

THE UNIVERSITY OF MANITOBA

CAREER PERSPECTIVES OF
TEACHERS AND PRINCIPALS IN
A MANITOBA SCHOOL DIVISION

by

Pauline Clarke

A thesis

submitted to the Faculty of Graduate Studies
in partial fulfilment of the requirements for the degree of
Master of Education

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ABSTRACT

The study was designed to provide information on expectations and perspectives on the concepts of career and career development of selected teachers and principals in a Manitoba School Division. The information for this exploratory study was obtained from six interviews of teachers and principals in The Winnipeg School Division No. 1. Questions in the interviews explored the interviewees' background, educational career objectives, career opportunities, career supports, and their views on personal and organizational responsibilities for career development.

The interviewees held a variety of concepts regarding career including career as learning, career as a job, career as advancement and career as a series of responses to a succession of opportunities. They felt the the Winnipeg School Division generally met their financial requirements but did not always meet their needs for formal recognition nor for challenges in their jobs. They recognized that the Division provides a variety of advancement and non-advancement career opportunities for its teachers and principals but they advocated that more detail should be provided on requirements for jobs, that information on job opportunities should be distributed better and that processes for obtaining jobs should be clarified. They believed that individuals have the main responsibility for their careers and that the organization should provide accurate information on procedures, on requirements for jobs and on career opportunities.

The interviewees' responses have clear implications for The

Winnipeg School Division No. 1. The Division should provide a variety of career opportunities that match the career needs of its teachers and principals, and should rectify the deficiencies noted by the interviewees. Also, they suggested that the Division should develop a more effective system to find out about the skills and abilities of its teachers and principals, should identify its personnel needs and should organize or help its teachers and principals to attain new skills and abilities required for new positions.

The worth of formal career planning for teachers and principals for the Division is questionable because of the opportunistic nature of the interviewees' careers. However, career counselling and career planning could be useful especially if their introduction is linked to the clarification and expansion of career paths.

Several topics requiring further investigation are identified.

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Chapter 1

THE STUDY

A number of joint problems are facing teachers, principals, superintendents and the Boards of Trustees of school divisions. In general, education systems are contracting as enrolments decline and as financial support fails to keep pace with rising costs. The contraction may result in: few new teachers being hired; teachers being reassigned to subjects or levels other than those of their specialization; limited opportunities for promotion in a traditional 'flat' hierarchy; or staff members laid off.

At the same time, education systems may have to respond to new needs and pressures. The limited fiscal and human resources may have to be reallocated to meet such demands. For instance, the demand for new French Immersion programmes may lessen the demand for existing regular English language programmes which, in consequence, may receive less resources and may require staff reassignment and retraining.

Changes in social expectations have effects on education systems. Affirmative action programmes could mean more opportunities for members of minority groups to start careers in education or to obtain leadership positions within education; the consequence is likely to be fewer opportunities for those who traditionally would have obtained careers or advanced to leadership positions in education. Changes in the retirement age could enable staff members to remain beyond the age of 65, further reducing the openings for new and existing staff.

These problems have to be managed appropriately by education systems since, in fact "the lion's share of education's resources are its people" (Howard 1978.1). Education systems need to utilize their fiscal and human resources effectively.

In the past the tendency has been for organizations to consider separately the various problems which affect employees and their careers. Now, however, one approach commonly suggested is to respond comprehensively to all such problems through career development programmes.

The essence of career development programmes is that they attempt to match the aspirations of employees with organizational needs. These programmes involve several aspects including jointly defining career paths and opportunities, developing career plans for individuals, and planning for moves within the organization. Career development can be approached from an organizational perspective by examining future organizational needs, assessing an individual's potential, developing career ladders and connecting organizational and individual needs (Burack 1977). From an individual perspective career development can be approached by examining self-awareness, planning goals and identifying career ladders and alternatives inside and outside the organization (Burack 1977). Many activities may be involved such as training and development programmes, life planning workshops, use of assessment centres, skill development workshops, vocational and aptitude tests, performance assessment with constructive feedback, counselling, and communication to employees of job vacancies and other aspects of career development (Walker and Gutteridge 1979).

Career development has received increasing emphasis within all

types of organizations for several reasons (Gould 1978). First, employees are demanding more control over their careers with the result that organizations must deal with the shifting needs of their employees, and must match employees' needs with their own and vice-versa (Schein 1978). Second, career development has been suggested as one approach to implementing affirmative action and equal opportunity programmes. Third, the rapidly changing environment necessitates careful grooming of people to fill future management positions. Also, the adoption of systematic career development practices may help organizations alleviate other personnel problems such as underutilization of employees' skills and abilities, excessive turnover among valued managers and professionals, professional obsolescence, over-promoted managers, and mid-career employee crises (Gutteridge 1976). Industrial firms adopting career development systems include EXXON Corporation (Parisi 1980), IBM (Peterson and Tracy 1979), Suncor Inc. (Hennigar 1980), Union Oil (Bright 1976), American Telephone and Telegraph, Bank of America, General Motors, Proctor and Gamble, and Sears (Walker 1980).

Purpose and Significance

The purpose of this study was to determine and analyze expectations and perspectives on career development held by selected teachers and principals in The Winnipeg School Division No. 1.

The study was designed to describe and analyze the perspectives held by the selected teachers and principals on their ideas of careers, their careers in education and their views on how The Winnipeg School Division No. 1 was meeting the career needs of its teachers and principals. The study also explored their perceptions on the respective

responsibilities of individuals and organizations for career development. From this information some implications for career development practices for teachers and principals in The Winnipeg School Division No. 1 were assessed.

Understanding how employees feel about the matters of career and career development should be of major benefit to school divisions and their employees. The major assets of school divisions and their major operating costs usually are those associated with their teachers and principals. For instance, in The Winnipeg School Division No. 1 the costs associated with teachers and principals, such as salaries, pension plan payments and professional development programmes in 1982 were about \$68.7 million, approximately 58.5% of the total budget (Winnipeg School Division No. 1 1982). The creation of and emphasis on career development practices is viewed as one effective way for organizations to help obtain the maximum benefits from their investment in personnel. An individual employee may also benefit since the implementation of career development practices can result in an individual achieving personal growth and satisfaction.

Frame of Reference

The term career has several different meanings. Hall (1976) identified four different meanings: i) career as advancement, ii) career as profession, iii) career as a lifelong sequence of work experiences, iv) career as a lifelong sequence of role-related experiences. The concept of a career as advancement probably is the most popular definition; promotion prospects still are viewed as the primary indicator of opportunity in most organizations. However, Thomason (1978) and

Kanter (1981) suggest there is a need to examine closely the concept of career viewed as a lifelong sequence of work experiences in which the individual, not just the organization, manages the career and in which improvements may be achieved not necessarily by upward mobility but perhaps by opportunities to grow and develop on the job, to learn new skills and to be recognized for them. A career also may be considered as a series of responses to a succession of opportunity situations rather than the effort to achieve a pre-determined occupational goal (Rothstein 1980).

There are several different perspectives on careers. These include the diagnostic taxonomy of adult career problems (Campbell and Cellini 1981), the individual-organizational perspective (Hall 1976), the internal-external perspective (Von Maanen and Schein 1977), and the intrinsic-extrinsic perspective (McLaughlin and Marsh 1979). These perspectives overlap.

One taxonomy of adult career problems (Campbell and Cellini 1981) identifies four main stages of career: preparation, establishment, maintenance, and retirement. Four major tasks were found to be common to each stage. These tasks were decision making, implementing career plans, organizational/institutional performance, and organizational/institutional adaptation.

A second perspective is that a career can be viewed as a two-way influence between the individual and the organization, with the individual influencing the organization as well as being influenced by the organization (Hall 1976). From an individual's perspective career development could include examining self-awareness, and planning goals, career ladders and alternatives both inside and outside an organization

(Burack 1977). From an organization's perspective career development could include examining future organizational needs, assessment of individuals' potential and career ladders, and connecting organizational and individual needs (Burack 1977).

A third perspective, discussed by Von Maanen and Schein (1977), emphasizes the need to view careers from external and internal points of view. The external point of view delineates the tangible indicators of a career whilst the internal point of view refers to the individual's perception of his/her career. Organizations need to take into account the degree of match or mismatch between the internal and external needs of an employee in the employee's work when developing new career policies and programmes.

McLaughlin and Marsh (1979) indicated that intrinsic professional rewards are far more important in motivating teachers than extrinsic rewards. The wider context for their view is that usually the extrinsic needs of teachers and principals are met through the provision of an adequate salary structure and working conditions, thus allowing them to focus on intrinsic motivations. The view of McLaughlin and Marsh (1979) is confirmed by other studies which showed that intrinsic rewards, such as greater job challenges, autonomy and control over career decisions, meant more to workers than extrinsic rewards, such as salary structure, working conditions and sabbaticals (Hall 1976; Howard 1978).

An individual's skills and abilities are an integral part of his or her career; career opportunities involve using existing skills, learning new skills and recognizing people's skills (Kanter 1981). Employers should know the skills of their employees (Schein 1978) so that the employees can be used most effectively. The employer also should

emphasize the skills required for specific jobs (Walker 1980) and be able to assist employees in developing those skills. This implies that organizations must be able to collect information on the existing level of skills of the employees through an effective performance appraisal system (Schein 1978). It is very important that this system should allow for good feedback to the individuals (Walker 1980).

There are various views regarding what constitutes career success. Career was viewed solely as advancement or upward progress, but that view is changing with emphasis on increasing demand from employees for self-fulfillment and on the job growth (Hall 1976; Kanter 1981; Walker 1980). The need for individuals to develop their particular technical or functional competence and the need for security are prevalent (Schein 1977). The effect for organizations is that they should develop multiple career ladders and multiple reward systems (Schein 1977). Career paths were also viewed in a variety of different ways. Rothstein (1980) views a career as a series of responses to a succession of opportunities so there is little effort to achieve predetermined specific goals. In contrast, Burack and Mathys (1980) see individuals' career paths as no longer just happening; and Hall (1976) considers that the pursuit of specific goals is the key element in the career development cycle. Career planning has been defined by Gutteridge and Otto (1983.3) as:

"a deliberate process for: becoming aware of self, opportunities, constraints, choices and consequences; identifying career-related goals; and programming work, education and related developmental experiences to provide direction, timing and sequence of steps to attain specific career goal."

However, it is not as common in organizations as might be assumed even

though there is widespread support for the concept (Walker and Gutteridge 1979).

School systems have had difficulty in providing career opportunities because of their comparatively flat hierarchy (Hentshcke and Cline 1981), the often political nature of the organizations (Kanter 1981) and the fact of little turnover in the existing positions (Chapman 1983). New career opportunities could be measured in terms other than promotion, for instance in whether there is the opportunity to learn new skills, to use existing skills and to be recognized and rewarded for them (Kanter 1981; Hackmann 1977; Villeneuve 1971; Walker 1980). Suggestions for improving career opportunities include the clear development of career paths (Flipppo 1976; Kanter 1981) and job redesign (Hackman 1977; Kanter 1981; Walker 1980). Also, downward transfers have to be legitimized with appropriate supports and fall-back positions have to be provided for people who get promotions (Hall 1976). The latter is required to avoid the problem of over-promoted personnel who are not competent for their new positions and this would enable them to return to a position of status and pay equal to their original job. This could be especially useful as one approach to attract highly specialized personnel into general management. It is stressed that communication of clear information on career opportunities and on the processes for achieving them is required (Gutteridge 1976; Flipppo 1976; Kanter 1981).

Individuals' careers can be aided by career counselling which should help individuals become more proactive in their careers (Schein 1978). Managers also have a general role in assisting the careers of people who work for them (Patten 1980). Formalized mentoring programmes, which introduce new people to others with a view to advancing their

careers, also have a role in the career development of individuals (Phillips-Jones 1983).

Most authors consider that organizations and individuals should work together to mesh the organization's needs with individuals' career needs (Schein 1971; Gould 1978; Petersen 1979; Burack and Mathys 1980; Gutteridge 1976). Organizations' responsibilities towards career development include planning and forecasting their personnel needs, providing information on career opportunities and procedures, initiating career counselling and holding career development workshops (Von Maanen and Schein 1977; Walker 1980).

However, organizations should only facilitate the career development of individuals and should not control it (Gutteridge 1976), and individuals have to assume an active personal role in pursuing their careers (Burack and Mathys 1980). DeMont and DeMont (1983) developed a model which outlines four approaches on individual and organizational responsibility for career planning. These approaches which vary in their degree of individual and organizational influence, are the Mentor Approach, the Engineering Approach, the Network Approach and the Self-Help Approach. The Mentor Approach involves one individual relying on another individual, the mentor, for career guidance and on the ability of the mentor to secure organizational opportunities and reward; mentoring relationships can be formal or informal. The Self-Help Approach relies on the individual preparing himself or herself for job change opportunities for instance by improving credentials or in securing relevant job experience. The Network Approach involves one individual relying heavily on informal contacts to provide information and knowledge of opportunities relevant to the individual's career planning. The

Engineering Approach involves the individual relying on the resources of the organization, peers and superiors to gain recognition of competence that hopefully will be rewarded by career progress. Each of these approaches has been used successfully and unsuccessfully, and the selection of the most appropriate of these approaches should depend upon the characteristics of the individual and the work setting.

Methodology

The Winnipeg School Division No. 1 was selected for this study. Approval to conduct the study was obtained from the Chief Superintendent of the Division and from the President of the Winnipeg Teachers' Association.

The study was exploratory in nature and it obtained and analyzed the opinions of selected teachers and principals regarding specific aspects of career and career development. The research, therefore, focused on the personal opinions of selected teachers and principals of one school division.

An interview schedule was constructed, tested and amended. The final interview schedule is presented in Appendix A. The intent of the interview schedules was to focus the responses of the interviewees on to specific issues and to provide them with the opportunity to raise other topics of particular concern to them. The interviews were conducted as guided conversations which allowed the interviewer to pose topics for discussion, to receive information and perceptions from the interviewee, to probe to gain further understanding of the interviewee's opinions, and to allow the interviewee to introduce other topics into the interview. The interview was flexible so that the interviewer could pursue

unanticipated responses. The interviews enabled a great deal of information to be gathered from each interviewee.

Six teachers and principals from the Division were identified as candidates for the interviews. These individuals were persons who had demonstrated an interest in their career development by participating in the Division's Leadership Development Program. Participation in this programme was based on their desire to improve their leadership skills, not necessarily their desire for promotion. The six provided a range of different perspectives on career development in the Division; they were an heterogeneous group, and included males and females, elementary staff and secondary staff, and teachers and principals. The representativeness of the six people interviewed will be discussed at several points later in this thesis.

The process followed was that the six interviewees were selected, they agreed to participate and they agreed to interview dates between July and September 1983. The interviews were held and magnetic tape recordings were made of each interview. Verbatim transcripts were prepared from each interview.

In keeping with the exploratory nature of the study, there was not a specific structured framework developed into which the interviewees' responses were placed. The transcripts of each interview were analyzed to note specific points made in answer to the questions and to record repeated ideas and patterns emerging in each interview. Each interview was summarized and a summary grid was developed to help make the data manageable. A coding scheme for interview responses was considered but rejected because of the small number of interviews.

The results of the interviews, their interrelationships, their

similarities and dissimilarities, and their relationship to career development theory were considered. The goal of this analysis was to determine how the views of the interviewees matched theories relating to career development. Several strategies were considered for the analysis. The first approach considered was to select a single theory and then determine whether the information from the interviews supported that theory. A second approach considered was to select two contrasting theories and then to categorize the information provided as supporting one theory or the other. Both approaches were rejected because no logical basis existed for choosing the one or two theories and because certain aspects of the information gathered from the interviews would not have been analyzed in relation to theories of career development. Instead, an eclectic approach was used; the information from the interviews was compared to all the theories related to career development described in this chapter to determine whether the theories were reflected in the views of the six teachers and principals.

Limitations

The interviewees' responses may not have reflected their true feelings and perceptions.

The researcher's position as a member of the Senior Administration of The Winnipeg School Division No. 1 may have influenced the responses of the interviewees. At the pilot stage of this study a specific question on this topic was included in the interview; the interviewees indicated that the interviewer's position had no effect on their responses. During the formal interviews this specific question was not asked, but this matter was raised during informal discussion after

several of the interviews. The impression gained was that again the interviewer's position had no effect on the interviewee's responses.

The study was limited to a selected small sample of teachers and principals from one school division in Manitoba. They were individuals who had all participated in the Leadership Development Program run by the Division. They were not representative of all teachers and principals as they had identified themselves to participate in the Leadership Development Program, hence they demonstrated an interest in career development. How representative they are of teachers and principals is a matter of conjecture. Therefore, the results cannot necessarily be generalized to the Winnipeg School Division or to other divisions. This is especially true if statistically valid conclusions are required. However, this does not restrict the usefulness of the study since inferences and generalizations can be drawn from the information presented. In addition the author, based on conversations with other teachers and principals from the Division, considers that the opinions of the interviewees in general terms are consistent with the views of other teachers and principals although they may not reflect the full range of views held within the Division.

The study examines career as it relates to people who have already selected and entered their career. It does not examine career preparation and retirement.

Chapter 2

SUMMARIES OF THE SIX INTERVIEWS

This chapter presents the main points made by each individual respondent in the interviews. The interviews were conducted between July and September 1983. Each interview lasted from 1 1/4 to 1 3/4 hours and generated a considerable amount of data. These individual summaries synthesize the main elements regarding career and career development presented and discussed by each interviewee. Readers interested in a overview of the interviews are referred to Tables 1-6 on pages 62-67.

Throughout these interview summaries, decimal notations are used to refer to specific locations in the transcripts of the quotations. For example, 1.6 refers to Interview 1, page 6. Transcripts of the interviews are available from the author.

Interview Number 1 Summary

Interviewee Number 1 was a resource teacher in an elementary school in The Winnipeg School Division No. 1 and had been employed by the Division since 1971. She had been a classroom teacher for four years, a Reading Clinician for two years and a resource teacher for the last five years. Her academic qualifications were a B.Ed. degree and she was working on her M.Ed. degree in the area of reading.

She has had a number of changes in her teaching career which were not planned and were 'almost accidental'.

She defined career as a combination of her own life apart from home and family, as her contribution to the field of education, and the

professional interaction attained through working day to day. She indicated that "career is a very long term thing" (1.6) and that she will be working forever - career is work.

Interviewee Number 1 felt her present position challenged her to use the skills and abilities that she possessed, but there were both skills she possessed that she did not use now and new skills that were required. She had initiated her participation in activities to increase her skills for this position. She felt that informally some people recognized her skills whereas some others did not. The question on the importance of the formal recognition of her skills and abilities to her elicited both positive and negative responses. "It is important - it makes you feel that what you are doing is worthwhile" (1.13), but "it is not very important or I wouldn't still be here" (1.13) because it does not happen as frequently as it should and "I've certainly never had the feeling that what I was doing wasn't acceptable but there wasn't a great deal of response to what I was doing" (1.14). She believed, overall, that there is little formal recognition of the skills of teachers.

She viewed career success in terms of a series of little achievements rather than one big ultimate goal "focusing on the day-by-day success you have in your role" (1.15). In looking five to ten years ahead she realized "that I need some change in my own career" (1.16). She would be interested in administration "it is one of the few options still open if I want to try something different" (1.17) but not many positions become available. She expressed no specific plans or strategies for achieving any move indicating that "changes I have made really haven't been that planned - they were almost accidental" (1.16) but restated that she would like to try something different. The need

for change has prompted her to think recently of moving outside the Division and perhaps outside of education. Two careers in one family was also something to be "considered but wouldn't stop me from doing what I wanted" (1.19). However, Interviewee Number 1 indicated that she liked the people in teaching and the financial reward involved. Once in fact she had tried a job outside of education but had left it because "there had been no intellectual stimulation in it" (1.20) for her.

The most important motivators in her career plans equally were: "challenge and enjoyment of the interaction with the kids" (1.21) and

the need to be financially secure or independent - it's one reason why I work - if I weren't in education I would be working at something else (1.21).

Interviewee Number 1 did not know whether people generally had a career plan; certainly "people don't generally talk about career development that much....What if it doesn't happen" (1.27) and she restated the recurring theme that the

changes I've made just happen - not planned for example one of my job changes resulted from a contact made during a university course - an accident (1.25).

With respect to career opportunities her perception was that staff generally had no idea how career opportunities were provided for administrative positions. The procedures and how decisions were made appeared to be unknown to the staff of the Division. She commented "there are wonderful rumours" (1.31). Also in terms of lateral moves, she indicated that teachers did not understand the transfer system. "There was a procedure but it wasn't followed - a lot of trade about school to school" (1.33); the transfer business was a mess and she hoped it would improve.

Information was provided on career opportunities via the posting

system of 'blue sheets' but she believed that many people did not look at them and also that some jobs were not posted. She had not seen the blue sheets but learnt of her opportunities for moves through the grapevine "It was frustrating in the sense that I knew a certain position would be available when no one else did" (1.34). She also did not tell anyone else about it because she wanted the position. She believed that it was the responsibility of individuals to find out if positions were available but that principals also had a large role in making information available to their staffs as well as identifying teachers who had the potential to be administrators. Principals had a large role in passing on information. She did not know how decisions were made in appointing administrators but she did not think it was haphazard.

I think there is a procedure to follow - you apply - then are interviews. There must be some kind of master plan, who would work out well in what situation - not just haphazard (1.32).

She also felt that many teachers considering a move into administration would make an effort to find out about the process.

Interviewee Number 1 commented that she was not in favour of affirmative action and that she hoped that "everything for all positions was done on the basis of qualifications" (1.40) and "I hope they're not meeting a quota" (1.39).

In terms of developing career opportunities for teachers other than through a promotion to administration and so on, she felt that more could be done to provide a challenge in classroom teaching especially in the area of professional development where teachers needed to grow and change for their own sakes.

She had received limited encouragement and advice for her own career because she really did not want more than that. She used her own

initiative and decided for herself upon her change. "It is often an intuitive decision - although I'd like to think I'm a rational decision maker" (1.43). Her husband was supportive of whatever she chose to do but did not really influence her in making decisions to change.

In terms of how the Division could find out more about her to assist her in finding any suitable placement she felt that was not totally the Division's responsibility. The recurring theme of the individual's responsibility to make themselves known was raised again and that there were routes available through committees, work groups, and so on to do this. There were personal supports given to individual teachers by some principals who have functioned in the role of 'career counsellor' but in general the Division offered more global, objective programmes (e.g. leadership programmes) as support. A member of the Personnel Department could provide individual counselling if teachers were interested in changing positions, but should not do that task to the exclusion of others. She indicated resentment towards some programmes offered only to women: "I don't like segregation" (1.28).

She felt that although in her experience the Division cared about its staff and people had been helpful to her, the general perception was that the Division did not care about teachers. However, she qualified this by commenting that

...in many cases the individuals don't always take the responsibility they should, or look at the whole picture, they feel they should be treated as individuals first before the whole Division. You know there is a global picture that I think the Division's personnel have to consider as opposed to just dealing with one teacher - but many of the complaints aren't valid (1.38).

Again she returned to the theme that the individuals have the responsibility for their careers and they should take that respon-

sibility. She thought the Division should provide information and respond to requests for assistance and the Winnipeg Teachers' Association had no role in this area.

She wondered whether she would have anything to say about career development, but in fact she had a considerable amount to say.

I'm quite surprised because as I say I haven't got a plan for my career, it just sort of happens. I enjoy what I'm doing and I know I need changes and I've managed to make fairly positive ones almost by accident. That's unfortunate. I guess I would hope that maybe there could be more direction for people in terms of changing (1.47).

In summary, Interviewee Number 1 viewed her career as very important to her. She has had a variety of job changes which she perceived were almost accidental rather than were planned either by her or by the Division, although she felt she had taken the initiative to pursue opportunities that had come to her. She was interested in moving to administration but she had no specific plan or strategy for achieving this. The motivation for her career was an equal split between the challenge of the job and financial security. She indicated that generally the perception was that the Division did not care about teachers and that the transfer and promotion systems were not known and therefore were frustrating to teachers. She believed that the responsibility for initiatives in career was the individuals although the Division should provide information and respond to requests. Principals had an important role to play in ensuring that information was passed to staff members.

Interview Number 2 Summary

Interviewee Number 2 was the principal of an elementary school in The Winnipeg School Division No. 1. He had worked only in this Division. He taught grades 4 to 6 for three years, then was a resource

teacher for three years, and then was an elementary school administrator for the past eight years. He had a B.A. and a B.Ed. in special education. He had completed parts of an M.Ed. program at the University of Manitoba and at Woodworth College, Washington. Also he had taken various courses and seminars on education and personal and interpersonal organization.

His movements within the Winnipeg School Division were the results of the people he met and his own changing interests rather than from having a specific career plan. His change from being a classroom teacher to being a resource teacher typified this. He came into contact with the people who were establishing the resource teacher program:

I think they had been in operation for only a couple of years prior to that, and when I investigated a little more I discovered there were no male resource teachers. So I thought to myself, well that sounds like an interesting prospect and decided to pursue it a little further (2.3).

It coincided with his growing interest in special education; he had run summer camps for children with mental and physical disabilities, and had attended a conference on disabilities at the University of Colorado. His change also resulted from the encouragement of others: "I was receiving a lot of encouragement from other teachers at the school I was at and from the principal" (2.4). At that time he was being encouraged to move into administration, but he decided to apply for a resource teacher's position.

A similar pattern occurred in his change to administration, the influence of people he met plus his changing perceptions.

I think the resource teacher job led me to have a very different perspective of how a school operates than being a classroom teacher, because you have to deal with everybody in the school, along with the principal and people who come to the school, the Clinic people, the social workers and so on (2.5).

There was a recent opportunity that he did not pursue because of financial reasons, the opportunity paying less than his present job at the time when he required the same salary.

He thought of career "more in terms of, I guess, lifestyle" (2.6); to him it was more of a "life orientation" (2.6) rather than solely a job. His job "is a part of my life and I try to keep it as a part so it doesn't become all encompassing" (2.6). He considered that everything he did was part of his career. He did not have a set career plan except "in terms of the personal side of my life" (2.31).

Interviewee Number 2 enjoyed his job except for any tedious aspects.

I enjoy doing what I am doing and I guess that's probably the greatest strength...If it becomes tedious, that's when I start to fall apart, I don't like any work, I like a bit of action (2.7).

However, he did not find his job particularly challenging at present, allowing him to put his efforts into another part of his career.

I have one part of my career that is extremely important and that is home, family and neighbourhood and that kind of thing. I'm re-establishing a lot of these parts of my life that I have let go for a little while. I guess that I am at a point, challenge-wise, where that is a big challenge for me. And a lot of things that I want to make work in that part of my life, a lot of energy goes into that (2.8).

Partly he felt that he was not taxed by his job because he was good at delegating:

I sense when people want to get involved to do things and I'm more than prepared to let them work their way through, with the understanding that they have responsibility for that... (2.9).

He has made efforts to upgrade his skills and abilities by attending educational and administrative courses and seminars, but most of his participation in these was from 1969 to 1977.

His skills and abilities were recognized especially by the people with whom he worked and to a much lesser extent by his peers and superiors.

I get good feedback from the workplace people. I get occasional feedback from peers in terms of school principals and rarer feedback in terms of the administration (2.9).

He was unsure whether he should have more feedback from the administration: "I don't know. I hope feedback comes around evaluation time. I think that should be adequate" (2.9). Feedback from the administration was not overly important to him, but "The feedback that's more important for me are the people that I work with" (2.10).

Career success to Interviewee Number 2

is really working with people and relating to people at any level, so there is a sense of there's you and me and there's at least time to do things together. That goes with family, neighbours, friends, work relationships. That would be my measure of success, being successful as a person that's where I am coming from more than anything else (2.10).

Status was another important measure of success to him both in terms of the teaching profession and community, and "school principal I guess has a certain status" (2.11). However, monetary aspects were not a measure of success to him.

Although monetary aspects were not a measure of success, financial security was important in determining what he may be doing in five to ten years time. He did not know what job he would have at that time; his "major goal is home and family and friends" (2.11). He was considering future career opportunities and was broadening potential opportunities by taking a Canadian Institute of Management program. He would like to remain in Winnipeg and in education, preferably in The Winnipeg School Division No. 1 because it "has a lot of positive things

going for it" (2.13). In particular he would be interested in directing the special education program or the Personnel Department. He was confident that "in 5 to 10 years, opportunities would be there if I chose to pursue them. I feel confident that I could get what I wanted" (2.13).

Change was a strong motivator for him in choosing to become involved in certain things, but probably it would be of lesser importance if he did not have financial security and status. "I would think that if I did not have the position and finances were a problem, they would become more and more the priority for me" (2.15). Other major motivators for him were related to change; they were developing and implementing new ideas and "creating something that may be better" (2.14).

I've always wanted to move into something more on the basis of interest or feeling that I could offer something or how could I expand the whole relationship aspect of what I think is important in terms of career (2.31).

Interviewee Number 2's perception about general career opportunities within the Division was that staff did not have enough career opportunities outside of the classroom and that information on requirements did not exist. He stated

...people are feeling...there just aren't opportunities in terms of other positions, like specialists' positions...It doesn't seem to be explicit as to what route you use to improve yourself if you want to become a resource teacher or if you want to become a specialist of any kind, a clinician. The information just doesn't seem to be there (2.20).

In contrast, he felt that the statement on appointment of school administrators was appreciated by everybody.

He related the Division's provision of information on career opportunities to his own practices in his school. The blue sheets on job opportunities were made available to everyone. Also he used the evaluation process:

...what I try to do with people through evaluations, if I really feel that they have, in my perception, skills to do something else I try to encourage them to do that. I try and connect them with people who can counsel them more as to what to do (2.21).

He had found that the emphasis was

less in terms of educational requirements, but more in terms of recognition requirements of how to get yourself into positions where you can be noticed (2.21)

such as work for certain committees or the W.T.A.

His perception was that most people believed that, within the Division, promotion involved "people... who you know" (2.22) rather than qualifications and experience. His own career supported this, and he saw it as a fact of life:

unless you get yourself into situations through committee work for example where you can be perceived by others in the decision-making positions about personnel and management, I don't think you have got much of a hope (2.22).

If people were unable to move within the system, moving to another system was a solution but there "you have the same problem as before" (2.23).

Personal biases always will exist in an organization:

I am not saying that's good or bad. And because it is a matter of fact, I think it's better to say to people who are aspiring to a change of some kind, well these are some of the things you're going to have to do (2.23).

He suggested that the Division could provide more short-term opportunities for career development. For instance, if an appropriate opportunity arose someone could become a temporary principal for a few months. Job sharing and one-year exchanges also were considered "very positive steps" (2.27) in providing better career opportunities. Lateral moves also should be encouraged, but in obtaining a lateral move "who you knows plays a big factor" (2.23). Another way for the Division to create more opportunities would be for principals to be moved to less onerous

positions at the same salary if "they're tired and they are beat and they are in positions that require a lot of energy because of size or whatever" (2.28).

Also he believed that training people for administrative positions could be improved especially in the "applied behavioural science field, personal and inter-personal organization systems, skill development" (2.25).

Developing the people skills, I think you can learn how to work collaboratively. Learn to listen. Learn how to delegate. Learn how to stay out of things when you can recognize situations where to stay away from situations (2.25).

In discussing career opportunities provided to men and women by the Division, he concluded "I think there is a great deal of equality in this system" (2.28). Specifically he believed there had been equal opportunity for males and females within the last five years.

And, if you look at the appointments that have been made, male or female, I think you'd find expertise is one thing, but it is who the people knew is the other thing, not whether they are male or female (2.29).

During his career, Interviewee Number 2 had received "a good deal" (2.15) of support from other people. Individuals in the resource program, Superintendent's Department and his principals had provided him with encouragement and opportunities at various points of his career. His family and close friends also provided a constant dialogue on aspects of career including the possibility of working together. "I feel that I received a good deal of encouragement job wise from peers and from the school administrators" (2.15). His support base changed with the situation, but always he has had someone available. However, despite having this support base, he did not use it very often: "It's a good feeling to know they are there. I don't think I use them that often. I

feel I am basically very independent" (2.16). He made his own decisions after listening to people: "I listen carefully to a good number of people but I feel in the end I'll make my choices, rightly or wrongly" (2.17).

He thought that principals and the Personnel Department had major roles to play in enabling the Division to know better its personnel. The Personnel Department "has to really establish connections with the school through the principal" (2.19).

He believed that career development generally was fudgy. He believed that one major way for the Division to show its support for people was to identify more clearly "what they want their principals to do with staff" (2.18). The creation of a position of career counsellor in the Personnel Department would be "far-sighted if there was also personal counselling" (2.20). Such a position could give resources to principals and counsel individuals.

Interviewee Number 2 thought that people were important to the Division:

Well I would say they must be. I think there are a lot of positive things that happen in the School Division in terms of programs and providing supports for people in doing what they want to do (2.17).

However, on the other hand he thought that the Division could provide more positive information since "you just hear the negative" (2.17). Also, he did not know if there was much support for professional development in the Division when compared to other divisions. He suggested that the Division would be seen as being more supportive of its staff if it made sure its staff was "aware of what opportunities there are and how to go about pursuing what is expected" (2.19) and if it provided "an oppor-

tunity for people to gain skills necessary (for them) to develop in particular areas" (2.19).

In summary, Interviewee Number 2 considered that his lifestyle, not just his job, was his career and his present emphasis was on the personal rather than job aspects of his career. People he had met had influenced his career by encouraging him to make job changes and by providing him with opportunities. During his career he had received recognition for his skills and abilities and support from people at work and in his personal life. Career success to him revolved around successful inter-personal relationships and making changes. Status was important to him. Money was not one thing he looked for in success, but it was important in deciding whether to take new opportunities. He considered that Division staff did not have enough career opportunities and routes to any opportunities were not known clearly. He made information on career opportunities available to his staff and encouraged career development through evaluations. He thought that most people believed that success in obtaining positions depended more on "who you know" than on qualifications and experience; also he believed that males and females now had equal opportunities. He thought that people were important to the Division but that the Division could do more to help its staff. More career opportunities could be made available by having temporary positions, encouraging lateral moves, and providing principals with less onerous positions without loss of benefits. More emphasis could be placed on training. Principals and the Personnel Department played key roles in the career development of staff, and this could be helped more if there was a career counsellor in the Personnel Department.

Interview Number 3 Summary

Interviewee Number 3 was a senior high math and life skills teacher in The Winnipeg School Division No. 1. He had been employed by the Division since 1967 and had been a consultant in math and science and initially was a teacher in a junior high school. He had taught at summer school and was the head teacher for the junior high summer school for the last two years. His academic qualifications were a B.Sc., Certificate of Education, B.Ed. and M.Ed. in educational psychology. He had been involved with the Department of Education's EPIE Analyst Program and with the Division's leadership program.

His changes in jobs have resulted from his need for change and challenges, with the changes being self-initiated. He stated

the impetus for some of the changes has been through my own psyche, my own personality and the way I operate. I'm constantly looking for something that I can do better and changes and that's exciting for me (3.6).

To him teaching was his career but it involved opportunity and personal growth.

Career for me means opportunity. Opportunity to learn and grow and put the two together sometimes. As well as to become more effective and be able to do kinds of tasks that one wants to do in order to be able to fulfill the job or occupation or work that they perceive themselves to be involved in (3.3).

However, he distinguished career from "life work" (3.3). His career involved his continual development of skills, abilities and expertise "so that I'm more effective in what I'm doing" (3.4). His career has given him the opportunity to have different experiences, satisfaction and effects:

Have the opportunity to grow and that means having an opportunity to have different kinds of experiences and to be able to gain some satisfaction and at the same time be able to provide some output and productivity that is really worthwhile to the total system (3.5).

Since Interviewee Number 3 had not been a classroom teacher for some years until he was appointed to his present position as a math and life skills teacher, he felt that his present position had sharpened and developed some of his skills:

It certainly was a matter of sharpening some skills that I had not used in nine years, and it also was an opportunity for me to develop some skills in working with the type and nature of youngsters at the level I'm working at now (3.23).

His career has been enriched this year by his role as chairman of the Professional Development Committee: "that's been very successful, and I've enjoyed it and it allowed me an outlook that I would not have teaching Grade 9" (3.23). However, he was frustrated that he was not in a position of authority from which he felt he could have an impact on other teachers, an area in which he feels he had the requisite skills. His previous positions also challenged him; he mentioned specifically his role in developing and initiating a junior high school resource program and his job as a consultant.

He has tried to maintain "certain levels of skills that (he has) not been required to use in this past year and that (he) had developed earlier" such as "working with a great variety of other teachers" (3.23).

He did not believe that the Division gave enough recognition to people:

I don't believe so...but hard work, good effort and success according to certain standards are not necessarily the ingredients to receive recognition, and the only way that our Division has really given credit for individual effort on the part of the teachers has been the recognition through advancement (3.20).

He contrasted the positive feedback he had received - good reviews, evaluations, an excellent recommendation from his principal, and undertaking well a specific job at the request of a superintendent - with his

lack of advancement. This theme received recurring comment throughout his interview. He considered formal recognition of his skills and abilities to be important, and pointed out that no one told people if they lacked skills.

He believed that the teachers in the Division had a great number of skills and abilities but regretted that the Division, as a whole, did not have a system to utilize fully such skills and abilities. He suggested teachers should provide information on

what is it that you can do, what is it that you enjoy, and that you like and that you feel you can do well - beyond just purely the teaching area that you are responsible for (3.13).

He believed it was the outside interests of teachers for example their hobbies, that enrich programs to help the children. He found that self-identification by teachers was more effective and accurate than asking schools to provide this information. He suggested that the Division should find out more about its staff and that the Personnel Department could obtain and document information, but not too personal information, so that people with appropriate skills and abilities would be identified.

Interviewee Number 3 measured career success by his short-term and long-term goals. His short-term goals had changed almost yearly. Last year he achieved his short-term goal by moving to a new situation, teaching at a new school with some new courses. His long-term goal was "having an opportunity to go into a new aspect and a different aspect" (3.33). In this he has had success at summer school in that he was "totally in charge of (his) own school" (3.33). However, in general he had not succeeded as "the long-term goal of having an opportunity to really have a change [that is] to move into administration has been

frustrating" (3.34). However, he still hoped that in the next five to ten years he would achieve his long-term goal and would be in administration. He had taken advantage of available career opportunities; he chose his present position because "there was a statement there might be an opportunity for me and they would very much like me to be part of it" (3.24) but now the situation had changed and the opportunity was distant. He would like to move to another school but the opportunities did not exist.

He noted the contrast between the Division being fairly responsive to the needs of individual students and the lack of opportunity for career development of its teachers and administrators: "often for the teachers themselves, those opportunities are not there" (3.7). He was critical of the way "the game rules seem to change, depending on the circumstances at the time" (3.7) and stressed that

It's very important that people understand what the game rules are and that the game rules are fairly well applied fairly, as fairly as possible, so people can start planning (their careers) (3.7).

He believed "we're looking at an organized structural career plan" (3.7).

Two years ago he had the opportunity to move outside the Division but he declined the offer because "there was definitely a feeling of loyalty" (3.35) and

I felt that I had been given opportunities to develop certain skills within the Division and I certainly owe the Division my levels of expertise and knowledge (3.35).

Now, he would definitely look elsewhere because he has been rejected for administration and few other opportunities have arisen. He was ambivalent on whether he would consider jobs outside of education, pointing out that what he needed was a constant challenge and to try new

areas. However, he still felt that to be successful in his career he would have to be in administration.

Continually he stressed the importance of constant challenges, new situations and working with new people as being his primary motivators. He also felt that recognition was an important motivator. Compensation, whether it was financial or holidays, was another important motivator.

It would be a motivator for me to earn another \$25,000 - \$30,000. I don't know if it would motivate me as much as the opportunity to work with a new programme, but that's just me... But working with new people, to move to a situation that for me is a great motivator (3.37).

He believed that teachers should take the responsibility for their career development. The only route teachers saw was through course work. In general

I don't believe that teachers really understand how the system operates to provide positions for teachers - so that they can make some of those decisions for themselves (3.45).

He suggested that staff members should meet with the Superintendents, perhaps through the aegis of the W.T.A., to examine career opportunities, discuss what opportunities existed and what new opportunities could exist, and to discuss topics such as what would be the appropriate routes to follow to achieve success and whether courses in administration would be necessary. In reference to such a meeting, he said it

allows them to understand and some people it allows them to accept more readily, accept their limitations, and then they can spend their energies in other directions. But in my understanding it's the unknown that's the very frustrating part of any system (3.46).

Interviewee Number 3 considered that awareness of career opportunities depended largely upon one's position in the Division. When he

was a consultant and a resource teacher he was more aware of available opportunities than now as a classroom teacher because in the former positions he had closer liaison with the Superintendent's Department. Also he felt that "there's just very little energy left on the part of the teacher to be involved or interested" (3.8) in pursuing career opportunities because of the demands on their time from children and administrators.

Information on career opportunities was available, but he was critical of the communication of the information: "it just doesn't happen in the schools unless you happen to talk with a guidance counsellor...or your administration" (3.9) and

the information is there, the means by which it's communicated, its availability and the opportunity the teachers have to respond to it, I think is fairly limited (3.9).

Also, he thought that the information which was made available did not provide sufficient information, for example, on duties. The consequence was that people made assumptions, often unwarranted, about the job and the type of person being sought. For instance he stated "people are just not aware of what's really entailed in administration" (3.29). He suggested that the criteria and the expectations for positions should be made clearer.

He considered that the process of obtaining a new position, especially in administration, was unclear. His discussion of this and other topics reflected again his frustration at not obtaining an administrative position:

suddenly the rules or guidelines or whatever had changed and that has to happen, but I wasn't aware of it and that I don't understand (3.20).

He recognized fortuitous circumstances could play a major role in obtaining a new job

It seems to me often times that it's more if you're the right person at the right time in the right place - almost as a matter of fortuitous circumstances - that can play a greater part as to what personal opportunities are open for them (3.7).

He stated that interviews were often part of the selection process but they were not objective and could be frustrating. Hidden criteria, such as communication skills and general personality, played a role. Basically, he believed that people should know the rules and the rules should be applied fairly. The Personnel Department should play a major role "working with people who are on the selection of the appropriate personnel for all the positions" (3.43).

Also, after the selection process was completed, unsuccessful applicants should be informed of the result of the competition and why they did not succeed:

that's just good management. I mean it's a person's right as an applicant to find out why, where is it they went wrong (3.42).

He suggested that feedback should be done by the chairman of the interview team.

He believed the number of career opportunities "is drastically reduced from what it was a few years ago" (3.10). Given the limited opportunities for advancement, he suggested that no position should be permanent so that there would be constant career opportunities and opportunities for growth. He recognized that there would be frustration when assignments changed because skills would be used and then would be unused, and people would have higher positions and more money and then

would be moved "back to teaching" (3.28). Everyone's job would change over a number of years, and there would be greater empathy and understanding of the Division's system.

Lateral moves should be part of career patterns since not everyone wanted to move up. In discussing career opportunities, he stated "just some change can mean a career opportunity as well" (3.10). He believed that the master teacher concept was an avenue for reward as they would "receive the recognition that they've made a contribution or are continuing to make a contribution" (3.19).

He supported equality but considered the process had now gone too far in the direction of hiring females:

I believe very strongly that that needs to happen, that we need equality and opportunity. But, equality and opportunity it's gone from one extreme to the next so that now it's almost a disadvantage to be a man (3.21).

Also, he related this to people not understanding the rules of the game and what was being evaluated. He saw a bias against hiring women for administrative positions. In contrast he saw a bias against men for some positions: "at the elementary level, there's a greater bias to hiring a male and at the junior high level, a greater bias in hiring a male" (3.22) but the sex of the principal could make a difference. He felt "At the senior high level they're looking at the competence level, there's not the discrimination there" (3.22).

Interviewee Number 3 had received encouragement from others in his career. His first principal was a motivator and provided opportunities: "I got all kinds of support and not in a loose fashion - it was very, very organized" (3.38). Also one or two Superintendents and some teachers and his wife always had been a support. However,

In some respects I feel opposite..., lack of direction and I feel that's been a waste, too many expectations or whatever and the directions - that's not been communicated to me (3.38).

He suggested that there should be an equal sharing of responsibility between an individual and the Division in identifying suitable positions for the individual, and, as mentioned before, the Division should find out more about its staff members to help in this.

Interviewee Number 3 did not believe that the Division considered people to be valued or important: "No. I don't believe so at all" (3.47). If people were important "I wouldn't be feeling as frustrated as I am and many, many people I've talked to feel frustrated" (3.48). He felt that a feeling of nepotism existed in the Division whereas it should not exist, and that the Division did not recognize people enough.

In summary, Interviewee Number 3 was frustrated in his career since he had been unable to obtain a position in administration, his long-term career goal. Now to succeed in his career he would consider positions outside of the Division although previously he had declined such an opportunity because of his loyalty to the Division. He contrasted the positive feedback he had received on his work with his lack of advancement. Teaching was his career but his concept of career included opportunity and personal growth. His career changes had been self-initiated and he considered the main motivator to be his need for changes and challenges. He was critical of the Division's role in providing career opportunities; although information on opportunities was available, it was not communicated well, it contained insufficient detail, the rules and criteria for selection were unknown and appeared to change, and no feedback was provided at the end of the process. He thought that classroom teachers were less aware of opportunities than

other employees. He suggested that the Division should develop a system for knowing better the strengths of its employees and should improve career opportunities by abolishing permanent positions, encouraging lateral moves and introducing the master teacher concept. He thought that now the quest for male:female equality had gone too far and that it was not applied uniformly for all types of positions. Overall, he considered that people were not sufficiently important to the Division and that the Division did not give enough recognition to its people.

Interview Number 4 Summary

Interviewee Number 4 was a department head in a secondary school in the Winnipeg School Division. He had been a secondary teacher for 24 years in England and Canada, for the last 16 years in the Winnipeg School Division. The positions he has held include junior high and senior high teacher in math, department head in science and math at the secondary level. He had a B.Sc. and a B.Ed. degree.

He commented at the beginning of the interview in explaining why he moved to Canada that his "career was going nowhere so I decided to look elsewhere" (4.2). He had become a department head in a school in England and decided that he could see being a department head there for the next 35 years, and that frightened him because he could not see any changes or progress. His view of career was "to be involved in education - I enjoy it" (4.2).

Life is not a career - I have more restrictive connotations - I've got my life in school and out of school there are overlaps but the one out of school, I'm learning over the years, is the more important (4.3).

Interviewee Number 4 has found that his current position always

challenged his skills and abilities since "there are always problems to be addressed and therefore, solutions to be come by" (4.4). Overall, "The challenge is...a situation which is new and or has to be dealt with in a different way" (4.5). However, the challenge in his present job was diminishing as he had been the department head for seven years and, consequently, many of the problems were similar to ones faced and solved before: "I've met it before and these are the sorts of routines that I've followed...no particular great challenge in this building at the moment" (4.4). His previous positions were less challenging because there were fewer levels and abilities of students to teach.

Generally, he felt that his skills and abilities had been recognized within his school and "more generally in work that I've done with the W.T.A., M.T.S., math people" (4.6). One specific recognition was that he was asked to review a math book and was writing one-third of a grade eight text book. "I've got...the subject recognition" (4.7). "I think I'm considered to be a responsible person, a competent person within this building" (4.7).

His skills and abilities were recognized by his superiors at his school primarily by less formal means:

The casual pat on the back, verbal or otherwise, yes. But, also in indirect means by, you know - 'do you mind doing this', 'can you get involved in that' (4.7).

More formal recognition has been limited. "The only formal recognition in any sense written, has been my every-third-year evaluation" (4.8). He was concerned about the formal evaluation process;

You write what the heck you like, you know, if I disagree with it, you'll hear about it...well you create your list and I'll create mine and we'll agree - if one wanted to be cynical, I could be taken as avoiding certain things, rather than, you

know, I push my strong points - you could equally turn round and argue, well if these things are being pushed and these others are being ignored, are those the areas that you don't want the examining of? (4.8).

He considered that salary was the only direct means of recognition and that was directly related to position classification.

Interviewee Number 4 considered that career success to him was a positive evaluation from peers who knew his work first hand: "Those would be, I think, the most valued ones" (4.9) and "The judgement of people within my own department are the critical ones" (4.10). Achievement, to him was second to recognition.

He would like to be in administration: "I may finish as principal...or I could finish as superintendent or whatever" (4.11). He believed the Division had erred in not placing him in an administrative position already, and that his biggest task was to make that change before worrying about higher goals.

I suppose I protect myself in the sense that if I don't have expectations that are totally unreal, then I am going to get progressively less hurt...I'm disappointed that I'm not in administration...I think the Division has made a mistake (4.11).

Also, it was difficult for him to state a long-term career goal partly because of his concern about the Peter Principle. He never had any deadlines for specific achievements because of the difficulty in meeting the deadline without being in complete control of situations.

He was not interested in considering a different career nor in moving to another school division because he valued security, he was expensive to hire and there was an abundance of teachers. "I don't think about it - it's pointless. I want to stay in the City" (4.13). He thought that at his age (47) "the chances of retraining, being reemployed in an unrelated career are small" (4.13). He thought his views might

have been different if he were younger.

As mentioned previously, the most important motivator for him was "Finding problems which are difficult to solve and probably doing it" (4.14). Another important motivator was financial security, which he considered to be a function of his age. Also he thought that the summer holiday time was in some ways as important as the salary: "one of the reasons that I enjoy teaching is without doubt the holidays" (4.16). To him "those two months are my time and I use them for my private, whatever I want to do now" (4.16). In fact he has spent time from his holidays teaching in the Caribbean:

teaching down there has got value to my teaching, I hope, I think it does have because you're teaching in a totally different environment and so on (4.16).

His need for time off and to travel was reflected by the fact that he was going on the Deferred Salary Leave Plan (3/4 salary) primarily to travel and refresh his attitudes toward teaching.

In discussing the provision of career opportunities by the Division, Interviewee Number 4 concluded that the provision of career opportunities was "quite different from the reality" (4.18) but that "It is slowly getting better" (4.18). He amplified this by saying that the perception was that the Division was not providing many opportunities, for instance, the number of sabbaticals was limited. He considered that the Division had taken some positive steps, such as the introduction of the leadership program ("a move in the right direction" - 4.18), but that other steps were required, such as the introduction of a professional development program for department heads: "I think that every...department head should go through that type of program" (4.18).

He recognized that the Division did advertize positions, and con-

sidered that principals were the key people for bringing this information to the attention of their staffs and also to spot talent for administration or any other positions. At the same time his position was somewhat ambivalent since he was critical of the fact that not enough people availed themselves of existing opportunities. Especially he criticized:

There's a certain attitude among teachers which is 'you've got to feed me' and tell me personally rather than going to seek. You know, I have found a lot of information because I have gone to look for it (4.25).

He returned to the individual's responsibility in discussing teachers' understanding of the process for obtaining a position. He considered that the degree of understanding varied with the individual; the interested people probably did understand, and if they did not understand they would find out. Generally, he thought it was the responsibility of the individual to find out but "that a lot of individuals are (not) prepared to assume that responsibility either" (4.26).

In discussing whether people understand how people actually are chosen for positions, he pointed out that his answers may contain biases since he had not been chosen for a higher position, and since he thought that some people had been chosen who should not have been chosen. He believed that he understood the process better than most people but that "most people think that it's an absolute chaos" (4.28). He recognized that decisions were made on the basis both of an objective assessment of skills and of other subjective information such as politics and personality. Also, 'friends' of individuals could play a positive role and 'enemies' could play a negative role by someone in the hierarchy "throwing a block" (4.32). He was critical of the Personnel Department but was unsure what was the real problem

...as a general process, something is not right. I don't know what the process is well enough to be able to nail down without as I say getting into personnel (4.29).

One specific objection was to the use of one year term appointments for department heads; he recommended that term appointments should be for several years as reappointments were made almost automatically unless something went drastically wrong.

He had some suggestions on how the Division could improve its career and career development opportunities. The Division should identify its needs for several years and then "encourage (people) to move, to take courses, to find the courses if they don't exist in this province" (4.24) so that the needs could be met. At present he thought that the needs never were identified sufficiently far in advance: "the Division is running to patch rather than to build" (4.24). The sabbatical system also could be improved, for instance by encouraging teachers to see different approaches elsewhere in North America, and professional development opportunities could be provided for short periods of time such as one week.

He voiced concern about the 'master teacher' concept and merit pay. He believed that the present system encouraged people to take university courses that "gives you more pieces of paper which you slowly accumulate and then you trade in and then you get a bigger certificate" (4.22). Instead, the emphasis on course work should be on taking courses useful for the classroom rather than for upgrading qualifications.

Generally he was supportive of the encouragement given to women to apply for administrative positions, and he believed that the encouragement was necessary. At the same time he recognized that the

consequence was that the competition was somewhat against him as a male seeking to enter administration.

I've got no problem with (redressing) an imbalance... At the moment, because we're in the early stages of redress that balance, I think that the skew is more favourable to women than it is to men (4.34).

He pointed out that, except for administration, nothing was being done to encourage one sex or the other; department heads were predominantly male, and females predominated at the elementary level.

Interviewee Number 4 had received advice, encouragement and support for his career from one principal, from his family and largely from within his teaching peer group. He had not received support from outside groups "because most of them don't understand education anyway" (4.37). However, career advancement, he believed, largely was through self-identification: "you get identified in the first place, probably through yourself standing up and shouting it some time or other" (4.38). "Once you begin to be identified...M.T.S. W.T.A. for example is far better at picking them up than ever is the Division" (4.37). The result, unfortunately, was "it's the same people being recycled and recycled" (4.38) through committees and other opportunities.

Within the Division, he felt the official routes for identifying people focused on the principal. He believed better selections could be made by decision makers talking more with applicants' colleagues but a drawback could be that other factors might mask the required information, and by using more (twelve) references rather than two. He criticized decision makers for not knowing individuals and felt that the use of an half-hour interview was not a valid alternative: "if you're good at interviews, you know, you can be the greatest scoundrel on earth" (4.44).

He considered that career counsellors would be useful "providing they didn't have them on Wall Street" (4.42), but such a job would be difficult since there were limited opportunities for career moves.

Overall, Interviewee Number 4 felt that people were not important enough to the Division. He saw frustration creeping into the system with its limited opportunities. He believed that the worth of people should be acknowledged. On a personal level, he wanted to know whether his career was going anywhere and if not why not: "If I'm going nowhere, then I need to be told in very concrete terms" (4.47). He believed that it was primarily the individual's responsibility to find a position and personally that "I've got to be selling myself one way or another" (4.46).

In summary, Interviewee Number 4 was critical of the Division but recognized that this may reflect his lack of success in obtaining an administrative position. Challenge and problem solving were major motivators to him but he recognized the importance of financial security and summer holidays. Success centered around his recognition by his peers. Principals should play a key role in career development but individuals had the major responsibility and often did not assume it. He believed that the Division's provisions of career opportunities had improved but that further improvements were necessary. His main suggestion for improving career opportunities was that the Division should identify its needs for several years and then encourage people to take the necessary steps so that they could fill any openings. In general, he believed that the Division did not pay sufficient recognition to its staff.

Interview Number 5 Summary

Interviewee Number 5 was an elementary level teacher in the Winnipeg School Division. She joined the Division in 1970 and had taught grades two to six at three schools, which included a change in position most years. She taught in rural Manitoba before teaching in the Winnipeg School Division. She had a B.Sc. and a Bachelor of Teaching degrees and was enrolled in the M.Ed. program at the University of Manitoba.

Interviewee Number 5 had a broad view of career; teaching was the central aspect of her career but her career also involved her "own personal growth and development as an individual" (5.3), improving her academic qualifications so that her economic status was improved, and improving her intellectual status "so that I can keep in touch with what is current in my professional area of teaching" (5.3). She considered most things that she did to be part of her career; although activities may not have been directly related to teaching per se, such an activity "still enhances me as an individual because I can still carry that experience back into the classroom situation" (5.4).

Interviewee Number 5 had found that after being in any one position for a while her skills and abilities were no longer challenged: "you exhaust a lot of your ideas and you have a tendency to kind of fall back on the same ideas that you've constantly used" (5.5). She found too that it was more comfortable to stay in such situations as they were security oriented. Consequently she had always forced herself to move to other jobs: "...you need a change to keep you motivated" (5.2) and you then could teach a different variety of children, teach in different areas of the city, and teach at different grade levels. The numerous changes in positions that she had held reflected this point of view. All

her previous positions did challenge her originally but eventually she usually has felt the need to move to another position. A second motivating factor in her moves had been the desire to work in schools with different 'climates' which reflected the administration of the school: "So that has also been a motivating factor for me to move - to try a different climate" (5.6).

She has participated in several activities to increase her teaching skills. She constantly has taken "University courses because I feel that education is changing so rapidly and one needs to know what's happening and ideas have changed" (5.7). She enrolled in a course to obtain a Special Education Certificate when her school became integrated with a school for handicapped children "because I wanted to find out more about what was happening and how to teach these kids" (5.7). She also was involved with the Council for Exceptional Children for the same reason. These courses and activities had resulted from her own initiative. However, she also had taken the leadership courses offered by the Division, and one administrator for whom she worked pointed out some of her strengths and encouraged her to develop those particular skills, including leadership skills: "I took her advice and continued to take (some leadership training) courses" (5.8).

She felt that her peers and friends recognized her skills and abilities since she has obtained feedback from them. Formal recognition of skills and abilities was important to her, and to others, because, "I think feedback is very necessary and for me to grow as an individual" (5.10).

I think that as teachers we need constant feedback on our performance as well, whether it's negative or positive, and I

think to me that is a very important and essential ingredient of working in a school setting and very often is lacking. So often you're working in a vacuum in many instances... (5.10).

She had not been evaluated formally as frequently as she felt she should have been; this was of major concern to her, as she commented that "very many of us don't get any feedback" (5.12).

Interviewee Number 5 considered that her short-term career success was "doing jobs in the present situation" (5.12). Long-term success would be moving to another position in education, such as consulting or administration. Consistent with her view of career, career success would involve as well

learning more about myself and improving and strengthening those skills that are strong and being able to use those effectively... whether it's in the classroom situation or whether I am working with adults (5.13)

and continuous academic interests.

She considered that she was her own most important motivator: "I think developing the skills within me, I think, would give me the greatest kind of satisfaction" (5.18). Being satisfied was more important than earning more money. Also she thought that it was sad that "very few people find they are really happy, where they can feel that all their strengths are being utilized" (5.19). A great career development opportunity for her would be the chance to use all her strengths. Money was a secondary motivator for her since it was a practical consideration. She would consider an interesting job that paid \$2,000 - \$3,000 less but "wouldn't work for \$100" (5.20).

On the whole, she considered that so far she had accomplished what she had wanted, but her job had not given her the opportunity to develop her business and management skills that would help her to obtain a job outside of education. She had broad goals and was beginning to set

time limits to achieve certain changes in her career. Her family had set goals together. In contrast, she considered that most teachers did not have goals or guidelines for their careers and that most of their career changes were not planned.

She hoped that five years from now she would have completed her M.Ed. and would be in a consultative or administrative role either with the Division or the Department of Education. However, such positions were not necessary for her career success since teaching itself was important. She would prefer to remain with the Division for security and economic reasons, but she would consider other opportunities: "I am quite security oriented and it's hard to take risks, but sometimes it is necessary to take risks" (5.17).

Although she would prefer to remain with the Division she would consider jobs throughout Canada, but her personal life was a consideration in deciding whether to accept a job outside of Winnipeg. She would actively pursue obtaining a new job within the Division, and, if that failed, within Winnipeg.

Interviewee Number 5 considered that information on career opportunities now was available to all teachers. She thought well of some recent changes:

The bulletining of positions separately, applying for positions separately is an excellent idea. Setting out the guidelines I think clarifies a lot of doubts in people's minds (5.22).

She recognized that administrators played a key role in making information available, but thought that more effort was required in bringing it to people's attention.

She did not think that teachers understood fully the selection

process for career opportunities whether it was for administration, classroom positions or sabbaticals, although most people realized that an interview was part of the process for selection to administrative positions. Guidelines and criteria for making decisions were known poorly; for instance she applied for a sabbatical and was unable to find out the specific criteria on which decisions were based. She stated "The process should be explained, and I think it's only fair to let the applicant know why they were rejected, or what the criteria were" (5.23). The result was that people did not know how positions were awarded.

She recognized that, at present, few positions were available within the Division and that mobility was limited. She hoped that changes could occur

that would provide opportunities for other individuals with the Division to utilize their strengths. Because they certainly have a lot to offer the Division (5.15).

She had several suggestions on how career opportunities could be improved. There should be a greater use of term positions for principals, department heads and consultants with appointments being for five to eight years. Principals should be able to become teachers again, without it being a demotion, so that they would have the opportunity to develop new ideas. Term appointments should be for everyone including "those who have become dead wood" (5.28). Superintendents should not be appointed on a term basis since "there has to be a certain continuity in that area" (5.27). Also she suggested that principals should be teaching a class "so that they are keeping in touch with children" (5.28). Lateral transfers should be encouraged more especially by principals, perhaps with people being forced to move after ten years in the same

position. Continually she returned to the theme that teachers needed to be challenged, either in their daily jobs (especially because of the lack of promotion prospects) or by moving. She was not supportive of merit pay, but stated that "those teachers have to be recognized in some way" (5.38). One way for them to be recognized could be by them giving inservices. Another suggestion was that money could be provided to teachers to help their professional development. Two career opportunities recently introduced by the Division, the deferred leave plan and the one year transfer scheme, were viewed as very positive ways of improving career opportunities.

She believed that different opportunities are provided for men than for women: "I feel that men are encouraged more. Women are not taken as seriously, are not encouraged as much" (5.25). She thought that women were reluctant to apply perhaps because "applying for administration is somehow seen as somewhat changes your personality kind of thing. People view that as a negative thing" (5.26). Administrators should encourage women more, especially as women were a source of new blood for the Division. The opportunities for lateral moves for women depended to some degree on the administrators; some administrators were biased against women, but

if you have a person who has no biases, then they would be fair enough to look at those kinds of situations...and throw it open and encourage certain individuals who they think might have those kinds of skills (5.30).

On the question of the relative responsibility for careers of the Division and of the individuals, she stated that it was the Division's responsibility to provide the opportunities and that it was the individual's responsibility to pursue actively those opportunities. A

good system needed to be developed so that teachers were aware of opportunities, and advancement could include consulting positions, assistantships to superintendents as well as traditional administrative positions.

Interviewee Number 5 restated that most of her career changes were self-initiated but that sometimes a principal helped by suggesting which options to take. She thought administrators should provide more opportunities and offer more support: "But that kind of help doesn't very often happen - it happens with some people. I think that would be good, I think that would really help teachers" (5.33). Career counselling should centre on the schools rather than on the Personnel Department; the Personnel Department could develop general ideas with the specifics coming from administrators. She believed that it should be the responsibility of administrators to find out about the strengths of their staff members. The Division could find out more about individual's through the evaluation process:

...the principal of the school evaluating me, but setting up criteria so that I am aware of the criteria and we can have an open discussion... (5.32).

Interviewee Number 5 considered that the Division did perceive people as being important and this was reflected in the financial support provided to educational programs:

I think I would say yes to some things and in some ways I think we certainly have a lot of support in terms of money to carry out programs and I think they certainly don't hold back in terms of providing funding for various programs for children yes, then I would say 'yes they do see us as - that we are important' (5.35).

However she thought that the Division still could do better. More feedback was required and teachers' concerns should be addressed by the Superintendent's Department, i.e. communication and appropriate action

needed improvement:

a lot of the communication has to be tightened up - between what is happening with the schools and the knowledge relayed to those people who are in power and can begin to make some changes that will affect these things (5.36).

In summary, although teaching was central to Interviewee Number 5's career, her concept of career embraced personal growth and development as well. She had initiated her many job changes and her professional development with little assistance from the Division. She found the need for continual challenge in the job to be an important motivator, but financial security also was a consideration in making career changes. In her career so far she had achieved what she had wanted, and would like to have a position in administration or consulting although such positions were not necessary for her career success. Although she thought that people were important to the Division, the Division needed to increase its recognition of and feedback to employees. The Division did provide information on career opportunities to teachers but it was the responsibility of teachers to pursue these opportunities. The Division should make more information available on procedures and criteria for obtaining positions and should increase the number of career opportunities available. Principals should play a major role in ensuring that the Division utilized the strengths of its employees.

Interview Number 6 Summary

Interviewee Number 6 was the principal of a school in the Winnipeg School Division. She had been a teacher for 16 years both in the private and public school system and at the elementary and secondary levels. The positions she had held include junior high teacher, crisis

teacher, counsellor and in administration principal's assistant and principal. The last eight years of her career had been spent in the Winnipeg School Division. She was continuing to pursue her academic studies in post-graduate work in education for her M.Ed. degree.

She indicated prior to the interview her great interest in the topics of career, career development and supports on both a personal and system-wide basis. She had a view of career and what it meant "career is the long term - over the next 15-20 years in my work life, what I do, the variety of things that I do, the experiences that I have" (6.4).

She was also of the opinion that being a mother was not a career although it was an intrinsic part of who she was and this was a very important part of her identity. Career was a long period with a variety of different job interests not a specific job but certain goals in terms of her own personal needs and desires in her worklife. The working part of her life was the hours devoted to things other than hobbies, family or friends. Further questioning on the difference between career and job elicited that the position of principal she now held was her job and that in the course of her career as she defined it she expected to have a number of different jobs or positions.

Interviewee Number 6's career had developed in the way it had because she was continually looking "for a challenge" (6.2) and because she would leave jobs if they were no longer a challenge preferring "new and interesting things" (6.2). If there were times in a job when she felt inertia set in she would try to bring new ideas to the job. These would provide her with incentive for a while but never for long enough to sustain an interest. Her present position challenged her to develop and enhance her leadership skills and abilities.

She had always tried to further develop her skills and abilities but pursued areas where she could do well, "reaffirming myself to develop the things I could excel at" (6.12). She learned from people who did things well and was always ready to ask for help, finding that people generally responded to such requests.

Her feelings about what constituted career success were consistent with her view of career. She was not working towards a particular goal but hoped to have upward mobility with more challenge and responsibility "I always said I wanted to do what interested me" (6.16). Ultimate success would be "having all the doors open to all of the things that I've wished all the times I've wished them" (6.13). Her next move for her career was expressed in similar terms "I would just like anything - when I find something that interests me I'd like it to be available" (6.19).

This idea of challenge and interest as the prime motivators for her career was reinforced when she discussed what motivated her. "The excitement of the job itself, opportunities, dimension, variety, challenges within the job (are) probably the most important" (6.21). However, another motivator which was important was money. She viewed her performance in some way by the salary attached to it - this was the official external recognition of her work. That money was in some ways as important a motivator as challenge was apparent when she jokingly said "I could be bought. I'd do a very boring job if the salary was astronomical" (6.22). Equally, if necessary she would move outside the Division and education to realize her 'career'; again however the question of money was involved - that it would have to have equal or better salary "unless the job was something I felt I wanted to do

desperately." (6.21). Again as she commented on how she measured her career success the same points were made - she would have wanted to have received pleasure and satisfaction from it and would have asked herself whether she had a continual rise in responsibility, status and power, had the jobs she wanted, and earned a good living.

She expressed some concern about the recognition of her skills. Her skills were recognized by some other people in the Division, especially verbally. But to get that recognition in writing had proved to be difficult. Her frustration, and her ambivalence, over the difficulty in obtaining any recognition regarding her skills was summed up when she said "I can manage without formal and informal recognition if I have to." (6.11).

Interviewee Number 6 held strong opinions on the way the Division had made career opportunities available for its staff and the ways that limited career opportunities were made available to individuals especially if promotion was the opportunity required. At one time she felt that opportunities for people wanting administration should be made using procedures such as 'term appointments', that this was a good approach to create turnover in these positions. She held these views before she received her appointment as an administrator. Now she was not certain that it was a good idea to move people in and out of principalships just to create turnover. Her reasons for this view were expressed in two major areas. First, she was not sure that she would now want to teach in the classroom because she already has done that. However, if other opportunities were offered on term appointment to her, other than returning to something she has already done or felt she had done, she would be interested in doing that. Implicit in this view was her recog-

dition that her opinion had obviously changed as her career had evolved.

The second area of concern was that administrative roles did not exist just to give people a chance to satisfy some career desires

Principals have an obligation to provide a quality education to students so anyone who felt they'd like to try it should (not) be appointed (6.35).

There should be specific criteria for these positions. She would rather see opportunities created in other ways and suggested that short-term leaves of absence with a guaranteed position upon return, merit pay and job-sharing should all be examined. New positions could be created, especially at the elementary level, by using the guidance counsellor concept, language arts coordinators for a group of schools in the same geographic area, early childhood teachers responsible for an area, and more emphasis on research.

Interviewee Number 6 expressed concern about the relative roles of the formal and informal networks used for acquiring a different position in the Division. She was able to describe the formal process for knowing which positions are available, that of the 'Blue Bulletin' on which positions available were distributed to every school. She was not sure that all positions available were advertized in these bulletins, and felt that the informal network, where people were approached by others to change positions, was often used. She also knew that staff knew how to make applications for these positions but did not know how to obtain a position. The question of the informal network and the value of it was raised in that the informal network flourished in the absence of the formal network - people kept checking to see if there was any chance of obtaining a position

A person who applies (for a position) has no idea how many people apply, does not know how many people were granted interviews, does not know necessarily the selection process that took place, there are no criteria published in terms of what are the criteria for the best person for the job (6.28).

These issues needed to be addressed through the formal structure. Interviewee Number 6 had been assisted by the informal network in the development of her own career and fully recognized that the informal network operated and would continue to do so.

She was critical of the Division for not seeming to have a process to upgrade the skills of staff. Twice she referred to the need for the Division to highlight the strengths, skills and expertise of staff and to give direction in developing these areas in relation to specific positions which may be available "the need to offer training and upgrading so people can move into a new direction" (6.33). The inference throughout her comments was that the Division was not making the best use of the people working in it.

She singled out the principals as having both the responsibility and the ability to make a significant difference in terms of making staff aware of what they could do for their own careers "people could be encouraged to try something different from what they do well" (6.33). She elaborated by saying that principals have a role as career counsellors but it was left there - no encouragement or training was given to principals in this area and there was insufficient information available about positions to help them help their staffs. Along with the support from the principals which was viewed as essential in terms of encouraging the career development of staff in general terms came some strong opinions about the relative strengths of career opportunities for men and women.

Interviewee Number 6 recognized that the Division had an Affirmative Action Program through which it was attempting to provide promotion opportunities for women. She felt that the statistics did not show that there had been a meaningful impact even though there had been some precedents set by a few dramatic moves for women for high-level administrative positions at the secondary level. If the Division was making an effort to redress the balance it was not doing well "Men feel only women will be promoted, women feel their opportunities are as limited as ever" (6.42).

Supports for career were viewed in three ways: personal supports from family and friends, the formal supports of the Division, and her own motivation. The first support person was her husband who had given her a great deal of advice. Friends external to the Division had advised, discussed or looked at her career. Upon occasion both principals and other people she had worked with and one specific superintendent had provided support. Colleagues who are important to her had helped her make decisions and plans. Initially from colleagues she received the greatest encouragement from a superintendent and a principal to make some career development plans - that encouragement was uninvited and at their initiative - since then however, she felt she had initiated discussions on her career.

After she had been given the advice and encouragement, she put these comments within the context of her own motivation

It's very much my own motivation, it's very much what I want to do and if people suggest things to me that feel right, sound right and that look possible and that I want to do, then I'll take the steps along the way. I very seldom in my life have done what people have suggested just because they have suggested it. It is very much my own motivation (6.45).

Formal supports should be in place however to help people if they want help - through the Superintendent's Department, Personnel Department and the Union. Staff strengths should be identified through the formal evaluation process and this should be used as a basis for professional development and career development. The fact that the evaluation should be a major tool in career development judgements but that it was not used this way raised the question of formal versus informal channels for career change in the Division.

She felt that judgements on people were made through the informal network

You become labelled with the Division fairly quickly as either one kind of person or another and the reputation follows you - it's what appears to be, not necessarily what is (6.49).

The informal network, both as described here and in the earlier reference to it concerning job applications appeared to be viewed negatively and existed almost by default - that even though human resources appeared to be important (as shown by the development of the Personnel Department for example), in reality they were not. The time, effort, support and finance for the development of the Division's staff was not sufficient, there had been poor treatment of people over the years (e.g. consultants) and it did not seem to be a priority for the leaders in the Division. "Other things such as efficiency, facilities, community, parents, transportation are treated more seriously - morale is very low" (6.56).

I think people have on the whole some job insecurities, a feeling of being locked in, some feelings of not being affirmed or positively recognized, rewarded, singled out. I think that we have an aging teaching population: tenures and more experience, top classification, no hope other than increments, no hope of financial gain, very little hope of advancement, promotion and

very little recognition, very little appreciation built into the system (6.56).

Career counsellors for staff and workshops on human resource development could be provided in an effort to raise morale. She was very disappointed at the Division's lack of leadership in the area. Personnel working in the Division should be the Division's priority according to Interviewee Number 6. The Division had some responsibility for individual employees' careers and must provide accurate information regarding procedures, mechanisms, job descriptions and criteria. The individual should take the initiative in terms of their own career - however, although she felt this kind of individual initiative was positive she felt that in this Division it was discouraged.

In summary, Interviewee Number 6 expressed the need for challenge and change as primary motivating factors in her career but money also played a significant role in her consideration of career changes. She wanted upward mobility in her career but was also concerned with the apparent difficulty in obtaining formal recognition of her skills. Principals were seen as having a key role in the career development of their staffs but often did not know how to provide leadership or assistance to staff in this area. Her view of the possible options for creating career opportunities had changed since she became a principal. She had negative feelings toward the informal networks which existed in the Division, although she had used and been helped greatly by them in the past. Generally the Division was not seen as putting enough effort into working with its staff; their development was not a priority.

Chapter 3

ANALYSIS OF THE INTERVIEWS

The purpose of this chapter is to provide an overview of the main themes that emerged from the six interviews. To facilitate this, the main points made in each interview have been placed in the following tables. Each table has columns corresponding to the main areas of questioning during the interviews (career, skills and abilities, career objectives, career opportunities, career supports and career responsibility). Each table also has one row corresponding to whether the interviewee was talking about himself or herself (individual focus) and one row corresponding to whether the interviewee was talking about Division-wide practices or perceptions (Division-wide focus). The resultant tables have twelve cells but three cells (Division-wide focus for career; skills and abilities; and career objectives) seldom contain information because no questions were asked in these areas although in two instances information was volunteered which was placed in one of these cells. The tables contain both direct quotations and key ideas expressed by the interviewees.

TABLE 1
INTERVIEW #1 - SUMMARY

Interview No. 1	What is Career	Skills and Abilities	Career Objectives	Career Opportunities	Career Supports	Responsibility for Career
Individual Focus	Combination of: "A life of my own apart from my home and family" "contribution to education:" "professional interaction"	Challenged to use skills and abilities "These skills seem to be recognized by people who are evaluating me" "I'm not so sure about the people at my level - other teachers"	Career success is measured by "focusing on the day-to-day successes you have" "need some change in my career" but no specific plans/strategies for achieving this. "changes I have made were almost accidental" Motivation is split between "challenge of the job and --financial security"	Obtained career opportunities because "I knew through a friend who knew a friend that a position I wanted would be available" "If a person really is interested in another position the responsibility is on them"	"Husband is very supportive when I decide to change or if I decide not to" "I decide for myself based on many things" (when making career decisions)	"Individual is responsible for himself and the main load (for career initiative) should be on the individual not the Division"
Division-wide Focus		"I really don't think there's that much recognition of skills of teachers"		"Teachers have no idea how administrative positions are provided/ don't know how decisions are made or understand the process" "Teachers don't know process for transfers." More should be done to provide challenge for classroom teachers. Principals have a large role in passing on information.	The Division could provide a staff member to assist in the area of career counselling.	"The Division is responsible to respond to requests to provide information"(on careers) General feeling is that the Division does not care about teachers.

Interview No. 2	What is Career	Skills and Abilities	Career Objectives	Career Opportunities	Career Supports	Responsibility for Career
Individual Focus	"More of a life orientation" "Job is one aspect and is a part of my life: "everything I do is career... work is just one aspect"	"I don't think my capabilities are being taxed in terms of the job" skills are recognized by people he works with Challenged within the framework of what he feels he is allowed to do. "A big challenge at home".	Career success measured in terms "of working ... relating to people, being successful as a person" "Status is an important measure" "Major goal is home, family and friends" Motivation of 'change' is strong.	Changed positions because of circumstances - no specific plan for job. "one opportunity not pursued ... salary not as much as present position"	Family and friends provide support. "received a good deal of encouragement job-wise from peers... and school administrators" Another principal "became somewhat of a mentor"	
Division-Wide Focus				Information re: career opportunities is provided to staff by blue sheets. "My perception is that the promotion route that most people see is who you know" "In lateral moves who you know plays a big factor" "School Division should pursue skill development for administrators" Short term staff development should be available ..	"Division administration should declare what they want principals to do to help staff" "Career development is fuzzy" Could be a position of career counsellor in personnel department - it would give resources to principals and counsel individuals.	Division should make sure staff are aware of opportunities and procedures. Division should provide information on "what opportunities there are and how to go about pursuing the skills necessary for them to develop in particular areas"

Interview No. 3	What is Career	Skills and Abilities	Career Objectives	Career Opportunities	Career Supports	Responsibility for Career
Individual Focus	"opportunity to learn and grow" "to become more effective and do kinds of tasks that one wants to do" "not .. life work"	"Sharpening some skills which have not been used for nine years" "try to maintain other skills used in previous positions not used now" These skills have been recognized by good evaluations but you are not told if you don't have the skills required for a job.	Career success is measured by short term goals which change annually. "long term goal is .. administration but it is a frustrating goal." Motivator is constant challenge; "working with people" more money would not be as strong a motivator	"Chose present school because thought there might be opportunities for advancement .. but there isn't" He would look outside the division.	"The first principal I had, ... some superintendents ... some teachers provided support" My family has been a support.	"An equal sharing of responsibility between the Division and the teacher"
Division-Wide Focus				"Teachers don't understand how the system operates to provide position" "Information is there about career opportunities .. but it's .. communication is limited" "Is career opportunity always promotion.. or can it be change" "Number of opportunities drastically reduced" "Awareness of opportunities depends on your position in the Division" Criteria for career opportunities is not clear	Division is not aware of staff capabilities - and should find out more. Personnel Department has a role in this.	Division should review career opportunities -- find new areas and clarify routes for administration.

Interview No. 4	What is Career	Skills and Abilities	Career Objectives	Career Opportunities	Career Supports	Responsibility for Career
Individual Focus	"to be involved in education" "Life is not career" "A more important life out of school"	"No particular great challenge in this building at the moment - maybe I'm just getting stale" "My skills are pre-organized by peers and MTS/MTA" ..the casual pat on the back, verbal or otherwise only written recognition has been every third year evaluation	"Career success is a (positive) evaluation by my peer group" "I'd like to be in administration" Motivator is to find and solve difficult problems" financial security is also a motivator as well as summer holidays.	Concern because he has not been chosen for an administrative position.	Career supports "from family, yes -- very informal from peers - directly from a former principal"	"Two thirds is my responsibility ... probably even higher"
Division-Wide Focus				Principals should be providing leadership on their staff-they are key. Individual teachers are responsible for finding out process for job change System does not appear objective when choosing people. More career opportunities are being provided "this slowly getting better" but more are required. "I think women are being encouraged a lot more to apply and I think more are applying - that act of encouragement is necessary"	"Career counsellors would be useful, providing they didn't have them on Wall Street"	Division should identify needs for several years then "encourage people to move, take courses" "Division is running to patch rather than to build"

Interview No. 5	What is Career	Skills and Abilities	Career Objectives	Career Opportunities	Career Supports	Responsibility for Career
Individual Focus	"Own personal growth and development" "Improve academically ... improve economic status. improve intellectual" everything I do is career it "enhances me as an individual" "Teaching is (also) my career - qualified with the other (areas)"	"You can become security oriented so force yourself to move to other positions" "professional development opportunities(were) self initiated" Formal recognition (of skills) is often lacking "very many of us don't get any feedback" "I get feedback from my peers, my colleagues.. people who I know very well"	"(Career) success is doing a good job ... long-term moving to another (supervisors) position" "learning more about myself" "developing the skills within me... would give me the greatest... satisfaction" "my motivator is myself.. to a certain degree money and satisfaction" Career development is not planned or organized.	Would like to have the chance to use all her strengths "If an opportunity presented itself elsewhere I would take that opportunity with risk"	Some encouragement given but not all ideas given have been used.	Individual responsibility must be to actively go out and pursue (opportunities and do something about it.
Division-wide focus			Most teachers do not have goals/guidelines for their career most career changes are not planned	"Should be term appointments for principals, head teachers positions ..counsellor positions" Process for selection for career opportunities is not understood by teachers "The process should be explained" could be mandatory transfers .. "bulletining of positions is an excellent idea. setting out the guidelines . clarifies a lot of doubt" "should be some changes to provide opportunities for individuals to utilize their strengths"	Should be support through the Personnel Department to know more about teachers. Career counselling should centre on schools not Personnel Department.	"The Division... responsible to provide opportunities"

Interview No. 6	What is Career	Skills and Abilities	Career Objectives	Career Opportunities	Career Supports	Responsibility for Career
Individual Focus	"Career is the long term ... the variety of things that I do, the experiences that I have" "Career .. is the hours of life .. devoted to work rather than happiness or family or friends" "Career is not a specific job but certain goals in terms of my own personal needs and desires in terms of my worklife"	Present position is a challenge. Skills and abilities I have are recognized by some people I work with. "Formal recognition is very important .. it's very difficult (to get it)" "I think I'm always self-evaluating" "develop things I could excel at"	Career success would be "to do what interested me" "unlimited opportunity" Motivators are "excitement of the job... variety, challenges" and money.	"At the beginning .. the opportunities in career have not been planned" "I would like all things to be available to me in the Winnipeg School Division" "I'd be prepared to move outside of the Winnipeg School Division and education". (for opportunities)	"Support from my husband, friends, principals, a superintendent, and some colleagues" Decisions have been "very much my own motivation"	"60% the responsibility of the individual"
Division-Wide Focus				"Information is available (on career opportunities) through bulletins, principals have major responsibility for informing staff" "People feel limited positions available" "A person who applies.. does not know..the selection process.. criteria" "The need to offer training and upgrading so people can move into a new direction" "Initiatives for change should come from the Superintendents"	"Personnel have a major role in .. highlighting people's strengths and skills and areas of expertise" "Put an identification process in place(for this)" Principals have a role as career counsellors to staff.	"40% the responsibility of the Division" "The responsibility of the Division is to provide accurate information regarding procedures, mechanisms, and job descriptions, criteria"

Career

Chapter I gives a broad perspective on the meaning of the term 'career'. Career has been defined in many ways (see Burack and Mathys 1980). Some definitions include all aspects of adult life as part of career whereas others specify that career is just work related (e.g. Hall 1976). Other definitions take a different approach and do not include the work-life perspective (e.g. Rothstein 1980).

All six interviewees had an opinion on the meaning of the term career and were able to define more or less their own concepts of career. Their concepts of career were reflected consistently throughout their answers to all the questions in the interviews.

The six people held one notion in common regarding career; they all regarded their work in education, whether in teaching or administration, as their career. Beyond that, however, their responses varied in scope but fell into two groups. Four people differentiated between their careers and other aspects of their lives. To them their careers were synonymous with their jobs and their day-to-day work, and their careers did not involve other things, such as family, except peripherally. One person stated:

Life is not a career - I have more restrictive connotations - I've got my life at school and my life out of school - there are overlaps but the one out of school I'm slowly learning over the years, is the more important (4.3).

In contrast, the other two people considered their careers were more than work; in fact all facets of their lives were parts of their careers. For instance, Interviewee Number 2 clarified that everything he did was part of his career (2.6). The opinion on careers seemed to vary on an individual basis and was not related to position, sex or level.

Definitions in the literature all include work, either explicitly or implicitly, as part of career which is consistent with the views of the interviewees. Also, the dichotomy over whether all aspects of life and not just work related aspects of life (Hall 1976) constitute career was reflected by the six interviewees with, in this instance, the majority favouring the view that career was restricted to the work related aspects of life.

Another theme that emerged from many of the interviewees in their discussions of career was that their careers involved learning, growing and having new experiences. Thomason (1978) also concluded that careers should be thought of in terms of employee development.

Other views of career include career as advancement or upward progress (Hall 1976; Thomason 1978), as a response to opportunities rather than effort to achieve a defined goal (Rothstein 1980), as a two-way relationship between individuals and organizations (Schein 1971) and as a profession (Hall 1976). The interviewees' views on the first three themes did not emerge from their discussions of career per se but were discussed at other points in the interviews (see sections on Career Objectives and Career Responsibilities). No specific question was asked regarding the interviewees opinion as to whether they viewed teaching as a profession or a vocation. Their views on this topic were a matter of speculation however, it appeared that their view was that teaching was a job or career and not a profession or vocation. That teaching was viewed as a job has implications to employees and the Division; the employees' attitude appeared to be fair compensation for work performed and not selfless dedication to tasks. Further examination of this area is warranted.

Skills and Abilities

Individuals' skills and abilities are central to their careers as career opportunities can involve the use of existing skills, learning new skills and recognition of people's skills (Kanter 1981). For instance, job enrichment involves increasing the variety of skills required on a job and any new job opportunities should emphasize the skills and abilities required for the jobs (Walker 1980). Knowledge of employees' skills and abilities also is essential to organizations (Schein 1978) so that employees can be utilized and trained most effectively. Walker (1980) pointed out that, in relation to career development of individuals, now the current emphasis in many organizations is on their specific skills, knowledge and experience rather than on broader qualities such as potential and promotability.

Four of the respondents felt that they were being challenged, to varying degrees, to use their skills and abilities in their present positions. One said "I have some skills not used in the past nine years and developed some skills" (3.23) and a second said "I am challenged within the framework of what I feel I am allowed to do:" (2.7). However, two respondents felt that their present positions did not offer a particular challenge as problems which arise tended to be similar to past problems. Again the opinion on skills and abilities was not related to the individual's position, sex or level. The two respondents who did not feel challenged were the two who viewed career as all facets of their lives.

All interviewees felt that various people in the Division did recognize their skills. They were in general agreement that their skills

were recognized informally by their colleagues and peers most closely involved with them on a daily basis. However, recognition and feedback from immediate supervisors and the administration was rarer. One person commented that no one tells people if they did not have skills.

They also stated that formal recognition of their skills and abilities was very important to them but that such formal recognition was difficult to obtain. For instance, "It's very difficult to get it in writing; it's easier in conversation" (6.10). The need for formal recognition was stressed: "teachers need feedback from colleagues but mostly don't get it - have to base it on self criticism" (5.12).

Recognition of skills and abilities implies the existence of two processes, one to gather the information and the other to provide the feedback. Schein (1978) stressed the importance of an organization having ways of collecting information on individuals' present levels of skills and talents and on their potential for growth. He emphasized that an effective performance appraisal system can perform this function and consequently should be one basis from which organizations can make informed planning decisions. The interviewees pointed out the inadequacy of the collection of information on their skills and abilities in the Winnipeg School Division No. 1 and advocated the establishment of such a system. One consideration of such a system would be the establishment of a process to allow people to communicate information about themselves directly to others. However, if such a system were implemented, they expressed concern about who would assess their skills, how the assessments would be made, how and where the information would be recorded, and how the information would be used. Also, from the interviewees' comments it is apparent that the formal system of feedback about their skills and

abilities requires considerable improvement; good feedback is an important aspect of any job enrichment (Walker 1980).

All the interviewees stated that they had participated in activities which had improved their skills for their present positions. Two of the four responding on this topic pointed out that they had initiated the upgrading of their skills. One person also was trying to maintain skills he was not using this year.

Although the interviewees were not asked about the value of their university education in relation to their careers, it appears that they viewed their university education primarily as a means of providing them with credentials required to enter their career and to improve their salaries. One interviewee mentioned that a university course was of practical value and some of the others may have taken courses of practical value. However, all of the interviewees' had pursued other opportunities for skill upgrading such as training organized by the Division, for example the Personnel Development Program and a variety of workshops.

Career Objectives

The prime measure of career success for four respondents was moving to another position. Some people had no specific position in mind: "It is having all the doors open to all of the things that I've wished all the times I've wished them - that's career success - open doors" (6.13). Others had specific types of positions, such as consulting or administration, in mind. The four non-administrators interviewed all indicated that they would like to be in administration in general terms, but they had no specific timetable or plans for accomplishing that goal.

In addition, two respondents considered that the day by day success achieved in their jobs was important to them. One respondent who saw career as complete life orientation also included the value of home and friends apart from work in his definition of career success.

If career success could not be met within The Winnipeg School Division No. 1, interviewees indicated a willingness to consider moving to another school division but this willingness was tempered by the fact that both financial and work security were very important. Another respondent, however, said he did not consider moving outside The Winnipeg School Division No. 1 "I don't think about it - it's pointless - I want to stay in the City" (4.13) or to change careers "At my age the chances of retraining, reemployment in an unrelated career are small - it would be different if I was younger" (4.13).

The views of the interviewees on measures of their own career success were consistent with the concept of career as advancement or upward progress (Hall 1976, Thomason 1979). Although this was their prevalent view for their own careers, when discussing general career opportunities within the Division, the interviewees did emphasize the need for alternative non-advancement career opportunities.

The changing attitude towards measuring career success solely in terms of 'climbing the ladder' is reflected in the literature (e.g. Hall 1976; Schein 1977). People's views on career success are affected by the increasing demands for self-fulfilment and on-the-job growth and by the diminishing work ethic (Hall 1976; Kanter 1981; Walker 1980). Many people only want to exercise their particular technical or functional competence or only want security (Schein 1977). For instance Paul (1980) found that a sample of female teachers judged their career success by

their competence in the classroom rather than pursuing promotion. Since not everyone wants or should have promotions, organizations should support individual development (Burack and Mathys 1980) and should develop multiple career ladders and multiple reward systems to fulfill the career needs of people with different measures of career success (Schein 1977).

Despite their views on their own career success and the career opportunities they would like, the interviewees did not emphasize planning in guiding the courses of their careers. For instance, one person said "The changes I have made really haven't been that planned - almost accidental" (1.5). Another thought that most teachers would not have career goals or guidelines and that most teachers' career changes would not have been preplanned.

These views reflect to some degree Rothstein's (1980) contention that a career is a series of responses to a succession of opportunities and that there is little effort to achieve pre-determined specific goals. Miller (1983) similarly identifies that chance has great impact on individual's careers. This is contrary to the views of Burack and Mathys (1980) that individuals' career paths no longer can be said to 'just happen', and of Hall (1976) that the pursuit of specific goals is the key element to the career development cycle. In fact, although the interviewees had some general goals, none had very specific career goals. Peterson and Tracy (1979) however have suggested that most people work simultaneously towards several rewards.

Career planning was not mentioned as being important by the interviewees and it is not supported in any organized manner by The

Winnipeg School Division No. 1. Career planning is a deliberate process for:

becoming aware of self, opportunities, constraints, chances and consequences; identifying career-related goals; and programming work, education and related developmental experiences to provide the direction, timing and sequence of steps to attain a specific career goal (Gutteridge and Otto 1983.23).

In general, career planning for employees is not as common or advanced as might be thought. Although widespread support exists for the concept of career planning, there is a gap between that and existing practices which focus on informal counselling and communication (Walker and Gutteridge 1979). Perhaps one reason the interviewees did not stress the importance of career planning in their careers is the lack of formal career planning in the Division.

The main motivation for career plans for most respondents was the challenge of the job or work: "The challenge of the interaction with kids - I enjoy doing that" (1.21) and "The great motivator in career development would be the opportunity to utilize all my strengths" (2.19) and "the excitement of the job itself - opportunities, dimension, variety, challenges with the job probably the most important" (6.21).

Financial security appeared to be the main secondary motivator for all the respondents: "I need to be financially secure or independent - it's one reason why I work - if I weren't in education I would be working at something else" (1.21), "Change wouldn't be so important (a motivator) if I didn't have position and finances" (2.14) and "Challenge is more important under certain circumstances but money is important" (6.22).

The interviewees' responses stressed the importance of intrinsic factors (McLaughlin and Marsh 1979), such as job satisfaction, challenge,

achievement and recognition, as being their most important motivators. In their discussions of motivation, the interviewees only stressed the importance of challenge although at other places during the interviews they stated that recognition was very important to them. However, money and security also were motivators to the interviewees, but probably these extrinsic motivators were stressed less because the interviewees' needs in these areas are met by the Division. This is consistent with the views of Burack and Mathys (1980), Hall (1976), Howard (1978) and McLaughlin and Marsh (1979) that intrinsic factors are more important motivators in the teaching profession than extrinsic factors such as salary and working conditions. However, it should be noted again that usually the extrinsic needs of teachers and principals are met through the provision of an adequate salary structure and working conditions, thus allowing them to focus on intrinsic motivations.

Overall, the interviewees' responses were consistent with the traditional view of motivation (Herzberg 1969) that certain basic needs have to be met before higher level needs become the dominant motivators.

Career Opportunities

A variety of subjective and objective factors are involved in determining the career opportunities available to individuals. The skills and abilities of individuals and their knowledge of career paths are factors largely under the control of the individuals. However, individuals have less control over their recognition by influential people in the organization and activities of any mentor as well as over broader political considerations that can affect their careers.

The questions on career opportunities dealt in part with the

individual's personal situation and in part with a broader focus on the Winnipeg School Division as a whole. The responses dealing with the interviewees' own careers are summarized mainly in the preceeding sections. However, some additional points mentioned by individuals in describing their careers were that one respondent was looking for a career opportunity which would enable her to use all her strengths, one chose his present position partly because he thought it would lead to further opportunities which had not materialized, one had an interesting opportunity which he did not pursue because it paid a lower salary, and one has had career opportunities arise because of people she knew.

All interviewees made many comments on the provision of career opportunities to the staff of the Division. Three respondents pointed out that information on career opportunities was available to staff through the blue bulletins; two of these people were the administrators. All respondents strongly voiced the opinion that teachers did not know or understand how the system for career moves and changes operates and that teachers did not know the procedres for obtaining new positions. Some specific reasons advanced by individuals were "The perception is that the promotion route is 'who you know'" (2.23), "It is the responsibility of the individual to find out - but many are not prepared to assume that responsibility" (4.26) and

A person who applies has no idea how many people apply, does not know how many people were granted interviews, does not know necessarily the selection process that took place, there are no criteria for the best person for the job (6.28).

The interviewees considered that communication of information on career opportunities was limited in the way it was emphasized at the school level. Also, one interviewee pointed out that the blue bulletins

contained insufficient information on duties, criteria and so on. One suggestion was that an advertized position should have a specific job description. One consequence of this lack of information was the use of the 'grapevine' to obtain more information on positions.

The need for good communication of career opportunities and clear information on processes also is stressed in the literature. Gutteridge (1976) stressed that information on job openings should be disseminated through the organization and that employees should be able to apply for any job they wish; their abilities and preferences therefore would be used to the fullest degree subject to the number of job openings and relative capabilities of candidates. This view is reinforced by Flippo (1976) who stated that even if employees did not want promotion they should know the opportunity exists. Kanter (1981) also pointed out that in school systems it is often unclear what people can do to advance, and the consequence of this is a sense of discouragement throughout the system.

The interviewees considered that principals should play a key role in bringing information to the attention of their staffs, and in bringing information on suitably qualified teachers to the attention of the administration. Also, they believed that the Personnel Department should have a major role to play.

The interviewees had a strong feeling that teachers did not know how decisions were made for administrative positions nor how the transfer system worked. They suggested that the rules should be known and should be applied consistently. The interviewees also suggested that there should be feedback to people not chosen for positions to explain why they were unsuccessful. This supports the view of Peterson (1979) that it

should be standard practice for the supervisor of an employee who did not obtain a promotion to discuss other career alternatives with that employee including the possibility of lateral transfers.

The interviewees wanted all career-related processes, such as staffing of positions, to be objective and to be applied consistently but some interviewees recognized that subjective considerations did play a role in the selection process. They, in general, viewed the influence of 'who you know' in assisting to obtain positions as being negative although some interviewees had used such people to help obtain positions.

Despite the general negative viewpoint on career opportunities held by the interviewees, the interviewees noted some positive aspects on career opportunities in the Division. For instance, they appreciated the statement on the selection process for school administrators and they considered both the Personal Development Program and the salary deferral plan to be worthwhile.

The interviewees expressed the view that limited career opportunities existed in the Division especially in administration. This reflects the general position in education which has a comparatively flat professional hierarchy and very short advancement ladders. This, combined with the little movement along career paths because of the relatively small turnover, has provided difficulties to school systems in providing career opportunities (Hentschke and Cline 1981). Another problem in providing career opportunities is that school divisions are highly politicized organizations in which the few openings that occur can be filled based on non-performance selection criteria (Kanter 1981). However, career opportunities can be measured by the extent to which jobs allow employees to grow and develop, to use skills, to learn new skills

and to be recognized and rewarded for them (Hackmann 1977; Kanter 1981; Villeneuve 1971; Walker 1980) and need not be restricted just to promotion.

The interviewees made a number of suggestions on what new career opportunities could be introduced. These included short-term appointments, elementary counsellors and art coordinators for groups of schools. Also, some people advocated the master teacher concept and to a lesser degree, merit pay as alternatives to moving to new positions.

Not all interviewees were supportive of term appointments. One used to think that term appointments for administrators were a good idea but changed her mind after she became an administrator. Some people thought that all positions should be filled only for a set term, but one person thought there should be continuity for superintendents. Two people considered that term appointments should be for one year whereas one person believed they should be for five to eight years.

Interviewees suggested that the transfer system could be improved since teachers did not understand the system and 'who you know' played a large role. Suggestions were that lateral transfers should be encouraged more and transfer procedures should be in place. They pointed out that not everyone wanted a promotion, that change was important for teachers and others, and that administrators should have the opportunity to transfer to smaller schools at the same salary after a while.

Many of the concepts suggested by the interviewees are supported by Hall (1976). He stated that downward transfers have to be legitimized with supports of tenure and no pay cut built in, that fall-back positions at the original level should be available to people who are promoted just in case they fail, and that line administrators should be rotated through

a variety of departments for experience.

Two additional ways of improving career opportunities advanced in the literature are the clear development of career paths (Flippo 1976; Kanter 1981) and job redesign (Hackmann 1977; Kanter 1981; Walker 1980). Flippo (1976) suggested that an organization must have a clear path for advancement and should establish a definite system for the identification and selection of people who should be advanced. Generally, career paths can be clarified in most educational organizations, new steps can be added to career paths to provide new opportunities, and career plans should be developed for each employee (Kanter 1981). The interviewees did not show any recognition of career paths within the Division, but there is no apparent reason why the Division cannot improve its utilization of the career path concept. Similarly the Division could embrace the concept of job redesign so that individuals can be provided with new career opportunities through the provision of new responsibilities, greater individual autonomy, opportunities to use or develop new skills and so on (Hackmann 1977; Walker 1980).

The interviewees gave no common responses on the subject of career opportunities for men and women. Some recognition was given to the affirmative action policy of the Division regarding women in administration: "The Division is attempting to provide opportunities for women but isn't doing well" (6.39). There were differing feelings about the advantages and disadvantages of being male or female. Two men responded "More women needed in administration - almost a disadvantage to be male now" (3.21) and "Women are being encouraged therefore, the competition is somewhat against me as a male" (4.34). Two women had a different perspective saying "Men encouraged much more - women not taken

as seriously - reluctant to apply - the administration should encourage women" (5.25) and "Women feel their opportunities are as limited as ever; men feel only women will be promoted" (6.42). The comment also was made that it was hoped that everything done for all positions was done on the basis of qualifications.

Career Supports

The position of personal support to people in their careers, as opposed to general support for the concept of career itself, is discussed only briefly in the literature. Patten (1980) referred to the manager's responsibility in career, and Phillips-Jones (1983) examined the success of formalized mentoring programs aimed at introducing new people to the inner workings of the organization and to help them with career advancement.

In all the interviews conducted, the respondents identified family and friends as career supports to them as individuals. Three interviewees also identified work colleagues, such as principals and superintendents, as supports. None of the respondents used the word 'mentor' although it appears as though some work colleagues had acted in that capacity for at least two of the respondents.

Both of the administrators interviewed said that principals also had a role in helping staff with their careers but the role of principal was 'fudgy' in this area. "A lot of the identification of staff was left to chance - there is no encouragement, training" (6.52).

On a Divisional basis, the interviewees felt that the Division was not totally aware of the capabilities of its staff and that the Personnel Department had a major role in developing and implementing an

identification and training process to learn individual's strengths. A position of career counsellor was suggested as a possibility, but the interviewees emphasized that the person in such a position should work closely with individuals at the school level.

Schein (1978) considered that career counselling should be used to help people become proactive in their careers, to provide information to people on their strengths, weaknesses and developmental needs, and to provide information on career opportunities inside and outside of the organization and on career paths.

One of the interviewees referred to receiving support from the Division when she wished to discuss career development, but she was concerned about taking the initiative for such discussion: "I would have no problem with the total initiative being mine if I knew that taking the initiative is not viewed negatively" (6.46). The problem of stated organizational views and individuals' perceptions of the 'real' views was discussed by Wallach (1983); he indicated that the critical match between the individual employee's motivation and personality with that of the corporate culture had not been paid enough attention. The understanding of the difference between formal and informal rules, the espoused way of doing things and the real way must be evaluated by each employee so that they can operate within the hidden cultural expectations and rules.

Career Responsibility

Five of the respondents clearly delineated between the responsibility of the individual towards career and that of the Division. They stated that the Division had a responsibility to identify needs and to provide accurate information on procedures, job descriptions and oppor-

tunities for staff. They stated just as strongly that the individual had the main responsibility for dealing with his or her own career: "The individual must actively pursue the opportunities provided by the Division" (5.36).

The interviewees' views of the respective responsibilities of the organization and the individual are the same as that found in much of the literature. Most authors indicated that organizations and individuals should work together to mesh the wants and needs of both parties (Gould 1978; Schein 1971; 1978). Peterson (1979.56) stated that

the organization can make sure that the employee is aware of the available awards and the performance necessary to obtain them and can help the employees to perform the required tasks by providing appropriate training and job design.

This view also was stated clearly by Burack and Mathys (1980); organizations should realistically forecast and analyze manpower planning, but individuals would have to assume an active personal role if they wish to progress. Gutteridge (1976) concluded that organizations can facilitate career development but should not control it. Gutteridge (1976.37), however, also felt that too much emphasis had been given to employers' roles:

Employers are usually indifferent to people's personal career aspirations - it is a fallacy to wait for an employer to initiate a career development program. Individuals must take the responsibility for their own career development.

Their incentive to assume such responsibility could have a significant impact on their careers.

The employer's specific responsibilities towards individuals' careers include improving planning and forecasting, disseminating career opportunity information, initiating career counselling with performance appraisal, developing effective internal and external assessment centres,

job posting, supporting job rotation and special assignments, holding career development workshops, providing sabbaticals, and having flexible reward and promotion activities (Von Manaan and Schein 1977; Walker 1980).

The respective responsibilities of the individual and the organization towards career planning can be divided in many ways. DeMont and DeMont (1983) suggested four basic approaches to this which vary in their degree of individual and organizational influence. The effective use of any of these approaches requires the selection of the approach which most closely matches the needs of the individual and the organization.

Overview of the Interviews

Generally, the range of views expressed by the six interviewees was similar to the range of views found in the literature. One notable exception was that no interviewee referred to his or her career in education as a vocation. Their range of views appeared to be related to individual differences and was not related, in this sample, to whether the interviewees were male or female, were teachers or principals or were elementary or secondary staff. The responses of each interviewee were consistent throughout the interview.

Several themes emerged frequently from the interviews. The interviewees indicated there was a lack of recognition and not always enough challenge on the job. They considered mobility and upward progress was important to them but recognized that non-advancement opportunities should be made available to others; perhaps their views reflected the fact that the interviewees were selected from a group of people

who had demonstrated an interest in their career development by participating in the Division's Leadership Development Program. They suggested that the Division should introduce new career opportunities, should introduce a career counselling program, should improve and clarify processes and information related to changing jobs, and should improve knowledge of its teachers and principals. They did not stress the importance of career planning, perhaps because of the opportunistic nature of their careers, and considered that the individual has the major role in developing his or her own career.

Chapter 4

CONCLUSIONS

This study arose from the author's long-standing interest in career and career development. The author was aware that much had been written and was being discussed about careers, that a variety of factors were encouraging teachers and principals to become more interested in career development practices, and that, as a result, organizations such as school divisions had to consider their response to the changing opinions on career development. Although some research had been conducted on aspects of career development for teachers in Manitoba (Badiuk 1977, Paul 1980) a more wide-ranging examination of career and career development was required for teachers and principals in Manitoba. This resultant study was exploratory in nature and was designed to obtain the information on expectations and perspectives on career and career development from selected teachers and principals in a Manitoba School Division. Although the sample of teachers and principals was designed in some ways to be heterogeneous in some characteristics (males and females, elementary staff and secondary staff, teachers and principals), in other characteristics in retrospect the resultant sample was fairly homogeneous. The ages of the interviewees ranged from thirty-six to forty-seven. They had been employed by the Winnipeg School Division for nine to sixteen years, with from twelve to twenty-four years total experience in education. They all had a Bachelor's Degree and, with one exception, had completed or were working on their M.Ed. degrees. All the

interviewees were in the stage of career which could be characterized as 'mid-career'. They all had tenure, they were all at or near to maximum salary, and they all had some familiarity with the Division and the way it operates. Different responses may have been obtained if the sample had included teachers and principals who were either at an earlier or later stage in their career.

The following conclusions are drawn from the six interviews and the literature and are presented to correspond to the four main topics addressed in this study.

The interviewees held a variety of concepts regarding career. These included career as learning, growing and having new experiences, career as a job and day-to-day work, career as life, career as advancement, and career as a series of responses to a succession of opportunities. Although viewing their own career as advancement, they advocated that non-advancement career opportunities should be available. They did not embrace the concept of teaching as a vocation nor the concept of career planning.

The interviewees felt that The Winnipeg School Division No. 1 generally was meeting their requirements for financial security. However, the Division was not meeting their needs for formal recognition and was not always meeting their needs for challenges on the job. These views support the opinion that intrinsic factors, such as challenge and recognition, are more important motivators in educational organizations than extrinsic factors because individuals' requirements for money, security and working conditions normally are fulfilled within the education profession. The interviewees recognized that The Winnipeg School Division No.1 does provide a variety of advancement and non-

advancement career opportunities for its teachers and principals. The interviewees knew that information on the advancement opportunities was made available to the schools. However, they considered that the information was not distributed enough and it provided insufficient detail of the requirements for jobs. Also, they suggested that the processes for obtaining new positions were unclear and influenced too much by subjective criteria. In general, the interviewees felt that although the Division had taken some steps towards career development of its professional staff, these steps were insufficient.

The interviewees believed that individuals had the main responsibility for their careers and so should actively pursue the development of their skills and abilities and job opportunities. They believed that the organization had the responsibility to identify its personnel needs and to provide accurate information on procedures, on requirements for jobs and on career opportunities.

The interviewees responses contained some clear implication to career development practices for teachers and principals in The Winnipeg School Division No. 1. Since staff of the Division hold a variety of concepts of career, the Division should provide a variety of career opportunities that match the career needs of its teachers and principals, which could include a variety of promotion routes, job redesign, and the master teacher concept. Because of the importance of challenge and recognition, the Division should provide its teachers and principals with sufficient challenge in their jobs and sufficient formal recognition. The Division should provide and disseminate better information on career opportunities and processes, and should improve its career development practices. Career-related processes should become as objective as

possible. The Division should recognize this in its design and implementation of career related processes and especially should take care to explain any subjective aspects to teachers and principals. The Division should develop a more effective system to find out more about the skills and abilities of its teachers and principals. The Division should identify its personnel needs as far in advance as possible, inform its teachers and principals and encourage or help them attain new skills and abilities required for new positions. The worth of formal career planning in the Division is questionable because of the opportunistic nature of the interviewees' careers. However, career counselling and career planning could be useful tools to the Division and its teachers and principals especially if their introduction is linked to the clarification and expansion of career paths.

Recommendations

Recommendations were drawn from the six interviews, the review of the literature and the opinion of the author. In assessing the recommendations the following points should be considered. Both the heterogeneous and homogeneous characteristics of the group of six interviewees will have influenced the information obtained in this study. If a sample of teachers and principals had been chosen which reflected people in both earlier and later steps of their career the perspectives they provided may well have been different. Although the sample was restricted to six teachers and principals the author considers that the interviewees' opinions generally are consistent with the views of other

teachers and principals but their opinions may not reflect the full range of views held within the Division. There were some internal contradictions within the interviews, for example the interviewees need to measure success in terms of the fulfilment of intrinsic need versus their stated desire for promotion and their desire for objective career development processes versus their frequent use of informal networks. These contradictions point to areas for further study.

The literature also is a basis for some recommendations, however much of the literature deals with business organizations rather than education. Although there is no reason to suppose that the concepts regarding career found in the literature which refer to business are not applicable to educational organizations there is no research which demonstrates such a link.

The intent of the following recommendations is to provide a frame of reference for possible action on improving career development practices in the Winnipeg School Division. Although the recommendations are focused mainly on the Winnipeg School Division, it must be stressed that individuals have a major role and responsibility for their careers and that the Winnipeg Teachers' Association and the Manitoba Teachers Society also have roles to play.

1. The role of the Winnipeg School Division in the career development of its teachers and principals should be defined. It should consider whether its role extends beyond offering job opportunities and some training and professional development opportunities.
2. If the Winnipeg School Division decides it has a broader role to play in the careers of its teachers and principals discussion could occur

between the Division and its teachers and principals and the Winnipeg Teachers Association on career development. The discussion could include consideration of the following:

- a) the implications of the different concepts of careers held by teachers and principals to the provision of career opportunities by the Division. If a narrow definition of career, such as career as promotion, is held by an organization it may be that the range of career opportunities offered by the organization is correspondingly narrow. Consideration of a wider view of the definition of career and the opportunities possible may be an area in which the Division could take constructive action. This review of the concept of career and appropriate opportunities is essential at a time of lessening vertical career opportunities due to financial restraints, and little turnover in those positions. The idea of horizontal careers and broken career paths may be considered;
- b) the identification of future personnel needs by the Division as a basis for general planning of career development;
- c) the identification and expansion of career paths within the Division;
- d) the need to increase job opportunities and job enrichment. Career opportunities and job enrichment could be provided through either increasing the number of positions available or by having turnovers in the existing position. It appears as though career opportunities are viewed usually in terms of vertical moves outside the classroom. This restricted perspective and lack of opportunities may have contributed to feelings of frustration and lowering of morale in those staff who have unsuccessfully sought

such opportunities. It is a matter of speculation as to whether this has affected negatively their continuing effectiveness as a teacher;

- e) the provision of career counselling services;
 - f) the need to provide appropriate training and development opportunities;
 - g) the matching of the Division's role in the general planning of careers with the apparently opportunistic nature of individual's careers. The Division's role in career was generally perceived as an overall responsibility for planning and providing information to its employees. However, the range of views regarding career held by teachers and principals should be determined by the Division and given consideration within the overall planning framework;
 - h) ideas from teachers and principals for improving career development practices; and
 - i) the cost of improved career development programs.
3. The effectiveness of the distribution of information on career opportunities, the provision of more detail on the requirements for jobs, the clarification of the processes for obtaining advancements and transfers, and the provision of more feedback to applicants after competitions are completed should be reviewed and improved if necessary.
 4. The performance appraisal process of the Division could be linked formally to career development and training. For instance, the performance appraisal could include sections on individual's career goals, assessment of their career potential and identification of

training and any other actions necessary to help individuals achieve agreed upon career goals. Once performance appraisals are completed, supervisors (principals or superintendents) could identify staff for promotion, transfers, and training to the Personnel Department.

5. The roles of the line managers and the Personnel Department of the Division regarding careers could be clarified. It is suggested that line managers should have the final responsibility for staffing decisions but that the Personnel Department has a major role in providing information and advice and in developing programs and training related to careers.
6. The establishment of formal 'networking groups' within the Division could be considered to help principals and superintendents and other influential people become acquainted with teachers and other staff and vice-versa. The Division and its teachers and principals also should recognize the value and existence of mentoring and informal networks in making career moves. However, networking and mentoring should be used to assist in obtaining information and to provide supports; appointments to new positions should be on merit.
7. A number of issues arise from this study and these recommendations which could benefit from further research.
 - a) Are the results of this study representative of and applicable to The Winnipeg School Division No. 1 as a whole?
 - b) Should career planning be introduced for employees? Is it worthwhile and can it be effective? Can an organization have well thought out career paths which will achieve something for the individuals? How can career path options be expanded? What

are the implications for the organization and the employees?
Will it limit opportunities for newcomers?

- c) What is the optimum match between the individual and the organization re career?
- d) Re the notion of 'career teacher': is it realistic to expect career teachers to remain satisfied as such for all their working life? What are the implications for training?
- e) Do the individuals' views on career, i.e. whether career is life or career is job; affect their on-the-job performance?
- f) What is the role of university courses for a career in education with respect to credentialing, skill development and individual growth?
- g) Can the subjective and objective criteria for career moves in the Division be defined clearly?
- h) Should informal networks and mentoring have a role in career development of individuals in education? What is the value of these approaches and how effective are they?
- i) What causes teachers and principals to leave their careers in education? What skills do they have which allow them to obtain other employment? What role should school divisions play in such outplacing? Is it the 'best' people that leave and what effect does this have on the education system?
- j) What would be the effects on school divisions, teachers and principals if school divisions paid no attention to career development?

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APPENDIX A

INTERVIEW SCHEDULE FOR TEACHERS AND PRINCIPALS

Start of the Interviews

At the start of the interviews, I shall explain the purpose of the interviews and that the interviewees' names will be confidential. I will stress the confidentiality of the study.

Questions

The following areas are explored in the questions: background of the interviewee, educational and managerial skills and abilities, career objectives, career opportunities, career supports, and personal and organizational responsibilities for career development.

Background

1. I would like to begin by asking if you could describe to me something about your background; perhaps begin with your educational training and work experience. (Probe: academic qualifications, specific teaching experiences, other training, etc.)
2. What caused your movements from one position to another?
3. Could you define what the term career means to you? (Probe)

Skills and Abilities

1. Does your present position challenge you to make use of the skills

- and abilities you possess? (Probe: if yes, how does it challenge you; if no, why not and how could it?)
2. Have all positions you have held challenged you to make use of the skills and abilities you possess? (Probe: which skills, and why or why not?)
 3. Have you participated in activities which have increased your skills for your present position? (Probe: what kind of activities?) Were these opportunities self-initiated?
 4. Do you feel that others in the Division recognize your skills and abilities? (Probe: how do you know? From peers and/or supervisors)
 5. How important is it to you that there is formal recognition of what you do?

Career Objectives

1. Describe what career success would be for you in terms of your personal goals?
2. Describe what career success would be for you in terms of the Division?
3. What do you see yourself doing in your career in five years? 10 years?
4. What career opportunities would you like to see available to you in the Division?
5. Would you move to another school division to realize your career plans? Outside of education?
6. What would you want to achieve by the end of your career to have felt that you were successful?

7. Do you feel that to this point you have accomplished what you wanted in your career?
8. What is the most important motivator in your career plans? (Probe: financial, position, or satisfaction?)

Career Opportunities

1. What do you think is the perception of staff in the Division on how career opportunities are provided in the Division?
2. Does the Division provide information on career opportunities to everyone in the Division? Should they? What kind?
3. Has the Division provided you with career opportunities for which you are qualified? (Probe: specify)
4. Have you been able to take advantage of these career opportunities? (Probe: if yes, what; if no, why?)
5. Does the Division provide different career opportunities for men and women?

Career Supports

1. Have you had encouragement or advice regarding your career? (Probe: who gave it? Was it formal or informal?)
2. Are all staff provided with professional development activities which would increase their potential for future positions?
3. Is counselling on career opportunities available in the Division. Should it be available? Have you had career counselling either at your initiation or at the initiation of others?
4. Are supervisors (principals/superintendents/others) skilled in career

counselling? Should they be?

5. How could the Division find out more about you and the skills and abilities you have to offer so as to assist you in finding out the most suitable placement?
6. What is your responsibility in finding a suitable position for yourself?

Other Comments

1. Do you have any other comments on career development?

End of the Interviews

At the end of the interviews, I shall repeat that the names of the interviewees are confidential. I shall offer the interviewees a copy of the final report if they wish.