

HAZY "CAREER CLARITY" CAN CAREER CRAFTING BRING IT INTO FOCUS?

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Abstract

This research proposes a new theory for explaining career progression and guiding individuals to chart their career pathways. It focusses tightly on how one thinks about and manages the range of activities involved in making their career. The study examines the career journeys of accounting professionals in mainstream firms and academia in New Zealand. A qualitative approach was used for collecting data. Semi-structured interviews were conducted with 36 participants. Analysis used NVivo software. The exploration revealed a continuum of career clarity with respect to formulation of career goals. Only eight participants seemed to have perfect clarity about their initial goals, whereas twenty-four participants have clarity with regard to current and future career goals. The main influences were the deliberate efforts of career crafting, the role of family and organization. Characteristics of crafters are identified, and scope for future research is discussed.

Introduction

Over the past few decades, several trends have occurred in theory and research on career development. One prominent view stresses the cognitive processes that govern career behaviour. It is recognized that the way people organize their roles and adjust identities is dynamic, an evolving option for people (Marks and MacDermid, 1996).

Extant research recognizes that people are active agents in or shapers of their career development, with their behaviour susceptible to change efforts (Bandura, 2006; Hall, 2004; Lent, Brown, and Hackett, 2002). This view suggests that individuals bear most of the responsibility for planning and managing their careers (Grimland, Vigoda-Gadot, and Baruch, 2012).

This research investigates the impact of Career Crafting on career clarity through exploring career pathways. Career Clarity is understood to mean clearness of thought, intelligibility about career direction and goals, and having an understanding of self and environment. It is also viewed as identifying short and long term career possibilities (Arnold and McKenzie, 1994). However, career clarity is a complex issue and a hazy construct. People often struggle to formulate career goals. Therefore, this study attempts to understand the finer nuances of career pathways of accounting professionals working in mainstream firms and academia in New Zealand, with an especial focus on how one thinks about and plans the range of activities in managing their career.

A Paradigm Shift

Careers today are not what they were several years ago. The new emphasis on life-work balance encourages individuals to define their careers subjectively, in ways that make sense to them.

Not too long ago people viewed careers as a series of jobs, a sort of upward staircase from job to job. Now employees “reinvent” themselves to achieve fulfilment and more balanced lives (Dessler and Varkkey, 2011; Hall, 1996). Today, career success is lesser symbolised by a ladder, but rather by a lattice (Benko and Weisberg, 2007). This has affected the career development process to a great extent as people may have varied choices in terms of career direction.

The Concept of Career Crafting

The seeds of this research were sown in an auto-ethnographic study undertaken in 2011. The researcher had selected a paper by Brickson (2011), who wrote about her experience utilising the concept job crafting (Wrzesniewski and Dutton, 2001). Job Crafting proposes that employees build their jobs by changing cognitive, task, and/or relational boundaries to alter work meanings and work identity.

The current study is based on the main concept of Job Crafting, but looks at the holistic development of careers, not jobs alone. What work means to people cannot be disentangled from what their life means to them; life, it is argued, is a gestalt (Brief and Nord, 1990). Moreover, professional and personal changes often parallel each other (Freeman, 1990). People today do not segment their life into “work” and “personal” categories, but rather their different roles often morph and collide (Pocock, 2003). Therefore, this approach considers the overarching connections between personal and professional life.

We retained the main forms of Career crafting (Wrzesniewski and Dutton, 2001; Berg, Wrzesniewski, and Dutton, 2010) and expanded it as below to suit the purpose of the research:

- Cognitive Crafting (CC)- conceptualization of ideal career goal, self-awareness, prioritizing, redefining tasks and/or relationships, reframing perception of personal and professional life
- Task Crafting (TC)- managing activities toward the fulfilment of the goal (routine, developmental, leisure), taking on additional tasks to achieve desired outcomes
- Relational Crafting (RC) - the role of important others, altering the nature and extent of relationships, adding relationships, selecting and nurturing relationships with key people.

Career Crafting is proposed as a framework that captures what individuals consider significant for themselves. Researchers have established that individuals enact their roles in ways that allow them to meet their needs and desires, redefine their positions, and advance their careers (Baker and Faulkner, 1991; Collier and Callero, 2005). Career crafting essentials are thought to be the ability to visualise, enthusiasm, self-efficacy, a strong sense of hope (Feldman and Snyder, 2005), proactivity, empowerment, anticipating and preventing problems, and seizing opportunities (Parker, Bindl and Strauss, 2010). It involves self-initiated efforts to bring about change in the work environment and/or oneself to achieve a different future.

The approach does not ignore external factors in career progression. Though career crafting is individualised and voluntary, it is embedded in an environment. Externalities and environments matter, but responses to them also matter; one participant noted “There’s a lot of events that which have occurred that were outside my control, so I suppose it comes down to what you do to respond to those situations.” (Daniel)

Research Questions

How do individuals chart their careers? How clear were they in formulating their initial goals? What about the current career clarity? Could we apply the concept of Career Crafting to understand the journey, and perhaps develop a model which could guide others in gaining career clarity?

Research Method

The factors that contribute to career progression are likely to be complex and will differ according to individual circumstances. A way of understanding how career pathways are formed is by listening to narratives from participants, that these complexities can be unravelled, and the journey be understood (Denzin and Lincoln, 2000). Furthermore, individuals have preferences and desires; people want different things with different intensities. It is not possible to quantitatively compare the intention among different people (Ellig and Thatchenkery, 1996). Therefore, a qualitative approach was adopted utilising semi-structured in-depth interviews. Thirty-six accounting professionals from academia and large firms in New Zealand participated (Appendix I).

Analytic Guidelines

Various researchers have established protocols for coding qualitative data (Bryman, 2002; King and Horrocks, 2010; Rubin and Rubin, 2005). Accordingly, analysis utilising NVivo, involved systematic coding and information extraction from the transcripts rather than looking for confirmation of the initial ideas. The participants were not asked direct questions about career crafting. As suggested by Boyatzis (1998), we looked for a theme at the manifest level-- directly observable in the information -- or at the latent level -- underlying the phenomenon.

Coding Text to Variable Data

The main task in qualitative analysis is determining how to categorize and use participants' responses. The complexity of non-variable textual data makes it challenging for making comparisons in their raw form. One way to tackle this problem is to use value coding, reducing text to scales (Bernard and Ryan, 2010). Accordingly, we used ordinal variables to describe a hierarchy of responses to represent participants' texts: negative, nil, low, medium, and high.

Findings: Revelations about Career Clarity

For some individuals, the career progression has been a product of a 'series of mistakes' (Roger), for others it was an unfolding of subsequent goals -, "I think some people have a focus that this is their career, and this is what they do; mine has been an evolving piece of work that has happened altogether" (Sally). For a few, it was a well thought out career option- "When I was in the fifth form, I knew I wanted to become an accountant." (Kylie)

Thus, the textual data about initial career goal revealed that participants had different degrees of clarity. Analysis of responses yielded a clarity continuum:

Figure 1. Career Clarity continuum



Typical responses for each category are:

"Not clear"; "I didn't really know what I wanted to do, to be honest." (Jeremy).

"Somewhat clear"; "I more drifted into it rather than making a conscious decision."
(Carol).

"Clear"; "I pursued accounting as the option." (Martin).

"Crystal clear"; "I had wanted to be an accountant since I was maybe ten or so, I had decided it right back then." (Cheryl).

Table 1 below presents a frequency distribution of code counts, by gender.

Table 1. Initial career clarity, by gender

	Not clear	Somewhat clear	Clear	Crystal clear	Total
Female	9	3	2	4	18
Male	6	2	6	4	18
Total	15	5	8	8	36

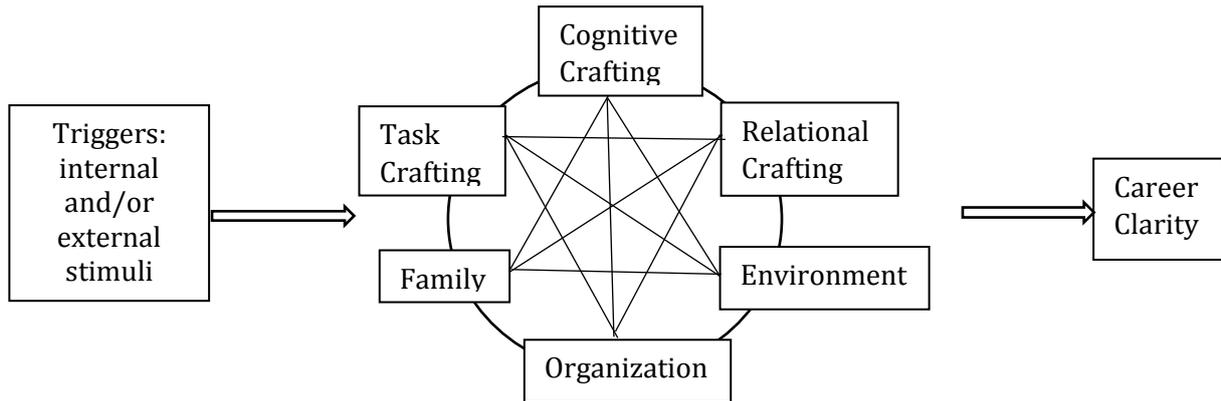
Influencers in Career Clarity: An Intermesh of Crafting, Family and Organization

Analysis revealed that Career Crafting (CC, TC and RC) seemed to play an integral role. In addition the following factors seem to play an equally important role in formatting career goals and providing direction leading to clarity.

- **Family** -- There can be two families, family of orientation -- the family into which one is born, and family of procreation -- the family one creates through one's marriage (Parkin, 1997). Background of family, relationship with parents/partner, and support can impact career goal formation. Understandably, family of orientation mattered for initial career, and both families in later career. The data indicated that family support includes general and specific support. General support is offering encouragement and backing the career choice, but not necessarily providing a direction or constructive support; specific support is constructively guiding, creating and providing learning experiences, facilitating specific career goals.
- **Organization**- With regard to initial career clarity, school emerged as a key influencer in facilitating exploration of interests by providing a wide choice of subjects, opportunities, a supportive system, quality instruction and career counselling services. In later career, workplace seems to play a conducive role in mentoring, relationships with superiors and work associates, job design, organizational policies, culture etc.

From the above discussion, a stylised model of Career Crafting can be proposed:

Figure 2. The Stylised Model of Career Crafting



The analysis revealed that the interactions among the different components of the above model lead to career clarity, and the cycle can be triggered by internal and/or outside stimuli. There are a lot of things which happen in our life, sometimes serendipitously. Crafting happens when people take charge, proactively act or react to bring about the desired change.

For example, James decided to become a chartered accountant when he was in the fourth form at school, and he recalls, “I had enough of school, and I wanted to go and get a job”, so on getting information about the IRD (Inland Revenue Department) scholarship from the school counsellor, he left school at the end of the sixth form after negotiating with his father, and got a job with the Inland Revenue, and then started part time study at University. According to him, “At the time I might be the only one who decided that early that that’s what I was going to... a number of them, all went off, they did the final year at school and went off to varsity.”

Discussion

Influencers in career clarity:

Following table presents information about the extent of various factors in determining career clarity. This is a qualitative research study, and the numbers are used for facilitating the mapping of the responses, not to present the phenomenon for a formula, but rather to guide understanding the pathway. As explained earlier, the responses were value coded and grouped.

Table 2 presents the extent of various factors in determining career clarity (collated from Appendix II). As can be observed, the high level of career crafting seem to lead to career clarity, and medium-high support from family and organization seems to be instrumental in the process.

Table 2. Factors influencing initial career clarity

	Negative	Nil	Low	Medium	High
Family support	4	5	10	12	5
Organization (School)	-	6	18	8	4
Crafting (CC+TC+RC)	-	10	8	10	8
Career Clarity	-	15	5	8	8

Crystal Clarity:

Sam, one of the eight who had crystal clarity about their initial goal, provides a typical response:

- Career Crafting (CC + TC) - “My heart at the time when I was 16-17, ultimately was into flying helicopters, and skiing. But I was also very conscious that that’s not a long term career goal. So I realised that if I had a tertiary qualification and went into a profession that was well respected and had been around for centuries that would always provide a good platform for career branching wherever I wanted to go, that would be sensible.”
- School- “I studied accounting at school, so I had a pretty strong numbers and rational analytical stream of study at school, and an incredible teacher.”
- Family- “I was heavily influenced by my grandparents and my parents, both were incredibly hard working, my grandfather particularly with his brain, and my mum and dad more so with their brawn.”

Thus, the right confluence of crafting practices, family support and organization facilitation seem to bring about clarity with respect to forming goals.

Nil Clarity:

Michael, typical of the unclear group said,

“As a 12 year old, I was doing very well in the school, very well. I was placed into the top class.” But the adverse situation at home -- “there was always a lot of tension at home and ultimately my parents separated, and divorced. So the way things were at home I thought I really wanted to get out, and the only way to really do that was to start work.” At the time, he had also changed from his country school to a big high school in the city, which also impacted negatively, “So I go in as a 13 year old, as a top class, and it was a horrible year. I worked so hard, didn’t get the results I thought, and as a 14 year old I was put into, not the top class.”

He also remembers having brief conversations with a teacher, but did not find these useful. Thus, though Michael was a bright student with potential, he felt quite confused because of the adverse situation at home and school, could not formulate a clear goal, and ended up quitting high school and took the first job that came along.

Career crafting (CC + TC+ RC):

To reiterate, career crafting intertwines Cognitive, Task and/or Relational crafting. They are not mutually exclusive, rather they are intertwined and may occur in conjunction with one another or give rise to the other (Berg, Wrzesniewski, and Dutton, 2010), and hence it is difficult to segregate them. Different combinations of elements can be found in the data. If any one or a combination of elements were found in the data, the utterance was coded under Career Crafting and value coded according to the combination of CC, TC and RC practices.

For example, Philip recalls, “So that was partly the reason I ended up doing three degrees, really because I wasn’t exactly sure what I wanted to do, so I was leaving my options open in terms of what I wanted to do.” This was coded medium as, though low on cognitive crafting, Philip scored high on task crafting, which facilitated an exploration of career pathway.

Those who could not conceptualise career goals as a result of lack of self- understanding and did not explore different options were coded as nil/low on Career crafting:

Keith -- “Retrospectively I think what I was thinking, there were so many other things I could have done, and different paths I could have taken, but my thinking was so narrowed.”

Angela -- "I didn't really think that I was the type of person to go to university, probably didn't think I was intelligent enough to go."

Family:

Two examples of coding typify the role of family. Cheryl, with high general and specific support leading to initial career clarity: "Those meetings that I always went to with my parents were always about tax, and looking at their financial statements. So mum and dad used to sit down and explain things in the financial statements to me, so that's why I took an interest."

Keith had negative support, which led to a nil clarity observation. "The family business, it was such a big weight, there was this big expectation that I was going to do it, and I was kind of very narrow in my thinking in terms of what else I am going to do?"

Thus, family of orientation can play a crucial role. This has been noted in the literature, where family has been found to significantly influence aspirations, interests, self-efficacy and choice (Schuelenberg, Vondracek, and Crouter, 1984; Whiston and Keller, 2004). Family also exerts powerful influence on career pathway choices, and family members tend to be key, trusted sources of information and emotional and financial support for career decisions (Higgins, Vaughan, Phillips and Dalziel 2008).

Role of Organization (school):

School can play a role in different ways:

1. As a support system -- "A local firm there approached the school wanting people to come in, so I got a job through that, in just a small local CA firm. So that was kind of how I started into it I suppose, probably not specifically planned as such." (Laura)
2. By offering a curriculum -- Opportunity to study depended on what was offered by the school. Only students who were exposed to the subject could conceive of it as a career option. For example, Carol noted "No, accounting wasn't offered at my school at that time." However, it provided a pathway for Martin as "It was possibly a relatively new subject that they had brought into my school's curriculum."

In the case of some participants in the 40 plus age group, their schools streamed subjects in a hierarchy, and students were grouped on the basis of merit. Sue recalls, "So those sort of what we now call accounting was actually second to bottom, so I didn't have any opportunity to study accounting at school."

3. Teachers play an important role in shaping preferences and suggesting a pathway: "The inspiration probably came from a teacher at the high school, he created a very competitive environment in the classroom, an environment that I sort of thrived on I think." (Ryan)
4. Career counselling -- A few participants talked about career evenings, and how these facilitated knowledge about different fields of career and options. But there were some who did not seem to receive much career guidance. Philip recalled that "In the final year at high school we had a career advisor. I don't recall them being particularly helpful, all I recall is being given pamphlets." Ruth recalled less help still: "No one ever suggested accounting as a career option; I don't think any girls from my class became accountants."

Summing up:

The eight participants who were crystal clear about their initial career seem to have practised Career Crafting. They conceptualised goals, and undertook tasks that seemed to provide crystal clarity about their initial career. Seven received medium-high support from family and school; there is one participant who, despite opposition from his family, pursued his initial career goal.

Current Career Clarity:

As per Table 3, participants seem to have gained better understanding about their current and future career than in the initial period.

Table 3. Gender and Current Career Clarity

	Not clear	Somewhat clear	Clear	Crystal clear	Total
Female	-	2	3	13	18
Male	-	-	7	11	18
Total	-	2	10	24	36

The Influencers:

Table 4 shows that Career Crafting plays an important role in gaining career clarity. The other factors are an integral part of the process (collated from Appendix III)

Table 4. Influencing factors and Current Career Clarity

	Negative	Nil	Low	Medium	High
Family	-	2	6	12	16
Organization - workplace	-	-	2	12	22
Crafting (CC+TC+RC)	-	-	1	11	24
Clarity	-	-	2	10	24

Career crafting (CC + TC+ RC):

Keith (30-39 age group), for whom the picture was initially hazy, found a satisfying career pathway: "What I want to focus on is not kind of those, boxes on your CV to tick. What I am more interested in now is getting the balance right, reducing the amount of time I spend on teaching to an appropriate level, and making sure I have got enough time for my family and friends." Mandy does not wish to climb the career ladder: "The role came up to me to manage tax nationally, and I just went, no, that's not the right time. I've two younger children, and I am not going to go for that role".

Jane organizes her day neatly, as she is clear about her different roles. "Now I leave here at 2.45, and then till 7.30 it's family time. I take my daughters to her classes, I pick my son up from school, and then from 7.30 onwards however much work I have got to do, I do." Daniel completely changed track when he realized there were better opportunities in IT. "I thought 'I can do this', bought a book on Visual Basic, and reinvented myself as a software developer." He values his boss's counsel- "She is prickly, but she cares deeply. So, certainly she's looked after me." The understanding has helped him in career progression.

Low career crafting leading to low clarity:

Not having a clear understanding, not being able to determine career goals, leads to a low level of clarity. Angela is still not clear about herself -- "I did apply for a couple of other jobs, which I didn't get. It's interesting enough because one of the people said to me, "I think you will be bored in this job", which I possibly could have been. They obviously didn't feel I was right for the job, and I probably wasn't." Carol expresses not having a clear picture of her future: "As you progress through your career you think one day I will get to the top, and I won't have to work so hard because I will be there now, and I will have more free time, life would be a wee bit different. Whereas I think you get further up the chain and you have to work a lot harder, and you don't have as much free time, and life is stressful."

Family of procreation -- Spousal support:

Work and family represent relatively distinct yet interconnected domains of a person's life (Kanter, 1977). Positive relationships have been observed between social support received from a family member and career success (Adams, King, and King, 1996; Friedman and Greenhaus, 2000; Voyandanoff, 2001). Spouses constitute an important support source. They provide a sense of stability at home, help with child care, alleviate work-life conflict and are critical for working individuals (Rao, Apte, and Subbakrishna, 2003; Gordon and Whelan-Berry, 2005; Janning, 2006). Childcare forms the nucleus of what much "work-family" conflict is about: how to care for children adequately when parents need or want to work outside the home. A more equal sharing of caring and domestic work between men and women is a personal issue, and can be worked out with negotiation. The following discussion presents findings on the role of the family. Spousal support seems to have played a crucial role in career decisions and progression.

High support:

Nathan went back to university to complete his degree, he acknowledges- "If she (wife) hadn't supported me through university, I wouldn't be here now; full stop, end of story." Complete support from her husband means Virginia could continue working -- "I was back to work in 6 weeks. My husband is not in paid work, so he's brought him (our son) up." Mandy said she "...was so miserable at home just changing nappies, and my husband could see that kind of permeated the whole family. He went, actually, you've got to be at work."

Low support:

Amanda was not content, saying "my husband... he doesn't really like me getting too late home. I get a bit of a negative feedback if I muck around too long at work, and get home late, he doesn't like that". Martin separated a few months ago and does not wish to think of future career, "... at the moment I am still trying to get my (personal) life back in order, and with two daughters still fairly financially dependent I just feel I have got enough without thinking about that."

Thus, different types and levels of partner support can facilitate clarity about career pathways.

Role of Organization:

Medium to high support (Table 4) has helped participants formulate current and future career goals effectively. Some examples include Mandy -- "So that freedom, and me feeling truly comfortable that I can come and go when I want to... that freedom is massive." Robert echoed

her sentiment, saying “It was an amazing place to work, it gave me a new lease on life, it showed me that I could exist outside of public service, and probably gave me the courage to do what I am doing.” Yvonne added that “The woman Partner here, she has been my mentor and seeing her progress and become a Partner that sort of motivated me, if she can do it, then there is a pathway for it.”

In contrast, nil-low support is associated with low satisfaction and less clarity about the future. Carol, George and Scott found organizational culture quite limiting- Carol said “It still is quite a tight male network, it has slowed down my progress I think.” George commented on academia, saying, “I think the idea of academic freedom rarely exists anymore. Academia is becoming so commercialised, sort of ‘university is a business’ kind of idea...” Scott felt controlled, saying “They are very restrictive in terms of what you can do with trusteeships and directorships, so that’s why I feel a bit hamstrung by that.”

Conclusion

In this research the primary goal was to explore the concept of Career Crafting and study its impact on Career clarity. Findings of this study are consistent with Job Crafting (Wrzesniewski and Dutton, 2001), we affirm that, people are potential crafters, and there appear to be benefits which are real and consequential (Berg, Wrzesniewski, and Dutton, 2010). Crafting opens up new ways of thinking about different possibilities leading to changes in personal and professional life, however it takes efforts and willingness to bring about the change. We did not find any major differences with regard to demographic factors and Career Crafting.

Crafting is an individual activity, but it is facilitated by family and organization. There are no set rules or guidelines for the forms of crafting. Crafting approach respects individual decisions and actions. For example, career advancement is not considered as a lucrative benefit, and it is understood that people may not want promotions and are happy to stay at the same level which leads them to personal success (Appendix I, Table 3).

The results suggest that the participant ‘crafters’ who conceptualised/redefined career goals, explored their options, made navigational changes when necessary, managed relationships at personal and professional levels, and performed the professional activities, had better clarity than the ones who did not. These are behaviours that demonstrate active engagement in their work and careers. They also demonstrate that career crafting involves exercising control over the determinants of progress towards goals. Thus, it might be rekindling the passion for flying (Daniel), a mentoring and training role with new staff (Amanda), to become a consultant (Robert), to work constructively towards getting the promotion (Virginia), or simply to maintain the status quo (Yvonne).

Characteristics of Career Crafters:

This project has identified several consistent, identifiable characteristics of people who take control over their careers. They can be summarised as an ability to-

- conceptualise their ideal career
- do cognitive, task, and/or relational crafting
- make the change happen in their lives including navigational changes if necessary
- passionate about both their work and life
- equip themselves with the necessary skills

- have clarity about their career
- satisfied/highly satisfied in life

Limitations:

Accounting professionals were chosen for this research. While the study has found association between crafting and clarity, it is possible that some of the crafting incidents may have been result of other factors not mentioned by the participants (Berg, Wrzesniewski, and Dutton, 2010), and it is likely that the process is more complicated than the model implies. The interview data was collected in one meeting, it gave us just a snapshot of the career pathway. Interviews can never unearth the “truth” as they do not reflect objective reality (Ibarra, 2003). We are also aware that interviews with life partners could have been effective for better understanding of the ‘other’ side of the story.

Future Research:

The above limitations and the promising results of the study open up new opportunities for exploring this phenomenon and raise additional interesting questions. For example, might career crafting efforts change over the breadth of a career as the person matures? What about different occupational fields -- are there any differences, of what sort? Future research could more rigorously test and enhance our understanding with regard to different demographic and psychographic factors, and Career Crafting. We might ask if there is a relationship between personality factors and career crafting activities, and whether stressful life events effect crafting efforts. We might also ask if career crafting differs by ethnicity – do Maori and Pakeha differ in how they perceive and craft their careers? If, as we have argued above, career crafting is a potent theoretical concept, then its contribution to our understanding of career progress and job satisfaction can only be substantial.

Appendix I

Table 1. Age, gender, and sector composition of the participants

Age	Academia		Mainstream firms		Total
	Male	Female	Male	Female	
30-39	1	-	1	3	5
30-49	2	2	7	7	18
50-59	5	3	2	1	11
60-69	-	2	-	-	2
	8	7	10	11	36

Table 2. Who stayed on the same pathway, and who made a navigational change

	Academia	Accounting firms	Total
Different first job	12	10	22
Same pathway	3	11	14

Table 3. Current position in the organization and aspirations

	Top position	Aspire to reach the top	Happy at the current lower level	Total
Male	9	6	3	18
Female	4	2	12	18

Appendix II

Table 1. Career crafting and initial career clarity

Clarity \ Crafting	Not clear	Somewhat clear	Clear	Crystal clear	Total
Nil	9	1	-	-	10
Low	5	3	-	-	8
Medium	1	1	8	-	10
High	-	-	-	8	8
	15	5	8	8	36

Table 2. Role of family of origin and initial career clarity

Clarity \ Family	Not clear	Somewhat clear	Clear	Crystal clear	Total
Negative	3	-	-	1	4
Nil	3	-	2	-	5
Low	6	3	1	-	10
Medium	3	2	5	2	12
High	-	-	-	5	5
Total	15	5	8	8	36

Table 3. Role of organization (school) and initial career clarity

Clarity \ Orgn.	Not clear	Somewhat clear	Clear	Crystal clear	Total
Nil	3	1	1	1	6
Low	12	3	2	1	18
Medium	-	1	5	2	8
High	-	-	-	4	4
Total	15	5	8	8	36

Appendix III

Table 1. Career crafting and current career clarity

Clarity \ Crafting	Not clear	Somewhat clear	Clear	Crystal clear	Total
Low	-	1	-	-	1
Medium	-	1	10	-	11
High	-	-	-	24	24
	0	2	10	24	36

Table 2. Role of family and current career clarity

Clarity \ Family	Not clear	Somewhat clear	Clear	Crystal clear	Total
Nil	-	-	1	1	2
Low	-	1	1	4	6
Medium	-	1	4	7	12
High	-	-	4	12	16
Total	-	2	10	24	36

Table 3. Role of organization (workplace) and current career clarity

Clarity \ Orgn.	Not clear	Somewhat clear	Clear	Crystal clear	Total
Nil	-	-	-	-	-
Low	-	-	2	-	2
Medium	-	1	6	5	12
High	-	1	2	19	22
Total	-	2	10	24	36

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