekrun, R., & Frese, M. (1992). Emotions in work and achievement. In C. L. Cooper & I.T. Robertson (Eds.), *International review of industrial and organizational psychology* (pp. 153 – 200). Chichester: Wiley.
- Piccolo, R.F., Judge, T.A., Takashi, K., Watanabe, M. & Locke, E.A. (2005). Core self-evaluations in Japan: relative effects on job satisfaction, life satisfaction, and happiness. *Journal of Organizational Behavior, 26*, 965 – 984.
- Saari, L. M., & Judge, T. A. (2004). Employee attitudes and job satisfaction. *Human Resource Management, 43* (4), 395 – 407.
- Schneer, J.A., & Reitman, F. (1997). The interrupted managerial career path: A longitudinal study of MBA's. *Journal of Vocational Behavior, 51*, 411 – 434.

- Schneer, J.A., & Reitman, F. (2005). The long-term negative impacts of managerial career interruptions: A longitudinal study of men and women MBAs. *Group Organization Management, 30* (3), 243 – 262.
- Seibert, S.E., & Kraimer, M.L. (2001). The five-factor model of personality and career success. *Journal of Vocational Behavior, 58*, 1-21.
- Seibert, S. E., Kraimer, M. L., & Liden, R. C. (2001). A social capital theory of career success. *Academy of Management Journal, 44* (2), 219 – 237.
- Staw, B. M. & Barsade, S.G. (1993). Affect and managerial performance: A test of the sadder-but-wiser vs. happier-and-smarter hypotheses. *Administrative Science Quarterly, 38*, 304 – 331.
- Staw, B.M., Bell, N.E., & Clausen, J.A. (1986). The dispositional approach to job attitudes: A lifetime longitudinal test. *Administrative Science Quarterly, 31*, 56 – 77.
- Staw, B.M., & Ross, J. (1985). Stability in the midst of change: A dispositional approach to job attitudes. *Journal of Applied Psychology, 70*, 469 – 480.
- Staw, B. M., & Cohen-Charash, Y. (2005). The dispositional approach to job satisfaction: more than a mirage, but not yet an oasis. *Journal of Applied Psychology, 26*, 59 – 78.
- Staw, B.M, Sutton, R.I., & Pelled, R.H. (1994). Employee positive emotion and favorable outcomes at the workplace. *Organization Science, 5* (1), 51 – 71.
- Tabachnik, B. G., & Fidell, L. S. (1996). *Multivariate Statistics*. Harper Collins College Publishers, 3rd edition, NY: New York.
- Thoresen, C.J., Kaplan, S.A., Barsky, A.P., Warren, C.R., & de Chermont, K. (2003). The affective underpinnings of job perceptions and attitudes: a meta-analytic review and integration. *Psychological Bulletin, 129*, 914 – 945.
- Van Yperen, N. W. (2003). On the link between different combinations of negative affectivity (NA) and positive affectivity (PA) and job performance. *Personality and Individual Differences, 35*, 1873 – 1881.
- Wallace, J.E. (2001). The benefits of mentoring for female lawyers. *Journal of Vocational Behavior, 58*, 366 – 391.
- Wanous, J.P., Reichers, A.E. & Hudy, M.J. (1997). Overall Job Satisfaction: How good are single-item measures? *Journal of Applied Psychology, 82*, 247 – 252.

- Watson, D. (1988). Intraindividual and interindividual analyses of positive and negative affect: Their relation to health complaints, perceived stress and daily activities. *Journal of Personality and Social Psychology, 54* (6), 1020 – 1030.
- Watson, D. (2000). *Mood and temperament*. New York: Guilford.
- Watson, D., & Clark, L.A. (1992). Affects separable and inseparable: On the hierarchical arrangement of the negative affects. *Journal of Personality and Social Psychology, 62* (3), 489 – 505.
- Watson, D., Clark, L. A., & Tellegen, A. (1988). Development and validation of brief measures of positive and negative affect: The PANAS scales. *Journal of Personality and Social Psychology, 54*, 1063 – 1070.
- Watson, D., & Slack, A. K. (1993). General factors of affective temperament and their relation to job satisfaction over time. *Organizational Behavior and Human Decision Processes, 54*, 181 – 202.
- Wayne, S.J., Liden, R.C., Kraimer, M.L., & Graf, I. K. (1999). The role of human capital, motivation, and supervisor sponsorship in predicting career success. *Journal of Organizational Behavior, 20*, 577 – 595.
- Wright, T.A., & Staw, B.M. (1999). Affect and favorable work outcomes: Two longitudinal tests of the happy-productive worker thesis. *Journal of Organizational Behavior, 20*, 1 – 23.

5. Conclusion

Managing careers is difficult yet necessary for both individuals and organizations (Arnold, 2001). Careers become increasingly more difficult to describe, explain and predict in the face of changes of both jobs and organizations (Kidd, 1998) and are likely to consist of a greater number of transitions (Jackson, Arnold, Nicholson & Watts, 1996). Overall, theory and conceptual understanding have lagged behind on how employees can become more active in self-managing their careers, and how organizations can support them adequately in this endeavour. “Many interventions are available to organizations for managing careers.(...). However, with the partial exception of mentoring, there is frustratingly little good evidence available concerning the efficacy of these techniques per se, nor about how to design them for maximum effect.” (Arnold, 2001, p. 115). The fifth chapter revisits important questions that guided the research of this dissertation, integrates the results of the presented studies and summarizes the contributions for career development theory and practice.

An important underlying foundation for the research in this dissertation was the concept of personal initiative and especially an active approach which are applied to career development. The first study started with a identifying and testing a conceptual framework for a training intervention: How can employees be trained to actively manage their careers? Would an action process model provide both a good theoretical as well as practical framework for a training? And how would the different elements of the action process model relate to each other when participants learn to actively manage careers? The second study then addressed consequences of active career self-management behaviors that had increased in the intervention. First of all, would there be any long-lasting consequences of career self-management behaviors at all? Would career self-management behaviors affect career satisfaction directly, and how would different organizational feedback variables such as pay increase and speed in job transition interplay to influence career satisfaction? The third study augmented the previous two by concentrating on the role of positive affect in career development. Would a newly proposed tripartite model of positive affect stand the test of a practical application in the field? How would career self-management behaviors be related to different facets of positive affect? And would the

different facets of positive affect be related to career and job satisfaction? Overall, would there be both influences of behavioral and affective variables on workplace attitudes?

Contributions to theory and research

A first and foremost contribution to action theory research is that the action process model (Frese & Zapf, 1994) demonstrated clear merit with regard to self-regulatory functions of individuals. The model was tested in the context of a career-development intervention in an organization and investigated the sequence of information collection, goals and planning for training individuals to increase execution of their career management behaviors. Training intervention participants increased with regard to all predicted variables from pretraining to posttraining, and between-group analyses of randomly assigned comparison and experimental groups indicated a strong effect of the intervention. Subsequent path analysis also suggested that these increases were caused by the training intervention, and it seems safe to conclude that the training had the intended effects. Thus, it seems possible to train employees to actively manage their career, especially when the training contains other modules like information collection, goals and plans which are trained in a special sequence. In addition, the training seemed applicable to participants with different learning needs and career situations who all experienced sufficient learning progress. That these results could be obtained in the face of the training intervention being relatively short (three days plus one day after three months) and the task goals being less specific than in comparable studies which investigated self-management speaks for the applicability of the action process model. It seems safe to conclude that action regulation theory (Frese & Zapf, 1994; Hacker, 1982, 1985) can help to explain employees' behaviors regarding the control of their own careers and career development.

In addition, the action process model suggests that individuals experience the action process in a certain sequence of the variables. Mediation analyses supported the sequence idea especially for the planning variable: the relationship between information collection and goals on the one hand and execution on the other hand was mediated by the plan variable which plays a prominent role in the model.

Action regulation theory also predicts positive affect to increase when actions are successful so that goals are achieved and positive feedback is received (Pekrun & Frese, 1992). Investigating the antecedents and consequences of positive affect (study three) we found career

self-management behaviors and role expansion (execution) to be related to different subfacets of positive affect. This finding contributes to our understanding how experienced affect in careers can be managed and demonstrates the applicability of action regulation theory for affect regulation.

A second contribution of action regulation theory and especially the action process model is to provide a model for the general design of training interventions that aim at creating long-lasting effects. The results support the unique combination of goal-setting, information collection, and planning functions to affect behavior, especially with the underlying concepts of personal initiative and active orientation. The execution of self-management behaviors might also apply to other areas of corporate training, such as leadership development. In addition, the development and application of implementation plans is likely to ensure training transfer in almost every field of skill development. This approach seems a promising avenue for further research in training transfer as well as general self-management behaviors in organizations.

The third contribution to research relates to gaining a better understanding of the role and importance active career self-management behaviors for different career-related outcome variables and concentrated on the execution and feedback variables of the action process model (study two). Generally, career self-management behaviors were related to both organizational outcomes (pay increase, speed in job transition) as well as individual outcomes (plan implementation and career satisfaction), and indicated a long-lasting effect (6 months). The results confirmed two paths between career self-management behaviors and career satisfaction. First, a direct path from career self-management behaviors to career satisfaction suggested it is important for employees to proactively engage in their job transition process in order to later feel satisfied with their career. A second path showed career self-management behaviors to be positively related to organizational responsiveness, which in turn was positively related to pay increase, and pay increase in turn was positively related to career satisfaction. A third path found career self-management behaviors to be positively related to career plan implementation which in turn was related to speed in job transition. But because speed in job transition was not related to career satisfaction, career plan implementation and speed in job transition did not mediate the path from active career self-management behaviors to career satisfaction. However, the result that employees who actively self-manage their career will subsequently experience a faster job transition is likely to be an important finding for both organizations and employees. Overall,

active career self-management behaviors appear to have the strongest direct influence on career satisfaction changes, followed by environmental feedback influences in terms of organizational responsiveness and pay.

A fourth contribution concerns the clarification of the importance of career self-management behaviors for career development research. Prior studies of career satisfaction have largely overlooked behavioral variables, compared to a myriad of other motivational, demographic, human capital, organizational, and objective career variables (e.g., Judge, Cable, Boudreau, & Bretz, 1995; Seibert, Crant & Kraimer, 1999; Wayne, Liden, Kraimer, & Graf, 1999; Boudreau, Boswell & Judge, 2001; Seibert, Kraimer & Liden, 2001). This also holds true for the positive relationship between career self-management behaviors and positive affect (study three), where a strong relationship was found, and prior research findings are scarce. The findings of this dissertation suggest strongly to consider career self-management behaviors as a predictor variable in future studies because it explains a large amount of variance and shows strong relationships to a lot of other variables often included in career development research.

The fifth contribution pertains to the role of positive affect in career development. Research on emotions in career development has grown since the end-nineties, but a better understanding is needed how experienced emotions relate to specific career-related events, and how they impact cognitions, emotions and behavior (Kidd, 2005), as well as how people attempt to control their emotional responses to the work environment (Judge & Larsen, 2001). Study three investigated the role of positive affect towards the career and how it is related to behavioral antecedents and attitudinal consequences. The antecedents career self-management behaviors and role expansion were related to different subfacets of positive affect. In addition, both behavioral and affective variables were independent predictors of different workplace attitudes: job and career satisfaction.

As a sixth contribution, the findings of the study on antecedents and consequences supported a previously suggested tripartite model of positive affect (Egloff, Schmukle, Burns, Kohlmann, & Hock, 2003) that has not been tested in a field study before. The different subfacets were related in different ways to both antecedents and consequences of positive affect. The results suggest additional research might be beneficial to develop a more detailed understanding of which subfacets of positive affect relate in which ways to other (career development) variables.

Practical implications for organizational-level and individual-level career development

Career development is an important topic for both organizations and individuals that has practical implications for decision makers of career development interventions (which are mostly management and human resource professionals), facilitators of career development interventions, as well as employees.

Managers and Human Resource professionals. The changing nature of jobs and careers affects organizational structures greatly, and management and Human Resource professionals have to make choices on how to communicate expectations and responsibilities for career development to employees. Approaches can range from offering hand-holding support for career development to telling employees to fend for themselves and are likely to influence HR instruments and practices like development of high-potentials, succession planning, placement of employees according to organizational needs and person-job fit, and training of employees who do not fit into the high-potential category. For organizations who seek to develop motivated and committed workforces it is important to understand the factors that affect employees' career satisfaction (Gattiker & Larwood, 1988; Judge, Cable, Boudreau & Bretz, 1995). But understanding these factors is merely a first step; determining a need for action and actively influencing these factors are the second and third step. This dissertation sought to contribute and add to the knowledge base of career development research by investigating how organizations can aid their employees to gain more control over their careers. Modeling a career development intervention after the action-process model proved to be an effective and efficient avenue for employee training, showed long-lasting benefits and helped employees to actively manage their careers, regulate their emotions with regard to the career, and to enhance workplace attitudes like job and career satisfaction. Organizations are likely to benefit from interventions like these, because a comparably small investment of a three-day training will be outweighed by employees taking on the responsibility to foster their own career development and engaging in career development behaviors. This can take some of the responsibility for employee development off their supervisors' and HR professionals' shoulders, can help to better place talented employees in the organization. Last but not least it might also help to retain employees who, especially if they are not classified as high potentials, just by sheer numbers and accumulated knowledge and experience often build the strong backbone of a competitive organization.

An interesting side result for organizations was that there was no direct path between organizational responsiveness and career satisfaction, but that both were indirectly related through pay (study two). Thus, organizations which engage in additional growth activities and grant training, mentoring, or skill development but will not let monetary development (pay increases) follow are less likely to increase their employees' career satisfaction. This finding might need to be replicated in further studies to see whether it is supported across organizations and different samples of employees. It certainly illustrates the importance of good communication about expectations and responsibilities for career development to employees.

Facilitators of career development interventions. This dissertation has provided a practically applicable framework for a career development intervention which has been successfully applied and evaluated in an organization. Both the necessary content parts as well as their sequence and additional information for facilitation have been provided in study one in order to enable practitioners to make good use of this knowledge and integrate it into their own career development practice.

Employees. The changing nature of jobs and careers affects employees as well. According to Arnold (2001), careers have become less structured, predictable and safe. The popularity of books addressing the changing nature of jobs and careers (such as Bridges, 1995; Rifkin, 1995) shows a need to understand and constructively deal with these changes, especially because employees often wield little influence with regard to structural decisions in the organization and are merely subjected to changes. The shift of the locus of responsibility for careers from companies to individuals (Leana, 2002; Arnold, 2001) presents a challenge that employees need to embrace in order to enhance control over their careers. On an individual level, this dissertation sought to contribute practical steps employees can actively undertake in order to enhance control. The collection of relevant information, goal-setting, developing a career development plan and self-managing the career are relevant career development activities that employees in all kinds of organizational settings can engage in when they are considering to expand their role or and/or make a job transition. These activities do not necessarily have to be part of any structured training intervention. In addition, it is important for employees to understand that they can actively influence how satisfied they are with their jobs and careers and how they feel about their careers by actively managing their careers and expanding their roles. If dissatisfied with job or career, an active approach to change things for the better and to

rejuvenate one's work life from time to time seems a recommendable and constructive strategy to deal with the insecurity and unpredictability of today's careers in organizations.

Especially in times of insecure careers, changing jobs and transforming organizations the findings of this dissertation are important to better understand how career development interventions and managing career related behaviors, affect and attitudes can help organizations to support employees and help employees to lead more fulfilling lives at work.

References

- Arnold, J. (2001). Careers and career management. In N. Anderson, D. S. Ones, H. K. Sinangil, & C. Viswesvaran (Eds.), *Industrial, Work and Organizational Psychology* (Vol. 2)(pp. 115 – 132). Thousand Oaks, CA: Sage.
- Boudreau, J.W., Boswell, W.R., & Judge, T. A. (2001). Effects of personality on executive career success in the United States and Europe. *Journal of Vocational Behavior*, 58, 53 – 81.
- Bridges, W. (1995). *Jobshift*. London: Allen & Unwin.
- Egloff, B., Schmukle, S. C., Burns, L. R., Kohlmann, C.-W., & Hock, M. (2003). Facets of dynamic positive affect: Differentiating joy, interest, and activation in the positive and negative affect schedule (PANAS). *Journal of Personality and Social Psychology*, 85 (3), 528 – 540.
- Frese, M. & Zapf, D. (1994). Action as the core of work psychology: A German approach. In H.C. Triandis, M. D. Dunnette, and L.M. Hough (Eds.), *Handbook on Industrial and Organizational Psychology*, (2nd ed., Vol. 4) (pp. 271 – 340). Palo Alto, CA: Consulting Press.
- Gattiker, U.E. & Larwood, L. (1988). Predictor's for managers' career mobility, success, and satisfaction. *Human Relations*, 41, 569 – 591.
- Hacker, W. (1982). Objective and subjective organization of work activities. In M. Cranach & R. Harré (Eds.), *The analysis of action* (pp. 81-98). Cambridge, UK: Cambridge University Press.

- Hacker, W. (1985). Activity: A fruitful concept in industrial psychology. In: M. Frese & J. Sabini (Eds.), *Goal directed behavior: The concept of action in psychology* (pp. 262 – 284). Hillsdale, NJ/London: Erlbaum.
- Jackson, C., Arnold, J., Nicholson, N. & Watts, A.G. (1996). *Managing Careers in 2000 and beyond.*: Brighton: IES/CRAC.
- Judge, T. A., Cable, D. M., Boudreau, J. W., & Bretz, R. D. (1995). An empirical investigation of the predictors of executive career success. *Personnel Psychology*, 48, 485-519.
- Judge, T.A., & Larsen, R.J. (2001). *Organizational Behavior and Human Decision Processes*, 86 (1), 67 – 98.
- Kidd, J. M. (2005). Emotion in career contexts: Challenges for theory and research. *Journal of Vocational Behavior*, 64, 441 – 454.
- Kidd, J.M. (1998). Emotion: an absent presence in career theory. *Journal of Vocational Behavior*, 52, 275 – 288.
- Leana, C.R. (2002). The changing organizational context of careers. In D.C. Feldman (Ed.), *Work Careers: A developmental perspective* (pp. 274 -293). San Francisco: Jossey-Bass.
- Pekrun, R., & Frese, M. (1992). Emotions in work and achievement. In C. L. Cooper & I.T. Robertson (Eds.), *International review of industrial and organizational psychology* (pp. 153 – 200). Chichester: Wiley.
- Rifkin, J. (1995). *The end of work*. New York: Jeremy Tarcher/Putnam.
- Seibert, S. E., Crant, M. J., & Kraimer, M. L. (1999). Proactive personality and career success. *Journal of Applied Psychology*, 84, 416-427.
- Seibert, S. E., Kraimer, M. L., & Liden, R. C. (2001). A social capital theory of career success. *Academy of Management Journal*, 44 (2), 219 – 237.
- Wayne, S.J., Liden, R.C., Kraimer, M.L., & Graf, I.K.(1999). The role of human capital, motivation, and supervisor sponsorship in predicting career success. *Journal of Organizational Behavior*, 20, 577 – 595.

Appendix

	Page
A.1 The t1 survey measurement instrument (Study 1 and 3)	A-2
A.2 The t1 interview measurement instrument (Study 1 and 3)	A-16
A.3 The t2 measurement instrument (Study 1)	A-25
A.4 The t3 measurement instrument (Study 1, 2 and 3)	A-31
A.5 The t4 measurement instrument (Study 2 and 3)	A-41
A.6 Manual of scales (Study 2)	A-50
A.7 Manual of scales (Study 3)	A-51
A.8 Additional hierarchical regressions (Study 3)	A-53
A.9 German Summary	A-55

Fragebogen I zum Seminar "Persönliche Entwicklungsplanung"

Liebe PEP-Teilnehmerin, lieber PEP-Teilnehmer,

Anbei der erste der Fragebögen, den wir Ihnen in der Seminareinladung und im Telefoninterview angekündigt haben. Das **Ausfüllen des Fragebogens ist freiwillig** und nimmt ungefähr **45 Minuten** Ihrer Zeit in Anspruch (beantworten Sie die Fragen dabei so spontan wie möglich – ohne lange über eine Frage nachzudenken).

Thema des Fragebogens sind Ihre Sichtweise auf die eigene gegenwärtige berufliche Entwicklung, sowie Ihre damit verbundenen Einstellungen, Gefühle, und Verhaltensweisen. Im Fragebogen verstehen wir das Wort „Karriere“ gleichlautend mit „beruflicher Entwicklung“ – eine Karriere ist also nicht zwangsläufig eine ausschließliche Entwicklung nach oben, sondern kann sich in alle möglichen Richtungen entwickeln.

Bitte beantworten Sie den Fragebogen **spontan** - und was noch wichtiger ist: beantworten Sie ihn bitte **ehrlich** und ohne Beschönigungen. Eine ehrliche Beantwortung ist deshalb so wichtig, da Sie nur dann bei Ihrer Vorbereitung auf das Seminar wie auch bei Ihrer personalisierten Kurzauswertung nach Abschluss der Untersuchung optimal profitieren.

Die **Vertraulichkeit** Ihrer Daten ist für uns selbstverständlich und wir werden Ihre Antworten unter keinen Umständen weitergeben. Da wir Sie bitten möchten, zu vier Zeitpunkten Fragebögen auszufüllen - die weiteren Fragebögen sind übrigens deutlich kürzer -benötigen wir von Ihnen ein **Codewort**, das es uns ermöglicht, Ihre Antworten nur Ihnen zuzuordnen. Für Vertraulichkeit und größtmögliche Anonymität ist das ein sehr übliches Verfahren. Hierbei ist wichtig, dass Sie sich auch zu einem späteren Zeitpunkt sicher an das Codewort erinnern, und Ihr Codewort gleichzeitig mit großer Sicherheit im Konzern unbekannt ist. Wir bitten Sie daher, als Code den Mädchennamen Ihrer Mutter einzutragen. (Wenn Sie überzeugt sind, dass Sie sich mit absoluter Sicherheit auch an ein anderes Codewort erinnern, können Sie selbstverständlich auch ein anderes Wort eintragen).

Bitte tragen Sie Ihr Codewort hier ein:

_____ (Mädchenname meiner Mutter – 1. Buchstabe des Vornamens und Nachname)

Wie ebenfalls im Interview angekündigt, möchten wir vor dem Seminar, sowie 6 Monate danach, auch eine kurze Einschätzung von seiten Ihrer Führungskraft in unsere Untersuchung miteinbeziehen. Daher haben wir in der Mail einen zweiten Fragebogen beigelegt, den wir Sie bitten an Ihre Führungskraft weiterzugeben. Bitten tragen Sie hier noch einmal den Namen Ihrer Führungskraft ein:

_____ (Name meiner Führungskraft)

Bitte senden Sie diesen Fragebogen zurück an Babette Raabe (SQT PC L&M, MchM Rm 14 319, Email: babette.raabe@sqt.siemens.de).

Durch Ihre Teilnahme helfen Sie uns, Ihre Weiterbildung so effektiv wie möglich zu gestalten und den Lernerfolg für die Teilnehmer weiter zu optimieren.

Vielen Dank für Ihre Unterstützung!

A. Die folgenden Fragen beschäftigen sich damit, wie viel Sie in der letzten Zeit über sich nachgedacht haben und Informationen von anderen hinzugezogen haben.

Bitte kreuzen Sie an, wie sehr Sie den folgenden Aussagen zustimmen.	Gar nicht 1	Wenig 2	Mittel 3	Viel 4	Sehr viel 5
1. In den vergangenen drei Monaten habe ich in folgendem Ausmaß...					
...darüber nachgedacht, wie meine Vergangenheit und meine zukünftige Karriere zusammenpassen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...meine Gedanken auf mich als Person konzentriert.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...über meine Vergangenheit nachgesonnen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...meine Karriere rückblickend betrachtet.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...eine neue Relevanz meines Verhaltens in der Vergangenheit für meine zukünftige Karriere erkannt.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. In welchem Ausmaß haben Sie innerhalb der letzten 3 Monate aktiv eine Rückmeldung eingeholt bezüglich					
Ihrer Leistung, und zwar von Ihrer Führungskraft	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ihrer Leistung, und zwar von anderen Personen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ihrer Dienstleistung, und zwar von Kunden (intern oder extern)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ihren Karrierefortschritten	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ihrer Trainings- und Entwicklungsbedarfe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gelegenheiten für eine weitere Karriereentwicklung	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Die folgenden Aussagen beschäftigen sich mit Ihrem Wissen über sich selbst.	Stimmt gar nicht zu 1	Stimmt eher nicht zu 2	Bin unentschieden 3	Stimmt eher zu 4	Stimmt völlig zu 5
Ich kenne meine Stärken und Schwächen in meinem jetzigen Job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich weiß, wie ich meine Stärken für meinen beruflichen Erfolg einsetzen kann.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich weiß, an welchen persönlichen Entwicklungsfeldern ich noch arbeiten muss, wenn ich mich in die von mir angestrebte Position verändern will.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich weiß, welche persönlichen Werte mir bei meiner Arbeit wichtig sind.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich habe über eine Passung meiner persönlichen Werte mit meinem derzeitigen Job nachgedacht.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B. Die folgenden Aussagen beschäftigen sich mit Ihrem Wissen über sich selbst, Ihre Wirkung auf andere und dem Einholen von Rückmeldung (Feedback).

1. Wie oft pro Monat holen Sie sich ein arbeitsbezogenes Feedback von anderen Personen?
_____ mal.

2. Wie oft im Monat fragen Sie andere Personen, wie Sie persönlich gewirkt haben in einer bestimmten Situation?
 _____ mal.

3. Bitte kreuzen Sie an, wie sehr Sie den folgenden Aussagen zustimmen, und antworten Sie möglichst spontan.	Stimme gar nicht zu	Stimme eher nicht zu	Bin unentschieden	Stimme eher zu	Stimme völlig zu
	1	2	3	4	5
Ich frage bei anderen aktiv nach, was ich an meiner Arbeit noch verbessern kann.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich hole mir situationsbezogene Rückmeldungen noch innerhalb der Woche, in der die jeweilige Situation passiert ist.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich hole mir aktiv Rückmeldungen, wie ich auf andere wirke.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich hake auch nach, wenn andere mir nicht sofort eine Rückmeldung geben wollen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich frage bei anderen aktiv nach, was ich noch an mir verbessern kann.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Die Rückmeldungen, die ich von anderen erbitte, beziehen sich immer auf bestimmte Situationen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich hole mir aktiv Rückmeldungen, wie gut ich meine Arbeit tue.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich frage auch nach einer Rückmeldung, wenn ich weiß, dass sie für mich unangenehm werden könnte.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C. Die folgenden Fragen beschäftigen sich mit Ihrer jetzigen Tätigkeit sowie Ihren Einstellungen dazu.

1.1 Bitte beantworten Sie im folgenden Abschnitt, ob die links aufgeführten Faktoren eher dazu führen, dass Sie auf Ihrer jetzigen Stelle bleiben wollen oder ausschlaggebend sind dafür, dass Sie sich über einen Wechsel zu einer neuen Stelle nachdenken . Setzen Sie einen Haken in die Zutreffende der beiden Antwortspalten.	...hält mich in meinem jetzigen Job	...führt eher dazu, dass ich über einen Wechsel zu einer neuen Stelle nachdenke	Wichtigkeit	Qualität
Die Art der Arbeit...	<input type="checkbox"/>	<input type="checkbox"/>		
Der Grad der Selbständigkeit, mit der ich meine Arbeit tun kann...	<input type="checkbox"/>	<input type="checkbox"/>		
Die Komplexität und Vielseitigkeit meiner Tätigkeit...	<input type="checkbox"/>	<input type="checkbox"/>		
Die Arbeitsbelastung...	<input type="checkbox"/>	<input type="checkbox"/>		
Die Abwechslung in meiner Arbeit...	<input type="checkbox"/>	<input type="checkbox"/>		
Die spezielle Fachkompetenz, die ich mir erwerben konnte...	<input type="checkbox"/>	<input type="checkbox"/>		
Das Maß an zeitlich flexibler Arbeitsgestaltung...	<input type="checkbox"/>	<input type="checkbox"/>		
Die Möglichkeit, meine Ambitionen und Ziele zu verwirklichen...	<input type="checkbox"/>	<input type="checkbox"/>		
Der Kontakt zu internen oder externen Kunden...	<input type="checkbox"/>	<input type="checkbox"/>		
Die Möglichkeit, mich in neue Abläufe oder Sachgebiete einzuarbeiten...	<input type="checkbox"/>	<input type="checkbox"/>		
Das Ausmaß an Verantwortung, dass mit meiner jetzigen Tätigkeit einher geht...	<input type="checkbox"/>	<input type="checkbox"/>		
Das Ausmaß in dem ich in meinem jetzigen Job dazulernen kann...	<input type="checkbox"/>	<input type="checkbox"/>		
Die Würdigung meiner Anstrengungen und Leistungen..	<input type="checkbox"/>	<input type="checkbox"/>		

Meine Entwicklungsmöglichkeiten...	<input type="checkbox"/>	<input type="checkbox"/>		
Meine Beziehung zu meiner Führungskraft...	<input type="checkbox"/>	<input type="checkbox"/>		
Meine Beziehung zu meinen Kollegen...	<input type="checkbox"/>	<input type="checkbox"/>		
Das Klima in meiner Abteilung...	<input type="checkbox"/>	<input type="checkbox"/>		
Mein Gehalt...	<input type="checkbox"/>	<input type="checkbox"/>		
Meine Qualifikation...	<input type="checkbox"/>	<input type="checkbox"/>		
Meine bestehenden Netzwerke...	<input type="checkbox"/>	<input type="checkbox"/>		
Meine Identifikation mit dieser Abteilung...	<input type="checkbox"/>	<input type="checkbox"/>		
Summe in der jeweiligen Spalte:				

1.2 Bitte markieren Sie die fünf wichtigsten Faktoren, indem Sie Zahlen von 1 bis 5 in die Spalte "Wichtigkeit" schreiben.

1.3 Markieren Sie in der Spalte "Qualität", ob jeder dieser 5 wichtigsten Faktoren bei einer beruflichen Veränderung gleich bleiben (=), geringer werden (↓) oder ansteigen soll (↑).

Diese Auflistung werden Sie im PEP-Seminar nutzen können!

2. Im folgenden Block werden eine Reihe von Fragen über Ihre Arbeit gestellt. Dabei geht es um die **Arbeitsbedingungen** und **nicht darum**, wie gut oder wie schlecht Sie persönlich die Arbeit verrichten. Stellen Sie sich vor, dass ein Kollege oder eine Kollegin mit dem gleichen Wissen und Können die Fragen genauso beantworten müsste wie Sie.

a) Kollege/in **A** muß bei seiner/ihrer Arbeit sehr **komplizierte** Entscheidungen treffen.
Kollege/in **B** muß bei seiner/ihrer Arbeit nur sehr **einfache** Entscheidungen treffen.

Welcher der beiden Arbeitsplätze ist Ihrem Arbeitsplatz am ähnlichsten?

- genau wie der von A 1
ähnlich wie der von A 2
zwischen A und B 3
ähnlich wie der von B 4
genau wie der von B 5

b) Wie oft erhalten Sie **Aufträge**, die besonders schwierig sind?

- praktisch nie 1
ein paar mal im Jahr 2
etwa einmal im Monat 3
etwa einmal in der Woche 4
mehrmals in der Woche 5

c) Können Sie bei Ihrer Arbeit **Neues dazulernen**?

- sehr wenig 1
ziemlich wenig 2
etwas 3
ziemlich viel 4
sehr viel 5

d) Kollege/in **A** bearbeitet Aufgaben, bei der er oder sie **genau überlegen** muß, was im einzelnen zu tun ist.

Kollege/in **B** bearbeitet Aufgaben, bei denen **sofort klar** ist, was zu tun ist.

Welcher der zwei Arbeitsplätze ist Ihrem Arbeitsplatz am ähnlichsten?

- genau wie der von A 1
ähnlich wie der von A 2
zwischen A und B 3
ähnlich wie der von B 4
genau wie der von B 5

e) Kollege/in **A** bearbeitet Aufgaben, bei der er oder sie zuerst **genau planen** muß, um die Aufgaben ausführen zu können.

Kollege/in **B** bearbeitet Aufgaben, bei denen **keine Planung erforderlich** ist.

Welcher der zwei Arbeitsplätze ist Ihrem Arbeitsplatz am ähnlichsten?

- genau wie der von A 1
- ähnlich wie der von A 2
- zwischen A und B 3
- ähnlich wie der von B 4
- genau wie der von B 5

3. Inwieweit sind ausschließlich Sie selbst für die Kontrolle Ihres Arbeitsergebnisses zuständig?
Ich bin zuständig für die Kontrolle von...

- ...allen Arbeitsergebnissen 1
- ...den meisten Arbeitsergebnissen 2
- ...einem Teil der Arbeitsergebnisse 3
- ...wenigen Arbeitsergebnissen 4
- ...gar nicht 5

4. Bitte kreuzen Sie an, wie sehr Sie den folgenden Aussagen zustimmen.	Sehr wenig	Ziemlich	Etwas	Ziemlich viel	Sehr viel
	1	2	3	4	5

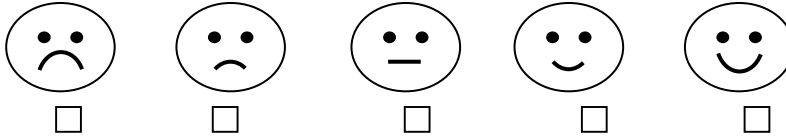
Können Sie selber bestimmen, auf welche Art und Weise Sie Ihre Arbeit erledigen?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Können Sie Ihre Arbeit selbständig planen und einteilen? (z.B. selber kalkulieren, welche Materialien/Hilfsmittel/Ressourcen Sie brauchen)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wie stark können Sie an Entscheidungen Ihres Vorgesetzten mitwirken? (z.B.: Der Vorgesetzte fragt Sie nach Ihrer Meinung und bittet Sie um Vorschläge zu bestimmten Abteilungsproblemen)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wenn Sie Ihre Arbeit insgesamt betrachten, wie viele Möglichkeiten zu eigenen Entscheidungen bietet sie Ihnen?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Die folgenden Aussagen beschäftigen sich mit Ihren Einstellungen und Gefühlen bezüglich Selbständigkeit in der Arbeit. Bitte kreuzen Sie an, wie sehr Sie den folgenden Aussagen zustimmen.	Überhaupt nicht wahr	Eher nicht wahr	Teilweise wahr	Eher wahr	Sehr wahr
	1	2	3	4	5

Ich mache nur das, was ich machen muss. Dann kann mir keiner etwas vorwerfen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wenn einem immer vorgegeben wird, wie man seine Arbeit tun muss, ist sie leichter zu schaffen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wenn man in seiner Arbeit etwas aus eigenem Antrieb macht, hat man nur Nachteile.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mir ist es lieber, wenn ich genau gesagt bekomme, was ich zu tun habe. Dann mache ich weniger Fehler.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich handle nach der Devise: Ich folge genau den Anweisungen, dann kann mir keiner etwas vorwerfen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wenn man viel zu entscheiden hat, muss man dauernd an alles mögliche denken. Da ist mir Routine lieber.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Ich habe einen Vorgesetzten, der mir genaue Anweisungen gibt. Dann ist er daran schuld, wenn etwas schief geht.
- Ich möchte lieber mehr selbst entscheiden können.
- Wenn man viel zu entscheiden hat, dann ist die Arbeit interessanter.

6. Bitte kreuzen Sie dasjenige Gesicht an, das am besten ausdrückt, wie zufrieden Sie mit Ihrem Job sind.



D. Die folgenden Fragen beschäftigen sich mit Ihren Zielen sowie Ihren Einstellungen dazu. Bitte kreuzen Sie die entsprechenden Antworten an.

1. Haben Sie klare berufliche Ziele für die nächsten 3-5 Jahre?
 Ja Nein

2. Haben Sie eine berufliche Vision, die Sie in den nächsten zwanzig Jahren erreichen wollen?
 Ja Nein

3. Die folgenden Aussagen beschäftigen sich mit Ihrer Einstellung zu Ihren Karrierezielen.	Stimme gar nicht zu	Stimme eher nicht zu	Bin unentschieden	Stimme eher zu	Stimme völlig zu
	1	2	3	4	5
Es fällt mir schwer, mein Karriereziel ernst zu nehmen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Es ist unrealistisch für mich, anzunehmen, dass ich mein Karriereziel erreichen werde.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Es ist ziemlich wahrscheinlich, dass ich mein Karriereziel gegebenenfalls revidieren muss, abhängig davon, wie sich die Dinge entwickeln.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ganz ehrlich: es ist mir egal, ob ich mein Karriereziel erreiche oder nicht.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich möchte mein Karriereziel unbedingt erreichen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Es bräuchte nicht viel, damit ich mein Karriereziel aufgebe.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich denke, dies ist ein gutes Karriereziel für mich.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich bin willens, mir sehr viel mehr Mühe zu geben, um dies Ziel zu erreichen, als das sonst bei mir der Fall ist.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich kann nicht viel gewinnen, wenn ich versuche, mein Karriereziel zu erreichen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Die Schritte, um mein nächstes Karriereziel zu erreichen, sind komplex.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Wie schwierig wird es für Sie, Ihr nächstes Karriereziel zu erreichen?
 1 Überhaupt nicht 2 Nicht schwierig 3 Teils/Teils 4 Schwierig 5 Sehr schwierig

5. Erleben Sie Ihr Karriereziel als herausfordernd?

1 2 3 4 5
 Überhaupt nicht herausfordernd Nicht herausfordernd Teils/Teils Herausfordernd Sehr herausfordernd

6. Wie verhält sich Ihr berufliches Karriereziel zu Ihren privaten Zielen?

1 2 3 4 5
 Starker Widerspruch Widerspruch Unabhängig Gut vereinbar Sehr gut vereinbar

E. Die Fragen im folgenden Abschnitt beschäftigen sich mit Informationssuche, beruflichen Alternativen und Ihrer Entscheidung für eine Alternative.

1. Haben Sie vor, aktiv nach anderen Arbeitsmöglichkeiten zu suchen?

1 2 3 4 5
 Sehr unwahrscheinlich Unwahrscheinlich Teils/Teils Wahrscheinlich Sehr wahrscheinlich

2. Haben Sie im Moment eine oder mehrere andere Stellen zu Auswahl, auf die Sie sich verändern könnten?

Ja Nein

3. Wie viele Stunden **innerhalb des letzten Monats** haben Sie für Ihre Karriereentwicklung....

... Literatur (Fachbücher/-zeitschriften) gelesen:	_____	Stunden.
... sich im Intranet informiert:	_____	Stunden.
... sich im Internet informiert:	_____	Stunden.
... Fernsehen/Hörfunk genutzt:	_____	Stunden.
... andere Quellen genutzt: _____	_____	Stunden.

4. Wie viele Stunden **innerhalb der letzten drei Monate** haben Sie....

... an Weiterbildungsveranstaltungen (Seminare, Messen, Tagungen, Kongresse) teilgenommen:	_____	Stunden.
... mit Ihrer Führungskraft über Ihre weitere Karriereentwicklung gesprochen?	_____	Stunden.
... mit Ihrem Personalbetreuer über Ihre Karriereentwicklung gesprochen?	_____	Stunden.
... mit anderen Personen über mögliche Positionen gesprochen: _____	_____	Stunden.
... benutzt, um Ihren Lebenslauf/andere Bewerbungsunterlagen/ Ihr Portfolio auf den neuesten Stand zu bringen:	_____	Stunden.

F. Der nächste Abschnitt beschäftigt sich mit Ihren Karriereplänen. Bitte kreuzen Sie die entsprechenden Antworten an.

1. Die folgenden Aussagen beschäftigen sich mit Ihren Einstellungen und Gefühlen bezüglich Ihrer Pläne.	Stimme gar nicht zu	Stimme eher nicht zu	Bin unentschieden	Stimme eher zu	Stimme völlig zu
	1	2	3	4	5

Ich habe mich noch nicht wirklich entschieden, was meine Karriereziele sein sollten.

Ich habe einen Karriereplan.

Ich habe eine Strategie für das Erreichen meiner Karriereziele.

<u>Ich weiß, was ich tun muss, um meine Karriereziele zu erreichen.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Meine Karriereziele sind nicht klar.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Ich wechsle meine Karriereziele regelmäßig.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Haben Sie einen Plan bzw. konkrete Vorstellungen, wie Sie Ihre Karriereziele innerhalb der nächsten drei Jahre verwirklichen wollen?

Ja Nein

Wenn ja: 3. Die folgenden Aussagen beschäftigen sich mit der Ausgestaltung Ihres Plans. Bitte kreuzen Sie an, in welchem Ausmaß die folgenden Dinge in Ihrem Plan enthalten sind:	Gar nicht	Kaum	Mäßig	Reichlich	Sehr viel
	1	2	3	4	5
<u>Einzelne Teilschritte</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Ein Zeitrahmen, bis wann ich meinen Plan umsetzen möchte</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Ansprechpersonen, die mir in der Umsetzung helfen</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Mögliche Hindernisse oder Risiken</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Alternativpläne als Fallback-Lösungen</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Strategien, falls besondere Gelegenheiten auftauchen, die ich für mich nutzen kann</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Personen/Methoden, die mir beim Monitoring meiner Fortschritte helfen</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Zeitpunkte für eine Bestandsaufnahme</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Unterschiedliche zeitliche Perspektiven i.S.v. Langfristigkeit/Kurzfristigkeit</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

G. Der nächste Abschnitt beschäftigt sich mit der Umsetzung Ihrer Karrierepläne. Bitte kreuzen Sie die entsprechenden Antworten an.

1. Sind Sie bereits in der Umsetzung Ihrer Karrierepläne?

Ja Nein

2. Wie viel von dem, was Sie sich in Ihrem Plan für Ihre Karriereentwicklung vorgenommen haben, haben Sie bereits umgesetzt?

1 Sehr wenig 2 Wenig 3 Mittel 4 Viel 5 Sehr viel

3. Auf wie viele Hindernisse sind Sie bei der Umsetzung Ihrer Pläne gestoßen?

1 Keine 2 Wenige 3 Mäßig viele 4 Viele 5 Sehr viele

4. Welcher Art sind diese Hindernisse?

- | | |
|---|--|
| <input type="checkbox"/> Eigenes Zeitmanagement | <input type="checkbox"/> Arbeitsvolumen im Tagesgeschäft |
| <input type="checkbox"/> Ziele haben sich verändert | <input type="checkbox"/> Führungskraft hat andere Vorstellungen |
| <input type="checkbox"/> Keine Nachgespräche geführt | <input type="checkbox"/> Keine freien Stellen im gesuchten Arbeitsfeld |
| <input type="checkbox"/> Ziele/Pläne nicht durchgesetzt | <input type="checkbox"/> Keine gesuchten Informationen gefunden |
| <input type="checkbox"/> Anderes: _____ | |

5. Wie aktiv haben Sie nach alternativen Lösungen gesucht, um Ihren Plan weiter zu verfolgen?

1 Gar nicht aktiv 2 Eher nicht aktiv 3 Mittelmäßig aktiv 4 Eher aktiv 5 Sehr aktiv

6. In welchem Ausmaß überprüfen Sie die Fortschritte bei der Umsetzung Ihrer Karriereziele?

- 1 Gar nicht 2 Wenig 3 Mittel 4 Viel 5 Sehr viel

7. Wie stellen Sie Fortschritte in Ihrer Zielerreichung fest?

- Gar nicht Gespräche mit anderen Personen
 Checklisten Kalendereinträge mit Deadlines
 Anderes: _____

8. Wer unterstützt Sie in der Einhaltung Ihrer Pläne durch Nachfragen und "Monitoring"?

- Meine Führungskraft Meine Kolleginnen und Kollegen
 Nur ich selbst Mein Personalbetreuer/-betreuerin
 Mein Partner/Partnerin Freunde
 Niemand Andere Personen: _____

H. Im folgenden Abschnitt finden Sie Worte, die bestimmte Gefühle beschreiben. Bitte lesen Sie jedes Wort durch und geben Sie mit einer Zahl der untenstehenden Skala das Ausmaß an, in dem dieses Gefühl auf Sie zutrifft.

Bitte geben Sie an, wie Sie sich im allgemeinen fühlen, wenn Sie an Ihre Karriere denken.

1 - Gar nicht 2 - Ein bisschen 3 - Einigermassen 4 - Erheblich 5 - Äußerst

- | | |
|----------------------|---------------------|
| _____ Interessiert | _____ Gereizt |
| _____ Bekümmert | _____ Wach |
| _____ Freudig erregt | _____ Beschämt |
| _____ Verärgert | _____ Angeregt |
| _____ Stark | _____ Nervös |
| _____ Schuldig | _____ Entschlossen |
| _____ Erschrocken | _____ Aufmerksam |
| _____ Feindselig | _____ Durcheinander |
| _____ Begeistert | _____ Aktiv |
| _____ Stolz | _____ Ängstlich |

I. Die folgenden Aussagen beschäftigen sich mit Ihren Einstellungen und Gefühlen bezüglich Ihrer Karriereentwicklung und Veränderung.

	Stimme gar nicht zu	Stimme eher nicht zu	Bin unentschieden	Stimme eher zu	Stimme völlig zu
	1	2	3	4	5
1. Die folgenden Aussagen beschäftigen sich mit Ihren Einstellungen bezüglich Leistung, Karriereentwicklung und Veränderungen. Bitte kreuzen Sie an, wie sehr Sie den folgenden Aussagen zustimmen.					
Ich halte es schon für wichtig, mehr zu leisten als andere.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Andere finden, dass ich hart arbeite.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Meine Freunde und Bekannten halten mich für fleißig.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meistens habe ich viel zu tun.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nachdem ich eine schwierige Arbeit begonnen habe, kann ich nur schlecht wieder damit aufhören.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wenn ich einmal ein selbst gestecktes Ziel nicht erreicht habe, setze ich alles daran, es doch noch zu schaffen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich gehe ganz in meiner Arbeit auf.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich bin stets auf der Suche nach neuen Wegen, um mein Leben zu verbessern.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wo auch immer ich gewesen bin, war ich eine starke Kraft für konstruktive Veränderung.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nichts ist aufregender, als meine Ideen Wirklichkeit werden zu sehen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wenn ich etwas sehe, das ich nicht mag, verändere ich es.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Egal, wie die Chancen stehen, wenn ich an etwas glaube, setze ich es in die Tat um.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich liebe es, meine Ideen voranzubringen, auch gegen den Widerstand anderer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich bin sehr gut darin, Gelegenheiten zu erkennen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich suche immer nach besseren Wegen, Dinge zu tun.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wenn ich an eine Idee glaube, hält mich kein Hindernis von der Umsetzung ab.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich kann eine gute Gelegenheit erkennen, lange bevor andere das tun.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Die Verbesserung meiner Fertigkeiten durch Training in dieser Organisation hat mir geholfen.....					
...persönlich zu wachsen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...mein Selbstvertrauen zu stärken.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...respektiert zu werden von Kollegen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...meine Chancen, meine Karriereziele zu erreichen, zu erhöhen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...eine Gehaltserhöhung zu bekommen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...meine Arbeit besser zu tun.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...neues Wissen zu erwerben.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...meine Arbeitsplatzsicherheit zu erhöhen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich bin mit dem Erfolg, den ich in meiner Karriere erreicht habe, zufrieden.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich bin zufrieden mit den Fortschritten,					
.... die ich in Richtung auf meine übergreifenden Karriereziele mache.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
.... die ich in bezug auf meine Einkommensziele mache.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
.... die ich in bezug auf mein berufliches Vorwärtkommen mache.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
.... die ich in bezug auf meine Ziele, neue Fertigkeiten zu entwickeln, mache.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Bitte kreuzen Sie an, wie sehr Sie den folgenden Aussagen zustimmen, und antworten Sie möglichst spontan	Stimme gar nicht zu	Stimme eher nicht zu	Bin unentschieden	Stimme eher zu	Stimme völlig zu
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich bin selbst verantwortlich für meine Karriereentwicklung.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Es belastet mich, neben dem Job auch noch meine Karriere aktiv vorantreiben zu müssen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Es ist meine Aufgabe, meine Karriere aktiv voranzutreiben.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Siemens sollte sich mehr um mein berufliches Fortkommen kümmern.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich bin enttäuscht von der mangelnden Unterstützung seitens der Firma, mir bei meiner Fortentwicklung zu helfen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Es liegt an mir, mein berufliches Fortkommen zu gestalten.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich gehe Probleme aktiv an.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wenn etwas schief geht, suche ich sofort nach Abhilfe.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wenn sich Möglichkeiten anbieten, etwas zu gestalten, dann nutze ich sie aus.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich ergreife sofort die Initiative, wenn andere dies nicht tun.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich nehme Gelegenheiten schnell wahr, um meine Ziele zu erreichen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich tue meist mehr als von mir gefordert wird.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich bin besonders gut darin, Ideen umzusetzen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich kenne die wichtigen Trends in meinem Berufsfeld.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich beschäftige mich damit, wie sich mein Berufsfeld in den nächsten 5 Jahren verändern wird.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sobald ersichtlich wird, welche Veränderungen sich in meinem Berufsfeld ergeben, leite ich ab, was dies für meinen Job an Veränderungen bedeutet.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sobald ersichtlich wird, welche Veränderungen sich in meinem Berufsfeld ergeben, leite ich ab, was dies für meine kurzfristigen Ziele bedeutet.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mit meinen Fähigkeiten hätte ich keine Probleme, anderswo einen Job zu finden.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich bin eigentlich zu stark spezialisiert, um anderswo eingesetzt werden zu können.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich versuche, meine Fähigkeiten so weiterzuentwickeln, dass ich den veränderten Marktanforderungen in meinem Berufsfeld gerecht werde.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wenn ich Veränderungen in meinem Berufsfeld erkenne, versuche ich meine Fähigkeiten so zu verändern, dass ich den Anforderungen des Marktes gerecht werde.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich kann mich selbst gut verkaufen in Situationen, in denen es darauf ankommt.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich kann in Gesprächen Ideen aus meinem Wissen/meiner Erfahrung beisteuern, die anderen Personen weiterhelfen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich kann mich gut auf neue Situationen einstellen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spezialisten wie ich werden überall gebraucht.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich bilde mich regelmäßig weiter, um meine Beschäftigungsfähigkeit zu sichern.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich bin ausreichen qualifiziert, um meine Ziele zu erreichen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meine Führungskraft würde mich anderen Kollegen empfehlen, wenn ich gut geeignet wäre.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meine Führungskraft würde mich auch Kollegen in einem anderen Geschäftsbereich vorschlagen, die einen Mitarbeiter suchen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mein Chef kann sich auf mich als Mitarbeiter verlassen, wenn es eng wird..	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Der folgenden Abschnitt beschäftigt sich mit Ihrer Zuversicht, bestimmte Situationen Ihrer beruflichen Weiterentwicklung zu managen.

Kreuzen Sie bitte für jedes der untenstehenden Statements von 1 bis 10 an, wie zuversichtlich Sie sind, Ihre berufliche Weiterentwicklung in dieser spezifischen Situation zu managen. Wären Sie in der Lage, Ihre berufliche Weiterentwicklung erfolgreich zu managen,	Gar nicht zuversichtlich										Sehr zuversichtlich
	1	2	3	4	5	6	7	8	9	10	
...wenn Sie nahezu keine Zeit haben, sich um Ihre berufliche Weiterentwicklung zu kümmern wegen des Tagesgeschäfts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...wenn Ihr Vorgesetzter Ihre Ideen nicht teilt.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...wenn Sie nicht wissen, wo Sie Informationen innerhalb von Siemens zu bestimmten Themen finden	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...wenn Sie bei Ihrer Umsetzung nicht die Unterstützung erhalten, die Sie sich von anderen wünschen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...wenn Sie nicht über die Netzwerke verfügen, die Sie für Ihre berufliche Weiterentwicklung eigentlich bräuchten.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...wenn Sie plötzlich feststellen, dass Sie in der Umsetzung Ihres eigenen Plans ins Hintertreffen geraten sind.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...wenn Sie eine Veränderung geplant haben, aber keine interessanten Stellen finden.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...wenn Sie noch keine Idee haben, wohin Sie sich verändern wollen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...wenn Sie eigene Verhaltensweisen im Umgang mit anderen Personen dauerhaft ändern müssen, um Ihre berufliche Entwicklungsplanung umzusetzen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

L. Im folgenden Abschnitt finden Sie Worte, die bestimmte Gefühle beschreiben. Bitte lesen Sie jedes Wort durch und geben Sie mit einer Zahl der untenstehenden Skala das Ausmaß an, in dem dieses Gefühl auf Sie zutrifft.

Bitte geben Sie an, wie Sie in Bezug auf Ihre Karriere in den letzten 3 Monaten gefühlt haben.

1 - Gar nicht 2 - Ein bisschen 3 - Einigermassen 4 - Erheblich 5 - Äußerst

- _____ Interessiert
- _____ Bekümmert
- _____ Freudig erregt
- _____ Verärgert
- _____ Stark
- _____ Schuldig
- _____ Erschrocken
- _____ Feindselig
- _____ Begeistert
- _____ Stolz

- _____ Gereizt
- _____ Wach
- _____ Beschämt
- _____ Angeregt
- _____ Nervös
- _____ Entschlossen
- _____ Aufmerksam
- _____ Durcheinander
- _____ Aktiv
- _____ Ängstlich

M. Im nächsten Abschnitt geht es um berufliche Weiterentwicklung unter Alltagsbedingungen. Versuchen Sie bitte, sich möglichst gut in die nachfolgend geschilderten Situationen hineinzusetzen. Bitte kreuzen Sie bei jeder Situation diejenige der drei Alternativen an, von der Sie denken, dass Sie sich am ehesten so verhalten würden.

1. Ich möchte meine berufliche Weiterentwicklung vorantreiben und habe Klarheit darüber gewonnen, welche Fragen ich für mich noch beantworten muss. Was tue ich?

- Klarheit bewirkt schon viel – ich schaue mal, was sich so entwickelt. Manche Fragen klären sich oft mit der Zeit oder durch Zufälle, die man so vorher nicht planen kann.
- Ich entwerfe einen Plan, wie ich meine Fragen beantworten will. Das ist oft schon die halbe Miete.
- Ich entwickle eine grobe Strategie und gucke, was ich mir gönnen will, wenn ich diese Fragen beantwortet habe. Zusätzlich motiviert mich eine Belohnung auf dem Weg zum Ziel.

2. Ich sitze in einer kleinen Entwicklungsabteilung und arbeite ohne größere Kontakte außerhalb der Abteilung. Jetzt stelle ich fest, wie viele meiner Kollegen gut funktionierende Kontakte haben und nutzen. Wie baue ich mir eigene Kontakte auf?

- Ich fange an, in verschiedensten Zusammenhängen Kontakte aufzubauen. Schließlich weiß man nie, wozu man diese Kontakte später nutzen kann.
- Bei eingehenden Anrufen, die über mein Telefon laufen, baue ich Kontakte auf und versuche, mich in Erinnerung zu halten.
- Ich überlege, zu welchem wichtigem Thema ich mir Kontakte aufbauen will und rufe aktiv Personen an, die mit diesem Thema zu tun haben.

3. In meinem Plan habe ich mir als Ziel gesetzt, ins Ausland zu gehen. Ich habe dafür Informationen eingeholt, mit meinem Chef und meiner Partnerin gesprochen, und einiges angeschoben. Gestern Abend habe ich überraschend ein Angebot von einer Nachbarabteilung bekommen, ein spannendes Projekt hier in Deutschland zu übernehmen. Was soll ich tun?

- Ich wäge die beiden Möglichkeiten ab mit Vor- und Nachteilen und denke über die Konsequenzen für meine spätere Weiterentwicklung nach.
- Ich halte an meinem ursprünglichen Ziel fest und gehe auf jeden Fall ins Ausland. Wenn die Geschäftswelt immer internationaler wird, wird das für meine berufliche Entwicklung unverzichtbar sein.
- Ich überdenke meine Ziele neu, und versuche herauszufinden, was ich wirklich will. Dann leite ich daraus weitere Schritte ab.

4. Ich habe einen neuen Chef bekommen, der sehr gute Arbeit macht, aber in vielen Dingen ein grundsätzlich anderes Arbeitsverständnis hat. In der letzten Zeit sind wir deswegen wiederholt aneinandergeraten, und gestern hat er in einer Situation offen gesagt, dass wir über viele Dinge offensichtlich unterschiedliche Ansichten haben. Ich schätze mein Arbeitsumfeld sehr und möchte auch gerne in dieser Abteilung bleiben. Was soll ich tun?

- Ich rede mit meinem Chef und sage ihm, dass ich für die Umgewöhnung auf einen neuen Chef noch Zeit benötige und wir uns schon aneinander gewöhnen werden.
- Ich überlege, ob die Zusammenarbeit grundlegend in Frage gestellt ist. Falls nicht, identifiziere ich Themen, wo ich meinen Chef mit konstruktiven Vorschlägen unterstützen kann.
- Ich finde heraus, welches die Themen und Arbeitsbereiche sind, wo wir die meisten Differenzen haben, und überlege, was das für unsere Zusammenarbeit bedeutet.

5. Aus einem Seminar habe ich als Hinweis mitgenommen, dass ich wichtige Gespräche am Schluss zusammenfassen soll, um den gemeinsamen Stand für beide Gesprächspartner noch einmal festzuhalten. Was tue ich?

- Ich schreibe mir eine Notiz, klebe sie an meinen Computer und versuche, ab und zu daran zu denken, wenn ich wichtige Telefongespräche führe.
- Ich nehme mir jeden Freitag Nachmittag eine Viertelstunde Zeit und ziehe ein Resümee, wie gut ich mein Ziel, wichtige Gespräche zusammenzufassen, diese Woche umgesetzt habe.
- Ich bereite gezielt drei Gespräche vor, die im Tagesgeschäft auf mich zukommen, fasse am Schluss die Gespräche zusammen und denke hinterher darüber nach, wie gut das geklappt hat.

6. Ich habe mir vorgenommen, eine Verhaltensweise von mir in Meetings abzustellen. Jedes Mal, wenn ich Kollegen im Eifer der Diskussion über den Mund fahre, gestatte ich mir nicht, am Wochenende Angeln zu gehen, was ein heißgeliebtes Hobby von mir ist. In den letzten zwei Wochen bin ich jetzt mit schlechtem Gewissen aber doch zum Angeln gegangen, obwohl ich mich in Meetings nicht richtig verhalten habe. Was soll ich tun?

- Ich reiße mich zusammen, bin konsequent und gehe in Zukunft nicht mehr zum Angeln, wenn ich Kollegen in Meetings angefahren haben. Schließlich habe ich mir dies ja selber vorgenommen, da heißt es jetzt: konsequent sein.
- Die Methode, Angeln ausfallen zu lassen, ist wahrscheinlich zu hart, um sie über Monate durchzuhalten. Ich sollte über eine andere Methode nachdenken, die wirksam ist und gleichzeitig besser durchzuhalten.
- Ich überdenke mein Ziel noch einmal und überprüfe für mich, ob ich die richtige Methode gewählt habe, um mein Diskussionsverhalten zu verändern. Wenn dem so ist, kann ich ja einmal im Monat nicht zum Angeln gehen – das ist schon schlimm genug.

Vielen Dank für Ihre Mitarbeit. Wir hoffen, der Fragebogen hat Sie angeregt, im Vorfeld des Workshops über sich und Ihre beruflichen Entwicklung nachzudenken und wünschen Ihnen einen erfolgreichen PEP-Workshop!

Interviewleitfaden für Teilnehmerbefragung zu t1 im PEP:

Datum des Interviews: _____ Teilnehmer Name:

Interviewer: _____ Codewort:

PEP-Datum: _____ VP-Nr.:

Einleitung: "Guten Tag, Herr/Frau.....

Hier ist ___ von der SQT- wir hatten uns für heute für eine halbe Stunde zu einem Interviewtermin verabredet. Haben Sie die nächste halbe Stunde Zeit, so dass wir nicht gestört werden? Sind Sie bereit? Ziel des Interviews ist es, einige Dinge in der Vorbereitung auf das PEP-Seminar näher abzufragen - besonders die Themen Veränderung, Netzwerke und Eigeninitiative. Das Interview besteht aus einem Teil mit persönlichen Angaben, ein paar Fragen mit Einstellungen zu Ihrer jetzigen Stelle, einem Teil zu Förderpersonen

Und einem letzten Teil, wo Sie vor schwierige Situationen gestellt werden und Lösungen finden sollen. Diesen letzten Teil würde ich gerne auf Tonband aufnehmen, weil er mit sehr viel Schreibearbeit für mich verbunden ist. Wäre Ihnen das recht?

A. Beginnen wir mit einigen Fragen zu Ihrer Person. Diese Angaben werden streng vertraulich behandelt und dienen rein statistischen Zwecken.

 1. **Wie lange arbeiten Sie schon bei Siemens?** _____ Jahre und _____ Monate.

 2. **In welchem Bereich/ Abteilung/ Beteiligungsgesellschaft arbeiten Sie?** Bei _____

 3. **Wie lange arbeiten Sie schon in Ihrer jetzigen Position?** _____ Jahre und _____ Monate.

 4. **Wie oft haben Sie schon eine neue Stelle angetreten, seit Sie berufstätig sind ?** _____ mal.

 5. **Wie alt sind Sie** _____ Jahre.

(6. Geschlecht hier eintragen):

 weiblich männlich

 7. **Was ist Ihr höchster Schulabschluss?**

- Hauptschulabschluss
 Realschulabschluss
 Abitur/Fachhochschulreife
 Abgeschlossene Berufsausbildung
 Abgeschlossenes (Fach-) Hochschulstudium
 Abgeschlossene Promotion
 Sonstiger Abschluss: _____

 8. **Wie viel Zeit ist vergangen seit Ihrer letzten Beförderung?** _____ Jahre und _____ Monate.

 9. **Haben Sie Personalverantwortung:** Ja Nein

10. Hat Ihre jetzige Führungskraft Sie selbst Eingestellt?

Ja

Nein

Definition Beförderung: Aufwärts, Wachstum finanziell, Aufgabenbereich, Funktionsstufe; Tätigkeit gravierend ändert

Definition Komplexität: kann sowohl in der breite komplex sein (viele Aufgaben) als auch in der Tiefe; Beides

11. Streben Sie eine spätere disziplinarische Führungsverantwortung an?

 Ja Nein Ich weiß noch nicht

Für viele PEP-Teilnehmer geht es bei dem Workshop um den nächsten beruflichen Schritt, den sie tun wollen, und um berufliche Veränderungen. Darauf beziehen sich auch die folgenden Fragen. Ich gebe Ihnen immer erst die Fragen und dann die verschiedenen Antwortmöglichkeiten vor.

1. Haben Sie vor, sich beruflich zu verändern?

 Nein, auf keinen Fall Ich habe mich gerade erst beruflich verändert Möglicherweise Wahrscheinlich Ja, auf jeden Fall

21a). Kommen Ihnen ab und zu Gedanken, diese Stelle zu verlassen?

1
Niemals2
Selten3
Manchmal4
Häufig5
Ständig

3. Wissen Sie, wohin Sie sich verändern wollen?

 Ja, ich habe konkrete Vorstellungen Ja, ich kenne nur so ungefähr die Richtung Nein, ich weiß das eigentlich gar nicht so genau

21b). Inwiefern stimmen Sie der folgenden Aussage zu: Ich plane, mich innerhalb der nächsten 12 Monate nach einer neuen Stelle umzusehen?

1 Stimme gar nicht zu 2 Stimme eher nicht zu 3 Bin unentschieden 4 Stimme eher zu 5 Stimme völlig zu

21c). Wie wahrscheinlich ist es, dass Sie sich im Verlauf des nächsten Jahres nach einer anderen Stelle innerhalb von Siemens umsehen?

1 Sehr unwahrscheinlich 2 Unwahrscheinlich 3 Teils-teils 4 Wahrscheinlich 5 Sehr wahrscheinlich

21d). Wie wahrscheinlich ist es, dass Sie sich im Verlauf des nächsten Jahres nach einer anderen Stelle bei einer anderen Firma umsehen?

1 Sehr unwahrscheinlich 2 Unwahrscheinlich 3 Teils-teils 4 Wahrscheinlich 5 Sehr wahrscheinlich

38. Beabsichtigen Sie heute, Ihren jetzigen Job innerhalb des nächsten Jahres zu kündigen?

1 Sehr unwahrscheinlich 2 Unwahrscheinlich 3 Teils-teils 4 Wahrscheinlich 5 Sehr wahrscheinlich

Die folgenden Fragen beschäftigen sich mit Ihren Einstellungen in bezug auf Ihre jetzige Stelle.

12. Was möchten Sie an Ihrem jetzigen Job unbedingt verändern? Offene Frage Stichworte genügen.

16. **Wie viel Komplexität hätten Sie gerne in Ihrem Job?**

1 Viel weniger 2 Weniger 3 Gleichviel 4 Mehr 5 Viel mehr

19. **Wie viel Handlungsspielraum hätten Sie gerne in Ihrem Job?**

1 Viel weniger 2 Weniger 3 Gleichviel 4 Mehr 5 Viel mehr

68. **Wie stark verändert sich Ihr Job, so dass Sie gefordert sind, Ihre Fähigkeiten ständig zu erweitern?**

1 Gar nicht 2 Eher nicht 3 Mittelmäßig 4 Eher stark 5 Sehr stark

44. **Wie sorgen Sie aktiv für die Erhaltung Ihres Marktwertes?** Offene Frage Bitte nennen Sie drei Verhaltensweisen.

24. **Wie wichtig ist es Ihnen, Karriere zu machen in Ihrem Leben?**

1 Ganz unwichtig 2 Unwichtig 3 Teils-teils 4 Wichtig 5 Sehr wichtig

Definition:

Im Fragebogen wir verstehen das Wort „Karriere“ gleichlautend mit „beruflicher Entwicklung“ – eine Karriere ist also nicht zwangsläufig eine ausschließliche Entwicklung nach oben, sondern kann sich in alle möglichen Richtungen entwickeln.

D. Im nächsten Abschnitt geht es darum, wer Sie als "Förderperson" bei Ihrer beruflichen Karriereentwicklung unterstützt. Unter einer Förderperson verstehen Sie bitte eine Person, die innerhalb des letzten Jahres ein Interesse an Ihrer beruflichen Entwicklung gezeigt und Sie auch mit Taten unterstützt hat in Ihrem Fortkommen.

50. An wie viele "Förderpersonen" haben Sie sich innerhalb des letzten Jahres gewandt, um Ihre persönliche und berufliche Entwicklung mit diesen Personen zu besprechen? _____ Personen.

51. Bitte nennen Sie mir von den _____ Personen, die Sie eben genannt haben, bis zu 5 Personen mit Name, mit Initialen, oder Spitznamen – am besten die, die Ihnen als wichtigste einfallen. Wir werden uns auf jede Person kurz beziehen.

Person 1: _____

Person 2: _____

Person 3: _____

Person 4: _____

Person 5: _____

52. Denken Sie an Person (#). Woher kennen Sie diese Person?	Person 1	Person 2	Person 3	Person 4	Person 5
Eigene Abteilung/Organisation/Arbeitsumfeld					
Familienkreis					
Enger Freundeskreis					
Sport					
Schul-/ Studienzeit					
Kirche oder religiöse Gemeinschaft					
Andere: (bitte Bereich eintragen)					
53. Kennt diese Person (Name nennen)die anderen Förderpersonen ?	Person 1	Person 2	Person 3	Person 4	Person 5
...kennt keine der anderen Personen					
...kennt einige der anderen Personen					
...kennt viele der anderen Personen					
...kennt die meisten der anderen Personen					
...kennt alle anderen Personen					
54. Wie gefühlsmäßig verbunden fühlen Sie sich mit dieser Person?	Person 1	Person 2	Person 3	Person 4	Person 5
Sehr locker verbunden					
Eher locker verbunden					
Gemischt					
Eher eng verbunden					
Sehr eng verbunden					
55. Inwiefern ist Ihre Beziehung zu dieser Person durch ein ausgewogenes Geben und Nehmen gekennzeichnet?	Person 1	Person 2	Person 3	Person 4	Person 5
Ich bekomme sehr viel mehr als ich gebe					
Ich bekomme etwas mehr als ich gebe					
Ausgewogen					
Ich gebe etwas mehr als ich bekomme					
Ich gebe sehr viel mehr als ich bekomme					
56. Wie oft tauschen Sie sich aus mit dieser Person?	Person 1	Person 2	Person 3	Person 4	Person 5
Ganz sporadisch					
Alle paar Monate					
Ungefähr einmal im Monat					
Ungefähr einmal pro Woche					
Mehr als einmal pro Woche					

Gut, dann gehen wir jetzt weiter zu Person X. (Name nennen). → nächster Durchgang.

D. Dann schalte ich jetzt das Tonband ein. Im letzten Abschnitt des Interviews werde ich Sie vor einige schwierige Situationen stellen. Bitte sagen Sie mir, was man in einer solchen Situation tun könnte; seien Sie kreativ.

(Interviewer:persönlichen Eindruck mitnotieren!!!)

Situation 1: "Nehmen Sie an, Sie wollen sich weiterbilden in einem Spezialgebiet. Was tun Sie?"

(= Barriere 1)

TN-Antwort auf Barriere 1:

Interviewer-Barriere 2:

"Stellen Sie sich vor, das funktioniert nicht."

Oder Mischung mit spezifischerer Barriere, siehe hier:

- "Im Intranet finden Sie nichts."
- "Ihr Personalbetreuer kann Ihnen nicht weiterhelfen."
- "Ihre Führungskraft hat keine Idee, wo Sie so ein Training beziehen könnten."
- "Ihre Kollegen/Freunde kennen sich in diesem Gebiet nicht aus."

Gewählte Barriere notieren:

TN-Antwort auf Barriere 2:

Interviewer-Barriere 3:

"Stellen Sie sich vor, das funktioniert nicht." Oder spezifischere Barriere, siehe oben:

Gewählte Barriere notieren:

TN-Antwort auf Barriere 3:

"Haben Sie noch weitere Ideen, was man tun könnte?"

Situation 2: "Nehmen Sie für einen Augenblick an, Ihr Kollege macht seine Arbeit so schlampig, dass Sie dadurch Mehrarbeit haben. Was tun Sie?" (= Barriere 1)

TN-Antwort auf Barriere 1:

Interviewer-Barriere 2:

"Stellen Sie sich vor, das funktioniert nicht."

Oder Mischung mit spezifischerer Barriere, siehe hier:

- "Der Kollege ist nicht einsichtig."
- "Ihre Führungskraft fühlt sich nicht verantwortlich."
- "Die Kollegen wollen sich nicht einmischen."

Gewählte Barriere notieren:

TN-Antwort auf Barriere 2:

Interviewer-Barriere 3:

"Stellen Sie sich vor, das funktioniert nicht." Oder spezifischere Barriere, siehe oben:

Gewählte Barriere notieren:

TN-Antwort auf Barriere 3:

"Haben Sie noch weitere Ideen, was man tun könnte?"

Situation 3: "Nehmen Sie für einen Augenblick an, Sie haben einen Verbesserungsvorschlag eingereicht, aber Ihre Führungskraft reagiert nicht. Was tun Sie?" (= Barriere 1)

TN-Antwort auf Barriere 1:

Interviewer-Barriere 2:

"Stellen Sie sich vor, das funktioniert nicht."

Oder Mischung mit spezifischerer Barriere, siehe hier:

- "Die Sekretärin kann keinen Termin mit Ihrer Führungskraft freimachen."
- "Die Führungskraft der nächsten Ebene reagiert nicht."
- "Der Mitarbeiter der zuständigen Stelle für Verbesserungsvorschläge ist in Urlaub."
- "Die Gewerkschaften sagen, sie sind nicht verantwortlich."

Gewählte Barriere notieren:

TN-Antwort auf Barriere 2:

Interviewer-Barriere 3:

"Stellen Sie sich vor, das funktioniert nicht." Oder spezifischere Barriere, siehe oben:

Gewählte Barriere notieren:

TN-Antwort auf Barriere 3:

"Haben Sie noch weitere Ideen, was man tun könnte?"

Situation 4: "Nehmen Sie einen Augenblick an, Sie haben sich für eine bestimmte innerbetriebliche Stellenausschreibung beworben und auf Ihre Bewerbung nichts gehört. Was tun Sie?" (= Barriere 1)

TN-Antwort auf Barriere 1:

Interviewer-Barriere 2:

"Stellen Sie sich vor, das funktioniert nicht."

Oder Mischung mit spezifischerer Barriere, siehe hier:

- "Die zuständige Führungskraft ist im Urlaub."
- Die Personalabteilung wird gerade umorganisiert, und die ehemals zuständige Personalsachbearbeiterin ist versetzt worden."
- (Bei "ich gucke ins Intranet, um Infos über die Abteilung zu finden") "Sie können die Abteilung auf einem Orgchart nicht finden und haben keine Hintergrundinfos
- „Sie haben keine Netzwerke, die in diesen Bereich hineinreichen.“
- "Dieses Stellenprofil wird von keinem anderen Bereich ausgeschrieben."
- "Der Betriebsrat ist nicht zuständig."

Gewählte Barriere notieren:

TN-Antwort auf Barriere 2:

Interviewer-Barriere 3:

"Stellen Sie sich vor, das funktioniert nicht." Oder spezifischere Barriere, siehe oben:

Gewählte Barriere notieren:

TN-Antwort auf Barriere 3:

"Haben Sie noch weitere Ideen, was man tun könnte?"

Vielen Dank für dieses Interview!

Codewort festlegen & Name der Führungskraft– Hinweis auf den ersten Fragebogen – Viel Spaß beim Workshop!

**Auswertung:
Overcoming Barriers**

Codierung: keine Barriere überwunden/Weigerung, zu antworten = 0
 Eine Barriere überwunden = 1
 2 Barrieren überwunden = 2
 3 Barrieren überwunden = 3
 4 Barrieren überwunden = 4
 5 oder mehr Barrieren überwunden = 5

Anzahl der überwundenen Barrieren bei Situation 1: :
 Anzahl der überwundenen Barrieren bei Situation 2:
 Anzahl der überwundenen Barrieren bei Situation 3:
 Anzahl der überwundenen Barrieren bei Situation 4:

Aktive Herangehensweise:

Wie aktiv wurden die Barrieren überwunden? "Aktivität" bedeutet: das Ausmaß, in dem der Teilnehmer versucht hat, das Problem selbst zu lösen, anstatt es an eine andere Person zu delegieren (z.B. in einem Buch die juristischen Aspekte eines Problems selber nachschlagen vs. das Problem an einen Anwalt delegieren).

Situation 1:

	1	2	3	4	5	
Er/Sie ist selbst aktiv						Er/Sie delegiert

Situation 2:

	1	2	3	4	5	
Er/Sie ist selbst aktiv						Er/Sie delegiert

Situation 3:

	1	2	3	4	5	
Er/Sie ist selbst aktiv						Er/Sie delegiert

Situation 4:

	1	2	3	4	5	
Er/Sie ist selbst aktiv						Er/Sie delegiert

Aktivität – Passivität: Hier ist der subjektive und ganzheitliche Eindruck bei der Beantwortung der jeweiligen Situation gefragt (Stimme, mitgehen in der Situation)

Situation 1:

	1	2	3	4	5	
Er/Sie wirkt aktiv						Er/Sie wirkt passiv

Situation 2:

	1	2	3	4	5	
Er/Sie wirkt aktiv						Er/Sie wirkt passiv

Situation 3:

	1	2	3	4	5	
Er/Sie wirkt aktiv						Er/Sie wirkt passiv

Situation 4:

	1	2	3	4	5	
Er/Sie wirkt aktiv						Er/Sie wirkt passiv

(Items dann bei der Dateneingabe rekodieren!!).

Fragebogen II zum Seminar "Persönliche Entwicklungsplanung"

Liebe PEP-Teilnehmerin, lieber PEP-Teilnehmer,

Anbei der zweite der Fragebögen für die Untersuchung im PEP, der gleichzeitig das Abschlussfeedback für das Seminar beinhaltet. Thema des Fragebogens sind ein paar organisatorische Fragen zum Kurs und zu den Trainern, Ihre Sichtweise auf die eigene gegenwärtige berufliche Entwicklung, sowie Ihre damit verbundenen Einstellungen, Gefühle, und Verhaltensweisen.

Bitte tragen Sie Ihr Codewort hier ein:

_____ (Mädchenname meiner Mutter – 1. Buchstabe des Vornamens und Nachname)

Bitte geben Sie den Fragebogen bei Ihrem Trainer/Ihrer Trainerin ab.

Für Ihre Fragen stehe ich gerne zur Verfügung:
Babette Raabe (SQT, Tel. 089-636-48113).

Vielen Dank!!

A. Die folgenden Fragen beschäftigen sich damit, wieviel Sie in der letzten Zeit über sich nachgedacht haben und wie der PEP-Workshop auf Sie gewirkt hat.

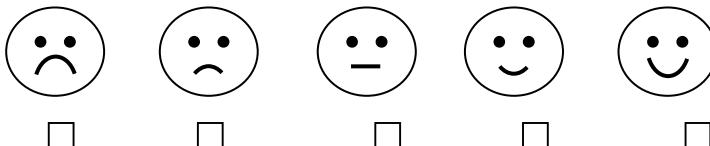
1. Die folgenden Aussagen beschäftigen sich mit Ihrem Wissen über sich selbst.

	Stimmt gar nicht 1	Stimmt eher nicht 2	Bin unentschieden 3	Stimmt eher 4	Stimmt völlig 5
Ich kenne meine Stärken und Schwächen in meinem jetzigen Job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich weiss, wie ich meine Stärken für meinen beruflichen Erfolg einsetzen kann.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich weiss, an welchen persönlichen Entwicklungsfeldern ich noch arbeiten muss, wenn ich mich in die von mir angestrebte Position verändern will.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich weiss, welche persönlichen Werte mir bei meiner Arbeit wichtig sind.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich habe über eine Passung meiner persönlichen Werte mit meinem derzeitigen Job nachgedacht.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Bitte kreuzen Sie an, wie sehr Sie den folgenden Aussagen zustimmen, und antworten Sie möglichst spontan.

	Stimme gar nicht zu 1	Stimme eher nicht zu 2	Bin unentschieden 3	Stimme eher zu 4	Stimme völlig zu 5
Der PEP-Workshop hat mir geholfen, Hindernisse zu identifizieren, die mich von meiner beruflichen Weiterentwicklung abhalten.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich will gleich nächste Woche mit der Umsetzung meines Plans beginnen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Der PEP-Workshop hat mir geholfen, Hindernisse im Zusammenhang mit meiner beruflichen Weiterentwicklung zu überwinden.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dieses Training gibt mir den nötigen Push, um jetzt etwas zu bewegen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Der PEP-Workshop hat mir geholfen, Ziele für meine berufliche Weiterentwicklung zu setzen bzw klarer zu sehen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Der PEP-Workshop hat mir geholfen, zuversichtlicher zu sein bzgl. meiner Fähigkeiten, meine berufliche Weiterentwicklung selbst zu gestalten	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich finde, dieses Training sollten auch andere Mitarbeiter erhalten, die Ihre berufliche Weiterentwicklung stärker in die eigene Hand nehmen wollen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich bin so richtig begeistert von meinem PEP.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Bitte kreisen Sie dasjenige Gesicht ein, das am besten ausdrückt, wie zufrieden Sie mit Ihrem Job sind.



B. Der folgenden Abschnitt beschäftigt sich mit Ihrer Zuversicht, bestimmte Situationen Ihrer beruflichen Weiterentwicklung zu managen.

Kreuzen Sie bitte für jedes der untenstehenden Statements von 1 bis 10 an, wie zuversichtlich Sie sind, Ihre berufliche Weiterentwicklung in dieser spezifischen Situation zu managen.	Gar nicht zuversichtlich										Sehr zuversichtlich
	1	2	3	4	5	6	7	8	9	10	
...wenn Sie nahezu keine Zeit haben, sich um Ihre berufliche Weiterentwicklung zu kümmern wegen des Tagesgeschäfts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...wenn Ihr Vorgesetzter Ihre Ideen nicht teilt.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...wenn Sie nicht wissen, wo Sie Informationen innerhalb von Siemens zu bestimmten Themen finden.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...wenn Sie bei Ihrer Umsetzung nicht die Unterstützung erhalten, die Sie sich von anderen wünschen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...wenn Sie nicht über die Netzwerke verfügen, die Sie für Ihre berufliche Weiterentwicklung eigentlich bräuchten.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...wenn Sie plötzlich feststellen, dass Sie in der Umsetzung Ihres eigenen Plans ins Hintertreffen geraten sind.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...wenn Sie eine Veränderung geplant haben, aber keine interessanten Stellen finden.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...wenn Sie noch keine Idee haben, wohin Sie sich verändern wollen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...wenn Sie eigene Verhaltensweisen im Umgang mit anderen Personen dauerhaft ändern müssen, um Ihre berufliche Entwicklungsplanung umzusetzen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C. Die folgenden Fragen beschäftigen sich mit Ihren Zielen sowie Ihren Einstellungen dazu. Bitte kreuzen Sie die entsprechenden Antworten an.

1. Haben Sie ein klares berufliches Ziel für die nächsten 3-5 Jahre?

- Ja Nein

2. Wie schwierig wird es für Sie, Ihr nächstes Karriereziel zu erreichen?

- 1 Überhaupt nicht schwierig
 2 Nicht schwierig
 3 Ein bisschen schwierig
 4 Schwierig
 5 Sehr schwierig

3. Erleben Sie Ihr Karriereziel als herausfordernd?

- 1 Überhaupt nicht herausfordernd
 2 Nicht herausfordernd
 3 Ein bisschen herausfordernd
 4 Herausfordernd
 5 Sehr herausfordernd

4. Wie verhält sich Ihr berufliches Karriereziel zu Ihren privaten Zielen?

- 1 2 3 4 5
 Starker Widerspruch Widerspruch Unabhängig Gut vereinbar Sehr gut vereinbar

5. Die folgenden Aussagen beschäftigen sich mit Ihrer Einstellung zu Ihren Karrierezielen.	Stimme gar nicht zu	Stimme eher nicht zu	Bin unentschieden	Stimme eher zu	Stimme völlig zu
	1	2	3	4	5
Es fällt mir schwer, mein Karriereziel ernst zu nehmen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Es ist unrealistisch für mich, anzunehmen, dass ich mein Karriereziel erreichen werde.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Es ist ziemlich wahrscheinlich, dass ich mein Karriereziel gegebenenfalls revidieren muss, abhängig davon, wie sich die Dinge entwickeln.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ganz ehrlich: es ist mir egal, ob ich mein Karriereziel erreiche oder nicht.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich möchte mein Karriereziel unbedingt erreichen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Es bräuchte nicht viel, damit ich mein Karriereziel aufgebe.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich denke, dies ist ein gutes Karriereziel für mich.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich bin willens, mir sehr viel mehr Mühe zu geben, um dies Ziel zu erreichen, als das sonst bei mir der Fall ist.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich kann nicht viel gewinnen, wenn ich versuche, mein Karriereziel zu erreichen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Die Schritte, um mein nächstes Karriereziel zu erreichen, sind komplex.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D. Die Fragen im folgenden Abschnitt beschäftigen sich mit Ihrem geplanten Einholen von Rückmeldung (Feedback) und Informationssuche.

1. Wie oft pro Monat wollen Sie sich in der Umsetzungsphase ein arbeitsbezogenes Feedback von anderen Personen holen?

_____ mal.

2. Wie oft im Monat wollen Sie andere Personen fragen, wie Sie persönlich gewirkt haben in einer bestimmten Situation?

_____ mal.

3. Haben Sie vor, aktiv nach anderen Arbeitsmöglichkeiten zu suchen?

- 1 2 3 4 5
 Sehr unwahrscheinlich Unwahrscheinlich Möglich Wahrscheinlich Sehr wahrscheinlich

E. Der nächste Abschnitt beschäftigt sich mit Ihren Karriereplänen.

1. Haben Sie einen Plan bzw. konkrete Vorstellungen, wie Sie Ihre Karriereziele innerhalb der nächsten drei Jahre verwirklichen wollen?

Ja Nein

2. Die folgenden Aussagen beschäftigen sich mit der Ausgestaltung Ihres Plans. Bitte kreuzen Sie an, in welchem Ausmass die folgenden Dinge in Ihrem Plan enthalten sind:	Gar nicht	Kaum	Mässig	Reichlich	Sehr viel
	1	2	3	4	5
Einzelne Teilschritte	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ein Zeitrahmen, bis wann ich meinen Plan umsetzen möchte	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ansprechpersonen, die mir in der Umsetzung helfen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mögliche Hindernisse oder Risiken	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alternativpläne als Fallback-Lösungen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strategien, falls besondere Gelegenheiten auftauchen, die ich für mich nutzen kann	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personen/Methoden, die mir beim Monitoring meiner Fortschritte helfen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Zeitpunkte für eine Bestandsaufnahme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unterschiedliche zeitliche Perspektiven i.S.v.Langfristigkeit/Kurzfristigkeit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

F. Der nächste Abschnitt beschäftigt sich mit der geplanten Umsetzung Ihrer Karrierepläne. Bitte kreuzen Sie die entsprechenden Antworten an.

1. Sind Sie bereits in der Umsetzung Ihrer Karrierepläne?

Ja Nein

2. Realistisch betrachtet: Wieviel von dem, was Sie sich in Ihrem Plan für Ihre Karriereentwicklung vorgenommen haben, werden Sie tatsächlich umsetzen?

1 Sehr wenig 2 Wenig 3 Mittel 4 Viel 5 Sehr viel

3. Auf wieviele Hindernisse werden Sie bei der Umsetzung Ihrer Pläne vermutlich stossen?

1 Keine 2 Wenige 3 Mässig viele 4 Viele 5 Sehr viele

4. Welcher Art werden diese Hindernisse vermutlich sein?

- Eigenes Zeitmanagement Arbeitsvolumen im Tagesgeschäft
 Ziele haben sich verändert Führungskraft hat andere Vorstellungen
 Keine Nachgespräche geführt Keine freien Stellen im gesuchten Arbeitsfeld
 Ziele/Pläne nicht durchgesetzt Keine gesuchten Informationen gefunden
 Anderes: _____

5. Wie aktiv werden Sie nach alternativen Lösungen suchen; um Ihren Plan weiter zu verfolgen?

1 Gar nicht aktiv 2 Eher nicht aktiv 3 Mittelmässig aktiv 4 Eher aktiv 5 Sehr aktiv

6. In welchem Ausmass werden Sie die Fortschritte bei der Umsetzung Ihrer Karriereziele überprüfen?

- 1 Gar nicht 2 Wenig 3 Mittel 4 Viel 5 Sehr viel

7. Wie werden Sie Fortschritte in Ihrer Zielerreichung feststellen?

- Gar nicht Gespräche mit anderen Personen
 Checklisten Kalendereinträge mit Deadlines
 Anderes: _____

8. Wer wird Sie in der Einhaltung Ihrer Pläne durch Nachfragen und "Monitoring" unterstützen?

- Meine Führungskraft Meine Kolleginnen und Kollegen
 Nur ich selbst Mein Personalbetreuer/-betreuerin
 Mein Partner/Partnerin Freunde
 Niemand Andere Personen: _____

G. Im folgenden Abschnitt finden Sie Worte, die bestimmte Gefühle beschreiben. Bitte lesen Sie jedes Wort durch und geben Sie mit einer Zahl der untenstehenden Skala das Ausmass an, in dem dieses Gefühl auf Sie zutrifft.

Bitte geben Sie an, wie Sie sich im Moment fühlen, wenn Sie an Ihre Karriere denken.

1 - Gar nicht 2 - Ein bisschen 3 - Eingermassen 4 - Erheblich 5 - Äusserst

- | | |
|----------------------|---------------------|
| _____ Interessiert | _____ Gereizt |
| _____ Bekümmert | _____ Wach |
| _____ Freudig erregt | _____ Beschämt |
| _____ Verärgert | _____ Angeregt |
| _____ Stark | _____ Nervös |
| _____ Schuldig | _____ Entschlossen |
| _____ Erschrocken | _____ Aufmerksam |
| _____ Feindselig | _____ Durcheinander |
| _____ Begeistert | _____ Aktiv |
| _____ Stolz | _____ Ängstlich |

Vielen Dank für Ihre Mitarbeit. Wir hoffen, der Fragebogen hat Sie angeregt, über die Wirkung des Workshops für Sie und Ihre berufliche Entwicklung nachzudenken und wünschen Ihnen einen erfolgreichen PEP-Transfer in den Alltag!

Fragebogen III zum Seminar "Persönliche Entwicklungsplanung"

Liebe PEP-Teilnehmerinnen und PEP-Teilnehmer,
anbei der dritte der Fragebögen für die Untersuchung im PEP, der sich auf die Umsetzung Ihrer Entwicklungsplanung während der letzten drei Monate bezieht, Ihre Sichtweise auf die eigene gegenwärtige berufliche Entwicklung, sowie Ihre damit verbundenen Einstellungen, Gefühle und Verhaltensweisen.

Bitte tragen Sie den Mädchennamen Ihrer Mutter hier ein:

_____ (Mädchenname meiner Mutter – 1. Buchstabe des Vornamens und Nachname)

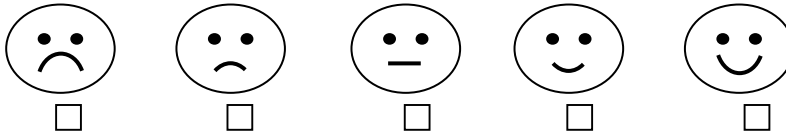
Bitte senden Sie den Fragebogen an Babette Raabe (SQT PC L&M, MchM Rm 14 319, Email: babette.raabe@sqt.siemens.de) oder geben Sie ihn direkt bei Ihrem Trainer/Ihrer Trainerin ab.

Für Ihre Fragen stehe ich gerne zur Verfügung:
Babette Raabe (SQT, Tel. 089-636-48113).

Vielen Dank für Ihre Mithilfe!!

A. Die folgenden Aussagen beschäftigen sich mit Einstellungen in Bezug auf Ihren Arbeitsplatz.

1. Bitte kreuzen Sie dasjenige Gesicht an, das am besten ausdrückt, wie zufrieden Sie in den letzten drei Monaten mit Ihrem Job gewesen sind:



2a). Kommen Ihnen ab und zu Gedanken, diese Stelle zu verlassen?

- 1 Niemals 2 Selten 3 Manchmal 4 Häufig 5 Ständig

2b). Planen Sie, sich innerhalb der nächsten 12 Monate nach einer neuen Stelle umzusehen?

- 1 Stimme gar nicht zu 2 Stimme eher nicht zu 3 Bin unentschieden 4 Stimme eher zu 5 Stimme völlig zu

2c). Wie wahrscheinlich ist es, dass Sie sich im Verlauf des nächsten Jahres nach einer anderen Stelle *innerhalb von Siemens* umsehen?

- 1 Sehr unwahrscheinlich 2 Unwahrscheinlich 3 Teils-teils 4 Wahrscheinlich 5 Sehr wahrscheinlich

2d). Wie wahrscheinlich ist es, dass Sie sich im Verlauf des nächsten Jahres nach einer anderen Stelle *bei einer anderen Firma* umsehen?

- 1 Sehr unwahrscheinlich 2 Unwahrscheinlich 3 Teils-teils 4 Wahrscheinlich 5 Sehr wahrscheinlich

3. Beabsichtigen Sie heute, Ihren jetzigen Job innerhalb des nächsten Jahres zu kündigen?

- 1 Sehr unwahrscheinlich 2 Unwahrscheinlich 3 Möglich 4 Wahrscheinlich 5 Sehr wahrscheinlich

B. Die folgenden Aussagen beschäftigen sich mit dem Einholen von Rückmeldung (Feedback) innerhalb der letzten drei Monate.

1. Wie oft pro Monat haben Sie sich ein arbeitsbezogenes Feedback von anderen Personen geholt?
_____ mal.

2. Wie oft im Monat haben Sie andere Personen gefragt, wie Sie persönlich gewirkt haben in einer bestimmten Situation?
_____ mal.

3. Bitte kreuzen Sie an, wie sehr Sie folgenden Aussagen zustimmen, und antworten Sie möglichst spontan.	Stimme gar nicht zu	Stimme eher nicht zu	Bin unentschieden	Stimme eher zu	Stimme völlig zu
	1	2	3	4	5

Ich habe bei anderen aktiv nachgefragt, was ich an meiner Arbeit noch Verbessern kann.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich habe mir situationsbezogene Rückmeldungen noch innerhalb der Woche geholt, in der die jeweilige Situation passiert ist.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich habe mir aktiv Rückmeldungen geholt, wie ich auf andere wirke.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Bitte kreuzen Sie an, wie sehr Sie folgenden Aussagen zustimmen, und antworten Sie möglichst spontan.	Stimme gar nicht zu	Stimme eher nicht zu	Bin unentschieden	Stimme eher zu	Stimme völlig zu
	1	2	3	4	5

Ich habe auch nachgehakt, wenn andere mir nicht sofort eine Rückmeldung Geben wollten.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich habe bei anderen aktiv nachgefragt, was ich noch an mir verbessern kann.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Die Rückmeldungen, die ich von anderen erbeten habe, haben sich immer Auf bestimmte Situationen bezogen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich habe mir aktiv Rückmeldungen geholt, wie gut ich meine Arbeit tue.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich habe auch nach einer Rückmeldung gefragt, wenn ich wusste, dass sie Für mich unangenehm werden könnte.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Wie wichtig sind Ihnen die Ziele heute, die Sie sich auf dem PEP vorgenommen hatten?

1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Unwichtig	Eher unwichtig	Teils/Teils	Eher wichtig	Sehr wichtig

C. Die Fragen im folgenden Abschnitt beschäftigen sich mit Informationssuche, beruflichen Alternativen und Ihrer Entscheidung für eine Alternative.

1. Haben Sie aktiv nach anderen Arbeitsmöglichkeiten gesucht?

1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Sehr unwahrscheinlich	Unwahrscheinlich	Teils/Teils	Wahrscheinlich	Sehr wahrscheinlich

2. Wie viele Stunden **innerhalb des letzten Monats** haben Sie für Ihre Karriereentwicklung....

... Literatur (Fachbücher/-zeitschriften) gelesen:	_____	Stunden.
... sich im Intranet informiert:	_____	Stunden.
... sich im Internet informiert:	_____	Stunden.
... Fernsehen/Hörfunk genutzt:	_____	Stunden.
... andere Quellen genutzt: _____	_____	Stunden.

3. Wie viele Stunden **innerhalb der letzten drei Monate** haben Sie....

... an Weiterbildungsveranstaltungen (Seminare, Messen, Tagungen, Kongresse - außer dem PEP) teilgenommen:	_____	Stunden.
... mit Ihrer Führungskraft über Ihre weitere Karriereentwicklung gesprochen?	_____	Stunden.
... mit Ihrem Personalbetreuer über Ihre Karriereentwicklung gesprochen?	_____	Stunden.
... mit anderen Personen über mögliche Positionen gesprochen:	_____	Stunden.
... benutzt, um Ihren Lebenslauf/andere Bewerbungsunterlagen/ Ihr Portfolio auf den neuesten Stand zu bringen:	_____	Stunden.

D. Der nächste Abschnitt beschäftigt sich mit Ihren Karriereplänen. Bitte kreuzen Sie die entsprechenden Antworten an.

Die folgenden Aussagen beschäftigen sich mit der Ausgestaltung Ihres Plans. Bitte kreuzen Sie an, in welchem Ausmaß die folgenden Dinge in Ihrem Plan enthalten sind:	Gar nicht	Kaum	Mäßig	Reichlich	Sehr viel
	1	2	3	4	5
Einzelne Teilschritte	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ein Zeitrahmen, bis wann ich meinen Plan umsetzen möchte	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ansprechpersonen, die mir in der Umsetzung helfen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mögliche Hindernisse oder Risiken	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alternativpläne als Fallback-Lösungen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strategien, falls besondere Gelegenheiten auftauchen, die ich für mich Nutzen kann	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personen/Methoden, die mir beim Monitoring meiner Fortschritte helfen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Zeitpunkte für eine Bestandsaufnahme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unterschiedliche zeitliche Perspektiven i.S.v. Langfristigkeit/Kurzfristigkeit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

E. Der nächste Abschnitt beschäftigt sich mit Selbstmanagement-Inhalten, die Sie im Seminar kennengelernt haben, und der Umsetzung Ihrer Karrierepläne. Bitte kreuzen Sie die entsprechenden Antworten an.

1. Mit wie vielen Personen haben Sie nach dem Seminar Ihre Persönliche Entwicklungsplanung besprochen: _____ Personen.

2a. In welchem Ausmaß haben Ihre Förderpersonen Sie bei der Umsetzung Ihres Plans unterstützt?

1 2 3 4 5
 Gar nicht Wenig Mittel Viel Sehr viel

2b. In welchem Ausmaß haben Sie zusätzlich andere Personen gebeten, Sie zu unterstützen?

1 2 3 4 5
 Gar nicht Wenig Mittel Viel Sehr viel

2c. In welchem Ausmaß haben diese anderen Personen Sie dann auch tatsächlich unterstützt?

1 2 3 4 5
 Kein Wenig Mäßig viel Viel Sehr viel

3. Wie viele Schritte/Aktionen hatten Sie sich in Ihrem Aktionsplan vorgenommen? _____ Schritte.

4. Wie viele dieser Schritte/Aktionen haben Sie bereits umgesetzt? _____ Schritte.

5. Auf wie viele Hindernisse sind Sie bei der Umsetzung Ihrer Pläne gestoßen?

- 1 Keine 2 Wenige 3 Mäßig viele 4 Viele 5 Sehr viele

6. Welcher Art waren diese Hindernisse?

- Eigenes Zeitmanagement Arbeitsvolumen im Tagesgeschäft
 Ziele haben sich verändert Führungskraft hat andere Vorstellungen
 Keine Nachgespräche geführt Keine freien Stellen im gesuchten Arbeitsfeld
 Ziele/Pläne nicht durchgesetzt Keine gesuchten Informationen gefunden
 Anderes: _____

7. Wie viele davon waren Hindernisse, mit denen Sie schon im PEP-Workshop gerechnet haben?

- 1 Keine 2 Wenige 3 Mäßig viele 4 Viele 5 Sehr viele

8. Wie sehr stimmt folgende Aussage für Sie: "Die Strategien, die ich im PEP-Workshop kennengelernt habe, um mit bestimmten Hindernissen umzugehen, haben mir bei der Umsetzung des Planes geholfen."

- 1 Stimmt gar nicht 2 Stimmt eher nicht 3 Bin unentschieden 4 Stimmt eher 5 Stimmt völlig

9. Wie aktiv haben Sie nach alternativen Lösungen gesucht, um Ihren Plan weiter zu verfolgen?

- 1 Gar nicht aktiv 2 Eher nicht aktiv 3 Mittelmäßig aktiv 4 Eher aktiv 5 Sehr aktiv

10. Wie viele Ihrer Hindernisse konnten Sie erfolgreich bewältigen?

- 1 Keine 2 Wenige 3 Mäßig viele 4 Viele 5 Alle

11. In welchem Ausmaß überprüfen Sie die Fortschritte bei der Umsetzung Ihrer Karriereziele?

- 1 Gar nicht 2 Wenig 3 Mittel 4 Viel 5 Sehr viel

12. Wenn Sie eine Zeitlang aufgehört haben, Ihren Aktionsplan zu verfolgen, wie erfolgreich waren Sie darin, damit wieder anzufangen und weiterzumachen?

- 1 Gar nicht erfolgreich 2 Eher nicht erfolgreich 3 Mittelmäßig erfolgreich 4 Eher erfolgreich 5 Erfolgreich

13. Wie oft in den drei Monaten (wie viele Male) haben Sie auf Ihren Plan geguckt und eigenes „Monitoring“ betrieben? _____ Male.

14. Wie stellen Sie Fortschritte in Ihrer Zielerreichung fest?

- Gar nicht Gespräche mit anderen Personen
 Checklisten Kalendereinträge mit Deadlines
 Anderes: _____

15. Wer unterstützt Sie in der Einhaltung Ihrer Pläne durch Nachfragen und "Monitoring"?

- Meine Führungskraft Meine Kolleginnen und Kollegen
 Nur ich selbst Mein Personalbetreuer/-betreuerin
 Mein Partner/Partnerin Freunde
 Niemand Andere Personen: _____

...wenn Sie nicht wissen, wo Sie Informationen innerhalb von Siemens zu bestimmten Themen finden.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...wenn Sie bei Ihrer Umsetzung nicht die Unterstützung erhalten, die Sie sich von anderen wünschen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...wenn Sie nicht über die Netzwerke verfügen, die Sie für Ihre berufliche Weiterentwicklung eigentlich bräuchten.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...wenn Sie plötzlich feststellen, dass Sie in der Umsetzung Ihres eigenen Plans ins Hintertreffen geraten sind.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...wenn Sie eine Veränderung geplant haben, aber keine interessanten Stellen finden.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...wenn Sie noch keine Idee haben, wohin Sie sich verändern wollen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...wenn Sie eigene Verhaltensweisen im Umgang mit anderen Personen dauerhaft ändern müssen, um Ihre berufliche Entwicklungsplanung umzusetzen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Bitte kreuzen Sie an, wie sehr Sie den folgenden Aussagen zustimmen, und antworten Sie möglichst spontan.	Stimme gar nicht zu	Stimme eher nicht zu	Bin unentschieden	Stimme eher zu	Stimme völlig zu	
	1	2	3	4	5	
	Der PEP-Workshop hat mir geholfen, Hindernisse zu identifizieren, die mich von meiner beruflichen Weiterentwicklung abhalten.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Der PEP-Workshop hat mir geholfen, Hindernisse im Zusammenhang mit meiner beruflichen Weiterentwicklung zu überwinden.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Der PEP-Workshop hat mir geholfen, Ziele für meine berufliche Weiterentwicklung zu setzen bzw. klarer zu sehen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Der PEP-Workshop hat mir geholfen, zuversichtlicher zu sein bzw. meine Fähigkeiten, meine berufliche Weiterentwicklung selbst zu gestalten	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich finde, dieses Training sollten auch andere Mitarbeiter erhalten, die Ihre berufliche Weiterentwicklung stärker in die eigene Hand nehmen wollen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

H. Im nächsten Abschnitt geht es um berufliche Weiterentwicklung unter Alltagsbedingungen. Versuchen Sie bitte, sich möglichst gut in die nachfolgend geschilderten Situationen hineinzusetzen. Bitte kreuzen Sie bei jeder Situation diejenige der drei Alternativen an, von der Sie denken, dass Sie sich am ehesten so verhalten würden.

1. Ich möchte meine berufliche Weiterentwicklung vorantreiben und habe Klarheit darüber gewonnen, welche Fragen ich für mich noch beantworten muss. Was tue ich?

- Klarheit bewirkt schon viel – ich schaue mal, was sich so entwickelt. Manche Fragen klären sich oft mit der Zeit oder durch Zufälle, die man so vorher nicht planen kann.
- Ich entwerfe einen Plan, wie ich meine Fragen beantworten will. Das ist oft schon die halbe Miete.
- Ich entwickle eine grobe Strategie und gucke, was ich mir gönnen will, wenn ich diese Fragen beantwortet habe. Zusätzlich motiviert mich eine Belohnung auf dem Weg zum Ziel.

2. Ich sitze in einer kleinen Entwicklungsabteilung und arbeite ohne größere Kontakte außerhalb der Abteilung. Jetzt stelle ich fest, wie viele meiner Kollegen gut funktionierende Kontakte haben und nutzen. Wie baue ich mir eigene Kontakte auf?

- Ich fange an, in verschiedensten Zusammenhängen Kontakte aufzubauen. Schließlich weiß man nie, wozu man diese Kontakte später nutzen kann.
- Bei eingehenden Anrufen, die über mein Telefon laufen, baue ich Kontakte auf und versuche, mich in Erinnerung zu halten.
- Ich überlege, zu welchem wichtigem Thema ich mir Kontakte aufbauen will und rufe aktiv Personen an, die mit diesem Thema zu tun haben.

3. In meinem Plan habe ich mir als Ziel gesetzt, ins Ausland zu gehen. Ich habe dafür Informationen eingeholt, mit meinem Chef und meiner Partnerin gesprochen, und einiges angeschoben. Gestern Abend habe ich überraschend ein Angebot von einer Nachbar-abteilung bekommen, ein spannendes Projekt hier in Deutschland zu übernehmen. Was soll ich tun?

- Ich wäge die beiden Möglichkeiten ab mit Vor- und Nachteilen und denke über die Konsequenzen für meine spätere Weiterentwicklung nach.
- Ich halte an meinem ursprünglichen Ziel fest und gehe auf jeden Fall ins Ausland. Wenn die Geschäftswelt immer internationaler wird, wird das für meine berufliche Entwicklung unverzichtbar sein.
- Ich überdenke meine Ziele neu, und versuche herauszufinden, was ich wirklich will. Dann leite ich daraus weitere Schritte ab.

4. Ich habe einen neuen Chef bekommen, der sehr gute Arbeit macht, aber in vielen Dingen ein grundsätzlich anderes Arbeitsverständnis hat. In der letzten Zeit sind wir deswegen wiederholt aneinandergeraten, und gestern hat er in einer Situation offen gesagt, dass wir über viele Dinge offensichtlich unterschiedliche Ansichten haben. Ich schätze mein Arbeitsumfeld sehr und möchte auch gerne in dieser Abteilung bleiben. Was soll ich tun?

- Ich rede mit meinem Chef und sage ihm, dass ich für die Umgewöhnung auf einen neuen Chef noch Zeit benötige und wir uns schon aneinander gewöhnen werden.
- Ich überlege, ob die Zusammenarbeit grundlegend in Frage gestellt ist. Falls nicht, identifiziere ich Themen, wo ich meinen Chef mit konstruktiven Vorschlägen unterstützen kann.
- Ich finde heraus, welches die Themen und Arbeitsbereiche sind, wo wir die meisten Differenzen haben, und überlege, was das für unsere Zusammenarbeit bedeutet.

5. Ich habe mit dem Monitoring meines Entwicklungsplans Probleme. Am Anfang hat schon das tägliche Angucken meines Plans dazu geführt, dass ich neue Schritte angestoßen habe. Jetzt, nach vier Wochen, hänge ich total hinter meinem Plan hinterher und bringe nichts mehr auf die Reihe. Was tue ich?

- Mein Monitoring mit dem Plan klappt nicht gut. Ich suche mir einen anderen Weg, wie ich meine Fortschritte verdeutlichen kann – male mir z.B. eine Grafik dazu.
- Ich stoße meinen Entwicklungsplan mit kleinen Schritten wieder an und bringe meine Umsetzung voran, bis ich wieder im Zeitplan bin.
- Wahrscheinlich habe ich mir keine genauen und realistischen Ziele gesetzt in meinem Umsetzungsplan. Außerdem sollte ich mir etwas Schönes gönnen, wenn ich meine ersten Schritte nach dem Wiederaufnehmen meines Plans umgesetzt habe.

<p>8. Die folgenden Aussagen beschäftigen sich mit weiteren Faktoren bei Siemens, die auf die Umsetzung ihres Aktionsplanes einwirken können. Bitte kreuzen Sie an, wie diese Faktoren Ihre Umsetzung beeinflusst haben (Mitte), und in welchem Ausmaß (Rechts). Antworten Sie dabei möglichst spontan.</p>	<p>Hat Umsetzung erschwert</p> <p>1</p>	<p>Hat Umsetzung nicht berührt</p> <p>2</p>	<p>Hat Umsetzung erleichtert</p> <p>3</p>	<p>Wie viel wurde Ihr Aktionsplan durch diese Veränderung tatsächlich beeinflusst?</p>				
				<p>Gar nicht</p> <p>1</p>	<p>Wenig</p> <p>2</p>	<p>Mittel</p> <p>3</p>	<p>Viel</p> <p>4</p>	<p>Sehr viel</p> <p>5</p>
<p>Erhebliche personelle Veränderungen in der Abteilung</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Umstrukturierungsmaßnahmen im Bereich</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Veränderter Umgang mit Weiterbildungsmaßnahmen</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Veränderter Umgang mit Gehaltsthemen im Bereich</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Überraschende eigene Versetzung durch Umstrukturierung</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Schaffung/Wegfall von für Sie interessanten Stellen</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Wechsel der eigenen Führungskraft</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Vielen Dank für Ihre Mitarbeit. Wir hoffen, der Fragebogen hat Sie angeregt, im Vorfeld des 2. Workshop-Teils über die Umsetzung Ihrer bisherigen Ziele und Pläne nachzudenken und wünschen Ihnen einen erfolgreichen Workshop!

Kurzinterviewleitfaden für Teilnehmerbefragung zu t4 im PEP:

Datum des Interviews: _____ Teilnehmer Name:

Interviewer: _____ Codewort:

PEP-Datum: _____ VP-Nr.:

Transferplan des Teilnehmers bereithalten zum Abhaken der Action Items!!

Einleitung: "Guten Tag, Herr/Frau....."

Hier ist ___ von der SQT- wir hatten uns für heute für ca. 20 Minuten zu einem Interviewtermin verabredet. Haben Sie die nächste Viertelstunde Zeit, so dass wir nicht gestört werden? Sind Sie bereit? Das Interview besteht aus einem Teil, der sich auf berufliche Veränderungen und das PEP bezieht, und einem Teil, wo Sie - ähnlich wie im Interview vor sechs Monaten - vor schwierige Situationen gestellt werden und Lösungen finden sollen. Diesen letzten Teil würde ich gerne wieder auf Tonband aufnehmen, weil er mit sehr viel Schreibearbeit für mich verbunden ist. Wäre Ihnen das recht?

Waren Sie auf dem Follow-up? Ja Nein

Haben Sie jetzt eine neue Führungskraft? Ja Seit: _____ Nein

Name der Führungskraft:

A. Beginnen wir mit einigen Fragen zu Ihrer beruflichen Veränderung und zum Seminar.

1.1. Haben Sie seit dem PEP-Workshop **berufliche Veränderungen** vollzogen? **Ja** **Nein**

1.2. Wenn ja, welche? (Bitte jeweils Ja oder Nein ankreuzen)

	Ja	Nein
Bereicherung meiner Aufgabe (im bestehenden Job)	<input type="checkbox"/>	<input type="checkbox"/>
Übernahme von Fachführung (z.B. als Projektmanager)	<input type="checkbox"/>	<input type="checkbox"/>
Übernahme von Personalverantwortung (z.B. als Teamleiter)	<input type="checkbox"/>	<input type="checkbox"/>
Funktionswechsel (z.B. von Produktentwicklung in Einkauf)	<input type="checkbox"/>	<input type="checkbox"/>
Bereichswechsel (z.B. von Transportation Services zu Power Generation)	<input type="checkbox"/>	<input type="checkbox"/>
Wechsel ins Ausland	<input type="checkbox"/>	<input type="checkbox"/>
Sonstiges (z.B. Wechsel zu einer anderen Firma, Wechsel in die Selbständigkeit): _____	<input type="checkbox"/>	<input type="checkbox"/>

Wenn Sie sich beruflich verändert haben oder eine Veränderung auf Ihrem Job erlebt haben: Wie sind die Positionsbeschreibungen oder Titel Ihres alten und Ihres neuen Jobs?

Alter Job:

Neuer Job:

Um welche Facetten ist Ihr neuer Job anders?

2.1. Wie viele Monate nach dem PEP-Workshop haben sie Ihre berufliche Veränderung vollzogen?

_____ Monate.

Ich habe noch keine berufliche Veränderung vollzogen, werde sie aber in _____ Monaten vollziehen.

Im folgenden lese ich Ihnen erst die Fragen vor, dann die Antworten und sie wählen die für Sie passende Antwort aus.

Wenn Sie alles mit allem vergleichen: Ist die Veränderung positiv oder negativ?

Negative Veränderung	Eher negative V.	Keine V.	Eher positive V.	Positive Veränderung
1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Um wie viel Prozent hat sich Ihr Gehalt im Vergleich zu vor dem PEP gesteigert?

Gar nicht	Bis 10%	Bis 20%	Bis 30%	Bis 40%	Mehr als 40%
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Gehalt ist nach PEP niedriger als vorher

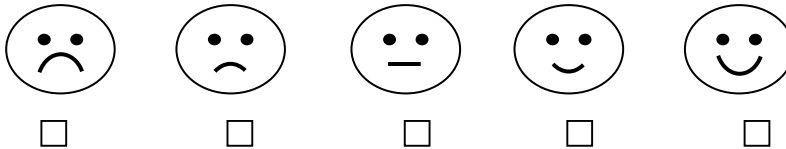
4. Hat der PEP-Workshop eine Auswirkung auf Ihr **Privatleben** gehabt? Ja Nein

Wenn ja, welche? (Stichworte/kurze Sätze genügen)

5. Wie zufrieden sind Sie heute mit Ihrer beruflichen Entwicklung im letzten halben Jahr?

Sehr unzufrieden	Etwas unzufrieden	Mittel	Zufrieden	Sehr zufrieden
1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1. Bitte kreuzen Sie dasjenige Gesicht an, das am besten ausdrückt, wie zufrieden Sie in den letzten drei Monaten mit Ihrem Job gewesen sind:



Ich lese Ihnen im Folgenden ein paar Aussagen vor, und Sie sagen mir, wie sehr sie auf der folgenden Skala der jeweiligen Aussage zustimmen (Skala vorlesen)	Stimme gar nicht zu	Stimme eher nicht zu	Bin unentschieden	Stimme eher zu	Stimme völlig zu
	1	2	3	4	5
Ich bin mit dem Erfolg, den ich in meiner Karriere erreicht habe, zufrieden.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich bin zufrieden mit den Fortschritten,					
.... die ich in Richtung auf meine übergreifenden Karriereziele mache.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
.... die ich in bezug auf meine Einkommensziele mache.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
.... die ich in bezug auf mein berufliches Vorwärtskommen mache.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
.... die ich in bezug auf meine Ziele, neue Fertigkeiten zu entwickeln, mache.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Wenn Sie sich an Ihren Plan aus dem PEP erinnern – was von den action items, die Sie sich vorgenommen haben, haben Sie in den letzten Monaten umgesetzt?
(TN soll sich erst frei erinnern, danach lese ich vor und frage ab)

Frei Erinnernte Items: _____
Gesamtanzahl der Items im Plan: _____
Davon umgesetzt: _____ --

1. Wenn Sie das Seminar Revue passieren lassen: Welche Trainingseinheiten aus dem PEP Seminar und damit verbundene Erkenntnisse waren für Sie hilfreich bei der Umsetzung Ihres PEPs innerhalb der letzten sechs Monate?

Wie wichtig waren für Sie folgende Bestandteile des PEP-Workshops Für den Lernerfolg des PEP die Umsetzung Ihres Aktionsplans:	Ganz unwichtig	Eher unwichtig	Teils-Teils	Eher wichtig	Sehr wichtig
	1	2	3	4	5
Karriereanker (Test, Interview)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kurzinterviews und Visionsübung	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
360-Grad Feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trends und Employability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ziele, Pläne und PEP-Erstellung vorstellen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overcoming Barriers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monitoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Selbststeuerung durch Belohnungen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sebstmanagement für Karriereentwicklung	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Phasenmodell bei beruflichen Veränderungen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kollegiale Beratung auf dem Follow-up Tag	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personaler als Gast für spezielle Fragen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C. Im zweiten Teil geht es um Ihre Einstellungen und Gefühle bezüglich Ihrer Karriereentwicklung und Veränderung.

Ich lese Ihnen im Folgenden ein paar Aussagen vor, und Sie sagen mir, wie sehr sie auf der folgenden Skala der jeweiligen Aussage zustimmen (Skala vorlesen)	Stimme gar nicht zu	Stimme eher nicht zu	Bin unentschieden	Stimme eher zu	Stimme völlig zu
	1	2	3	4	5
Ich bin selbst verantwortlich für meine Karriereentwicklung.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Es ist meine Aufgabe, meine Karriere aktiv voranzutreiben.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Es liegt an mir, mein berufliches Fortkommen zu gestalten.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich gehe Probleme aktiv an.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wenn etwas schief geht, suche ich sofort nach Abhilfe.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wenn sich Möglichkeiten anbieten, etwas zu gestalten, dann nutze ich sie aus.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich ergreife sofort die Initiative, wenn andere dies nicht tun.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich nehme Gelegenheiten schnell wahr, um meine Ziele zu erreichen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich tue meist mehr als von mir gefordert wird.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich bin besonders gut darin, Ideen umzusetzen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich kenne die wichtigen Trends in meinem Berufsfeld.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich beschäftige mich damit, wie sich mein Berufsfeld in den nächsten 5 Jahren verändern wird.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sobald ersichtlich wird, welche Veränderungen sich in meinem Berufsfeld ergeben, leite ich ab, was dies für meinen Job an Veränderungen bedeutet.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sobald ersichtlich wird, welche Veränderungen sich in meinem Berufsfeld ergeben, leite ich ab, was dies für meine kurzfristigen Ziele bedeutet.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mit meinen Fähigkeiten hätte ich keine Probleme, anderswo einen Job zu finden.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich versuche, meine Fähigkeiten so weiterzuentwickeln, dass ich den veränderten Marktanforderungen in meinem Berufsfeld gerecht werde.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wenn ich Veränderungen in meinem Berufsfeld erkenne, versuche ich meine Fähigkeiten so zu verändern, dass ich den Anforderungen des Marktes gerecht werde.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich kann mich selbst gut verkaufen in Situationen, in denen es darauf ankommt.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich kann in Gesprächen Ideen aus meinem Wissen/meiner Erfahrung beisteuern, die anderen Personen weiterhelfen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich kann mich gut auf neue Situationen einstellen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich bin ausreichend qualifiziert, um meine Ziele zu erreichen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Interviewer:persönlichen Eindruck mitnotieren!!!)

Im letzten Abschnitt des Interviews werde ich Sie ähnlich wie in dem Interview vor sechs Monaten vor einige schwierige Situationen stellen. Bitte sagen Sie mir, was man in einer solchen Situation tun könnte; seien Sie kreativ.

Situation 1: " Nehmen Sie einen Augenblick an, Sie wollen Sich auf eine bestimmte Stelle verändern. In Ihrem Bereich gibt es diese Stelle aber nicht. Was tun Sie?" (= Barriere 1)

TN-Antwort auf Barriere 1:

Interviewer-Barriere 2:

"Stellen Sie sich vor, das funktioniert nicht."

Oder Mischung mit spezifischerer Barriere, siehe hier:

Antworten:

In anderen Bereichen/im Intranet ist zur Zeit keine Stelle frei

Anderen Personen (Personaler, FK, Kollegen, Förderer, Netzwerke); ist keine Stelle bekannt, wo gerade gesucht wird

Ansprechpartner in anderer Abteilung ist zwei Monate weg wg. Kinderpause

Ausserhalb von Siemens sind zur Zeit keine Stellen frei

Andere Stellen sind zu wenig ähnlich und daher nicht attraktiv

Alle Möglichkeiten in dem Bereich, der sich gerade aufbaut, sind schon besetzt

Andere Personen finden, die solche Stellen haben, um Stellen aufzubauen: Siemens Corporate Directory (internes Adressverzeichnis) ist nicht upgedated, Person im Urlaub/ krank...

Veröffentlichungen zu der Art von Position finden: Person ist nicht sehr auskunftswillig
Sie finden keine Veröffentlichungen

Gewählte Barriere notieren:

TN-Antwort auf Barriere 2:

Interviewer-Barriere 3:

"Stellen Sie sich vor, das funktioniert nicht." Oder spezifischere Barriere, siehe oben:

Gewählte Barriere notieren:

TN-Antwort auf Barriere 3:

"Haben Sie noch weitere Ideen, was man tun könnte?"

Situation 2: "Nehmen Sie für einen Augenblick an, Sie wollen sich selbständig machen und müssen einen Kredit aufnehmen. Was tun Sie?" (= Barriere 1)

TN-Antwort auf Barriere 1:

Interviewer-Barriere 2:

"Stellen Sie sich vor, das funktioniert nicht."

Oder Mischung mit spezifischerer Barriere, siehe hier:

- "Der Bank/Venture Capital-Firma gefällt Ihre Geschäftsidee nicht."
- "Sie verfügen nicht über die Sicherheiten, die die Bank verlangt."
- "Ihr Einkommen ist zu niedrig für diesen Kreditrahmen."
- „Ihre Freunde und Bekannte besitzen nicht ausreichend Geld.“
- „Der Kredithai verlangt das gesamte Geld innerhalb von sechs Monaten zurück, plus 35 % Zinsen.
- Staatliche Förderprogramme/Stiftungen legen für diese Art von Idee erst wieder in vier Jahren eine Fördermöglichkeit auf.

Gewählte Barriere notieren:

TN-Antwort auf Barriere 2:

Interviewer-Barriere 3:

"Stellen Sie sich vor, das funktioniert nicht." Oder spezifischere Barriere, siehe oben:

Gewählte Barriere notieren:

TN-Antwort auf Barriere 3:

"Haben Sie noch weitere Ideen, was man tun könnte?"

Situation 3: " Nehmen Sie einen Augenblick an, Sie haben einen Förderer, der dafür sorgt, dass Sie in einem Jahr einen steilen Aufstieg machen können. Diesem Förderer stößt etwas zu und er fällt für Sie als Förderer weg. Was tun Sie? (= Barriere 1)

TN-Antwort auf Barriere 1:

Interviewer-Barriere 2:

"Stellen Sie sich vor, das funktioniert nicht."

Oder Mischung mit spezifischerer Barriere, siehe hier:

Das Netzwerk bröckelt insgesamt durch Wegfall des Förderers

Netzwerk kann nicht weiterhelfen

Förderer hat Unternehmen nicht im Guten verlassen und will lieber keine Kontaktperson benennen

Förderer kennt niemanden, an den Sie sich wenden können

Förderer auf der Ebene haben alle schon mehrere Mentees

Andere FK haben für Sie kein offenes Ohr

Zusatzprojekte gibt es gerade nicht, da ist nichts in Sicht

Andere Personen sind von Ihrem Potential nicht überzeugt

In anderem Bereich sind gerade keine adäquaten Stellen frei

Das neue Unternehmen des Förderers ist für Sie nicht attraktiv

Gewählte Barriere notieren:

TN-Antwort auf Barriere 2:

Interviewer-Barriere 3:

"Stellen Sie sich vor, das funktioniert nicht." Oder spezifischere Barriere, siehe oben:

Gewählte Barriere notieren:

TN-Antwort auf Barriere 3:

"Haben Sie noch weitere Ideen, was man tun könnte?"

Falls TN nach dem Interview nach Lösungen fragen:

Sich hervortun, um Förderer zu finden:

Protokolle über Erfolge verfassen

Das Gespräch mit wichtigen Personen suchen

Präsenz zeigen

Sich in Mitarbeitergesprächen positionieren

An übergreifenden Arbeitskreisen teilnehmen

Vielen Dank für dieses Interview!

Sie hatten da wirklich kreative Ideen - sehr gut! (Loben für den letzten Part) - Alles Gute für Ihre weitere berufliche Entwicklung!!!

**Auswertung:
Overcoming Barriers**

Codierung: keine Barriere überwunden/Weigerung, zu antworten = 0
 Eine Barriere überwunden = 1
 2 Barrieren überwunden = 2
 3 Barrieren überwunden = 3
 4 Barrieren überwunden = 4
 5 oder mehr Barrieren überwunden = 5

Anzahl der überwundenen Barrieren bei Situation 1:
 Anzahl der überwundenen Barrieren bei Situation 2:
 Anzahl der überwundenen Barrieren bei Situation 3:

Aktive Herangehensweise:

Wie aktiv wurden die Barrieren überwunden? "Aktivität" bedeutet: das Ausmaß, in dem der Teilnehmer versucht hat, das Problem selbst zu lösen, anstatt es an eine andere Person zu delegieren (z.B. in einem Buch die juristischen Aspekte eines Problems selber nachschlagen vs. das Problem an einen Anwalt delegieren).

Situation 1:

	1	2	3	4	5	
Er/Sie ist selbst aktiv						Er/Sie delegiert

Situation 2:

	1	2	3	4	5	
Er/Sie ist selbst aktiv						Er/Sie delegiert

Situation 3:

	1	2	3	4	5	
Er/Sie ist selbst aktiv						Er/Sie delegiert

Aktivität – Passivität: Hier ist der subjektive und ganzheitliche Eindruck bei der Beantwortung der jeweiligen Situation gefragt (Stimme, mitgehen in der Situation)

Situation 1:

	1	2	3	4	5	
Er/Sie wirkt aktiv						Er/Sie wirkt passiv

Situation 2:

	1	2	3	4	5	
Er/Sie wirkt aktiv						Er/Sie wirkt passiv

Situation 3:

	1	2	3	4	5	
Er/Sie wirkt aktiv						Er/Sie wirkt passiv

Items dann bei der Dateneingabe rekodieren!!)

A.6 Manual of scales (Study 2)

Table A.6.1.

Items and Item characteristics of the scale “Career self-management behaviors” (Raabe, Frese & Beehr, 2006; 2 items adapted from Frayne (F), 1991)

Item	Format	M	SD	r_{it}
How actively did you seek for alternative solutions in order to pursue your plan?	1 - 5	2.97	0.98	.36
How many of your barriers could you successfully overcome?	1 – 5	2.84	0.94	.54
To what extent did you monitor your progress in implementing your career goals?	1 – 5	3.09	0.87	.51
If you stopped monitoring your action plan, how successful were you in returning to pick it up again and to continue? (F)	1 – 5	3.40	0.87	.36
For how many of your implemented action items did you reinforce yourself with things you have picked as rewards?	1 – 5	2.02	1.07	.24
How likely is it that you will implement the rest of your action plan? (F)	1 – 5	3.72	0.87	.44
Overall Scale		N = 165; $\alpha = .67$		

A.7 Statistical properties of the scales used in study 3 (chapter four)

Table A.7.1.

Items and Item characteristics of the scales “Positive affect” (cf. Egloff, Schmukle, Burns, Kohlmann & Hock, 2003; Watson, Clark & Tellegen, 1988)

Scale/Item	Format	T1			T2			T3		
		M	SD	r _{it}	M	SD	r _{it}	M	SD	r _{it}
Activation										
alert	1-5	3.35	0.96	.56	3.51	0.92	.61	3.80	.077	.59
attentive	1-5	3.55	0.79	.63	3.10	0.98	.49	3.44	0.91	.53
inspired	1-5	2.96	0.83	.45	3.67	0.80	.63	3.94	0.73	.57
active	1-5	3.10	1.06	.40	3.44	0.89	.53	3.62	0.95	.60
Overall Scale		N = 110; $\alpha = .71$			N = 137; $\alpha = .76$			N = 141; $\alpha = .77$		
Interest										
interested	1-5	3.93	0.75	.35	4.10	0.81	.43	4.15	.74	.39
strong	1-5	2.86	1.00	.52	3.38	0.94	.40	3.38	.87	.40
determined	1-5	3.30	0.96	.54	3.58	0.95	.50	3.77	.91	.51
Overall Scale		N = 110; $\alpha = .65$			N = 140; $\alpha = .63$			N = 141; $\alpha = .62$		
Joy										
excited	1-5	2.58	1.10	.68	2.78	1.15	.63	3.06	1.13	.73
enthusiastic	1-5	2.78	1.12	.49	3.21	1.06	.72	3.40	1.09	.67
proud	1-5	2.75	1.08	.67	3.10	1.10	.57	3.31	1.05	.85
Overall Scale		N = 110; $\alpha = .77$			N = 140; $\alpha = .79$			N = 141; $\alpha = .82$		

Table A.7.2.

Items and Item characteristics of the scale “Career self-management behaviors” (Raabe, Frese & Beehr, 2006; 2 items adapted from Frayne (F), 1991)

Item	Format	M	SD	r _{it}
How actively did you seek for alternative solutions in order to pursue your plan?	1 - 5	3.02	0.96	.36
How many of your barriers could you successfully overcome?	1 – 5	2.90	0.92	.52
To what extent did you monitor your progress in implementing your career goals?	1 – 5	3.09	0.85	.53
If you stopped monitoring your action plan, how successful were you in returning to pick it up again and to continue? (F)	1 – 5	3.40	0.85	.52
For how many of your implemented action items did you reinforce yourself with things you have picked as rewards?	1 – 5	1.99	1.11	.29
How likely is it that you will implement the rest of your action plan? (F)	1 – 5	3.68	0.86	.48
Overall Scale		N = 124; $\alpha = .71$		

Table A.7.3.
Items and Item characteristics of the scale “Career satisfaction” (Greenhaus, Parasuraman and Wormley, 1990)

Item	Format	T1			T4		
		M	SD	r _{it}	M	SD	r _{it}
I am satisfied with the success I have achieved in my career.	1 - 5	3.09	1.04	.59	3.48	0.98	.57
I am satisfied with the progress I have made toward meeting my overall career goals.	1 - 5	2.85	0.96	.75	3.45	1.00	.68
I am satisfied with the progress I have made toward meeting my goals for income.	1 - 5	3.03	1.03	.56	3.26	1.04	.32
I am satisfied with the progress I have made toward meeting my goals for advancement.	1 - 5	2.93	0.91	.77	3.50	0.91	.68
I am satisfied with the progress I have made toward meeting my goals for the development of new skills.	1 - 5	3.26	0.88	.40	3.52	0.96	.22
Overall Scale:		N = 117; $\alpha = .82$			N = 138; $\alpha = .72$		

A.8 Additional hierarchical regressions (Study 3)

Table A.8.1

Career self-management and role expansion as predictors of the three subfacets of positive affect, controlling for affect at step 1

	Activation				Interest				Joy			
	<u>B</u>	<u>SE B</u>	<u>β</u>	<u>ΔR²</u>	<u>B</u>	<u>SE B</u>	<u>β</u>	<u>ΔR²</u>	<u>B</u>	<u>SE B</u>	<u>β</u>	<u>ΔR²</u>
<i>Step 1: Demographics</i>												
Job tenure	-0.00	0.00	-.06		-0.00	0.00	-.13		-0.00	0.00	-.04	
Age	0.00	0.02	.01		-0.00	0.01	-.03		-0.03	0.02	-.14	
Gender	0.32	0.11	.23**		0.15	0.12	.11		0.09	0.18	.04	
Education	0.02	0.06	.03		-0.01	0.06	-.02		0.04	0.09	.04	
T2 value of predicted affect	0.45	0.07	.47***	.29**	0.33	0.08	0.36	.17***	0.38	0.09	.38***	.20***
<i>Step 2: Implementation influences</i>												
Self-management behaviors	0.05	0.09	.05		0.28	0.09	.27**		0.21	0.13	.13	
Role expansion	0.17	0.06	.20**	.04*	0.11	0.06	.14	.08**	0.37	0.09	.30***	.11***
<u>R²</u>				.33				.25				.31
<u>Adjusted R²</u>				.30				.21				.27
<u>Overall F</u>				8.96***				5.94***				7.88**
<u>df</u>				7,125				7,125				7,124

Note. * p < 0.05 ** p < .01. *** p < .001.

Table A.8.2

Changes in job satisfaction and career satisfaction as consequences of positive affectivity, controlling for earlier values of predictors and dependent variable at step 1

	Job Satisfaction				Career Satisfaction			
	<u>B</u>	<u>SE B</u>	<u>β</u>	<u>ΔR²</u>	<u>B</u>	<u>SE B</u>	<u>β</u>	<u>ΔR²</u>
<i>Step 1:</i>								
<i>Demographics</i>								
Job tenure	0.00	0.00	-.01		0.00	0.02	.01	
Age	0.03	0.02	.14		0.00	0.01	.00	
Gender	0.17	0.20	.08		-0.13	0.14	-.09	
Education	0.02	0.09	.02		0.04	0.07	.05	
T1 value of predicted satisfaction	0.06	0.10	.05		0.16	0.08	.18*	
T2 Activation	0.21	0.17	.15		0.06	0.12	.06	
T2 Interest	0.04	0.16	-.03		-0.08	0.1	-.08	
T2 Joy	0.14	0.11	.13	.06	0.19	0.08	0.26* .11	
<i>Step 2:</i>								
<i>Implementation influences</i>								
Career self-management behaviors	-0.03	0.15	.02		0.27	0.11	.24*	
Role expansion	0.46	0.10	.39***	.15***	0.17	0.07	.20* .09**	
<i>Step 3: Changes in positive affectivity</i>								
Activation	0.13	0.19	.09		0.00	0.13	.00	
Interest	0.33	0.17	.22+		0.10	0.12	.09	
Joy	0.17	0.12	.17	.12***	0.26	0.09	.37** .12***	
<u>R²</u>				.33				.32
<u>Adjusted R²</u>				.25				.24
<u>Overall F</u>				2.83***				4.06***
<u>df</u>				13,114				13,112
Note. * p < 0.05 ** p < .01. *** p < .001. + p < .06								

A.9 German Summary

Karrieren aktiv zu gestalten, zu „managen“, ist schwierig und gleichzeitig notwendig sowohl für Individuen wie Organisationen (Arnold, 2001). Karrieren sind zunehmend schwieriger zu beschreiben, erklären und vorherzusagen angesichts der Veränderungen von Arbeitsplätzen und Organisationen (Kidd, 1998), und werden zukünftig wahrscheinlich aus einer größeren Zahl an Übergängen und Veränderungen bestehen als bisher (Jackson, Arnold, Nicholson & Watts, 1996). Alles in allem ist unser theoretisches und konzeptionelles Verständnis davon, wie Mitarbeiter aktiv ihre eigene Karriere bzw. berufliche Entwicklung gestalten können und wie Organisationen sie dabei adäquat unterstützen können, sehr begrenzt. Dabei sind gerade Erkenntnisse über das Managen von karrierebezogenen Verhaltensweisen, Affekten und Einstellungen für Organisationen wichtig, um Mitarbeiter unterstützen zu können, und für Mitarbeiter, um ein erfüllteres Leben am Arbeitsplatz zu führen. „Organisation stehen viele Maßnahmen zur Verfügung zum Gestalten von beruflicher Entwicklung bzw. Karriere. (..) Aber abgesehen von der teilweisen Ausnahme von Mentoring gibt es frustrierend wenig gute Belege dafür, wie wirksam diese Techniken für sich genommen sind, oder wie sie aufgebaut werden könnten um einen größtmöglichen Nutzen zu erzielen“ (Arnold, 2001, p. 115, eigene Übersetzung).

Der Forschung in dieser Dissertation liegt das Konzept von Eigeninitiative und aktiver Herangehensweise zugrunde, das dem aktiven Gestalten von beruflicher Entwicklung/Karriere dient. Die erste Studie entwickelte und testete ein konzeptionelles Grundmodell für eine Trainingsmaßnahme. Es wurde ein Training untersucht, in dem Mitarbeiter einer Organisation darin trainiert wurden, ihre berufliche Entwicklung aktiv zu gestalten. Das Handlungsprozessmodell von Frese und Zapf (1994) wurde dahingehend überprüft, ob es ein theoretisch wie auch praktisch nützliches und anwendbares Grundgerüst für ein Training darstellt. Weiter wurde untersucht, wie verschiedene Elemente des Handlungsprozesses zusammenspielen, wenn die Teilnehmer lernen, ihre eigene Karriere bzw. berufliche Entwicklung aktiv zu gestalten. Die zweite Studie analysierte die langfristigen Konsequenzen von aktiven Karriereselbstmanagement-Verhaltensweisen, die durch das Training gesteigert wurden. Dabei wurde zum einen ein direkter Einfluss auf Karrierezufriedenheit untersucht, sowie zum anderen das Zusammenwirken organisationaler Feedback-Variablen, wie zum

Beispiel Gehaltsanstieg und Veränderungsgeschwindigkeit, und deren Einfluss auf Karrierezufriedenheit. Die dritte Studie ergänzte die ersten beiden durch eine Fokussierung auf die Rolle von positivem Affekt für Karriereentwicklung. Ein neueres dreifaktorielles Modell von positivem Affekt (Egloff, Schmukle, Burns, Kohlmann, & Hock, 2003) wurde einer praktischen Anwendung mittels einer Feldstudie unterzogen und untersucht, wie aktive Karriereselbstmanagement-Verhaltensweisen mit verschiedenen Unterfacetten von positivem Affekt zusammenhängen. Anschließend wurde analysiert, welche Unterfacetten von positivem Affekt mit Arbeits- und Karrierezufriedenheit zusammenhängen, und zusammenfassend betrachtet, ob simultane Einflüsse von verhaltensbezogenen und affektiven Variablen auf Einstellungen am Arbeitsplatz vorhanden sind.

Beiträge zu Theorie

Der wichtigste Beitrag zur Handlungstheorieforschung ist die Erkenntnis, dass das Aktionsprozessmodell (Frese & Zapf, 1994) sich sehr gut eignet, die selbstregulativen Funktionen von Individuen zu beschreiben und zu erklären. Das Modell wurde im Kontext einer Karriereentwicklungsmaßnahme in einer Feldstudie getestet und untersuchte die Abfolge von Informationssammlung, Zielen und Plänen, um Mitarbeiter darin zu trainieren, die Ausführung ihrer aktiven Karriereselbstmanagement-Verhaltensweisen zu verstärken. Die Teilnehmer des Trainings verbesserten sich im Prä-Post-Vergleich in Bezug auf alle durch Hypothesen vorhergesagten Variablen. Ferner wiesen Vergleiche zwischen per Zufall zugewiesenen Vergleichs- und Experimentalgruppen auf einen starken Effekt des Trainings hin. Eine anschließende Pfadanalyse deutete ebenfalls darauf hin, dass der Anstieg der Variablen durch das Training verursacht wurde, und es kann mit einiger Sicherheit vermutet werden, dass die beabsichtigten Effekte auf das Training zurückzuführen sind. Insofern erscheint es möglich, Mitarbeiter zu trainieren, ihre eigene Karriere bzw. berufliche Entwicklung aktiv zu gestalten, besonders wenn das Training Module wie Informationssammlung, Ziele und Pläne enthält. Das Training erschien anwendbar für Teilnehmer mit verschiedenen Lernbedürfnissen und Karrieresituationen, die alle hinreichenden Lernzuwachs erlebten. Dass diese Resultate erzielt werden konnten trotz der relativen Kürze des Trainings (drei Tage plus ein zusätzlicher Tag nach drei Monaten) sowie trotz weniger spezifischer Ziele als in vergleichbaren Selbstmanagement-Studien spricht für die Anwendbarkeit des Handlungsprozessmodells. Es legt die Vermutung

nahe, dass die Handlungstheorie (Frese & Zapf, 1994; Hacker, 1982, 1985) gut geeignet ist, die Verhaltensweisen von Mitarbeitern bezüglich der Kontrolle ihrer eigenen Karriere und Karriereentwicklung zu erklären und vorherzusagen.

Die Handlungsregulationstheorie sagt das Ansteigen positiven Affektes vorher, wenn Handlungen erfolgreich sind in dem Sinne, dass Ziele erreicht wurden und positives Feedback erhalten wurde (Pekrun & Frese, 1992). Bei der Untersuchung von Vorbedingungen und Konsequenzen von positivem Affekt in Studie drei zeigte sich ein Zusammenhang zwischen aktiven Karriereselbstmanagement-Verhaltensweisen und Rollenerweiterung einerseits und Unterfacetten von positivem Affekt andererseits. Dies Resultat erweitert das Verständnis davon, wie erlebter positiver Affekt bezogen auf die Karriere aktiv beeinflusst werden kann und demonstriert die Anwendbarkeit von Handlungsregulationstheorie für Affektregulation.

Ein zweiter Beitrag der Handlungsregulationstheorie im Allgemeinen und des Aktionsprozessmodells im Speziellen liegt in der Bereitstellung eines allgemeingültigen Trainingsdesigns, welches auf langfristige Effekte abzielt. Die Ergebnisse belegen die besondere Kombination von Zielsetzung, Informationssammlung und Planfunktionen, die Verhalten beeinflussen, vor allem vor dem zugrunde liegenden Konzept von Eigeninitiative und aktiver Herangehensweise. Die Ausführung von Selbstmanagement-Verhaltensweisen könnte auch auf andere Arten von Training in Organisationen angewandt werden, wie zum Beispiel Führungskräfteentwicklung. Weiter ist es wahrscheinlich, dass die Entwicklung und Anwendung von Umsetzungsplänen den Trainingstransfer in beinahe jedem Feld von Fertigkeitentwicklung sicherstellt. Dieses allgemeine Trainingsdesign scheint viel versprechend für weitere Forschung im Bereich Trainingstransfer sowie generellen Selbstmanagement-Trainings in Organisationen.

Der dritte Forschungsbeitrag erweitert das Verständnis der Wichtigkeit und Rolle von aktiven Karriereselbstmanagement-Verhaltensweisen für verschiedene karrierebezogene Ergebnisvariablen und konzentriert sich auf die Ausführungs- und Feedback-Variablen des Handlungsprozessmodells (Studie 2). Es zeigte sich ein Zusammenhang zwischen aktiven Karriereselbstmanagement-Verhaltensweisen und organisationalen Ergebnisvariablen (Gehaltsanstieg und Veränderungsgeschwindigkeit) einerseits und individuellen Ergebnisvariablen (Karrierezufriedenheit) andererseits, der auf lang anhaltende Effekte hindeutet (gemessen über sechs Monate). Die Ergebnisse bestätigten zwei Pfade zwischen aktiven Karriereselbstmanagement-Verhaltensweisen und Karrierezufriedenheit. Erstens legt ein direkter

Pfad von aktiven Karriereselbstmanagement-Verhaltensweisen zu Karrierezufriedenheit nahe, dass es für Mitarbeiter von Wichtigkeit ist, ihre berufliche Übergangssituation aktiv zu gestalten, um später zufriedener mit ihrer Karriere zu sein. Zweitens wurde ein Pfad bestätigt, der einen positiven Zusammenhang zwischen aktiven Karriereselbstmanagement-Verhaltensweisen und organisationaler Reaktionsfreudigkeit zeigt, die wiederum in positivem Zusammenhang mit Gehaltsanstieg stand, der wiederum einen positiven Zusammenhang mit Karrierezufriedenheit aufwies. Ein dritter Pfad fand einen positiven Zusammenhang zwischen aktiven Karriereselbstmanagement-Verhaltensweisen und Karriereplanumsetzung, die wiederum in positivem Zusammenhang mit Veränderungsgeschwindigkeit stand. Da aber die Veränderungsgeschwindigkeit in keinem Zusammenhang mit Karrierezufriedenheit stand, konnte keine Mediationswirkung der potentiellen Mediatoren Karriereplanumsetzung und Veränderungsgeschwindigkeit für den Pfad zwischen aktiven Karriereselbstmanagement-Verhaltensweisen und Karrierezufriedenheit festgestellt werden. Allerdings ist das Ergebnis, dass Mitarbeiter, die ihre berufliche Entwicklung aktiv managen, später eine höhere Veränderungsgeschwindigkeit erleben, bereits an sich ein wichtiges Resultat für Organisationen und Mitarbeiter, auch wenn nicht der komplette Pfad signifikant war. Zusammenfassend betrachtet scheinen aktive Karriereselbstmanagement-Verhaltensweisen den stärksten direkten Einfluss auf Veränderungen der Karrierezufriedenheit zu haben, gefolgt von Variablen, die ein Feedback der Umwelt für den Mitarbeiter darstellen (z.B. organisationale Reaktionsfreudigkeit und Gehaltsanstieg).

Ein vierter Beitrag besteht in der Klärung der Bedeutsamkeit von aktiven Karriereselbstmanagement-Verhaltensweisen für die Forschung zum Thema Karriereentwicklung. Frühere Studien zur Karrierezufriedenheit haben vielfältige andere Einflüsse untersucht, wie z.B. motivationale, demographische, Humankapital-, organisationale und objektive Karrierevariablen (z.B., Judge, Cable, Boudreau, & Bretz, 1995; Seibert, Crant & Kraimer, 1999; Wayne, Liden, Kraimer, & Graf, 1999; Boudreau, Boswell & Judge, 2001; Seibert, Kraimer & Liden, 2001), aber Verhaltensvariablen wurden weitestgehend übersehen. Dies gilt übrigens ebenso für den Zusammenhang zwischen aktiven Karriereselbstmanagement-Verhaltensweisen und positivem Affekt (Studie 3), wo sich ein starker positiver Zusammenhang zeigte, der aber in der Literatur aufgrund der dürftigen Forschung zu Verhaltensvariablen so bisher nicht belegt war. Diese Ergebnisse legen nahe, aktive Karriereselbstmanagement-

Verhaltensweisen als eine Prädiktorvariable in zukünftigen Studien zur Karriereentwicklung aufzunehmen, weil diese einen großen Varianzanteil aufklären und darüber hinaus mit vielen anderen Karriereentwicklungsvariablen in Zusammenhang stehen.

Die Rolle von positivem Affekt in der Karriereentwicklung macht den fünften Forschungsbeitrag aus. Forschung zu Emotionen in der Karriereentwicklung hat seit dem Ende der neunziger Jahre zugenommen. Es ist aber immer noch ein besseres Verständnis erforderlich, in welchem Zusammenhang erlebte Emotionen mit spezifischen Karriereereignissen stehen und wie sie Kognitionen, Affekte und Verhalten beeinflussen (Kidd, 2005), und ebenso wie Menschen versuchen, ihre emotionalen Reaktionen in Bezug auf ihre Arbeitsumfeld zu kontrollieren (Judge & Larsen, 2001). Studie 3 untersuchte die Rolle von positivem Affekt in Bezug auf Karriere und dazugehörige Vorbedingungen auf der Verhaltensebene sowie Konsequenzen auf der Ebene von Einstellungen. Aktive Karriereselbstmanagement-Verhaltensweisen und Rollenerweiterung zeigten einen positiven Zusammenhang zu unterschiedlichen Unterfacetten von positivem Affekt. Weiter fungierten sowohl verhaltensbezogene wie auch affektive Variablen als eigenständige Prädiktoren von arbeitsplatzbezogenen Einstellungen wie Arbeits- und Karrierezufriedenheit.

Ein sechster Beitrag zur Forschung stellt die praktische Anwendung eines neu publizierten dreifaktoriellen Modells von positivem Affekt dar (Egloff, Schmukle, Burns, Kohlmann, & Hock, 2003), welches bisher noch nicht in einer Feldstudie überprüft wurde. Die drei Unterfacetten von positivem Affekt zeigten unterschiedliche Zusammenhänge zu verschiedenen Variablen, die Vorbedingungen oder Konsequenzen von positivem Affekt darstellten. Die Ergebnisse legen weitere Forschung nahe, um ein detaillierteres Verständnis von den verschiedenen Subfacetten von positivem Affekt und ihren unterschiedlichen Bezügen zu anderen (Karriereentwicklungs-) Variablen zu gewinnen.

Praktische Implikationen für Karriereentwicklung auf organisationaler und individueller Ebene

Karriereentwicklung ist für Organisationen wie auch Mitarbeiter ein wichtiges Thema, und hat praktische Auswirkungen für Entscheider von Karriereentwicklungsmaßnahmen (vornehmlich Manager und Mitarbeiter in Personalfunktionen), Trainer von Karriereentwicklungs-Trainings, sowie Mitarbeiter.

Manager und Mitarbeiter in Personalfunktionen. Die Veränderung von Arbeitsplätzen und -tätigkeiten sowie die Veränderung von Organisationsstrukturen beeinflussen Karriere und berufliche Entwicklung in Organisationen wesentlich. Manager und Mitarbeiter in Personalfunktionen müssen häufig eine Entscheidung treffen, wie Erwartungen und Verantwortlichkeiten hinsichtlich Karriereentwicklung an Mitarbeiter kommuniziert werden. Verschiedene Ansätze reichen von „Händchen haltender“ engmaschiger Betreuung und Unterstützung am einen Ende des Kontinuums bis zu Verantwortungsabstinenz mit dem Hinweis, Mitarbeiter sollten für sich selbst sorgen am anderen Ende des Kontinuums. Die Entscheidung des Ansatzes beeinflusst mit hoher Wahrscheinlichkeit andere Instrumente und Praktiken der Personalarbeit wie z.B. die Entwicklung von Mitarbeitern mit hohem Potenzial, Nachfolgeplanung, Platzierung von Mitarbeitern nach Organisationsbedarf sowie Person-Job Fit, und Training von Mitarbeitern, die nicht in die Kategorie High-Potentials passen. Es ist wichtig für Organisationen, die motivierte und engagierte Mitarbeiter anstreben, ein Verständnis davon zu gewinnen, welche Faktoren die Karrierezufriedenheit von Mitarbeitern beeinflussen (Gattiker & Larwood, 1988; Judge, Cable, Boudreau & Bretz, 1995). Allerdings ist das Verständnis dieser Faktoren nur ein erster Schritt. Einen Handlungsbedarf zu festzustellen und diese Faktoren aktiv zu beeinflussen sind der zweite und dritte Schritt. Diese Dissertation leistet einen Beitrag für die Wissensbasis im Bereich Karriereentwicklungsforschung, indem untersucht wird, wie Organisationen Mitarbeiter unterstützen können, mehr Kontrolle über ihre Karriere zu erlangen. Anhand des Aktionsprozessmodells wurde ein Karriereentwicklungstraining entworfen, das sich als effizient und effektiv erwies, lang anhaltende Vorzüge aufwies, und Mitarbeitern half, ihre Karriere aktiv zu managen, ihre Emotionen in Bezug auf Karriere aktiv zu beeinflussen, und ihre arbeitsplatzbezogenen Einstellungen wie Arbeits- und Karrierezufriedenheit zu verbessern. Es ist wahrscheinlich, dass Organisationen von dieser Art von Trainings profitieren, da eine vergleichsweise kleine Investition in ein dreitägiges Training aufgewogen wird durch Mitarbeiter, die sich eigenverantwortlich um ihre Karriere kümmern und entsprechende Karriereentwicklungsverhaltensweisen an den Tag legen. Dies kann Führungskräfte und Mitarbeiter der Personalorganisation anteilig von Verantwortlichkeit für Mitarbeiterentwicklung entlasten, und kann helfen, eine bessere Platzierung von talentierten Mitarbeitern in der Organisation zu erreichen. Nicht zuletzt kann es auch helfen, Mitarbeiter zu binden, die, ganz besonders wenn sie nicht als High-Potentials eingestuft wurden, durch ihre schiere Zahl und

angesammeltes Wissen bzw. Erfahrung das starke Rückgrat einer konkurrenzfähigen Organisation darstellen.

Trainer von Karriereentwicklungs-Trainings. Diese Dissertation hat eine praktisch anwendbare Grundstruktur für ein Karriereentwicklungstraining bereitgestellt, welches erfolgreich angewendet und in einer Organisation evaluiert wurde. Die notwendigen Inhaltsbestandteile, ihre Reihenfolge sowie zusätzliche Information für die Durchführung wurden in Studie eins zur Verfügung gestellt, um Praktiker in die Lage zu versetzen, Gebrauch von diesem Wissen zu machen und es in ihre eigene berufliche Praxis zu integrieren.

Mitarbeiter. Die Veränderung von Arbeitsplätzen und Karrieren betrifft ebenfalls Mitarbeiter. Karrieren sind heute weniger strukturiert, vorhersagbar, und sicher (Arnold, 2001). Die Beliebtheit von Büchern, die die veränderliche Natur von Arbeitsplätzen und Karrieren beschreiben (wie z.B. Bridges, 1995; Rifkin, 1995) zeigt das Bedürfnis, diese Veränderungen zu verstehen und konstruktiv mit ihnen umzugehen, besonders da Mitarbeiter den Veränderungen häufig eher ausgesetzt sind und wenig Einfluss nehmen können in Bezug auf strukturelle Organisationsentscheidungen. Die Verschiebung der Verantwortlichkeit für Karriere von Organisationen hin zu Mitarbeitern (Leana, 2002; Arnold, 2001) stellt für Mitarbeiter eine Herausforderung dar, die sie annehmen müssen, um mehr Kontrolle über ihre Karriere zu erlangen. Auf der Individualebene trägt diese Dissertation bei durch praktische Schritte, mit denen Mitarbeiter mehr Kontrolle über ihre Karriere erlangen können. Das Sammeln relevanter Informationen, Zielsetzung, die Entwicklung eines Karriereentwicklungsplans und das aktive Karriereselbstmanagement-Verhalten sind wichtige Karriereentwicklungsaktivitäten, mit denen die Mitarbeiter aus ganz verschiedenen Organisationen aktiv werden können, wenn sie ihre Rolle erweitern oder eine Karriereveränderung vollziehen möchten. Diese Aktivitäten müssen nicht notwendigerweise in eine offizielle Trainingsmaßnahme eingebunden sein. Zusätzlich ist es wichtig für Mitarbeiter zu verstehen, dass sie aktiv beeinflussen können, wie zufrieden sie mit ihrem Arbeitsplatz und ihrer Karriere sind sowie wie sie sich fühlen in Bezug auf ihre Karriere, indem sie ihre Karriere aktiv managen und ihre Rolle erweitern. Eine aktive Herangehensweise um Dinge zum Besseren zu wenden und das eigene Arbeitsleben von Zeit zu Zeit zu aufzufrischen ist eine empfehlenswerte Strategie, um konstruktiv mit der Unsicherheit und Unvorhersagbarkeit von Karrieren in heutigen Organisationen umzugehen.

Besonders in Zeiten unsicherer Karrieren, sich verändernder Arbeitsplätze und sich wandelnder Organisationen kann diese Dissertation einen Beitrag leisten zum Verständnis, wie Karriereentwicklungstrainings und das Managen von karrierebezogenen Verhaltensweisen, Affekten und Einstellungen sowohl Organisationen helfen können, Mitarbeiter zu unterstützen, wie auch Mitarbeitern helfen können, ein erfüllteres Leben am Arbeitsplatz zu führen.

References

- Arnold, J. (2001). Careers and career management. In N. Anderson, D. S. Ones, H. K. Sinangil, & C. Viswesvaran (Eds.), *Industrial, Work and Organizational Psychology (Vol. 2)*. Thousand Oaks, CA: Sage
- Boudreau, J.W., Boswell, W.R., & Judge, T. A. (2001). Effects of personality on executive career success in the United States and Europe. *Journal of Vocational Behavior*, 58, 53 - 81
- Bridges, W. (1995). *Jobshift*. London: Allen & Unwin.
- Egloff, B., Schmukle, S. C., Burns, L. R., Kohlmann, C.-W., & Hock, M. (2003). Facets of dynamic positive affect: Differentiating joy, interest, and activation in the positive and negative affect schedule (PANAS). *Journal of Personality and Social Psychology*, 85 (3), 528 - 540
- Frese, M. & Zapf, D. (1994). Action as the core of work psychology: A German approach. In H.C. Triandis, M. D. Dunnette, and L.M. Hough (Eds.), *Handbook on Industrial and Organizational Psychology*, (2nd ed., Vol. 4) (pp. 271 – 340). Palo Alto, CA: Consulting Press.
- Gattiker, U.E. & Larwood, L. 1988. Predictor's for managers' career mobility, success, and satisfaction. *Human Relations*, 41, 569 – 591
- Hacker, W. (1982). Objective and subjective organization of work activities. In M. Cranach & R. Harré (Eds.), *The analysis of action* (pp. 81-98). Cambridge, UK: Cambridge University Press.
- Hacker, W. (1985). Activity: A fruitful concept in industrial psychology. In: M. Frese & J. Sabini (Eds.), *Goal directed behavior: The concept of action in psychology* (pp. 262 – 284). Hillsdale, NJ/London: Erlbaum.

- Jackson, C., Arnold, J., Nicholson, N. & Watts, A.G. (1996). *Managing Careers in 2000 and beyond.*: Brighton: IES/CRAC.
- Judge, T. A., Cable, D. M., Boudreau, J. W., & Bretz, R. D. (1995). An empirical investigation of the predictors of executive career success. *Personnel Psychology*, 48, 485-519.
- Judge, T.A., & Larsen, R.J. (2001). *Organizational Behavior and Human Decision Processes*, 86 (1), 67 - 98
- Kidd, J. M. (2005). Emotion in career contexts: Challenges for theory and research. *Journal of Vocational Behavior*, 64, 441 - 454
- Kidd, J.M. (1998). Emotion: an absent presence in career theory. *Journal of Vocational Behavior*, 52, 275 – 288
- Leana, C.R. (2002). The changing organizational context of careers. In D.C. Feldman (Ed.), *Work Careers: A developmental perspective*. San Francisco: Jossey-Bass
- Pekrun, R., & Frese, M. (1992). Emotions in work and achievement. In C. L. Cooper & I.T. Robertson (Eds.), *International review of industrial and organizational psychology* (pp. 153 – 200). Chichester: Wiley.
- Rifkin, J. (1995). *The end of work*. New York: Jeremy Tarcher/Putnam
- Seibert, S. E., Crant, M. J., & Kraimer, M. L. (1999). Proactive personality and career success. *Journal of Applied Psychology*, 84, 416-427.
- Seibert, S. E., Kraimer, M. L., & Liden, R. C. (2001). A social capital theory of career success. *Academy of Management Journal*, 44 (2), 219 – 237
- Wayne, S.J., Liden, R.C., Kraimer, M.L., & Graf, I.K.(1999). The role of human capital, motivation, and supervisor sponsorship in predicting career success. *Journal of Organizational Behavior*, 20, 577 - 595

Erklärung

Ich erkläre: Ich habe die vorgelegte Dissertation selbständig und nur mit den Hilfen angefertigt, die ich in der Dissertation angegeben habe. Alle Textstellen, die wörtlich oder sinngemäß aus veröffentlichten oder nicht veröffentlichten Schriften entnommen sind, und alle Angaben, die auf mündlichen Auskünften beruhen, sind als solche kenntlich gemacht.

Pittsburgh, den 15.03.2007

Babette Raabe