

UNIVERSITY OF DERBY

**BUSINESS LEADERS:
CAREER CAPITAL AND ROLE
TRANSITIONS**

Cathy Brown, MSc., MBA.

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List of Key Terms

I outline here definitions of the key terms used throughout the research study.

Term	Definition
Business leader	A member of the three leadership groups: Executive, Leadership Group, Business Deployment Group (Source: case organisation)
Career	The sequence of work activities punctuated with work transitions (Ashforth and Saks, 1995)
Career capital	'The overall set of non-financial resources a person is able to bring to his or her work' (Arthur, et al., 2001: 101)
Career mobility or work mobility	The role holder's ability to undertake role transitions (Source: own)
Case organisation	The business within which the case population resides (Source: own)
Case population	The group of business leaders who had recently experienced a voluntary, sideward or upward macro work role transitions within a business within the UK (Source: own)
Case study	'An intensive analysis of an individual unit (as a person or community) stressing development factors in relation to environment' (Flyvbjerg, 2011: 301)
Event narrative	'Spoken recounting of particular past events that happened to the narrator' (Squire, Andrews and Tamboukou, 2012: 5)
Macro work role transition or Role transition or Career transition	Passages between sequentially held organisational, occupational or professional roles (Louis, 1980)
Narrative	'An original state of affairs, an action or event, and the consequent state of affairs' (Czarniawska, 1998: 2)
Role holder	An employee who undertakes a role within an organisation (Source: own). Also, in this study the business leaders interviewed are sometimes referred to as role holders

Preface

This work is submitted in accordance with the PGR regulations. The study has gained approval from the College Research Ethics Committee.

Abstract

Whilst it is recognised that the organisational career is still prevalent within today's career landscape, there is a lack of research exploring the career capital needed to ease intra-organisational transitions. This thesis reviews this gap and explores the career capital required by business leaders to facilitate their own voluntary, sideward or upward macro work role transitions.

The research questions include:

1. What aspects of career capital facilitate such role transitions?
2. How and to what extent are these role moves supported by career capital?
3. What barriers inhibit such role transitions?
4. What are the implications for business leaders and organisations of these role transition experiences?

Drawing upon an interpretivist research approach, with a social constructionist stance and using event-based narrative interviews, this study explores the experiences of 36 business leaders who have undertaken a role transition within a UK business within the previous three years. This case organisation operates within the construction sector and is part of an international establishment.

This research study enhances our appreciation of career capital; it offers unique contributions to knowledge from theoretical, empirical and practice perspectives. By developing a new career capital theoretical framework, our understanding of the career capital aspects that ease organisational role transitions is deepened. Such findings reaffirm the relevance of context and emphasise the importance of the Bourdieusian notion of the field and symbolic capital. Moreover, the insights offered by this research study recognise the relevance of Bourdieu's capital convertibility within the context of career capital. Furthermore, this research study identifies new characteristics, including where career capital can: act as a barrier, overcome barriers, be eroded, be influenced by the role holder's levels of personal agency and organisational attachment, and connect together to increase impact. Conclusively, this research study confirms the relevance of career capital within transition management. Additionally, given the importance of transitions within career theories, career capital is an important concept for the career management field as a whole.

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Finally, I am grateful to all the business leaders who participated in the study. It was their interest and openness in sharing their transition story with me that made this study possible.

Conference Presentations and Publications Arising from this Research

Conference Presentations

Brown, C. A. (2015). Managing transitions: Insights from the careers literature. Presented at *2015 CCS Seminar, Cumberland Lodge, Windsor Great Park, London.*

Brown, C. A. (2016). Business leaders: Career capital and role transitions. Presented at *2016 EMUA Conference, Loughborough University.* Awarded Best Oral Presentation - Business and Law.

Brown, C. A. (2017). Business leaders: Career capital and role transitions. Presented at *2017 UOD PGR Network Conference, University of Derby.*

Brown, C. A. (2017). Business leaders: Career capital and role transitions. Presented at *2017 European Doctoral Programme in Career Guidance and Counselling (ECADOC) 4th Summer School, University of Applied Labour Studies, Mannheim, Germany.*

Brown, C. A. (2017). Build your career capital to remain relevant to an evolving world of work. Presented at *2017 Career Development Institute (CDI) Annual Conference and Exhibition, 'Reinventing Careers – Career Development that Works for All', St John's Hotel, Solihull.*

Brown, C. A. (2018). Understanding and leveraging career capital to remain relevant to an evolving world of work. Presented at *2018 iCeGS 20th Anniversary Conference (International Centre for Guidance Studies), 'Imagining New Perspectives on Work – The Role of Career Development in Shaping Futures', Enterprise Centre, University of Derby.*

Brown, C. A. (2018). Build your career capital to remain relevant to an evolving world of work. Presented at *2018 CCS 20th Anniversary Seminar, Cumberland Lodge, Windsor Great Park, London.*

Brown, C. A. and Wond, T. (2018). Building career capital: Helping workers to enhance career mobility within our uncertain times. Presented at *2018 Conference of NICE Academy (Network for Innovation in Career Guidance and Counselling in Europe), 'Fostering the Dialogue Between Science and Practice in Career Guidance and Counselling', Faculty of Management and Social Communication of the Jagiellonian University of Kraków, Poland.*

Brown, C. A. (2018). Building career capital: Helping workers to enhance career mobility within our uncertain times. Presented at 2018 IAEVG Conference (International Association for Educational and Vocational Guidance), 'A Need for Change', Swedish Exhibition and Conference Centre Gothenburg, Sweden.

Publications

Brown, C. A. and Wond, T. (2018). Career capital: Building our mobility within an evolving world of work. *Career Matters*, 6.2, 32-33.

Brown, C. A. and Wond, T. (2018). Building career mobility: A critical exploration of career capital. *Journal of the National Institute for Career Education and Counselling*, 41, 56-63.

Brown, C. A. and Wond, T. (2019). Building career capital: Helping workers to enhance career mobility within our uncertain times. *Special Issue of the Jagiellonian Journal of Management*, forthcoming.

CHAPTER 1: INTRODUCTION

This chapter introduces the study; it begins by positioning the study context and highlighting the gap in the academic literature which it addresses. From here, it moves on to a reflective account of how this research study came about. Following this, the research aim and questions are outlined, along with the unique contributions to knowledge to the careers field within the theoretical, empirical and practice domains. Next, the case organisation is briefly introduced leading to clarification of this research study's disciplinary location. To aid reader navigation, this chapter concludes with a summary of how this thesis is organised.

1.1 Research Study Context

Within our more volatile, uncertain, complex and ambiguous ('vuca') societies, our working environment is ever more challenging (Alejandro and Yolanda, 2015). With growing commercial pressures on organisations, a job for life is perhaps less realistic for individuals than it once was (Tulgan, 2001; Yates, 2014). In addition, it is widely predicted that people will be working for longer, 'for some into their 70s or even 80s' (Gratton and Scott, 2017: 6). Consequently, individuals are likely to need to transition between roles more frequently (Kambourov and Manovski, 2008; Chudzikowski, 2012; Hennequin, Condomines and Wielhorski, 2017), whilst seeking out opportunities within the careers landscape. Here, I chose to define a career as the sequence of work activities punctuated with work transitions (Ashforth and Saks, 1995) and career mobility as the individual's ability to undertake such role transitions. In addition, macro work role transitions and role transitions are used interchangeably and are defined as passages between sequentially held organisational, occupational or professional roles (Louis, 1980). Existing research (Ng, Sorensen, Eby and Feldman, 2007; So, 2010) suggests that there are advantages in working with a sample who have experienced similar transition experiences, I chose to focus on voluntary and sideward or upward role transitions within a business in the UK (this rationale is elaborated on in **Section 2.2.1**). Here, voluntary is defined as those role transitions that were instigated by the role holder's own free will. Downward role transitions – or demotions - were not included due to differing, inherent challenges for role holders; such demotions are potentially very different for role holders to contend with as compared to those role transitions that were sideward or upward in nature.

Having such mobility and undertaking work transitions can be stressful for individuals (Baruch, 2006). Experiencing such transitions requires both physical and mental adjustments to routines, networks, training needs, identity and attitude (Ashforth and Saks, 1995; Clarke, 2009; Ibarra and Barbulescu, 2010). For some, transitions may expose fragility, prompting the need for introspection, re-evaluation and the creation of new career narratives (Clarke, 2009). Consequently, so as to aid an individual's career mobility, it is relevant and important for all workers to learn (Yee, Lee, Yeung and Cheng, 2018) how to manage transitions and cultivate the relevant aspects of personal resources. Here, such personal resources are defined as 'career capital'.

The term, career capital, can be defined as 'the overall set of non-financial resources a person is able to bring to his or her work' (Arthur, DeFillippi and Jones, 2001: 101). Arthur, Inkson and Pringle (1999) were the first to introduce a career capital theoretical framework: *Knowing Why, Knowing How and Knowing Whom*, embracing social and cultural capital aspects of Bourdieu's capital theory (Bourdieu, 1986a). Although competing frameworks have subsequently been introduced, I selected Arthur et al.'s (1999) career capital theoretical framework as the focal theory within this research study owing to extensive operationalisation within career research and the underlying assumption of its ease of development (this rationale is elaborated within **Section 2.3.1**).

As part of this decision-making, I selected career capital over rival frameworks. This reasoning is due to its: anchoring in empirical research (see **Table 1.1** to illustrate the breadth of empirical studies), breadth of conceptual range (including networks and resources accessed through these), benefits attributed from its theoretical foundations of Bourdieu's capital theory (including the notion of capital circularity, convertibility and field) and significance in dynamic global business contexts (Dickmann and Doherty, 2008; Lamb and Sutherland, 2010; Tempest and Coupland, 2016) (this rationale is elaborated within **Section 2.2.3**). **Table 1.1** illustrates where Arthur et al.'s (1999) career capital theoretical framework has been applied within empirical research.

Knowing Why

- **Identification** (Suutari and Makela, 2007; Jokinen, Brewster and Suutari, 2008; Haslberger and Brewster, 2009; Yao, 2014), **professional identification** (Cappellen and Janssens, 2008) and **fit with career choices** (Dickmann and Doherty, 2008)
- **Personal meaning** (Suutari and Makela, 2007; Jokinen, et al., 2008; Dickmann and Doherty, 2008; Jokinen, et al., 2008; Haslberger and Brewster, 2009)

- **Personal values** (Suutari and Makela, 2007; Dickmann and Doherty, 2008; Haslberger and Brewster, 2009), **protean career attitudes** (Cao, Hirschi and Deller, 2012), **valuing family** (Yao, 2014) and **beliefs** (Jokinen, et al., 2008)
- **Balances required between work and non-work activities** (Arthur, et al., 2001) and **work-life balance** (Cappellen and Janssens, 2008)
- **Personal interests** (Suutari and Makela, 2007; Jokinen, et al., 2008; Dickmann and Doherty, 2008; Haslberger and Brewster, 2009)
- **Understanding of what others think of you / self-awareness / technical understanding of Knowing Why** (Suutari and Makela, 2007; Jokinen, et al., 2008; Lamb and Sutherland, 2010; Yao, 2013; Yao, 2014; Sutherland, Naidu, Seabela, Crosson and Nyembe 2015), **understanding own strengths and limitations** (Suutari and Makela, 2007; Jokinen, et al., 2008), **understanding career interests and aims** (Suutari and Makela, 2007) and **understanding own feelings** (Sutherland et al., 2015)
- **Knowing the impact of cultural background on thinking and behaviour** (Jokinen, et al., 2008), **international exposure** (Cappellen and Janssens, 2008) and **broadening views** (Yao, 2014)
- **Motivation** (Suutari and Makela, 2007; Dickmann and Doherty, 2008; Yao, 2014; Felker and Gianecchini, 2015; Zikic, 2015; Zikic and Ezzeden, 2015; Sutherland et al., 2015), **determination** (Sutherland et al., 2015), **energy** (Dickmann and Doherty, 2008), **aspirations** (Yao, 2014; Felker and Gianecchini, 2015), **passion for industry environment, action-orientation** (Sutherland et al., 2015) and **purpose** (Jokinen, et al., 2008; Dickmann and Doherty, 2008; Haslberger and Brewster, 2009)
- **Desire to know more than surface and wider than required for the task** (Jokinen, et al., 2008)
- **Confidence and self-assurance** (Suutari and Makela, 2007; Jokinen, et al., 2008; Dickmann and Doherty, 2008; Felker and Gianecchini, 2015)
- **Positive approach to work related challenges** (Jokinen, et al., 2008) and **search for challenge** (Cappellen and Janssens, 2008)
- **Setting personal goals** (Jokinen, et al., 2008; Dickmann and Doherty, 2008) and **centre of decision-making** (Cappellen and Janssens, 2008)
- **Activities to enhance own skills and competences** (Jokinen, et al., 2008) and **career progression** (Cappellen and Janssens, 2008)
- **Changing personalities** (Yao, 2014)

Knowing How

- **Skills and understanding from work and education** (Lamb and Sutherland, 2010)

involving: formal learning (Arthur, et al., 2001), **formal and informal education thereby enhancing cognitive abilities** (Terjesen, 2005), **related to good performance** (Suutari and Makela, 2007), **qualifications** (Lamb and Sutherland, 2010; Sutherland et al., 2015), **industry understanding** (Yao, 2014), **industry challenges, practical understanding of working environment** (Sutherland et al., 2015), **operational skills and general business understanding** (Cappellen and Janssens, 2008), **more productivity** (Terjesen, 2005)

- **Experiences** (Lamb and Sutherland, 2010): **specialist and implicit** (Jokinen, et al., 2008; Haslberger and Brewster, 2009), **direct** (Arthur, et al., 2001), **multi-disciplinary and within industry** (Sutherland et al., 2015)
- **Soft skill development** (Dickmann and Doherty, 2008; Haslberger and Brewster, 2009) **including: adaptability and context management** (Lamb and Sutherland, 2010), **social judgement** (Jokinen, et al., 2008), and **social** (Jokinen, et al., 2008), **interpersonal understanding and language** (Yao, 2013; Yao, 2014; Felker and Gianecchini, 2015), **team player, team leadership, flexibility, people skills, influence, understanding bigger picture, spotting opportunities** (Sutherland et al., 2015)
- **Hard skill development** (Dickmann and Doherty, 2008; Haslberger and Brewster, 2009) **including: cognitive and task-related** (Jokinen, et al., 2008), **technical** (Yao, 2013)
- **Occupational learning (not job-related) and acquisition of broad, flexible skill base** (Suutari and Makela, 2007; Dickmann and Doherty, 2008)
- **Competencies: general management and global** (Suutari and Makela, 2007)
- **Technical expertise** (Jokinen, et al., 2008; Haslberger and Brewster, 2009; Yao, 2014) and **technical ability** (Sutherland et al., 2015)
- **Knowledge** (Terjesen, 2005; Zikic, 2015; Zikic and Ezzedeen, 2015) / **explicit knowledge** (Haslberger and Brewster, 2009) **including organisation, people and business** (Jokinen, et al., 2008) and **system overview** (Sutherland et al., 2015)
- **Development of personal qualities** (Suutari and Makela, 2007)
- **New ways of doing things** (Yao, 2013; Yao, 2014)
- **Dealing with cultural situations** (Felker and Gianecchini, 2015) and **cultural intelligence** (Cao, et al., 2012)

Knowing Whom

- **Ability to build contacts** (Jokinen, et al., 2008) and **build new networks** (Yao, 2014)
- **Ability to build reputation** (Yao, 2013; Sutherland et al., 2015) **in delivery execution** (Sutherland et al., 2015)
- **Ability to develop attachments** (Lamb and Sutherland, 2010) and **mutual**

<p>obligations (Yao, 2013)</p> <ul style="list-style-type: none"> • Ability to link resources and activities internationally (Jokinen, et al., 2008) • Knowledge of people with influential power within organisation (Jokinen, et al., 2008) • Existence of networks: <ul style="list-style-type: none"> – Internal within work (Suutari and Makela, 2007; Jokinen, et al., 2008; Dickmann and Doherty, 2008; Yao, 2013; Sutherland et al., 2015), including head office and expatriates (Yao, 2014), professional network (Cappellen and Janssens, 2008) – External within work (Suutari and Makela, 2007; Jokinen, et al., 2008; Yao, 2013), including customer and alliance partners (Arthur, et al., 2001; Yao, 2013), guanxi (Yao, 2014), professional network (Cappellen and Janssens, 2008) and suppliers (Sutherland et al., 2015) – External non-work (Arthur, et al., 2001; Suutari and Makela, 2007; Jokinen, et al., 2008; Dickmann and Doherty, 2008; Sutherland et al., 2015), including personal network (Cappellen and Janssens, 2008) and family and friends (Yao, 2013; Yao, 2014) • Position in a network of relationships (Cao, et al., 2012; Zikic, 2015; Zikic and Ezzedeen, 2015) and the resources embedded in, available through or derived from these networks (Terjesen, 2005)

Table 1.1: The Research Extension of Arthur et al.'s (1999) Career Capital Theoretical Framework

Source: own

Whilst this career capital framework has been used extensively to understand individual and organisational change, to date, only two studies have explored work transitions and have focused on the experience of female entrepreneurs (Terjesen, 2005) and global careers (Suutari and Makela, 2007). Consequently, this highlights a gap in the literature relating to how career capital facilitates voluntary, sideward or upward role transitions undertaken by role holders within an organisation. Such a study context also coincides with my professional interests.

1.2 Research Study Origins

Over the past 20 years, as a careers practitioner and organisational development specialist, I have helped individuals, teams and organisations to undertake transitions and change; it is a field that I am both interested in and passionate about. Initially, as a

HayGroup consultant, I was trained in research-based methodologies aiming to support such changes; I applied these methods within organisations across Europe and the Middle-East. In particular, as part of this professional development, I was trained and supervised for 18 months in Richard Boyatzis's thematic coding method (Boyatzis, 1998), ensuring a consistent application against set global standards of competence. Since 2004, I have run my own organisational development consultancy (www.evolve.eu.com) and work with clients from a diverse background, including: Akzo Nobel, BNP Paribas Real Estate Bank, Boots, John Lewis, NHS, PepsiCo and United Nations High Commissioner for Refugees.

In parallel to my practitioner consulting, I was interested in deepening my technical expertise. Consequently, I set the intention of becoming a Chartered Occupational Psychologist which I realised in 2011. This professional journey involved me completing the Masters in Occupational Psychology at Birkbeck College, University of London. Consequently, through deepening my technical know-how, this led me to develop my competence as a researcher. Under the supervision of Dr. Jenny Kidd, my Master's research project involved exploring the factors that facilitated the transition from employment to self-employment. On submitting the findings, I received interest from fellow career practitioners and coaches who were keen to understand the findings. Therefore, in collaboration with Rob Nathan of CCS, I developed tools to help individuals to assess their readiness for self-employment; this led to the formation of Evolve Enterprise, an arm of my consultancy. Since then, individuals have been supported through this transition, via one-to-one coaching or workshops, facilitated by Rob, myself and also a network of >25 licensed coaches.

Following this, my passion and interest in research grew; this led me to undertake additional, independent research exploring the factors facilitating the transitions from work to retirement, and education to work. As well as developing similar tools to assess readiness for the forthcoming transitions, I wrote and published practical guides under the brand of Testing the Water®. These guides are available from leading bookshops, including Amazon and Waterstones, and aim to support individuals through their respective transitions.

Consequently, undertaking the PhD is a personal ambition of mine; it represents the culmination of 'being the best I can be' within my field. Starting my PhD journey in 2012, I chose to undertake it whilst still working so that I was better placed to apply resultant insights into the world of work. Whilst the PhD nature was always going to be within the field of transitions and organisations, the exact scope emerged through

opportunistic discussions with a client of mine who was experiencing internal mobility challenges. As the chapter will continue to outline, this posed an opportunity to explore further.

1.3 Research Study Aim and Questions

Given this study context and the gap in the literature, the aim of this research study is to explore the career capital required by business leaders to facilitate their own voluntary, sideward or upward macro work role transitions within a business within the UK. Here, business leaders are defined by the case organisation as members of the three leadership groups: Executive, Leadership Group, Business Deployment Group.

The research questions include:

1. What aspects of career capital facilitate such role transitions?
2. How and to what extent are these role moves supported by career capital?
3. What barriers inhibit such role transitions?
4. What are the implications for business leaders and organisations of these role transition experiences?

Having outlined the aims and questions, I will move on to highlight this research study's unique contributions to knowledge.

1.4 Highlighting the Unique Contributions of this Work

This research study enhances our appreciation of career capital. It offers unique knowledge contributions from theoretical, empirical and practice perspectives. Considering the theoretical knowledge contribution, firstly, this research study confirms what career capital aspects help business leaders to transition sideward or upwards within an organisation within the UK. Such corroboration is illustrated in the creation of the career capital theoretical framework comprising *Knowing Self, Knowing How and Knowing Whom*, which is firmly rooted in empirical evidence. Secondly, this final theoretical framework (see **Figure 6.1**) shows how the role transition context and the prevailing specific transition dimensions impact the business leaders' role transition experience. Moreover, this final theoretical framework recognises the importance of

the role holders' relationship with the organisation. The role holders' levels of personal agency and organisational attachment impacts their role transition experiences. This theoretical understanding is extended further into the typology acknowledging: Company Worker, Career Worker, Passive Worker and Political Worker (see **Figure 5.2**).

When considering the empirical perspective, this research study offers many additional unique knowledge contributions. Firstly, this research study identifies a new transition dimension: congruency with the business model, meaning the alignment between the new role and the business model. Secondly, this research study acknowledges the crucial part that the line manager plays in supporting a business leader to transition into a new role, by acting as a gateway to additional career capital aspects and capital (economic and physical) (see **Figure 5.1**). Such a critical role (social capital) helps to enable the circularity of career capital and illustrates Bourdieu's capital convertibility (Doherty and Dickmann, 2009). No other career capital study (see **Table 1.1**) has acknowledged the specific relevance of the line manager relationship.

Also, this research study recognises how the value of the role holders' career capital portfolio evolves within the role transition due to the change in context, echoing Bourdieu's notion of symbolic capital. Furthermore, power is acknowledged to influence the role holders' transition experience within this research study through the balance of personal agency and organisational attachment. Within the careers literature, power is absent from other career capital transitional studies, and it is recognised as being an omission from the social capital theory (Szreter, 1999; Fine, 2008). In addition, whilst career capital can both enable role transitions and be used to overcome presenting barriers, in itself career capital can also act as a barrier within the role transition. Moreover, this research study highlighted that career capital can be eroded through the role transition experience. Whilst existing research shows that international assignments can lead to the development of career capital, no research studies to date acknowledged that career capital can be eroded through role transition experiences. Finally, *Connecting Career Capital* shows how career capital can be combined by business leaders to ease role transitions. Such blending of different career capital aspects by individuals to ease role transitions has not been reported before within the careers literature.

To conclude, this research study offers contributions to practice that will be relevant for organisational leaders, organisational development professionals and career practitioners. Specifically, the typology of personal agency and organisational

attachment can be developed further into self-assessment diagnostic tools. Such tools will enrich role holders' understanding of their current and desired relationship with the organisation and can be extended into a development toolkit to aid personal change. Finally, the empirical insight into the line manager acting as a gateway to additional career capitals and capital (economic and physical) aspects can inform line manager inductions and development programmes, so as to facilitate a positive working relationship between the line manager and new entrant.

When applying the lens of knowledge contribution offered by Gibbons, Limoges, Nowothy, Schwartzman, Scott and Trow (1994), the knowledge contribution of this research study can be seen to be two-fold, offering both technical knowledge and applied knowledge, or modes 1 and 2, respectively (Gibbons, et al., 1994). Mode 1 knowledge is motivated by scientific knowledge or academic endeavour, whilst mode 2 knowledge involves applied knowledge creation, where academic research focuses on practical issues faced by external bodies (Gibbons et al., 1994). The aim of this thesis is to satisfy the requirements of mode 1. It is argued that this is achieved through: the production of theoretical knowledge in the areas of the career capital aspects required to enable macro work role transitions, and the exploration of how such organisational role transitions within the UK occur and how barriers were overcome. However, this thesis also aims to include elements of mode 2 applied knowledge in that it contains discussions relating to the implications of the research findings for individuals and organisations, as well as researchers. The outcomes of this study will contribute to the bridging of the research gap between theory and practice, as described by Van De Ven (2007) in the 'knowledge production problem'. Drawing on the work of Pettigrew (2001), Van De Ven argues that there is a need to produce knowledge that is both relevant and rigorous in terms of both theory and practice in the appropriate field, in this case at the intersection of careers and organisational development studies.

Having highlighted the research study's unique contributions to knowledge, I will now briefly introduce the case organisation.

1.5 Introducing the Case Organisation

Within this research study, the case organisation operates within the construction sector. The UK construction sector had a value of almost £164 billion in 2017. As well as being sizeable, this sector value is growing, with this value in 2017 being double the value in 2000 (Statista, 2018). In today's terms this represents 6.1% of UK GDP

(Office for National Statistics, 2017). This places construction as the third largest industry sector, behind that of services (79.3%) and production (14%) (Office for National Statistics, 2017).

With over 2.3 million workers, the 293,093 organisations within the UK construction sector need to focus on developing a skilled workforce to meet today's and tomorrow's challenges (Construction Leadership Council, 2018). Organisations need to find ways of attracting a broader talent pool and supporting new entrants to gain relevant qualifications and develop throughout their careers. Moreover, such businesses must develop strategies to retain their employees over the long-term (Construction Leadership Council, 2018), encouraging internal movement within the organisation. As well as retaining employees, the easing of such internal mobility helps to overcome the silo constraints frequently faced by construction businesses (Richard Driscoll, 2017), where workers are more likely to remain within their own function.

Careers and career transitions, such as the ones studied in this thesis, are pursued in context. The sector sets an important part of this context and so it is valuable to consider some pre-existing research on careers in construction to help to understand the experience of the participants in this study. When considering careers within construction, as shown in a recent Construction Industry Training Board (CITB) report, the attractiveness of the construction sector as a career of choice has increased by 26% (Ollerenshaw, Harvey and Link, 2017), despite previously facing image challenges (Kock, Greenan and Newton, 2009). In particular, students voted construction 10th out of 29 potential career paths (rising from 15th place in 2016) (Ollerenshaw et al., 2017). However, given that females represent 10% of the current workforce (Frances, 2017), there is scope to attract more women (Kock, et al., 2009; Francis and Prosser, 2014). On joining, workers' entry level educational status heavily influences available career paths. For example, a CITB report (2013) highlighted how typically workers with: 6th form or university qualifications chose professional career routes; those with further education qualifications undertook technical career routes; those who entered direct from school at the age of 16 followed a career involving craft and semi-skilled work (Wiseman, Roe and Davies, 2013). With regards role distribution, perhaps unsurprisingly, larger businesses, such as the firm that serves as the site for this research, hold a greater proportion of professional, technical and supervisor roles as compared with smaller firms (Wiseman et al., 2013).

Career progression in the construction industry is primarily driven by experience rather than qualifications (Kock, et al., 2009; Wiseman, et al., 2013). When recruiting, career-

relevant experience matters, with employers valuing critical competences and previous work experience. Whilst it may be perceived that career advancement is synonymous with vertical upwards progression within an organisation's structure (Frances, 2017), the CITB report (2013) highlighted how construction workers experience advancement through vertical and lateral moves. Of the 501 construction workers interviewed, when describing career progression, 52% experienced vertical movement to higher grades whilst 84% described career progression through both vertical (higher grade) and lateral (same grade) moves (Wiseman et al., 2013). Despite describing career progression, construction workers acknowledge the absence of formal career pathways (Kappia, Dainty and Price, 2007), with such formal career hierarchies occasionally prevalent in large businesses (Wiseman et al., 2013). Consequently, the CITB report (2013) describes such career progression as more 'organic' (Wiseman et al., 2013: 4), rather than formalised and planned. In addition, movement to a managerial position was found to be accessible to workers across the full spectrum of sized-businesses, irrespective of the educational backgrounds (Wiseman et al., 2013).

Such career progression is also informed by several aspects, including: perceived barriers, motivators and attitude towards job mobility (moving roles) and personal mobility (moving house). Whilst external barriers can be attributed to rural location and economic conditions, construction workers also experience restrictions relating to their technical specialism (Kappia, et al., 2007); once qualified, workers find it challenging to switch their 'craft' (Wiseman et al., 2013: 3, 75). In addition, career progression can be shaped by motivations. The CITB report (2013) highlighted patterns based on worker profile; for example, those workers with no qualifications prefer to work more sociable hours, close to where they were brought up. However, workers with higher levels of professional or technical attainment are motivated more by work interest, and job and personal mobility (Wiseman et al., 2013). Despite such mobility, construction workers experience 'stable' working lives, with seven out of ten workers spending their whole career within construction and, for those employed, with 87% working for a small number of construction organisations (Wiseman et al., 2013: 2).

The case organisation is part of an international establishment which produces a variety of high-performance, construction materials. It has approximately 1,000-2,000 employees and operates across <10 sites within the UK. In terms of total number of employees, this case organisation is positioned within the top 1% of UK construction businesses (Statista, 2018). When considering internal organisation, under the direction of the Managing Director, the case organisation comprises six functions with

varying team sizes: Human Resources (20-30), Technical (60-70), Operations (1,000-1,100), Finance and Business Information Systems (30-40), Sales (100-110) and Marketing (60-70) (guideline employee number data correct at July, 2018). Across these six functions, the leadership of the organisation is distributed across members of the Executive (8), Leadership Group (23) and Business Deployment Group (57), listed in descending hierarchical order (membership number data correct at September, 2015). As such, the members of these groups are known within the case organisation as 'business leaders'. Typical business leader roles comprise: Executive (Operations Director, Sales Director, Human Resources Director); Leadership Group (Head of Product Marketing, Technical Sales Director, Head of Organisational Development); Business Deployment Group (Product Manager, Technical Sales Manager, Communications and Engagement Manager).

The selection of the case organisation was determined by the requirements of the research questions. Following the literature review and the identification of the gap in literature, it was important that the study was conducted within one country rather than involving individuals undertaking international role transitions. In addition, it is imperative to work with a case population comprising business leaders who had recently experienced internal role transitions that were voluntary, upwards or sideward in nature. Consequently, this case organisation was selected for numerous reasons. Firstly, it is a UK-based organisation, where internal role transitions were constrained to a national setting. Secondly, its HR Director was an existing client contact of mine thereby providing access to the case population. The use of existing contacts is often regarded as the best route into an organisation (Johnson, 1975; Buchanan, Boddy and McCalman, 1988; Easterby-Smith, Thorpe and Jackson, 2008). Ethical considerations surrounding this dual role of researcher-practitioner will be addressed later in **Chapter 3 - Research Study Methodology and Design**. Thirdly, stakeholders and the employees themselves were interested in finding ways of helping employees, including business leaders, to move more easily across the business. Consequently, there was appetite within the business for both this research and for change. Finally, the research had organisational relevance as a 'functional silo mentality' was seen to pervade across the business, meaning that it was less typical for current employees to move between functions. This notion of improving internal mobility was an area that I was beginning to explore with my client as a means of supporting the achievement of organisational sustainability. Initially, other case organisations were considered but were discounted due to: lower levels of organisational relevance and interest within the stakeholder and employee population.

1.6 Research Study Transdisciplinary Positioning

In the light of this, this research study occupies a transdisciplinary locus involving both organisational development and career studies (as illustrated in **Figure 1.1**). Organisational development relates to the context for this research study through the exploration of organisational role transitions. In addition, the case population comprises business leaders within the case organisation. Also, the findings can support organisational leaders and organisational development professionals to evolve the organisational policies and processes concerning: role mobility, line manager capability, career management and strategic organisational development.

Career studies relates to the focus of this research study through the exploration of role transitions within the context of organisational careers. Career capital is the focal theory chosen to define the personal resources required by role holders to aid their role transitions across their lengthening careers. Finally, the findings can support career practitioners in the development of their career management offering through the: development of self-diagnostic tools, development resources to support transition management and career planning.

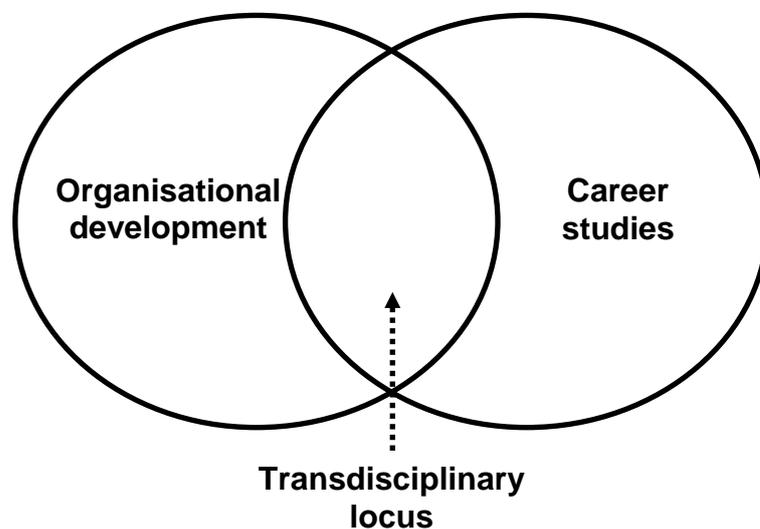


Figure 1.1: Research Study's Transdisciplinary Locus

Source: own

Given this, I have drawn primarily upon literature from the careers and transitions fields within organisational development. In addition, I have found it encouraging that others have echoed the novelty associated with this research study's transdisciplinary positioning following dissemination at conferences. Moreover, such transdisciplinary

research is emphasised as being a way forward for management research when looking for ways of improving its nature (Tranfield and Starkey, 1998).

1.7 Thesis Organisation

In order to make it easier for readers to navigate, I conclude this chapter by outlining how this thesis is organised.

I commence **Chapter 2 – Literature Review** with an exploration of the changing world of work. From here, I progress to describe the implications for careers and position the increasing relevance for role holders to manage work transitions. Following this, I turn attention to exploring work transitions. Firstly, I propose a work transition typology which sets macro work role transitions within context. Secondly, I compare and contrast transition and work transition theories and models. Next, I make sense of the role holders' experiences of macro work role transitions. Finally, I shift focus to considering career capital. After exploring its origins, I clarify why I chose DeFillippi and Arthur's career capital theoretical framework as my focal theory. Following this, I outline how this focal theory has been applied within the field of organisational and individual change and more specifically within the context of macro work role transitions. After clarifying the gap in the literature and proposing the initial theoretical framework for this research study, I conclude this chapter.

In **Chapter 3 – Research Study Methodology and Design**, I justify why I selected the interpretivist approach as the research philosophy adopted within this research study. Following this, I explain the rationale for deciding upon the social constructionist stance as the research methodology. Next, in terms of research study design, I clarify why I chose a qualitative approach using event-based narrative interviews. In addition, I confirm my thinking behind selecting a case study approach and then introduce the case organisation and case population. In relation to the analytical process, I define and clarify why I chose to undertake thematic analysis whilst applying an iterative analytical approach. Before bringing this chapter to a conclusion, I critique this research study both in terms of the research design and research practice, or in other words, how I applied this design.

After initially introducing all 36 participants, during **Chapter 4 – Understanding the Aspects of Career Capital That Facilitate Business Leaders' Role Transitions**, I introduce and describe each of the 24 career capital aspects that assisted the

business leaders' recent role transition. Having answered research question 1, I introduce and clarify the career capital theoretical framework that has emerged from these research findings: *Knowing Self, Knowing How, Knowing Whom* before concluding this chapter.

In **Chapter 5 – Exploring How and to What Extent Career Capital Supports Business Leaders in Their Role Transitions**, I answer research question 2. This comprises introducing how business leaders connect their career capital to aid transitions, as well as clarifying how the business leaders' career capital is changed through the role transition itself. In addition, I explore how both the role and organisational context matters during the business leaders' role transition experience. Also, I confirm that some career capital aspects hold greater levels of importance within the business leaders' experiences. In addition, before bringing the chapter to a close, I clarify how a business leader's level of personal agency and attachment to the organisation can influence such role transition experiences, and how career capital can be developed and eroded through the role transition experience.

Within **Chapter 6 – Making Sense of the Barriers That Inhibit Business Leaders in Their Role Transitions**, I answer research question 3 and explore the barriers experienced by business leaders during their role transitions, including how they overcome such hindrances. Following this, I bring the threads together from across these three findings chapters, through describing four business leaders' transition stories. Lastly, I introduce the final theoretical framework built on the insights generated by this research study before drawing to a conclusion.

Finally, in **Chapter 7 – Conclusion**, after summarising this research study, I confirm this research study's unique knowledge contributions within the theoretical, empirical and practice domains. Following this, I answer research question 4 by exploring the implications of this research study's findings for both business leaders and organisations. From here, I also explore the implications for researchers through exploring the personal significance of this research study, summarising the limitations whilst proposing future avenues of research. To close, I make a final statement.

Given the inextricable link of the researcher to the research (Saunders, Lewis and Thornhill, 2012) and the recognition of the researcher's active participation (Banister, Burman, Parker, Taylor and Tindall, 1999; King, 2004) within research adopting a social constructionist stance, I decided to predominately use the first-person pronoun where appropriate within this thesis. Rather than write in a third-person pronoun, which

can imply a 'detached style' which can often be 'unappreciated by established scholars' (Gobo, 2008: 291), I felt that writing in the first-person pronoun brings clarity to my thoughts and involvement as the researcher, thereby helping to reveal – as opposed to conceal - my engagement as the researcher (Banister, et al., 1999).

Having introduced this research study, I will move on to outline a comprehensive literature review.

CHAPTER 2: LITERATURE REVIEW

This chapter starts with a discussion of the changing world of work, including a general outline of changes in the labour market environment and exploration of some organisational responses, with consideration of the impact on careers and work transitions for role holders. In the light of this changing context, relevant career theories are critiqued and the impact on work transitions is considered. Following this, the focus turns to work transitions, where a typology of work transitions is outlined placing macro work role transitions into context, along with the introduction of transition dimensions. Due to the limited theoretical development within the work transition field, a critical overview of transition models and theories from a range of disciplines along with a work transition theory is undertaken. From here attention moves to career capital, with an exploration of the origins and a critical review of how it has been applied within the fields of organisational change and, more specifically, macro work role transitions. This chapter concludes with an introduction of the initial theoretical framework.

2.1 Changing World of Work

2.1.1 *Market Changes and Organisational Responses*

Between the industrial revolution and the 1970s, traditional, hierarchically-organised companies dominated the US landscape (Toffler, 1981). Smaller, owner-managed businesses gave way to larger, multilevel organisations that developed particular ways of doing business (Miles and Snow, 1996). In many organisations the scientific method, also known as Taylorism, led to the rationalised division of tasks, where managers organised work in the most efficient way; the industrial worker was seen as an 'economic animal' (Watson, 2012: 35) and a commodity. In addition, many businesses were adopting the 'do-it-all' mentality, where businesses aimed to gain full control over all business activities, leading many to engage in extensive vertical integration (Miles and Snow, 1996), where businesses expanded to incorporate additional activities along the production path. Organisations began to organise in the functional structure (Chandler, 1965) where technical competence was harnessed to deliver efficient mass production of products and services. In time, Fordism replaced Taylorism; extending beyond the intensive work-planning management, a connection between labour market policy and market development occurred (Watson, 2012). It

was recognised that workers were important consumers as well as being fundamental to production. Consequently, it was important for businesses to take interest in workers as consumers as well as producers (Watson, 2012).

Divisional forms of organisations emerged through the 1950s following the growing levels of consumer sophistication. Such forms enabled organisations to assemble marketing and managerial competence and consequently move into new product and market areas (Miles and Snow, 1996). In the late 1950s and 60s, increasingly firms felt the need to be both efficient and responsive in the deployment of a common set of resources; this drive led to the emergence of the 'mixed' organisational firm, the matrix, incorporating the benefits of functions and divisions (Miles and Snow, 1996). However, other forces created more complex organisational responses. For example, within the UK the political forces of nationalisation and the open access to imperial markets led some organisations to be under less pressure to change (Comfort, 2013).

Subsequently, that there have been transformational market changes over the last thirty years or so is not disputed. It is the nature, scale, pace, dynamics and rationale of such changes that are often open to debate (Mallon, 1998). Discussion tends to centre around: the early-1970s forces of deregulation (Currie, Tempest and Starkey, 2006), globalising influences on markets and economies (Mallon, 1998), deployment of new technologies (Mallon, 1998) and pressures for short-term results (Currie, et al., 2006). Such changes led to the emergence of post-Fordism: a new pattern of industrial organisation and employment policies where skilled labour is used to continuously develop and customise products (Watson, 2012).

These dynamics combine to create a new competitive reality (Currie, et al., 2006). This business environment has been described as being turbulent since the mid 1980's (Baruch and Quick, 2009), and is often regarded as being fuelled by the neoliberal political, economic and business projects of the 1980s and 1990s (Inkson, Ganesh, Roper and Gunz, 2010). Such neoliberalistic policies have global reach pervading: trade, financial markets and laissez-faire approaches to market forces (Hooley, Sultana and Thomsen, 2018). These economic and competitive pressures have required organisations to respond (Beard and Edwards, 1995) so as to remain competitive, with some researchers even positing that organisations need to continuously adapt to this hyper-competitive, rapidly changing environment (Uhl-Bien, Marion and McKelvey, 2007).

The range of organisational responses to such challenging market conditions is widely reported. Illustrated through the waves of organisational restructuring (Baruch, 2006), which have led to business process re-engineering, the flattening of structures (Dries and Pepermans, 2008) and the destroying of hierarchies (Arthur, Claman and DeFillippi, 1995). Such responses began in the 1980s and have accelerated well into the twenty-first century (Baruch, 2003, 2006). The scale and frequency of these organisational responses has caused some researchers to term outsourcing and organisational restructuring as the 'new fashions' within organisations (Inkson, Gunz, Ganesh and Roper, 2012: 3). Placing aside the details of the organisational responses, it can be seen that one of the underlying motivations for change is for organisations to craft a shape that improves organisational 'flexibility' (Mallon, 1998: 13) in relation to how work contribution occurs. Therefore, part of this organisational response has led to changes within the nature of tasks and roles (Nicholson, 1990), which has had implications on careers and work transitions for role holders, therefore requiring a reconceptualization of careers (Yates, 2016).

In addition, just as globalisation and technology have changed how individuals work, increased longevity is a global phenomenon (Armstrong-Stassen, 2008), and requires global innovation in employment practices (Drucker, 1999). Research is illustrating how this impacts how individuals work. People are working for longer: 'increasing numbers of people are working into their 70s [...] or even 80s' (Gratton and Scott, 2017: xiii and 6). With such an aging work-force, organisations are having to respond. Such responses include: 'flexible working options, training and development opportunities, job design, recognition and respect, performance evaluation, compensation, and pre-retirement and post-retirement options' (Armstrong-Stassen, 2008: 39); and an explicit valuing of older workers (Rau and Adams, 2005). Such global phenomena, as well as prompting organisations to respond, impact careers and workers' experiences of work transitions.

2.1.2 *Impact on Careers and Work Transitions*

When considering the nature of careers and the influencing factors, one of the driving forces shaping career forms are the prevailing macro-economic conditions (Kanter, 1989). These new models of flatter, leaner organisations demand new models of careers (Inkson, et al., 2012), which has unsurprisingly changed the nature and form of work transitions.

Whilst 'career expectations about long-term employment [...] have their roots in the bureaucratic form of organization that [...] grew vigorously in the early and middle parts of the twentieth [century]' (Peiperl and Baruch, 1997: 8), it can be argued that organisational business leaders are no longer able to promise long-term employment to employees (Arthur and Rousseau, 1996; Baruch and Peiperl, 1997; Baruch, 1999; Doyle, 2000; Tulgan, 2001; Kuznia, 2004; Dries and Pepermans, 2008). 'For many of us the ideal of lifetime employment with a single employer has been relegated to the misty past' (Arthur, Khapova and Richardson, 2017: 6), although for some of us this may arguably have never existed. Such changes have led to evolutions in traditional employment contracts (Baruch, 2003). As a result the prevalence of work transitions is increasing (Baruch, 2006; Kambourov and Manovski, 2008; Chudzikowski, 2012; Hennequin et al., 2017), and work transitions are an inevitable part of today's working experience (Baruch, 2004; So, 2010), which punctuate the career holder's unique career path between roles, organisations and professions.

One of the consequences of these organisational changes is a career landscape with fewer, blurred boundaries; in other words, internally, career paths have been flattened and have become less structured and employee turnover has increased (Ashkenas, Ulrich, Jick and Kerr, 1995; Cascio, 2000; Hall, 2002; Baruch and Quick, 2009). In summary, it can be inferred that career holders are moving from a stable career structure to one that is more dynamic. Seemingly there are fewer ties – or organisational attachments - keeping some role holders from leaving organisations (Liakopoulos, Barry and Schwartz, 2013). This has meant that there has been an increase in frequency both of inter-organisational work transitions where roles holders move between organisations, as well as work transitions between roles within an organisation (Chudzikowski, 2012). Evidence suggests that this increased work mobility is now being experienced by role holders in industrialised countries (Ng, et al., 2007). This is perhaps unsurprising, given that high levels of labour mobility is a reportedly characteristic feature of complex industrial societies (Guerrier and Philpot, 1978), and therefore transitions are posited as being 'ubiquitous', involuntary consequences of technological change, organisational retrenchment, capital accumulation and demographic change (Nicholson, 1984: 173), and contemporary forms of political and economic organisation. I define 'work mobility' and 'labour mobility' as the role holder's ability to undertake role transitions. In particular, 'geographical mobility' (Hall, 1996; Sullivan, 1999; Ng, et al., 2007) can be defined as physical transition between geographical boundaries and 'psychological mobility' is denoted as the perceived capacity to make the transition (adapted from Sullivan and

Arthur, 2006: 21). Therefore, it can be implied that work transitions and levels of personal mobility, both physical/geographical and psychological, are inextricably linked. Whilst labour mobility appears to be on the rise, questions have been asked about the extent of this increasing mobility for UK workers. Researchers have called into question the evidence backing up such claims (Gregg and Wadsworth, 1995), indicating that this extent of change has been exaggerated (Burgess and Rees, 1994).

Whilst earlier literature in the 1950s and 1960s indicates that role holders would move between jobs until they found a satisfactory match (Stigler, 1962; Jovanovic, 1979) where tenure would lengthen, more recent research has substantiated reduced average job tenure rates. This increasing job instability can be witnessed within the UK and other European countries: between 1975-2000 (Greg and Wadsworth, 2002), between 1999-2006 (Cazes and Tonin, 2010), albeit on a gentler scale. In addition, OECD research highlights how this differs between age groups; across the US and Europe average job tenure for career holders under 30 years old is 2-3 years whilst for those over 50 is 13-20 years (OECD, 2006: 7). Moreover, Cazes and Tonin's research highlighted potential issues in how such data is presented. In their findings they draw to our attention how job tenure as a term indicates tenure between employers rather than between jobs; internal job changes are amalgamated (Cazes and Tonin, 2010). Consequently, they recommend that a more accurate term may be employer tenure. Therefore, such data underrepresents the frequency of job transitions through the amalgamation of internal role changes within an employer. Such underrepresentation emphasises the importance of exploring such organisational role transitions. In summary, despite dissenting voices, increasing career mobility - whether this be through job instability or career progression - can be substantiated albeit it on a more moderate level (Yates, 2014).

Furthermore, when considering the impact of increased longevity, work will become multi-staged, leading to several occupations over the course of a lifetime: 'transitions will become the norm' (Gratton and Scott, 2017: 9), where such occupations represent phases of different work types. Expectations of such multi-staged careers were illustrated in a US survey involving 2,000 full-time employees, which found that 42% of respondents expected to have 3 or more careers (Helvey, 2016: 3). Consequently, this increased longevity and pressure of longer working lives compounds further the need to understand how to manage transitions and be more personally mobile. This raises the question of what career capital is required by role holders to manage these increasing work transitions.

Evolving Nature of Careers

This changing form of careers, and implications for work transitions, is also illustrated through how the definition of careers has evolved. The original term of career comes from the Latin 'carrara' (carrus) describing the carriage travelling along a road. This sense of progression within a work context, includes: a sequence of stages in a person's work life (Hall, 1976; Feldman, 1988); a series of transitions between numerous posts over time (Gunz, 1989); an evolving sequence of a person's work experience over time (Arthur, et al., 1999; Arthur, et al., 2017); a lifelong progression of learning within work (Watts, 2016). Over time, the definitions have focused further on describing the interaction between the career holder and their context, including: their individual biographical intersection with societal history (Grandjean, 1981), meaning their work and life intersection with the societal context, and the interaction between the career holder and organisation (Schein, 1978; Arthur et al., 1999; Sullivan and Baruch, 2009). The growing sense of the individual nature of careers, as previously described, has also been reaffirmed within the literature by how careers have come to be defined, including: the move from objective careers, defined as a series of job titles, to the subjective careers, where personal values, motives, preferences and needs are emphasised (Gunz, 1989), and career enactment, where the career is seen in part as the role holder's own creation (Arthur, et al., 1999). Some researchers have emphasised further this individual crafting by positing that 'if you think it is a career, then it is a career' (Yates, 2014: 9), where 'everyone who works has a career' (Arthur, Hall and Lawrence, 1989: 9).

This has led researchers to assert that it is perhaps more challenging to generate a common definition for careers relevant for all (Sullivan and Baruch, 2009). Therefore, there is growing consensus by researchers that the definition of a career be stripped back and simplified; Ashforth and Saks (1995) illustrate this by emphasising that although the patterns of careers have changed, the commonality across all career forms is the sequence of work activities punctuated with work transitions. In other words, careers can be defined as a series of work activities connected by work transitions. This emphasises again the importance of work transitions within today's working environment and understanding what elements of career capital will be required to manage such work transitions.

As the impact of these market changes on careers and work transitions has been discussed, it is now appropriate to consider the existing and newly emerging career theory to address these changing forms of careers. Over the past 20 years, an array of

career theory has emerged to understand and explain this changing careers landscape, including: post corporate (Peiperl and Baruch, 1997), boundaryless (Arthur and Rousseau, 1996), protean (Hall, 1996a), kaleidoscope (Maniero and Sullivan, 2005), career calling (Dik and Duffy, 2009), career resilience (Waterman, Waterman and Collard, 1994), nomad (Cadin, Bender, de Saint Giniez and Pringle, 2000), chaotic (Peterson and Anand, 2002), spiral (Brousseau, Driver, Eneroth and Larsson, 1996) and chronically flexible (Iellatchitch, Mayrhofer and Meyer, 2003). However, I will critique only those theories pertinent to the research subject. Due to the focus on transitions, I will explore in greater depth: organisational, boundaryless and protean career theory.

Critique of Organisational, Boundaryless and Protean Career Theories

To begin with, I will introduce each career theory through considering their career context. The organisational career, as implied by the title, is contained within the context of an organisation or institution. Conversely, the ‘boundaryless career’, as coined by Arthur and Rousseau (1996) involves a career context spanning numerous organisations. What they claim is ‘a movement away from the so-called traditional, organisational career to one that is directed by the career-holder and unconstrained by organisational boundaries’ (Kirk, 2010: 54). Whereas Hall’s (1996a) protean career theory implies a role holder’s attitude towards their career that reflects self-direction, making choices based on personal values (Briscoe and Hall, 2006). Here, the career context is unspecified, left open to be determined by the role holder’s internal landscape of personal preferences.

Following this introduction, I will now deepen this exploration through comparing and contrasting the theories, considering: career catalyst, nature, clarity of work-life distinction, role holder’s identity and sources of career agency.

When considering the catalyst of each career form, organisational careers emerged from the industrialisation of society where life was characterised by three successive stages of education, work and retirement (Mayrhofer and Iellatchitch, 2005). Such working conditions fostered the typical organisational career. Noted for its relative predictability in terms of career stages, positions and duration (Mayrhofer and Iellatchitch, 2005), there was an inferred job for life within the respective organisation (Dries, 2011). However, with the changes in market conditions in the move from the

industrial to knowledge-based society (Arthur, et al., 1999), towards increased international competition, the assumptions that this traditional organisational career is built upon have become increasingly more challenging for business leaders to sustain (Kanter, 1989). Flexible, leaner and flatter organisational structures (Kanter, 1991) have destabilised the career progression (Brown, 1995) associated with the bureaucratic career leading to reduced internal progression opportunities (Nicholson and West, 1988). Careers are thus required to be more flexible (Whyte, 1965), prompting career theorists to explain increasing role movement between employers. Such market pressures have led to the emergence of the boundaryless career theory and the protean career concept. Empirical evidence outlining the gently reducing role tenure levels illustrated earlier in this chapter adds further weight to this argument.

In terms of nature, both the organisational and boundaryless career theories inform the character of career pathways, whilst the protean career theory informs a career mind-set. More specifically, within organisational careers such pathways are seen as linear, rigid and static (Grimland, Vigoda-Gadot and Baruch, 2012), where job holders gradually progress hierarchically (Inkson, et al., 2012) within the organisation. However, the boundaryless career indicates a fluidity of career pathways with no particular career form (Littleton, Arthur and Rousseau, 2000) moving between organisations (DeFillippi and Arthur, 1994; Arthur and Rousseau, 1996; Collin, 1998). However, such a definition has called into question the relevance of the 'boundaryless' label, as organisations have boundaries and therefore the essence of the boundaryless career is in fact boundary crossing (Inkson et al. 2012). Furthermore, this 'boundaryless' definition has subsequently broadened to include lateral moves within organisations (Eby, Butts and Lockwood, 2003), thereby subsuming organisational careers within its scope. Consequently, careers may be boundaryless between and within organisations (Suutari and Makela, 2007). Arguably, this broadening of definition scope calls into question its level of meaningfulness, with its conceptual form receiving further challenge owing to its multiple definitions (Inkson, et al., 2012). With regards to protean career theory, rather than focusing on career pathways, its nature comprises a career holders' mind-set based on fulfilling individually-defined, whole life goals (Hall, 1996a). Consequently, whilst the organisational and boundaryless career theories offer no consideration between work and life, this distinction is central to the protean mind-set. Despite this particular difference, the two concepts of the boundaryless careers and protean career mind-set can be seen to entwine, with the boundaryless career being supported by the protean career attitude, i.e. to be able to be self-directed and driven by individual not

organisational values (Hall, 2002; Briscoe and Hall, 2006). Such integration illustrates further the complex, interrelatedness of these career theories, with the blurring in conceptual form the protean mind-set and boundaryless career attracting further challenge (Briscoe and Hall, 2006; Granrose and Bacilli, 2006).

With regards to sources of identity, with organisational careers, employees were encouraged to identify with the firm, where it was implicitly assumed that employee compliance was traded for job security and job hopping between firms was actively discouraged (Arthur, et al., 1995). Consequently, the agency with regards to career management resided primarily with the organisational actors rather than the role holders. However, both the boundaryless career theory and protean mind-set differ from this. The boundaryless career offers value through providing a context to understand increasingly levels of career holder efficacy (Sullivan and Baruch, 2009) and a rationale for career holders building career skills that are portable across organisational boundaries (Arthur, et al., 1999). Arguably, whilst enhancing personal effectiveness, a role holder owns their career agency and it is likely that their personal identity resides outside of the current employer. Similarly, the protean mind-set emphasises that the career holder adapts a self-directed management approach (Hall, 1996a) whilst taking responsibility for their career, managing it in line with their career and wider life aspirations (Grimland, et al., 2012). Such perceived personal agency is inherent within its conceptual label; indeed, the protean career was named after the Greek god Proteus, who could change shape at will (Sullivan and Baruch, 2009; Baruch, 2013). However, the concept has attracted several avenues of criticism. The appropriateness of the concept and metaphor has been challenged: through comparison with Proteus, who whilst using cunning to change shape, did so in a 'random and desperate attempt to break free' (Inkson, 2006: 53) clearly at odds with the implied self-management and its apparent reification (Arnold and Cohen, 2008: 14). Moreover, it has been argued that this concept is not new; Baruch (2006) asserts that such an idea has been in existence for some time, in the form of the intelligent career, where career holders have the intelligence and skills to manage (Arthur, Khapova and Wilderom, 2005) and 'claim ownership' (Arthur, et al., 2017: x) of their careers. Finally, researchers claim that the protean mind-set over-emphasises individual agency within career management (Baruch, 2006; Arnold and Cohen, 2008), where the individual can be seen as the hero and heroine within the neoliberal saga (Hooley et al., 2018). Such a perspective overlooks the dearth of opportunities arising from different economic conditions (Baruch, 2006; Arnold and Cohen, 2008).

However, despite these critical reviews, both the boundaryless career and protean career mind-set are potentially of value within this research study through emphasising role holders' career agency. Sullivan and Baruch (2009: 1544) emphasise how Proteus's changing of shape illustrates how role holders can repackage their knowledge, skills and abilities to fit the changing work environment to stay marketable, which accentuates the importance of role holders being responsive to evolving market conditions. Despite the level of personal agency in career management being called into question, the existence of personal influence on career choices is not challenged. This opportunity to alter the career course raises questions including what career capital may support the career holder in realising role change and transition.

This critical career theory review illustrates how the emergence of the boundaryless career form and protean mind-set over the past 15 years have challenged the prevalence of the traditional or organisational career form typified by linear, organisationally-bounded hierarchical career paths. Some researchers even posit that this fixed lattice of traditional career paths has been deconstructed at speed across organisations (DeFillippi and Arthur, 1996). However, in more recent time there has been a growing counter-argument challenging the disappearance of the traditional, organisationally-bounded careers.

Declining Bounded or Organisational Careers?

Briscoe and Finkelstein (2009) assert that these new theoretical approaches to careers – including the boundaryless career and protean mind-set – are not completely in tune with role holders' experiences, thereby implying that the more traditional, organisationally-bounded careers still exist. This echoes the subsequent boundaryless career assertions that increased mobility within organisations is just as prevalent as inter-organisational mobility. Yet, researchers abound have asserted that the traditional, organisationally-bounded career is very much alive (Jacoby, 1999; Dries and Pepermans, 2008), and that the shift from traditional to boundaryless has to be put into perspective (Forrier, Sels and Verbruggen, 2005). Moreover, surveys have shown steadfast popularity of organisational careers. Wittekind, Raeder and Grote (2010) emphasised that 66% of survey participants hoped for a secure career with a single employer, whilst only 15% actively sought a boundaryless career. Also, a US survey involving 2,000 full-time employees highlighted 'the power of lateral career moves' (Helvey, 2016: 2). 66% of respondents would consider a lateral career move within

their current employer, whereas only 27% would consider switching organisations (Helvey, 2016: 3). Reported benefits for such organisational lateral moves included: personal satisfaction, new career path and the professional challenge (Helvey, 2016: 2).

Consequently, it can be understood that in fact a tapestry of career forms co-exist in today's career landscape, which is growing ever richer and more complex, with the organisationally-bounded career remaining present. Arthur, et al. (1995) asserted that the traditional career exists alongside the intelligent career, whereby the career holder develops skills and knowledge to build personal mobility. In addition, Clarke (2009) asserts that the traditional, organisationally-bounded and intelligent careers exist alongside other career forms including: portfolio, protean, boundaryless.

Baruch (2006) highlights this increasing subtlety and complexity by asserting that rather than an extreme swing from an organisationally-bounded career to one more boundaryless, the career landscape holds more nuances with both the career ladder becoming flatter with the boundaries becoming more blurred. He emphasises that the traditional career whilst not being dead, it is just not the norm anymore (Baruch, 2006). A new integrated field of career theory is superseding the dominance of the boundaryless and protean career concepts that includes the hybrid career concept, where the strengths of the traditional and non-traditional career concepts are blended (Sullivan and Baruch, 2009: 1556). Briscoe and Hall (2006) illustrate this by declaring that the boundaryless mind-set can be developed and fostered within an organisational career setting, thereby cultivating a new organisational career form.

Therefore, it can be asserted that the organisationally-bounded career form is very much alive and still prevalent (Clarke, 2013). However, rather than dominate the careers landscape, it is joined by many other career forms to provide a rich diversity of form, as illustrated in **Figure 2.1**. Role holders may evolve their career form through their lives, for example: from protean, to organisational, as their needs change. Such increasing dynamism and fluidity (Baruch, 2003), flexibility and complexity in career forms is illustrated further in the post-corporate career concept (Peiperl and Baruch, 1997), and described by others as a 'career quake' (Watts, 2016: 30). Some researchers even go as far as recommending:

“to acknowledge the vast heterogeneity that characterizes both individual careers and careers en masse, and [instead] to focus perhaps on career events – for example transitions (Nicholson, 1984) [...] rather than career stereotypes.”

(Inkson, et al., 2010: 6)

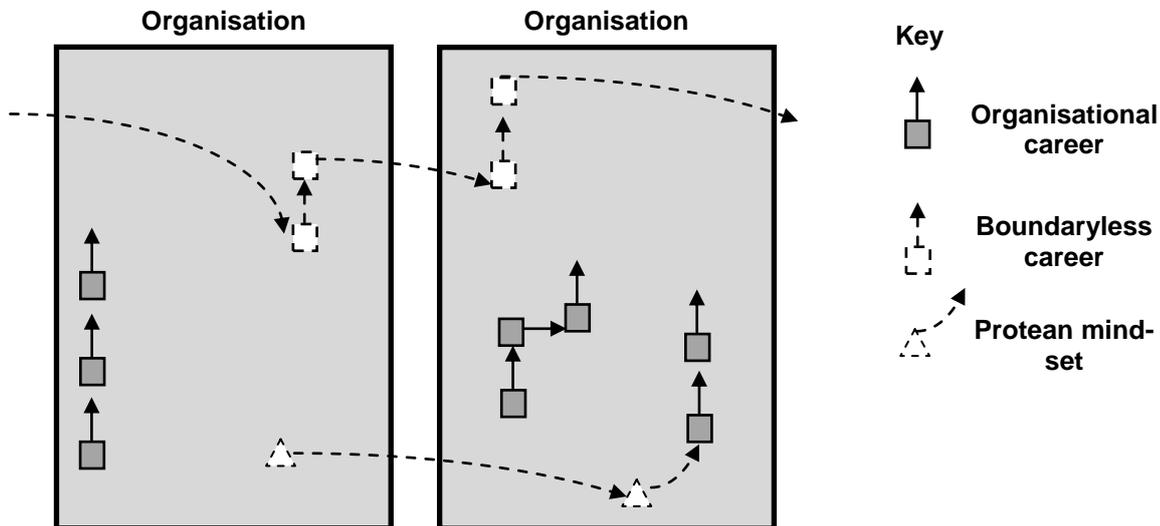


Figure 2.1: Tapestry of Career Patterns

Source: own

Acknowledging this complex and heterogeneous careers landscape prompts the questions of how can role holders best manage this movement between roles and what aspects of career capital will facilitate such transitions. Having explored this diverse, complex career landscape, I will move on to explore the ‘career event’ (Inkson, et al., 2010: 6) of work transitions.

2.2 Work Transitions

Before moving on to explore work transitions in more depth, it is pertinent to distinguish between career transitions and work transitions. As outlined within **Section 2.1.2.**, a plethora of career definitions exist. Also, as acknowledged by Yates (2014: 52), ‘trying to define exactly what constitutes a career change is tricky. How different does a job have to be to constitute a change in career?’ Furthermore, whilst I adopted Ashforth and Saks’s (1995) career definition as: the sequence of work activities punctuated with work transitions, I argue that career transitions and work transitions have the same meaning and are, as such, used interchangeably. Having clarified this stance, I propose a work transition typology.

2.2.1 Work Transition Typology

Given this research study’s focus, it is useful to distinguish and define the different types of work transitions. Whilst several career typologies exist covering a range of topics, for example life-career phases (Super, 1980), to date, only one previous work transition typology exists; this was proposed by Louis (1980) where the distinction was made between macro work role transitions (also known as objective role or inter-role transitions) and subjective role transitions (also known as intra-role transitions). On reviewing the careers literature, I identified four types of work transitions, and I propose a new work transition typology extending Louis’s (1980) typology. Within this, I build on Louis’s (1980) typology by adding other transitions (Life course and Micro work role) and including the transition dimension and sub-dimension literature as outlined in **Table 2.1**.

The first part of this new work transition typology is outlined in **Figure 2.2**. The key themes distinguishing between the work transition types are: balance between work and life event, scale of role change, level of permanency.

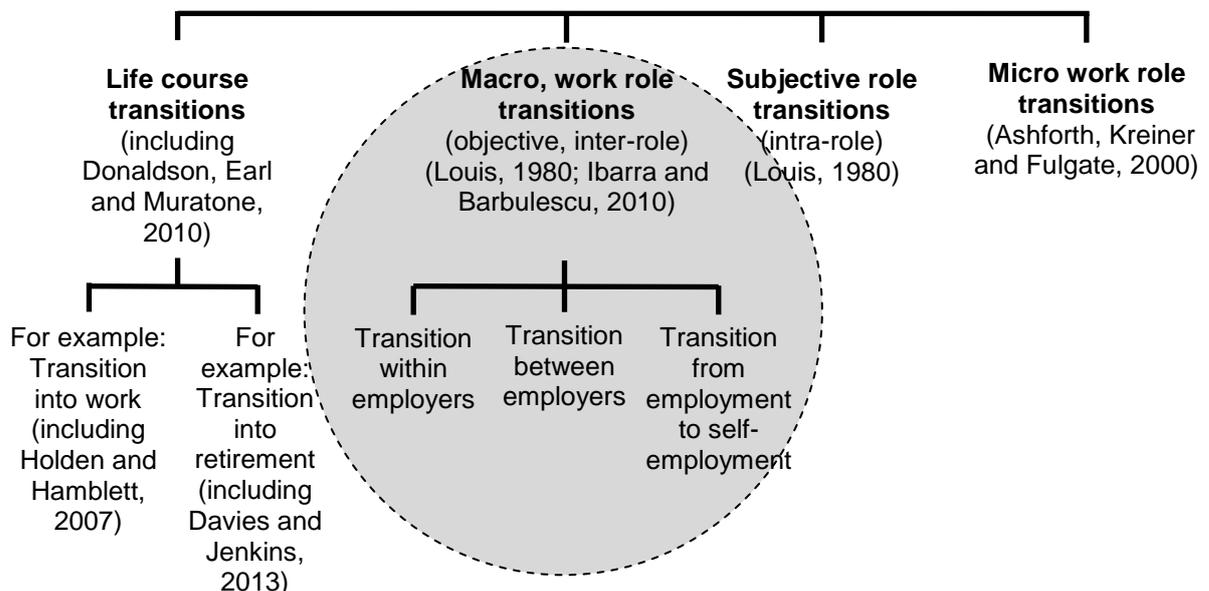


Figure 2.2: Proposed Work Transition Typology – Part One

Source: own

Life Course Transitions

One of the fundamental assertions of life course theory is that both contextual and psychological factors need to be considered in order to understand the consequences

of a life transition (Elder and Johnson, 2003 as cited in Donaldson, et al., 2010: 280). In the context of a work transition typology, a life course transition is where organisational factors also need to be considered, and where a transition takes place between a life and work event. Example empirical studies exploring such life course transitions include from: work to retirement (Donaldson, et al. 2010; Davies and Jenkins, 2013); school to work (Lang, 2010); higher education into work (Holden and Hemblett, 2007). Whilst life course transitions forms part of this work transition typology, they fall outside the scope of this research study.

Macro Work Role Transitions

In the literature there are inconsistencies in how macro work transitions are defined. Louis (1980) describes macro work transitions (also known as objective role or inter-role transitions) as passages between sequentially-held organisational, occupational or professional roles. Common examples of macro work transitions are: organisational entries, exits, promotions, transfers, demotions, inter-organisational moves, occupational changes (Ibarra and Barbulescu, 2010: 136). Interestingly, on other occasions, macro role transitions have been defined as infrequent and often permanent changes, such as promotion *or retirement* (Ashford and Taylor, 1990; Stephen, 1994; Ashforth, et al., 2000), with the inclusion of retirement illustrating a move away from the emphasis of a transition between work-related roles. In this research study, given that the focus is on work transitions, the term macro *work* role transitions will be used and I will adopt Louis's (1980) definition.

Subjective Work Role Transitions

As part of her career transition research, Louis (1980) defined subjective role (also known as intra-role) transitions as involving a role holder adopting a new, different orientation to an existing role. Nicholson (1984) described such transitions as how a role is experienced over a period of time by a role holder. Given that the focus in this research study is work transitions, this will be defined here as subjective *work* role transitions, where the role holder adopts a new, different orientation to an existing work role. Whilst subjective work role transitions forms part of this work transition typology, they fall outside the scope of this research study.

Micro Work Role Transitions

A micro role transition is defined as a frequent and usually recurring transition, such as the commute between home and work (Ashforth, et al., 2000). Given that the focus in this research study is on work transitions, the term micro *work* role transitions will be used within this typology, focusing on the frequent and recurring transition between work and another life role. Whilst micro work role transitions forms part of this work transition typology, they fall outside the scope of this research study.

Schlossberg (1984) claims that transitions are influenced by the prevailing variables. Such variables influence the magnitude of the transition and therefore its effect on the individual. This raises the question: what is the nature of these variables? When reviewing the literature concerning career types and macro work role transitions, researchers have identified dimensions and sub-dimensions that represent such prevailing variables that influence the transition nature. Representing the second part of this work role typology, these dimensions and sub-dimensions are summarised in **Table 2.1**. Whilst this list is comprehensive, it is anticipated that further empirical research will uncover additional focus (Neale and Griffin, 2006) and dimensions yet to be discovered.

Dimensions	Sub-dimensions	Description
Relation to employer		<p>A transition within an organisation is described as: internal (Nicholson and West, 1988; Ng, et al., 2007), intra-company (Arthur et al., 1999), intra-organisational (Louis, 1980).</p> <p>A transition between organisations is described as: external (Nicholson and West, 1988; Ng, et al., 2007), inter-company (Arthur et al., 1999), inter-organisational (Louis, 1980; Mallon, 1998).</p>
Organisational position		<p>The positional change in role as a result of the transition is described as: vertical (Schein, 1978), bureaucratic (Kanter, 1989), upwards or downwards (Nicholson and West, 1988; Ng et al., 2007), change in responsibility level (Gunz, 1989), movement to the inner core (Schein, 1978).</p>

Nature of work	Activity	The changes in the work activities as a result of the work transition are described as: activities of role (Gunz, 1989), the amplitude – meaning the novel or radical demands of the transition – and the complexity of the work activities (Nicholson, 1990).
	Function	The changes in the functional nature of the role as a result of the work transition (Schein, 1978; Nicholson and West, 1988).
	Skill / Craft	The changes in the nature of the professional skill or craft as a result of the work transition (Kanter, 1989).
	Industry	The changes in the industry sector as a result of the role transition (Arthur et al., 1999).
	Value creation	The changes in the entrepreneurial activity of value generation as a result of the role transition (Kanter, 1989).
	Continuous/ Discontinuous	Whether the work transition involves movement between roles involving similar or differing types of work, respectively (Baruch and Quick, 2009; Haynie and Shepherd, 2010).
Permanency		The degree of permanence of the role transition: permanent role change (Dickmann and Harris, 2005), permanent repatriation (Lazarova and Cerdin, 2007; Herman and Tetrick, 2009), single international assignment (Suutari and Makela, 2007).
Catalyst	Voluntary / Involuntary	The nature of how the transition was initiated, either by the role holder or organisation: discretion being the scope that the role holder had in determining the content and scheduling of the experiences of the transition (Nicholson, 1990), voluntary versus involuntary (Heppner, 1998; Arthur et al., 1999; Bagdadl, Solari, Usai and

		Grandori, 2003; Pummell, 2008; So, 2010).
	Planned / Sudden	The role holder's awareness of the forthcoming role transition (Pummell, 2008).
	Origin of decision	The instigator of the role transition: self or organisation (Sullivan and Baruch, 2009), propulsion, who or what determined the onset of the transition (Nicholson, 1990).
Speed		The speediness or rate of the work transition (Nicholson, 1990).
Shape		The time spent at each of the stages of the transition cycle (Nicholson, 1990).
Location		The geographical movement experienced in the work transition: geography (Arthur et al., 1999), location (Gunz, 1989).
Support		The level of facilitation experienced by the role holder during the transition (Nicholson, 1990).
Success level		The level of perceived success of the transition by the role holder (Power, 2010).

Table 2.1: Proposed Work Transition Typology – Part Two: Dimensions and Sub-Dimensions of a Macro Work Role Transition

Source: own

As transitions are each influenced by particular combination of dimensions and sub-dimensions present at the time at the transition, such unique permutations will influence the magnitude of the transition and therefore its effect on the individual (Schlossberg, 1984). Again, this raises the question of what career capital will be required by role holders to traverse the different forms of transitions. Some researchers have advised working with populations that have had similar transition experiences (Ng, et al., 2007; So, 2010) thereby having a similar combination of dimensions and sub-dimensions prevalent during the transition. Neale and Griffin (2006) emphasise this further by specifying that the cognitive disruption, or mental stress experienced by an individual, caused during the initial stages of the transition will vary depending on the number and scale of the events taking place; they also stress the importance of working with populations who have experienced similar

transition types and therefore similar levels of cognitive dissonance. Consequently, it may be prudent to work with a population who have had a similar nature of transition in terms of: relationship with the employer, location and organisational position.

Some dimensions have proved difficult to define and operationalise, including function (Gunz, 1989; Doering and Rhodes, 1996). In addition, some dimensions have received more focus than others; the movement upwards within a role transition has been researched more frequently (Ng, et al., 2007; So, 2010) and downward moves less so, due to the perceived loss of power by the role holder (Ng, et al., 2007), which is likely to impact a role holder's perceived identity. Given this, this research study focuses on a role holder population who have experienced macro work role transitions with similar dimensions, namely: relationship with employer, location and organisational position.

2.2.2 Summary of Transition and Work Transition Theories and Models

Despite its relevance and importance to careers, it has been claimed that the nature of role transitions has received less attention within careers research to date (Ashforth, et al., 2000). It is stated that careers research thus far has focused more on career choice and adjustment (Heppner, Multon and Johnston, 1994) and on the boundaries and the content of each career stage, leaving much still to be understood about role transitions (Stephen, 1994). Despite there being a small range of empirical role transitions studies being undertaken (Nicholson, 1990), this research is still regarded as being limited (Ornstein and Isabella, 1993; Mallon, 1998; Pummell, 2008). Subsequently, this has led to a limited development of work transition theory (Nicholson, 1990; Ornstein and Isabella, 1993; Mallon, 1998) as compared to other topics such as leadership, organisational learning and selection (So, 2010: 6). Therefore, although it is claimed that careers have become more discontinuous with increased frequency of work transitions (Sullivan and Baruch, 2009), and that there is a demand for more research on work transitions (Stephen, 1994), there appears to be a lack of supply of work transition theory to meet this demand. Therefore, to compensate for this lack of supply of work transition theory, transition theories, models and concepts will be critiqued from multi-disciplinary sources including anthropology and psychology, namely: Schlossberg's (1981) Model for Analysing Human Adaptation to Transition, Van Gennep's (1905) Rites of Passage, Nicholson's (1984, 1990) Transition Cycle, Neale and Griffin's (2006) Model of Self-Held Work Roles, Bridge's (1980) Transition Model. Whilst macro work role transitions provide a context for this

research study, this succinct critique provides a valuable backdrop for understanding some of the pertinent issues surrounding an individual's experience of transitions.

Contextualisation

When reviewing the transition literature, there is variation in the level of attention given to the transition context. Schlossberg's (1981) Model for Analysing Human Adaptation to Transition, further developed by Schlossberg, Waters and Goodman (1995), places significant emphasis on the transition context through the identification of the transition dimensions, including: nature of role change, source of change, nature of timing and duration. However, despite these immediate contextual considerations, the wider context is not specified. This implies an application within everyday life transitions (Pummell, 2008). Anthropologist Van Gennep (1905) developed a model which describes the rites of passage pertaining to primitive role transitions and assumes a general context of societal change. Nicholson (1984, 1990) produced and updated a process model, the Transition Cycle. Whilst it assumes a context of the transition between macro work role transitions, it is considered to be too de-contextualised as it takes little account of the situational cues which might prompt such transitions (Mallon, 1998) or contextual changes within family and life (Ashforth and Saks, 1995). Whilst Neale and Griffin (2006), in their model of Self-Held Work Roles and Transitions, take an individual, role-holder perspective on the behavioural changes required when transitioning into a new role, no other contextual consideration is given beyond the nature of transition being within an employing organisation.

Through his work on transitions, Bridges (1980) explicitly differentiates transition from change, by asserting that whilst change is situational and external in nature, a transition is internal. The transition is the inner psychological process that people go through to come to terms with a new situation. However, despite this distinction, Bridges' (1980) transition model focuses on the internal transition through the identification of the purposes, activities and suggested emotions that individuals may experience during the transition. It is context-independent and Bridges (1980) encourages its multi-location application, including organisational change, bereavement and life changes (Bridges, 1986). This raises the question as to whether it is feasible to draw a comparison between experiences of bereavement and the experiences of organisational change (Giæver, 2009). Although work may be important to people and give their lives meaning, it can be expected that the emotional

experiences associated with bereavement is very different to, and may be experienced more strongly than organisational change (Giæver, 2009).

Scope of Individual Adjustment to Transitions

When considering the nature of the individual's adaptation to transitions, there is variation across the transition literature as to the scope required for this adjustment. The conceptual framework in **Table 2.2** outlines these. Here, the *individual* is defined as the individual experiencing the transition, and *contextual* is defined as including other people within the wider societal context. *Psychological* is defined as being 'of the mind', whereas *physical* is defined as involving physical activity.

	Individual	Contextual
Psychological	Bridges (1980) Nicholson (1990)	Van Gennepe (1905)
Physical	Neale and Griffin (2006) Nicholson (1990) Schlossberg (1981) Van Gennepe (1905) Bridges (1980)	Schlossberg (1981) Bridges (1980)

Table 2.2: Scope of Adjustment of Individual Adaptations to Transitions

Source: own

Neale and Griffin (2006) take a narrow scope by focusing on the role holder's newly required behaviours thereby considering the physical adjustments of individuals. Nicholson (1990) takes a slightly broader view of the individual adjustment by considering the additional importance of the psychological adjustment within their personal identity. Schlossberg (1981) side-steps the psychological considerations and focuses purely on the physical adaptations of both the individual and their societal context by articulating the importance of required behavioural change, combined with changes in the relationships and life structure. Interestingly, Van Gennepe (1905) recognises the physical adjustment required by the individual through newly required behaviours and rituals together with the psychological adjustment within the societal context of status. Bridges (1980) takes a more comprehensive view of required adjustments through acknowledging the full physical and psychological adjustments of

the individual through required changes in identity and roles, and the physical adjustment within their context through alterations in relationships.

Personal Agency

Personal agency can be defined as the 'drive for achievements and the promotion of one's own interests [...] controlling the environment and asserting the self' (Schaumberg and Flynn, 2017: 1859). When considering the level of personal agency, again, there is a spectrum within the transition literature. On the one hand, Bridges' (1980) transition model places the individual in a position of passivity through implicitly assuming that the spaces and places (including work organisation environment) remain static and stable whilst an individual travels through them (Fenwick, 2013). This assumption is at odds with the belief that such a work environment is continuously dynamic, where the space is open, relational, and multiple, socially-produced and productive of social relations: 'unfinished and always becoming' (Fenwick, 2013: 361). Bridges (1980) also assumes that the transition is positive, simplistic and optimistic. On the other hand, Schlossberg (1981) readily acknowledges that transitions are challenging, which whilst on occasions can be experienced as being positive, may also generate setbacks and failure. The available resources in the form of a dynamic balance sheet of personal assets and liabilities emphasise the personal control available to the individual in determining the nature of the transition experience (Schlossberg et al., 1995).

Focus: Resources or Transition Process

Interestingly, there are further parallels in the transition literature between this emphasis in personal agency and the focus of the transition theory and model. Where personal agency is heavily emphasised, as in the case of Schlossberg (1981), the transition theory focus is on the characteristics of the resources that can support the transition: individual characteristics, strategies and external support. When mapped against the same conceptual framework, these resources can be seen to reside in three of four quadrants as seen in **Table 2.3**, with there being a gap in the contextual psychological resources. Interestingly, internal locus of control features within this framework; being defined as a 'reflecting a positive belief about personal control over success' (Chen, Li and Leung, 2016: 125), shows connection with personal agency

and personal power which can be defined as ‘attempts at personal control [...] control over their environment and with influencing others’ (Bell and Staw, 1989: 241). When role holders have higher levels of internal locus of control, and needs for agency and power, this is likely to impact their role transition experience, especially where the change catalyst is external. Conversely, such needs may lead role holders to be their own catalyst for change and role transition.

	Individual	Contextual
Psychological	Internal locus of control Coping orientation Realistic goal setting Commitment to goals The ability to enjoy success and suffer failure Adaptive and maladaptive strategies	
Physical	Physiological characteristics: age, health	Social support

Table 2.3: Schlossberg’s (1980) Resources Supporting Individual Transitions

Source: own

No other transition models and theories explain the resources required to support individual transitions. Instead, in these cases, the focus is on the nature of the transitional process rather than required resources. Within Schlossberg (1981) *Human Adaptation to Transitions*, little is done to explicate the process itself (Swain, 1991 as cited in Pummell, 2008). Van Gennepe (1905) indicates the three phases of transitions, through the rites of passage of: separation, transition and incorporation. Bridges (1980) mirrors this in his Transition model with his transitional phases of endings, neutral and new beginnings. Nicholson (1990) takes a work-specific context by indicating four phases within the macro work role transition: preparation, encounter, adjustment and stabilisation. Neale and Griffin (2006) synthesize this to the two phases of: moving into a new role and adjustment.

Endings

When considering the transition ending, again, there is a continuum of response within the literature. On the one hand, the transition is seen to end once there has been a move to a new steady state, for example: new stable life structure (Schlossberg, 1981), move to the final adjustment in the new beginnings (Bridges, 1980) or move to a steady state (Van Genneep, 1905). These perspectives imply the linear nature of a transition. On the other hand, Nicholson (1990) develops his Transition Cycle to be recursive where stage 1 is also stage 5 based on the four phases, which implies a cyclical, ongoing nature of transitions.

In summary, this critique of transition theories and concepts collectively throws light on some of the individual's experience during transitional times, including: explaining why individuals may have different transition experience, illustrating factors that influence an individual's transition adaptation, outlining the nature of the differing transition phases, explicating potential sources of problems and stress experienced during an individual's transition. Having critiqued transition theories and concepts, I will move on and explore the role holders' experiences of macro work role transitions more deeply.

2.2.3 Role Holders' Experiences of Macro Work Role Transitions

Challenging Context

Work transitions can be experienced as challenging by role holders. Some role holders have to overcome a considerable emotional struggle (Goleman, 1995; Baruch, 2006), as role transitions require concentration and emotional energy (Schein, 1978). Despite research into transition stress management many years ago (Brett, 1980), many role holders still find transitions difficult.

Often work transitions can place demands on role holders as frequently they are undertaken within a turbulent organisational context (Baruch, 2006). In addition, the transition itself can be unsettling, as it can often involve a confrontation and re-negotiation between the two strong forces – namely the individual with their ambitions and expectations, and the organisation with their requirements and culture (Schein, 1978). In contrast, researchers have found that some role holders typically prefer stable employment (Segers, Inceoglu, Vloeberghs, Bartram and Henderickx, 2008; Power, 2010); therefore, this increased mobility may prove challenging for some, as

their role stability and the sense of belonging gained from residing within a team and organisation may be threatened (Currie, et al., 2006). Therefore, the changing employment landscape may generate challenges for role holders and require some personal adjustments.

Physical Challenges

Transition points can lay new claims on individuals (Ibarra and Petriglieri, 2010), thereby creating individual challenges. Indeed, there is significant physical activity occurring during the transition that brings with it personal challenges including: a reorientation of goals, development of new behavioural routines and informal networks (Ashforth and Saks, 1995), development of new skills (Schein, 1978), re-establishing patterns of interpersonal interactions (Ibarra and Barbulescu, 2010) and restructuring of their life around the presenting opportunities (Schein, 1978; Pummell, 2008). Therefore, transferring between roles can be a risky affair for the individual as crossing boundaries between roles and possibly organisations brings with it a number of uncertainties (Mayrhofer and Iellatchitch, 2005), particularly when transitions are involuntary and sudden. This unintentional move is likely to impact more heavily those role holders with an internal locus of control and higher levels of personal agency. Such agency can be defined as an individual's: desire to 'influence intentionally one's functioning and circumstances' (Bandura, 2006: 164) and perception as being able to construct appropriate courses of action, and influence a social and physical environment (Besta, Mattingly and Blazek, 2016). Arguably, this level of risk is perceived as more challenging when the stakes are high, in the case of business leaders, when there are interactions with high status and powerful people (Ibarra and Barbulescu, 2010). Indeed, such transitions into significant new roles are experienced as the most challenging times (Watkins, 2009).

Psychological Challenges

As well as physical activities, significant activity is occurring internally for the role holder during the transition, including: the reorientation of attitudes, and the readjustment of personal identity (Ashforth and Saks, 1995). The transition is said to expose the fragility of subjective careers, forcing people to rethink their career stories, re-evaluate their career success and reassess their employability (Clarke, 2009),

which is arguably especially pertinent for those experiencing an involuntary transition. As with the involuntary, physical challenges this is likely to impact more deeply those role holders with higher needs of personal power; such role holders are likely to seek out ways of controlling and influencing their own work environment. In addition, when moving between roles (and potentially employers) a role holder's level of organisational attachment is likely to influence their role transition experience. Here, organisational attachment can be defined as a desire to stay within an organisation (Hom, Mitchell, Lee and Griffeth, 2012; Shapiro, Hom, Shen and Agarwal, 2016), and more specifically as 'an individual's psychological and behavioural involvement in a social group or unit of which he or she is a member' (Tsui, Egan and O'Reilly, 1992: 554). These psychological challenges can be a potential disruptor of self-esteem and comfort (Schein, 1978) and can reputedly impact a role holder's mental health (So, 2010), and well-being (Ashforth and Saks, 1995).

Further light is thrown on this psychological adjustment when the transition definitions are explored within the careers literature. As outlined earlier within **Section 2.2.2**, Bridges (1980) proposes a distinction between transitions and change. So (2010: 17) builds on Bridges' definition and rephrases this distinction as being: 'a change is the shift in the world around us but the transition is the internal process we go through in response to this shift', and affirms it as being a useful distinction in the study of work transitions. Situational changes that create such internal transitions are those that have an impact beyond normal day-to-day experiences (Pummell, 2008).

Transition Complexity and Frequency

The forms of role transitions are reportedly becoming more varied (Mayrhofer and Iellatchitch, 2005) and complex (Chudzikowski, 2012) in nature. For example, some may be voluntary or involuntary and imposed (Brown, 1995), thereby increasing the complexity faced by the role holder. Moreover, Nicholson (1987) posits that the experiences of role transitions are indeed cumulative, meaning that both negative and positive transition cycles can spiral and transfer into the next transition. Therefore, this strongly implies that when a role holder experiences a particularly challenging role transition, this negative experience can be carried forward into subsequent role transitions, compounding the role holder's experience.

In the past, transitions were regarded as unusual and infrequent events of instability, linking two zones of assumed stability; this is no longer the case within the new types of careers (Mayrhofer and Iellatchitch, 2005). A transition ending can be defined as being when an individual: synchronises (Ashforth and Saks, 1995), adapts (Mayrhofer and Iellatchitch, 2005) or is at equilibrium (Ng, et al, 2007) with their new situation. There is evidence that the periods of equilibrium between transitions are shortening. Whilst Lewin (1951) posited that the form of change was unfreezing – movement – refreezing, Baruch (2006) challenged this assumption by asserting that the periods of stability are now much shorter. This corroborates the assertion that transition frequency is increasing, and further implies that it is important for individuals to master transition management and cultivate the career capital to facilitate these.

Transition Enablers

The idea of developing career capital to improve transition management is not a new one. Neale and Griffin (2006) emphasise that role holders need certain personal capabilities to contend with this range of activities taking place during transitions. Such required resources are considered to be both internal personal capabilities and also external resources (So, 2010), which when lacking can act as transitional barriers (Sullivan and Baruch, 2009) to both psychological and physical mobility (Sullivan and Arthur, 2006). Therefore, role holders may find the role transfer challenging if they don't have the: resources available, coping strategies (Schein, 1978) or transition methodology (Ibarra, 2002). Given that it is stressed that there are individual differences between role holders in their ability to deal with role transitions (Schlossberg, 1984), this raises an interesting question of what aspects of career capital can enable successful role transitions. Being more able to deal with transitions would avoid the variety of problems that can arise for both individuals and organisations when role holders fail to make the transition (Stephen, 1994).

Having the appropriate resources and developing the appropriate transitions methods have been evidenced to lead to more successful role transitions (Grimland, et al., 2012). Indeed, role holders can transition more successfully through developing instruments such as: transition scripts that guide transition tasks in a temporal flow (Lord and Foti, 1986), role schemas that organise a role holder's knowledge about appropriate behaviours in a role (Ashforth, et al., 2000), career stories (O'Mahony and Bechky, 2006). In addition, developing particular capabilities can make a difference to

transition success including: flexibility, adaptability and self-management (Clarke, 2009).

Transition Management

Looking at how transitions can be managed and understanding the career capital required to support such transitions is of value for role holders (Nicholson, 1984), enabling role holders to rapidly adapt during this time of upheaval (Savickas and Pouyaud, 2016). This career capital can potentially be added to the role holders' development agenda to enhance the building of personal mobility (Brown, 1995). Moreover, it is asserted that the required transition approach may vary between role holders (Clarke, 2009), emphasising how the nature of the career capital required by the individual will vary depending on the complexity of the role transfer and therefore the dimensions and sub-dimensions of the transition (see **Table 2.1**). This echoes in part Bourdieu's concept of 'fields' (which will be discussed further in **Section 2.3**). Here, fields are distinct areas within the social world, each embracing their own unique set of rules, knowledges, and forms of capital.

When considering the management of role transitions, a question that naturally follows is 'who is this relevant for?' Baruch asserts that role transition management is relevant to everyone (Stephen, 1994; Baruch, 2006) rather than a select few, thereby increasing this topic's relevance and importance. Individuals have to take more responsibility for managing this increasing frequency of these role transitions (Hakim, 1994; Altman and Post, 1996; Forret and Dougherty, 2001; Seibert, Kraimer and Crant, 2001), by exercising increased level of personal control (Clarke, 2009). This increased personal agency within career management (Chudzikowski, 2012; Grimland et al., 2012) can be witnessed: as a feature of the emerging knowledge-based society (Pettersson, 2003; Dries, 2011) and in the development of new career theories, including protean career concept (Briscoe and Hall, 2006), as outlined in **Section 2.1.2**.

However, although there has been a pendulum shift towards the role holder taking up responsibility for transition management, the organisation still has a role to play (Baruch, 2006). It is argued that career theory has overemphasised the individual agency within this transition management, whilst neglecting the contextual issues (Evetts, 1992; Brown, 2002; Dries, 2011) and not looking at the constraining or

enabling social structure, namely the organisational structure (Brown, 2002; Lucas, Liu and Buzznell, 2006; Dries, 2011). So, rather than have accountability with either the individual or the organisation, an 'or-or' perspective, it should have an 'and' perspective, where both the individual and organisation have a role to play (Lips-Wiersma and Hall, 2007; Dries and Pepermans, 2008). Therefore, a more contemporary view in the transition management is for this to be a partnership of the individual and organisation (Suutari and Makela, 2007). This requires collaboration between both parties, so rather than the organisation directing the career path of the role holder, they should be supportive to the role holder's requirements (Baruch, 2006). Therefore, the organisation still has a role to play and much remains for the organisation to manage during these transitions (Baruch, 2006). This raises the question of how the organisation can help role holders to develop such career capital to enable a more successful role transfer.

However, evidence shows that good preparation for managing role transitions pays off (Baruch and Quick, 2009). It is recommended that role holders find a way to deal with this increased frequency and changing nature of transitions (Mayrhofer and Iellatchitch, 2005); this asserts that there is value in exploring the career capital required in transition management. Moreover, it is recognised that competence can be impacted directly as a result of the transition experience (Ashforth and Saks, 1995). Although transitions can have positive and negative outcomes (Schlossberg, 1981) it is affirmed that the personal gains typically outweigh the stresses (Nicholson, 1990), although this may not always be the case especially when transitions are experienced as unsuccessful (Haynie and Shepherd, 2010).

Having explored the challenges role holders may encounter when undertaking role transitions, it is timely to consider career capital, the focal theory within this research study. When considering how to define transition resources, I reviewed rival frameworks: movement capital (Trevor, 2001), mobility capital (Murphy-Lejeune, 2002), psychological capital (Luthans, 2002) and career management skills (Hooley, Watts, Sultana and Neary, 2013). Next, I will summarise such competing frameworks and affirm the rationale for selecting career capital.

Firstly, movement capital can be denoted as an individual's education, cognitive ability, and occupation specific training (Trevor, 2001). Often being applied to explore workers job search activities and turnover patterns, movement capital has been found to strengthen an individual's job satisfaction (Direnzo and Greenhaus, 2011) and voluntary turnover (Trevor, 2001). Secondly, being greatly applied within the student

context, mobility capital can be defined as an aspect of human capital which comprises family and personal history, previous mobility experience, cultural adaptation and personality features (Murphy-Lejeune, 2002). However, such a positioning has attracted criticism with researchers arguing that it would be better conceptualised as a form of capital alongside the others identified by Bourdieu (1997) (for example: economic, social and cultural) (Brooks and Waters, 2010).

Thirdly, psychological capital can consist of four capacities: efficacy, hope, optimism, and resilience (Luthans, 2002), and has been shown to lead to better work performance, job satisfaction and career development in the form of decision-making and job attainment (Yates, 2019). Efficacy refers to employees' confidence regarding their abilities to access their motivation, cognitive resources, and courses of action so they can perform well in a specific task activity (Stajkovic and Luthans, 1998). Hope refers to the degree of employees' goal-directed energy in performing a task and the means by which the task is undertaken (Snyder, Irving and Anderson, 1991). Optimism refers to a positive explanation style of good and bad events (Carver and Scheier, 2002). Resilience refers to employees' capability of bouncing back from a turbulent work environment (Luthans, 2002). Scope over-lap exists between psychological and career capital within the areas of self-confidence, motivation and cognitive skills. However, whilst psychological capital offers some scope extension, for example optimism and resilience, career capital offers extensive added coverage: for example, identity, experiences, knowledge, networks (see **Table 1.1**). Finally, career management skills can be defined as skills, attributes, attitudes and knowledge that individuals need to manage their own careers (Hooley, et al., 2013; Neary, Dodd and Hooley, 2015). Whilst the relevance of such skills has been emphasised by European Directives (Council of European Union, 2004, 2008), such career management skills frameworks are not always grounded within empirical research (Hooley, et al., 2013).

Following a review of these various frameworks I concluded that career capital was the closest fit to the research aims of this study. This reasoning is due to its: anchoring in empirical research (see **Table 1.1** to illustrate the breadth of empirical studies), breadth of conceptual range (including networks and resources accessed through these), benefits attributed from its theoretical foundations in Bourdieu's capital theory (including the notion of capital circularity, convertibility and field) and significance in dynamic global business contexts (Dickmann and Doherty, 2008; Lamb and Sutherland, 2010; Tempest and Coupland, 2016).

Given this, it is opportune to explore career capital in more depth. Consideration is given to its origins and evolution, and the rationale is outlined for using Arthur et al's (1999) career capital definition. Subsequently, I will explore how career capital has been used to understand different aspects of organisational and individual change. This exploration focuses in on macro work role transitions, where I consider how role holders have developed and used career capital during role transitions. This is illustrated by drawing on relevant empirical research.

2.3 Career Capital

2.3.1 *The Origins of Career Capital*

With organisational business leaders no longer being able to promise long-term employment to employees (Arthur and Rousseau, 1996; Baruch and Peiperl, 1997; Baruch, 1999; Doyle, 2000; Tulgan, 2001; Kuznia, 2004; Dries and Pepermans, 2008), role holders are having to move more frequently between roles and companies (Kambourov and Manovski, 2008). Many individuals experience the undertaking of these transitions as challenging (Goleman, 1995; Baruch, 2006) and as a result are needing to develop career capital to deal with role transitions. Throughout the remainder of **Section 2.3**, career capital is critically reviewed, including: empirical basis, breadth of scope and theoretical foundations.

For several decades, the notion of capital has evolved on from economic roots and has been developed further by researchers within the sociological and careers literature. Key researchers have extended the underpinning capital concept into different areas including: social, human, cultural, symbolic and career, as illustrated in **Table 2.4**.

	1970s	1980s	1990s	2000s
Typologies of Capitals (Social, Cultural, Economic, Symbolic)		Bourdieu (1983-85)		
Social Capital	Granovetter (1973)	Lin (1988)	Coleman (1990); Burt (1992); Putnam (1996); Portes (1998)	
Human Capital			Melamed (1995); McCall (1998)	

Career Capital			Arthur, et al. (1999)	Iellatchitch, et al. (2003)
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Table 2.4: Selection of Key Researchers within the Capital Literature

Source: own

I will explore each capital in turn, clarifying benefits and limitations.

Capital

Bourdieu (1977, 1986a, 1986b, 1997) has been claimed as making an indelible mark on educational and cultural sociology (Ozbilgin and Ahut, 2005) through developing further the concept of capital into components: economic, cultural, social and symbolic. Within his work, economic capital is defined as financial capital and property. Cultural capital comprises three sub-elements: firstly, embodied state, referring to the long-lasting dispositions of the mind and body (for example: dialect, dress-style, personality traits), secondly, objectified state referring to cultural goods (for example: luxury cars, houses, books) and thirdly, institutionalised state referring to more objectified forms (for example: qualifications or titles) (Bourdieu, 1986a). Social capital is defined as the aggregate of actual or potential resources linked to the possession of a durable network (Rodriguez and Scurry, 2014). Finally, symbolic capital is defined as any capital (physical, economic, cultural or social) that is perceived by individuals as valuable within a given context (Ozbilgin and Ahut, 2005).

As an aside, whilst capital resides at the individual, micro level of analysis, two other concepts are central to Bourdieu's thinking: habitus and field. Such concepts are worthy of introduction at this stage as they emphasise the multi-level perspective of society.

Habitus is positioned at the meso and is defined as:

“The strategy generating principle enabling agents to cope with unforeseen and ever-changing situations [...] a system of lasting and transposable dispositions which, integrating past experiences, functions at every moment as a matrix of perceptions, appreciations and actions and made possible the achievement of infinitely diversified tasks.”

Bourdieu (1977: 72, 95)

In other words, habitus refers to the individual's physical embodiment of cultural capital. In fact, habitus is the Latin word meaning 'of the body' (Jenkins, 1992). This embodiment includes the deeply ingrained habits, skills, manner, gait and dispositions that we possess due to our life experiences; this imprinting begins during early childhood (Jenkins, 1992). Its meso positioning refers to the interaction within habitus development between the micro, individual level and macro, contextual levels.

Moving on to consider field, Bourdieu understood the social world as being divided up into distinct arenas or 'fields' of practice like art, education, religion, law, etc., each with their own unique set of rules, knowledge, and forms of capital. Bourdieu saw each field as being relatively autonomous from the others with each having its own set of positions and practices. Within more technologically-complex societies, fields will increase in frequency, and the boundaries are 'imprecise and shifting' (Jenkins, 1992: 85), including territories managed by particular stakeholders within organisations. Such fields can be a 'field of struggles' for residing agents seeking to preserve and improve their capital portfolios (Jenkins, 1992: 85).

These distinctions help to clarify further the functioning of the social world. This multi-level perspective of society, institutional and individual acknowledges the contextualisation of individuals residing in institutions within the context of society (Ozbilgin and Abu, 2005). It can provide a way of understanding the differentiation across society through differing levels of capital possessed by individuals and can provide a lens through which power interplay and dynamics can be understood (Bourdieu, 1986a). As well as understanding differences, it can clarify how capital gets to perpetuate through time and between generations; dominant capital owners within a particular field are in a more influential position to set the rules to favour capital growth (Bourdieu, 1986a). In addition, capital owners can find means to protect capital and avoid redistribution; whilst economic capital may be easier to control, cultural capital is more clandestine in form (Bourdieu, 1986a).

Also, Bourdieu's work can help to understand the dynamism within the social world within his interwoven concepts of capital, field and habitus in a way that few other academics have achieved (Ozbilgin and Ahu, 2005). An individual's capital portfolio needs managing, for example through the retaining and development of relationships (Bourdieu, 1986a), including the line manager. The field dynamics of supply and demand throw light on how capital values ebb and flow owing to the market pressures and perceptions of the day. Finally, dynamism is also witnessed within the cycles of capital conversion. The notion of capital convertibility and tradability (for example:

converting social capital to human capital) is what makes the metaphor of capital work so well. Whilst some conversions are immediate and transparent (for example: economic capital may be used to purchase other forms of capital more readily), others are more ambiguous where clarity will emerge in time (for example: cultural capital in the form of titles or dialect may be used to generate additional capital in a more diffuse way). Within the cycles of conversions between the capital components, it is argued that economic capital resides at the root of all conversions (Bourdieu, 1986a). Also, in addition to dynamism, further clarity on personal agency can be gained from exploring the interplay between an individual and their capital portfolio and a particular field. An individual is able to impact and change the nature and rules of the field.

Another benefit of the capital concepts is the provision of a lens to explore the strengths of institutions (Arthur et al., 1999) through understanding capital magnitude and nature. Also through understanding the position of individuals within institutions and institutions within the field, it can bring meaning to organisations and management (Ozbilgin and Ahut, 2005). This consideration emphasises the contextualised and multi-level nature of Bourdieu's capital distinctions.

However, despite these benefits Bourdieu's work has attracted some critical review. Human capital was notable by its absence within Bourdieu's work: 'he ignores human capital altogether' (Schuller, 2000: 28). Furthermore, whilst introducing the notion of personal agency, it has been challenged by its under-representation. Habitus emphasises the unconscious operations that are durable (Jenkins, 1992), resistant to reflection and heavily influenced by childhood socialisation. Therefore, the possibility for personal agency is significantly reduced (Mayrhoferr, Iellatchitch, Meyer, Steyrer, Schiffinger and Strunk, 2004) and truly novel human agency is not possible (Harker, 1984). This makes 'the habitus almost immune to major upset' (Jenkins, 1992: 79).

Furthermore, Bourdieu's work has attracted challenge concerning its theoretical foundation. In particular, Jenkins (1992) challenges the ontological basis for Bourdieu's concept of 'field'. Finally, despite there being demand to use Bourdieu's work, researchers have experienced challenges during the operationalisation. Such challenges comprise: difficulty in comprehension (Ross-Smith and Huppatz, 2010), difficulty in conceptualisation (Hofbauer and Fschlmayer, 2004) and conceptual ambiguity and immeasurability (Jokinen, Brewster and Suutari 2008). Consequently, it has been stipulated by some that in despite of his indelible mark on educational and cultural sociology in the latter part of the 20th century (Ozbilgin and Ahut, 2005), his frequency of citations for Bourdieu's work is considerably lower than one would expect

(Nahapiet and Ghoshal, 1998; Ozbilgin and Ahut, 2005). Having considered capital, I will now explore the benefits and limitations of social capital.

Social Capital

Whilst the first observer to invoke the idea of social capital, although not the term, was Alex de Tocqueville in 1831 during his democracy in the USA (Navarro, 2002), the exact origin is matter of great debate (Terjesen, 2005). However, in the past three decades it has become one of the most salient concepts in social sciences (Fang, Duffy and Shaw, 2011), where researchers have developed the thinking within different contexts.

Social capital can be defined as:

“the aggregate of the actual or potential resources which are linked to possession of a durable network of more or less institutionalised relationships of mutual acquaintance and recognition [...] which provides each of its members with the backing of collectively-owned capital.”

Bourdieu (1997: 51)

I have selected this definition within this research study due to its reference to both the network and the actual and potential resources available through such structures.

As a concept, social capital holds many benefits; these benefits can be explored from three levels of analysis: macro, meso and micro. The first group of researchers who view social capital as a public good study it at a macro level (community) and focus on the outcomes of having a large stock of social capital for societies (including: Coleman, 1990; Putnam, 1995; Woolcock, 1998; Fukuyama, 1999). The second group are researchers who studied social capital at the meso level (organisations or group or family) view social capital as an ‘asset’ which groups can possess. These researchers focused on how social capital can be used to benefit organisations and the commitments or obligations resulting from the use of social capital by organisations (including: Pennings, Lee and Witteloostuijn, 1998; Leana and Van Buren, 1999). The third group of researchers studied social capital at the micro level (individuals) view social capital as a private good. As such, these researchers studied individuals’ social capital focusing on its sources and outcomes for individuals (including Belliveau, O’Reilly and Wade, 1996). I will now explore the benefits for each perspective.

Researchers from the first group, discuss social capital as a public resource where the benefits of which are reaped at the community level (Leana and Van Buren, 1999) as well as regions (Putnam, 1995) and nations (Fukuyama, 1995). A further distinction has been made at this macro level between social capital being: a class differentiator (Bourdieu, 1986a) and a public resource (Putnam, 1995). Also, within this macro context there can be seen to be a positive correlation between a community having extensive social capital and achieving positive social outcomes, including: reduced tolerance of deviant behaviour, increased trust and reciprocity, lower crime rates, higher levels of economic prosperity, better levels of health and happiness and successful educational outcomes (Putnam, 1996). Moreover, social capital can help to explain inequality within educational achievement. There has shown to exist a link between social capital, access to resources and educational achievement (Schuller, Baron and Field, 2000), also described as human capital (Portes, 1998). However, within the USA contra-evidence has emerged showing that despite rising educational standards, social capital levels are eroding (Putnam, 1996), thus revealing the complex relationship between social and human capital. Finally, possible negative consequences of social capital for societal members was alluded to (Putnam, 1996), although not deeply explored.

The second group of researchers focused on social capital as part of a unique constellation of resources (Barney, 1991) that the organisation or group or family can tap into and use to attain other resources and achieve goals (Leana and Van Buren, 1999; Lin, 2001). Also, social capital can be regarded as an asset which can achieve positive outcomes, including in the form of: trust (Fox, 1974), inter-group relations and economic performance (Baker, 1990). Moreover, it can be a lens to understand the cultural transference within and between groups or families (Bourdieu and Passeron, 1977). From a negative stand-point, an understanding of social capital within a group setting can highlight damaging behaviour including: exclusion of outsiders, excessive claims on members, restrictions on individual autonomy, the downward levelling of norms (Portes, 1998) and control of member behaviour (Coleman, 1988). In addition, when utilising social capital to acquire resources and attain goals, liabilities may arise for the organisation (Leana and Van Buren, 1999), family or group to contend with.

Finally, the third group of researchers who view social capital at the individual level, focused on the benefits of possessing and mobilising social capital for individuals (Lin, 2005), from both the network structure and related resources. Such benefits comprise: 'bonding' social capital providing a protective structure preventing outsiders from

entering (for example: Bourdieu, 1986b; Coleman, 1988), 'bridging' social capital providing weak ties and access to new information (for example: Granovetter, 1973; Burt, 1992), job (Fang et al., 2011) and occupational mobility (Lin, 1988) and career advancement leading to performance improvement (Makela and Suutari, 2009). Burt (2011) provided additional insight into how individuals can enhance their network structure through tapping into separate networks, straggling the 'structural holes'. Individual power can be enhanced by accessing unique and timely information, increasing personal bargaining power through controlling outcomes and gaining greater visibility to broader audiences (Burt, 1992), helping to see what others can't see (Arthur, et al., 2017). As well as optimising the network structure and associated resources, individuals can use social capital as a multiplier of capital, for example: cultural (Bourdieu, 1997) and career. Finally, understanding the differing sources and characteristics of social capital can be useful for individuals as it enables them to actively cultivate their social capital. Portes (1998) succinctly clarifies social capital sources as: value introspection - in other words from childhood - bounding solidarity, where people are thrown together, reciprocity exchanges and enforceable trust, which is where reciprocity exists within a group setting.

Also, researchers who focused at the micro level highlighted the liabilities of possessing and mobilising social capital at the individual level and the risks associated with over-relying on social capital to reap these benefits. These include: facilitating actions that may be harmful to others (Coleman, 1990), acting as a barrier to new knowledge and ideas (Edelman, Brenen, Newell, Scarborough and Swan, 2004), exclusion of outsiders (Portes, 1998), over-demanding investment into the network and strong solidarity results in parochialism and inertia (Adler and Kwon, 2011). It can be highlighted that most of the work that views social capital in a balanced way comes from research which analyses social capital at this level.

However, this breadth of application has weakened the social capital theory through its overly elastic conception. It has begun to mean many things to people (Narayan and Pritchett, 1997: 2), taking on a circus tent quality (De Souza Briggs, 1997: 111) where it is not obvious that we gain more than we lose by gathering all these various phenomena under an umbrella concept (Hirsch and Levin, 1999). This overuse of the concept in a metaphorical sense with its strong theoretical claims combined with its weak empirical data calls into question its theoretical integrity (Schuller et al., 2000). Given this, there has been a plethora of definitions attributed to social capital. Such definitions vary depending on whether the researchers have focused on the

substance, the sources or the effects of the social capital (Robison, Schmid and Siles, 2002); in other words whether the scope includes just the structure like Baker (1990) or also the potential resources that can be accessed through such network structures, which is the approach adopted by Bourdieu (1986b) and Putnam (1995). Therefore, some researchers have challenged this looseness and demanded that when operationalising, a distinction is made between social capital possessors, the sources and the resources being claimed through the deployment (Portes, 1998). Despite these variations in application, all social capital forms have two characteristics in common: they constitute some aspect of the social structure and the facilitation of individuals within the structure (Coleman, 1990). Moreover, this definition variation may purely be an indication of the concept's early stage of development (Schuller et al., 2000).

Nevertheless, social capital has other intrinsic weaknesses. As a consequence to its conceptual elasticity, social capital has inherent measurement challenges. Researchers have found that an appropriately balanced approach works well, where social capital is not served best by pinning it tightly to the latest quantitative modelling technique (Schuller, et al., 2000). It is recognised that social capital depends on the context of its application, with it being operationalised differently according to its focal issue, for example role transitions. Additionally, social capital has attracted challenge concerning its circularity (Schuller, et al., 2000). Is social capital itself a characteristic of a flourishing society or a means of achieving it? It is in itself both a cause and effect (Portes, 1998: 16). What this emphasises is that social capital is relational, requiring us to look at this social phenomena from different angles; it cannot be captured in a singular line of analysis (Schuller, et al., 2000). Given this, social capital can simultaneously have benefits and disadvantages and that the balance will vary from context to context (Woolcock, 1998). Finally, despite its breadth of conceptualisation, some researchers have highlighted an omission of power and inequality being present within its application (Szreter, 1999; Fine, 2008). In addition, researchers of social capital have attracted criticism for their overly positive and optimistic perspective, neglecting the negative outcomes for society (Portes, 1998; Woolcock, 1998).

On balance, despite these intrinsic weaknesses, social capital holds value for researchers with its rich heuristic quality (Schuller, et al., 2000). This breadth of operationalisation possibilities provides opportunities to explore patterns of relations between individuals, organisations and societies and key values such as trust, sharing and communications (Schuller, et al., 2000).

Human Capital

The idea of extending the concept of physical capital (for example: tools, machines and other productive equipment) to include human capital, is regarded by some as one of the most important and original developments in the last 30 years within the economics of education (Coleman, 2011). Human capital theory examines the role of the individual's competence, focusing on how an individual's knowledge enhances abilities which can result in more effective performance (Melamed, 1995; McCall, 1998). Human capital was defined by Nobel Prize-winning economist Gary Becker as 'the stock of competencies, knowledge and personality attributes that have a direct impact on our ability to work and thus to produce economic value' (Becker, 1999: 15). These individual resource sources can include both formal (for example: degree) and non-formal education (for example: on-the-job training) and are a consequence of an individual's rational and voluntary decision-making (Terjesen, 2005). Human capital theory was developed after the Second World War, although many of the assumptions and ideas in the theory were discussed in the eighteenth century, for example by Adam Smith and John Stuart Mill. Prior to the Second World War most economists were concerned with the economic returns generated by physical capital; the benefits of education and training were attributed to politics and morals rather than economic returns (Terjesen, 2005). However, the events of the Second World War led economists to consider the economic loss of the trained soldiers, workers and citizens who lost their lives (Chen, 2009).

The value of human capital has been illustrated in a number of research studies. For example, education has been shown to be linked to job (Becker, 1993; Davenport, 1999) and management promotion (Tharenou, 2001) and pay increases (Terjesen, 2005), although it is debatable as to whether this progression relates to increased personal productivity or, instead, the signalling effects of educational qualifications within a hierarchical society. Individuals' tenure in jobs and organisations enables deep experiences and firm-specific skills and knowledge development, and is linked to career success (Terjesen, 2005). Finally, social learning theory (Bandura, 1977) focuses on the socialisation process of transferring norms, language and aspirations from others, including family.

To conclude this section, whilst human capital resides within an individual's head, social capital comprises the relationship with others (Portes, 1998); equally while human capital refers to an individual's ability, social capital refers to the opportunity

(Burt, 2011). As capitals, they have similar characteristics of being needed to be managed (Nahapiet and Ghoshal, 1998) with an expectation of future payback (Lesser, 2011). However, there are distinct differences with human capital being more tangible in form (Johnson, 2010) whereas social capital is jointly owned by its members (Nahapiet and Ghoshal, 1998).

Career Capital

Moving on to critically review career capital, it firmly resides within the context of careers. Career capital was first termed within the academic literature by Arthur, et al. (1999). Both Arthur et al. (1999) and Mayrhofer et al. (2004) developed two theoretical career capital theoretical frameworks. To summarise, Arthur et al. (1999) draws upon human capital, cultural capital and social capital theory and excludes economic capital and symbolic capital theory and Bourdieu's concepts of field and habitus. However, Mayrhofer et al. (2004) draws upon much of Bourdieu's work, including cultural capital, social capital, economic capital and symbolic capital theory and Bourdieu's concept habitus and field, whilst excluding human capital theory. I will critically review both career capital theoretical frameworks.

Following DeFillippi and Arthur's (1994) introduction of their career competency theoretical framework: *Knowing Why, Knowing How and Knowing Whom*, as illustrated in **Table 2.5**, later this individual's collective career competency was termed their career capital (Arthur et al., 1999), which draws upon the economic metaphor of career as a resource (Yates, 2014). These three *Knowings* are from what 'intelligent careers are made' (Arthur et al., 1995: 19), where role holders manifest resources for effective career management. *Knowing Why* is about the rationale and purpose of actions based on values and interests relevant to identity which shape commitment and motivation (Arthur et al., 1995; Inkson and Arthur, 2001). *Knowing How* or human capital/cultural capital is about occupational knowledge, expertise and skills (Defillippi and Arthur, 1994; Arthur et al., 1995; Zizic, 2015). *Knowing Whom* is about building networks of relationships for contacts, learning and reputation via social capital (Defillippi & Arthur, 1994; Arthur et al., 1995). Such relationships are regarded as the glue that holds everything together in our social world and are fundamental to a successful intelligent career (Arthur et al., 2017). These three senses of *Knowing* were regarded as the currency of an individual's career capital (Inkson and Arthur, 2001) and 'the overall set of non-financial resources a person is able to bring to his or her

work' (Arthur, et al., 2001: 101). Therefore, career capital can be regarded as people's past learning experiences (Arthur, et al., 2001). Origins within human capital and cultural capital theory (*Knowing Why* and *Knowing How*) and social capital theory (*Knowing Whom*) can be clearly observed.

Knowing Why	Knowing How	Knowing Whom
Career motivation Personal meaning Identification	Career relevant skills Job-related knowledge	Career relevant networks, including networks with key customers and suppliers Leveraging firm's reputation Networks of casual contacts, including family, friends, colleagues, fellow alumni and outside teachers and mentors

Table 2.5: DeFillippi and Arthur's (1994) Individual Career Competency Theoretical Framework

Source: adapted from DeFillippi and Arthur (1994: 308)

Such career capital is acquired through upbringing, school experience, training and skills (Arthur, et al., 1999), and is interrelated where all three career competencies support mutual development and use (Arthur et al., 1995). These career competencies are distinct from managerial competencies, which are based on a company's competency needs, which are framed in work-based schemas of technical competencies, interpersonal competencies and conceptual/strategic competencies, relating directly to the job being performed (Arthur, et al., 1999).

Arthur et al.'s (1999) career capital theoretical framework embraces much strength. Firstly, this framework assumes that it can be developed and personally-acquired through a career and transported and applied within different employment situations (DeFillippi and Arthur, 1996; Terjesen, 2005). This is illustrated through DeFillippi and Arthur's (1994) work which outlines the typical approaches adopted within organisations to support the development of role holders' career competencies: *Knowing Why* being developed by socialisation, team-building and organisational career development; *Knowing How* being developed by job analysis, job design, performance appraisal and training and development; *Knowing Whom* being developed by interpersonal relations, customer relations and mentoring programmes

(DeFillippi and Arthur, 1994: 310). This assumption of development is also adopted within this research study.

Secondly, whilst it isn't referenced within the theoretical framework (see **Table 2.5**), this career capital theory is flexible and able to be applied within different contexts; it is in essence context-dependent (Rodriguez and Scurry, 2014). Arguably, its value is not intrinsic, but dependent on being employed in settings that recognise their potential contribution and value. This mirrors Bourdieu's symbolic concept where capital is valued dependent on the field or context within which the individual operates. Indeed, DeFillippi and Arthur (1996) went on to develop career competency profiles for both the organisationally-bounded and boundaryless career (see **Table 2.6**); they emphasised that it would be useful to consider different career competency profiles within different employment settings.

Competency	Bounded	Boundaryless
Knowing Why Identity	Employer-dependent	Employer-independent
Knowing How Employment context	Specialised	Flexible
Knowing Whom Locus Structure Process	Intra-firm Hierarchic Prescribed	Inter-firm Non-hierarchic Emergent

Table 2.6: Career Competency Profiles
Source: DeFillippi and Arthur (1996: 124)

A further benefit of this career capital theoretical framework is the ease of operationalisation within the careers literature. It is regarded to have been applied in a breadth of empirical studies (Dickmann and Harris, 2005), including in the exploration of: global careers (Dickmann and Harris, 2005), international assignments (Haslberger and Brewster, 2009), career transitions from the military to civilian positions (Baruch and Quick, 2009) and expatriation (Jokinen, Brewster and Suutari, 2008). These will be explored in more depth within **Section 2.3.2**.

Furthermore, this notion of career capital can be seen to have conceptual strength with its central relevance to understanding careers (Terjesen, 2005). As described earlier, the original term of career comes from the Latin carrara (carrus) describing the carriage travelling along a road; 'carriage' can be envisaged in the accumulation and

transfer of capital along an individual's career (Terjesen, 2005). The accumulated experience that the role holder gains over the span of their career includes different levels of learning: individual, organisational and industry (Inkson and Arthur, 2001). These are, in essence, the career assets of the role holder that are carried into each successive role (Lamb and Sutherland, 2010), and are an individual's career capital (Inkson and Arthur, 2001), which has the potential to optimise a role holder's career performance.

As well as this generic conceptual strength, this career capital theoretical framework has a reasonable breadth of scope. Here, the same conceptual framework introduced in **Table 2.2** can play a role to illustrate this. These three senses of *Knowings* of career capital have a scope that includes both individual psychological resources in the form of *Knowing Why* and individual physical resources in the form of *Knowing How*; *Knowing Whom* takes the form of contextual physical resources through the network of contacts and relationships, as shown in **Table 2.7**.

	Individual	Contextual
Psychological	Career capital (Arthur et al., 1999) Career capital (Iellatchitch et al., 2003)	Career capital (Iellatchitch et al., 2003)
Physical	Career capital (Arthur et al., 1999) Career capital (Iellatchitch et al., 2003)	Career capital (Arthur et al., 1999) Career capital (Iellatchitch et al., 2003)

Table 2.7: The Scope of Career Capital Definitions

Source: own

Finally, in contrast to Bourdieu's capital, Arthur et al. (1999) career capital theory gives greater visibility to human capital.

However, despite embracing such strengths, this career capital framework has limitations. Firstly, the elements of *Knowing Why*, *Knowing How* and *Knowing Whom* were not fully defined beyond listing, arguably owing to their theoretical nature and weak grounding in empirical evidence. This is at odds to the purported best practice where such coding within theoretical frameworks required: labels, definitions,

illustrative examples through empirical citations (Boyatzis, 1982). Where such code development is missing, misplaced conceptual leaps can lead to misinterpretation (Boyatzis, 1982). This lack of delineation can create questions when considering some of the potentially more ambiguous elements, for example: identification. Identification with what? Secondly, *Knowing Whom* focuses on a narrow scope; by purely emphasising the network structure it misses out the reference to the resources or potential resources available through this structure, as highlighted within the social capital theory. Thirdly, it only makes reference to cultural capital within *Knowing Whom* through emphasising the family network as a resource. What is omitted is the wider, cultural consideration of the role of family within upbringing and its impact on our career capital development as an individual.

In addition, the theoretical underpinning for this career capital theoretical framework has changed. On first issue, DeFillippi and Arthur (1994) label *Knowing Why, Knowing How and Knowing Whom* as individual career competencies, the cultivation of which forms part of an intelligent career (Arthur et al., 1995). Later, Arthur et al. (1999) declare the three *Knowings* as individual career capital, thereby moving the theoretical basis from one of competency to capital. As well as this shift, in themselves competencies have attracted challenge, in terms of variability in: definition and underpinning construct (Woodruffe, 1993; Bucker and Poutsma, 2010). This has earned competencies the reputation of having a long history of definitional changes (Bucker and Poutsma, 2010). Moreover, whilst this career capital theoretical framework has been operationalised widely by career researchers, the empirical basis for such framework is less evident.

Furthermore, it is a static theory and fails to recognise the dynamism that is emphasised with Bourdieu's capital work; for example, how can *Knowing Why* generate *Knowing How*? Finally, whilst this theory has subsequently been applied within organisational settings (including Hall, 1992) this theory presents itself at the individual, micro perspective. It fails to recognise the interplay between the individual and their field or wider context, as embraced within Bourdieu's capital theory through the multi-level perspective of micro, meso and macro.

An alternative career capital theoretical framework was introduced by Iellatchitch et al. (2003) as part of their grand career theory. The catalyst for this work was the acknowledgement that careers were becoming more complex in form and that a framework was needed within the careers literature to account for this increase in complexity (Iellatchitch, et al., 2003). Whilst acknowledging the presence of Arthur et

al.'s (1999) career capital theoretical framework, this grand career theory aims to provide a more delineated view of careers that accounted for the multi-levels of the individual, organisation and societal context (Iellatchitch, et al., 2003). It takes much of Bourdieu's capital theory and relates it to the careers context.

As an embedded element within this grand career theory, the career capital is regarded as the collective cultural, social and economic capital that is invested within a career. Whilst the economic context influences what is recognised externally, different fields determine what career capital is specifically valued, as defined as symbolic capital (see **Figure 2.3**).

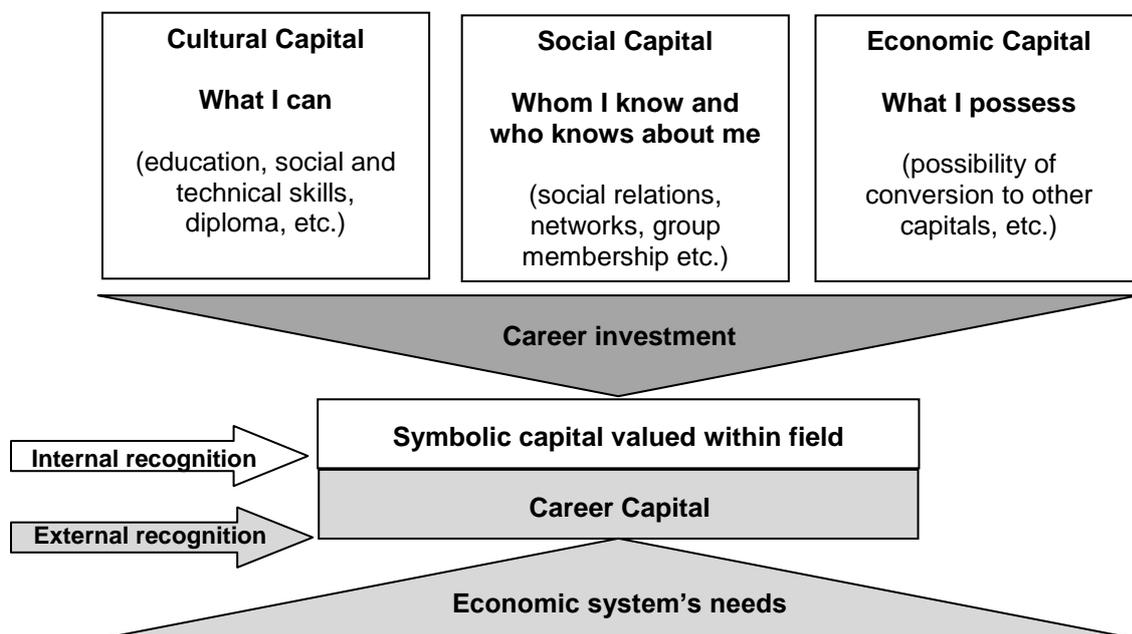


Figure 2.3: The Making of Career Capital
Source: Adapted from Mayrhofer, et al. (2004: 875)

With regards to definitions, here social capital involves the existence of relationships based on social connections and family, group or class membership, and economic capital is defined as the all-purpose convertible money (Iellatchitch et al., 2003). Cultural, or information capital, is specified as including the accumulated result of educational and cultural effort undertaken by the role holder or their ancestors, including: durable dispositions of career habitus, cultural products (books, paintings, machines) and institutional artefacts (including: academic titles and qualifications) (Iellatchitch et al., 2003). A career habitus is defined as an evolving system of dispositions that fits a particular career context; having a particular career habitus enables a role holder to act, perceive and think according to the rules of that career

field (Mayrhofer, Meyer, Steyrer and Langer, 2007). A career habitus is regarded as an embodied history of an individual that comprises a series of interpersonal phenomena that have been shaped and informed by the work environment that an individual has performed within (Mayrhofer et al., 2007). Therefore, it can be understood that 'career habitus and career capital are closely intertwined as they constitute two sides of the same coin' (Mayrhofer et al., 2007: 95). Career habitus is 'the deeply internalized, usually unconscious incorporation of the social environment; career capitals, although linked to the individual, are more easily recognizable externally' (Mayrhofer et al., 2007: 95). Finally, symbolic capital is defined as the career capital that is perceived and socially-recognised as legitimate within the particular career context or field that the role holder currently operates (Iellatchitch et al., 2003).

This career capital theoretical framework has much strength. In summary, by relating Bourdieu's capital theory into the careers context it acknowledges the complexity of the social environment, as also illustrated by Hodkinson's 'careership' concept within his career decision-making work (Hodkinson and Sparkes, 1997). This career capital theory takes account of the social context in several ways. Firstly, through referring to the economic and legal system it places a wider macro context (Iellatchitch, et al, 2003) surrounding the individual career holder. Secondly, through the inclusion of Bourdieu's symbolic capital concept, it acknowledges the existence of, and variation between, societal perceptions in different career fields (Ozbilgin and Abu, 2005). Therefore, it can be summarised that this career capital theory reflects a multi-level perspective through recognising the: social level through the existence of these economic and legal systems, the industry level through the existence of symbolic capital residing in each respective career field and the individual level through the existence of their career capital (Mayrhofer et al., 2004).

Moreover, complexity within this social context is illustrated through the incorporation of dynamism within these concepts in several places. Firstly, within the elements of career capital, economic capital can be invested in building social and cultural capital and recycled to generate increased levels of economic capital (Mayhoferr et al., 2004), reflecting the desire of role holders to improve their place in the career field (Mayrhofer et al., 2007). Secondly, the career habitus whilst existing at the meso level illustrates the continual dynamism between the individual and the career context, where although primary socialisation is of great importance to its development, its development cannot be restricted to early childhood (Mayrhofer, et al., 2007). The

career habitus is continually adjusted to the current context and modified by further experience (Mayrhofer, et al., 2007).

Finally, this career capital theory has a broad scope of definition. When mapping onto **Table 2.7**, Iellatchitch et al.'s (2003) career capital has a scope that resides in all four quadrants: individual psychological resources are represented through elements of the cultural capital; individual physical resources are represented through economic capital and elements of cultural capital; contextual physical resources are represented through the social capital; contextual psychological resources are represented by symbolic capital.

However, despite these inherent strengths, there are numerous weaknesses within Iellatchitch et al.'s (2003) career capital theoretical framework. Firstly, particular assumptions have been made with regards individual development. Whilst it is recognised that career capital can be developed (Mayrhofer et al., 2007), a cautious view is taken of such individual development (Iellatchitch et al., 2003; Mayrhofer et al., 2007). The nature of an individual's career capital is regarded as being influenced by: upbringing, or socialisation (Mayrhofer, et al., 2007), genetics (Iellatchitch, et al., 2003) and nature of the class situation (Iellatchitch, et al., 2003), thereby reducing a role holder's ability to develop in these areas. Secondly, as Iellatchitch et al., (2003) based their concepts (career capital, career habitus and career field) on much of Bourdieu's work (Mayrhofer, et al., 2007), they also have inherited many of these operational challenges. Despite refining some of Bourdieu's work by making the concepts more accessible, the work is still challenging to operationalise; for example, symbolic capital has been challenging to define and measure (Jokinen, et al., 2008; Haslberger and Brewster, 2009). Whilst there has been several empirical studies applying such concepts, for example within global careers and international assignments (Mayrhofer, et al., 2007), and within recruitment activities but less so in development (Mayrhofer et al., 2004), there is still scope for improvement (Mayrhofer et al., 2004).

On balance, when reviewing the respective strengths and limitations between Arthur et al.'s (1999) and Iellatchitch's et al.'s (2003) career capital definition, it is recognised that Arthur et al.'s (1999) career capital concept can offer most value to this research study and lends it to be an effective career capital definition. This comprehensive literature review reveals the extensive operationalisation within careers research (see **Table 1.1**) and the underlying assumption of its ease of development.

Whilst Iellatchitch et al.'s (2003) theoretical framework offer advantages in terms of broader definitional scope, their significant operationalisation challenges hamper practical application. Given this, Arthur's et al.'s (1999) career capital, which is built on DeFillippi and Arthur's (1994) individual competency theoretical framework, will be used as the definition of career capital within this research study. It is selected as the focal theory to explore macro work role transitions. With this in mind, this exploration progresses to illustrate how Arthur's et al.'s (1999) career capital has been used to understand different aspects of change.

2.3.2 Career Capital and Change

Since its inception, Arthur's et al.'s (1999) career capital theory has been used extensively by researchers within the work context to support both role holders' and managers in their pursuit of change. This support has taken numerous forms, and is listed within research topics in **Table 2.8**. Within this context, the career capital theoretical framework has been operationalised, developed and extended over the previous two decades. This section both outlines and critically reviews these research studies and empirical findings. Specific details of how the career capital theory has been extended are illustrated in **Table 1.1**.

Individual Change	Organisational Change
<p>Personal Understanding DeFillippi and Arthur (1994); Arthur et al. (1995); Arthur et al. (1999)</p> <p>Personal Development Arthur et al. (1995); DeFillippi and Arthur (1996); Felker and Gianecchin (2015)</p> <p>Career Management Arthur et al. (1995); Jones and DeFillippi (1996); Arthur et al. (1999); Eby et al. (2003); Dickmann and Doherty (2008); Jokinen, et al. (2008); Lamb and Sutherland (2010); Cao, et al. (2012); Yao (2013); Rodriguez and Scurry (2014); Sutherland, et al., (2015); Dickmann et al. (2016); Kirk (2016); Makela, Suutari, Brewster, Dickmann and Tornikoski (2016); Tempest and Coupland (2016)</p>	<p>Organisational Change DeFillippi and Arthur (1994); DeFillippi and Arthur (1996); Arthur et al. (1999)</p> <p>Talent Management Arthur et al. (1995); Zikic (2015)</p> <p>Developing Institutions Arthur et al. (1999)</p> <p>Understanding Industry Communities DeFillippi and Arthur (1994)</p>

Individual and Organisational Change
Individual and Organisational Learning
Arthur, et al., (2001); Dickmann and Harris (2005)

Table 2.8: Research Application of Arthur et al.'s (1999) Career Capital

Source: Own

Personal Understanding

Career capital has supported individuals to enhance their personal understanding. Firstly, it can help role holders to gain a greater understanding of self. *Knowing Why* can help to understand previous and current career decisions through understanding personal identification and motivations which in itself can build personal confidence and a sense of knowing and personal strength (Arthur et al., 1999). Such awareness is likely to be enhanced further through the cultivation of self-reflection (Branson, 2007), which is widely reported on within the organisational development literature.

Secondly, this increased self-awareness enables individuals to gain a greater understanding of evolving work agendas. It can enhance role holders understanding of their own formulae for success in deciphering what matters to them within this dynamic work environment (DeFillippi and Arthur, 1994), and support their ability to read organisations, which is a growing requirement within dynamic market (Gonin, Napiersky and Thorsell, 2011). *Knowing Why* can support this individual sense-making through helping to integrate work experience into a coherent self-picture (Mirvis and Hall, 1994).

Thirdly, career capital can be used to gain a deeper personal understanding into the evolving form of careers (DeFillippi and Arthur, 1994). Kanter (1989) predicts demise in organisationally-bounded careers and growth in professional and entrepreneurial careers. This implies the reduction of personal identification and work values (*Knowing Why*) that are anchored in particular employment contexts (DeFillippi and Arthur, 1994). Conversely, the growth of professional careers arguably provides an alternative occupationally-based source of career identity and work values (*Knowing Why*) and fosters the accumulation of occupational skills (*Knowing How*) and mentoring relations (*Knowing Whom*) (DeFillippi and Arthur, 1994). Given this, career capital can help individuals to understand the current career paradigm and the relationship between themselves and their employer (Arthur, et al., 1995).

Personal Development

In addition to personal understanding, career capital is useful in helping role holders to develop themselves and build employability, even in readiness before entering the world of work (Felker and Gianecchin, 2015). Through understanding the nature of career capital that typifies a boundaryless career, role holders are better placed to develop independence of employers (Arthur, et al., 1995). By developing career competencies that are independent of a particular work context and transportable between employers (DeFillippi and Arthur, 1996), employees are better positioned to be employable. Given this, career capital can help role holders to deal with job loss through building self-awareness, developing transportable skills and strengthening personal resilience (DeFillippi and Arthur, 1996). Developing skills such as mental agility and the ability to read and connect with others (Gonin, et al., 2011) is likely to enhance this further.

Career Management

In addition to personal understanding and development, career capital is a useful concept to inform career management decisions. Firstly, it can help role holders to know where to focus their efforts by anticipating which career capital will increase in importance and value and which is likely to become obsolete (Arthur et al., 1999). Therefore, it is invaluable for role holders to build their employability (Arthur et al., 2017). This involves predicting where to invest and building future agility by investing in 'high career capital' as opposed to 'low career capital' (Tempest and Coupland, 2016), thereby supporting movement between different work contexts (Arthur et al., 1999; Sutherland, et al., 2015). This notion is supported through recognising the distinction between boundaryless and bounded benefits, where boundaryless benefits are those retained by employees after the termination of employment relationships (Arthur, et al., 1999), more easily transferred into new work contexts; bounded benefits are those that remain present solely during the duration of the employment relationship. This approach to career capital development is reinforced by the mind-set that corporations can be viewed as voluntary organisations that can be joined to support the development of particular career competencies (Arthur et al, 1999).

Secondly, role holders can assess and understand the rationale for changes in their own career capital portfolio. In particular, a significant breadth of research has explored the impact of international assignments and revealed insights into career

capital development. Following international assignments, role holders experienced different levels and types of career capital development where different conditions persisted including: the quality of design and execution of expatriation and repatriation process (Dickmann and Doherty, 2008; Kirk, 2016); meeting of the psychological contract (Haslberger and Brewster, 2009) and individuals' expectations (Yao, Arrowsmith, Thorn, 2013); differing international assignment catalysts and levels of personal initiative (Jokinen, et al., 2008; Guo, Rammel and Dowling, 2016; Dickmann, Suutari, Brewster, Makela, Tanskanen and Tornikoski, 2016); nature of organisational culture (Yao, 2013); receiving community's employment practices (Rodriguez and Scurry, 2014). However, these research studies had limitations with their research design with: limited sample size of qualitative interviews (Dickmann and Doherty, 2008; Yao, 2013; Yao Arrowsmith and Thorn, 2013); over-reliance on telephone interviews (Kirk, 2016); potential for perceived compromised personal confidentiality through involvement of HR executives within the data-gathering (Dickmann and Doherty, 2008); variability in nature of international assignment (Yao, 2013); heightened cultural sensitivity (Yao, 2013); variability in participants' personal profile and missing data on receiving organisation (Jokinen et al., 2008).

Thirdly, career capital has been used to clarify strategies for role holders to support movement within a work community, for example: film industry (Jones and DeFillippi, 1996) and entrepreneurial high-tech field (Zikic and Ezzedeen, 2015). In particular, within the film industry *Knowing Why* was found to be useful to build commitment to the craft and pursuit of personal passions, *Knowing How* enhanced communication skills, cross-functional movement and articulation of a personal vision and products, and *Knowing Whom* supported the showcasing of portfolios and access to new opportunities. Furthermore, the career capital concept was extended into: *Knowing What*: involving the understanding of the industry opportunities, threats and requirements; *Knowing Where*: involving the awareness of how to enter, train and advance within the industry; *Knowing When*: involving an appreciation of optimal timings of roles, activities and choices (Jones and DeFillippi, 1996). However, whilst these additional career capital distinctions aim to enhance industrial knowledge (Jones and DeFillippi, 1996), there have been reservations amongst researchers to adopt this extended theoretical framework due to over-lapping conceptual boundaries between the six components (Lamb and Sutherland, 2010).

In addition to the distinct film industry, research has been done into the capabilities required by knowledge workers, where knowledge workers are defined as individuals

who are prepared to learn, be mobile and possess a high-level of knowledge and skills (Lamb and Sutherland, 2010). Research findings illustrated that the top five components of career capital for knowledge workers were identified as being: context management and adaptability, emotional intelligence and maturity, past experience, track record and behaviour and qualification and calibre of education (Lamb and Sutherland, 2010). However, this research study had limitations. Firstly whilst this research led to a development of the career capital concept for knowledge workers, the lack of alignment of such findings into the three categories of *Knowing Why*, *Knowing How* and *Knowing Whom* limits its contribution to research. Secondly, whilst a total of 18, in-depth interviews were conducted, these interviews span three stakeholder groups: knowledge workers, senior human resource practitioners and recruitment specialists. Drawing from different perspectives requires a sample size of 25-30 (Saunders, et al., 2012), thereby limiting this to 18, 6 within each stakeholder group, is likely to hinder the findings' validity.

Finally, career capital can inform the prediction of perceived career success and perceived internal and external marketability. Whilst all three types of career capital are likely to add value to individuals' careers (Eby et al., 2003), *Knowing How* is more important in developing external marketability (Eby et al., 2003; Makela, et al., 2016), while *Knowing Why* (Eby et al, 2003), and *Knowing How* and *Knowing Whom* (Cao, et al., 2012) are more essential both to predicting perceived career success and internal marketability, respectively. These empirical findings can support role holders in undertaking targeted career management activities to strengthen their perceived career success and marketability.

Organisational Change

Moving on to consider an organisational change perspective, career capital can contribute to this agenda within multiple ways. Firstly, career capital has informed approaches concerning building organisational capability. Role holder *Knowing How* skills can be embedded in the technical and managerial know how of employing organisations (Arthur, et al., 1999). This can comprise the development of: bounded benefits limited to when the role holder is present (for example: through committed work performance), and unbounded benefits which are still present once a role holder departs (for example: through implementing systems). Such organisational benefits

are distinct from the employees' bounded and boundaryless benefits (Arthur et al., 1999) described earlier in this section.

Secondly, career capital can inform the strategic development of organisational capability (DeFillippi and Arthur, 1996), through establishing the strategic capability requirements and devising an implementation approach. This may involve accessing existing employee's career capital, releasing obsolete career capital through redundancy programmes and strengthening career capital gaps through targeting recruitment (DeFillippi and Arthur, 1996). In addition, capability (*Knowing How*) gaps may be addressed through collaborating with institutions within the network (*Knowing Whom*).

Thirdly, career capital can be used to inform approaches for organisational change (DeFillippi and Arthur, 1996). Employees' beliefs, values and identities (*Knowing Why*) can be the targets for planned messaging by leaders and managers to encourage interest building and motivate required behavioural change (DeFillippi and Arthur, 1996). Moreover, career capital can be used to build employee engagement and performance (DeFillippi and Arthur, 1994). Traditional organisational engagement strategies such as employee socialisation (Feldman, 1989), team-building (Blake and Moulton, 1987) and organisational career development (Hall and Associates, 1986) are understood as being effective through their connectivity with employees' *Knowing Why* career capital (DeFillippi and Arthur, 1994).

Talent Management

Further to organisational change, career capital can be used in a talent management context. Career capital can facilitate changes in the relationship between an employee and employer. Arthur et al. (1995) describe how career capital can inform HR practices and policies to influence changes within such relationships. Moreover, career capital can be used to describe how specific talent pools can be attracted and integrated into an organisation, for example: skilled migrant workers (Zikic, 2015).

Developing Institutions

In a broader context, career capital can be used as a lens through which to understand institutional development: company, occupation, industry and society, through the

actions of role holders (Arthur, et al., 1999). Whilst this has received less attention by researchers, the career capital construct has the potential to be applied to comprehend the concurrent development of a role holder's career capital alongside the development of these macro institutional forms (Arthur et al., 1999).

Understanding Industry Communities

Furthermore, career capital can facilitate the running of businesses within geographically-clustered industry communities (DeFillippi and Arthur, 1994). Businesses participating in industry communities may respond to fluctuating market demands through sharing employee skills and capabilities (*Knowing How*). Also, such firms may have more rapidly incorporated innovative practices due to information sharing and imitation made possible by over-lapping networks (*Knowing Whom*) and higher worker propensity for employment mobility (*Knowing Why*). Lastly, such geographically-clustered industry communities may enjoy greater levels of inter-firm co-operations, for example: supplier-customer partnerships, alliances, joint ventures, due to their greater familiarity with each other's cultures and capabilities, reflected in the overlapping *Knowing Why* and *Knowing How* career capital of collaborating employees (DeFillippi and Arthur, 1994).

Individual and Organisational Learning

Finally, consideration is given to a combined individual and organisational change perspective. Career capital can be used as a concept to understand organisational and individual learning within different contexts. Firstly, Arthur et al. (2001) researched project performance and learning outcomes. Research findings illustrated that organisational and individual learning was maximised where certain conditions were prevalent: a clear learning agenda with set objectives, a supportive cultural capital to encourage learning, targeted external project team hires to draw in missing competence and a clear strategy involving knowledge transfer (Arthur et al., 2001). Moreover, project learning was found to be transferred and sustained most effectively within an organisation when all stakeholders and communities were involved in each stage of the project. This involved the creation of learning communities within the projects facilitating the transfer of career capital to individuals and incorporation into organisational bounded benefits (Arthur et al., 2001). The involvement of industry

contacts enabled the sharing of knowledge and promotion of organisational reputation (*Knowing Whom*) across industry groups. However, there are limitations to this research study; its limited case study scope hinders its transferability to other organisational contexts and the lack of methodological specificity prevents a fuller critique.

Secondly, Dickmann and Harris (2005) explored the organisational and individual development of career capital through the undertaking of international assignments. Research findings highlighted differences in perspective of career capital development between the expatriate and HR executive (Dickmann and Harris, 2005). In summary, the organisation placed greater emphasis on the development of *Knowing How*, whilst the individuals' focus was on the development of *Knowing Whom*. More specifically, expatriates did experience development of career capital through undertaking the international assignment, including: confidence building (*Knowing Why*), cultural awareness and commercial experience (*Knowing How*) and social capital to enable early career moves (*Knowing Whom*). The vehicle most valued by expatriates for the building of career capital was informal on-the-job learning. These experiences differed from the organisational perspectives of the HR executives. The organisational intention was to build career capital through a formalised approach of job rotations and coaching (*Knowing How*), and networking (*Knowing Whom*) to support later, peak career moves; this formalised approach was largely ignored by expatriates (Dickmann and Harris, 2005).

However, there were limitations to this research study's design. Firstly, the very nature of the case study perspective, being context-sensitive, leads the findings to be limited in transferability to new contexts. The involvement of HR executives within the interviews may have challenged the perceived confidentiality agreement from the expatriates' perspective. Finally, it was recognised that the *Knowing How* career capital competencies were challenging for the expatriates to define (Dickmann and Harris, 2005), which raises questions on both the appropriateness of the interview questions and usability of this particular a priori template.

To summarise, career capital has been widely applied within the individual and organisational change field. Such research informs the conditions within which career capital can be developed. Despite there being challenges in transferring research insights from context-dependent settings into new situations, such insight enriches and informs the learning. Therefore, having considered career capital within the context of

organisational and individual change, I will shift focus to its application within the area of macro work role transitions.

2.3.3 Career Capital and Macro Work Role Transitions

Despite the relevance of role transitions within today's career landscape, it is perhaps surprising to comprehend the limited attention proffered by researchers to the consideration of how career capital facilitates macro work role transitions. Given the work context of this research study and the focal theory of Arthur et al.'s (1999) career capital, this literature review focuses in to explore how Arthur et al.'s (1999) career capital has been used in those seldom occasions to understand different aspects of macro work role transitions.

Firstly, *Knowing Why* career capital can help us to understand why a role holder is choosing to instigate a role transition through clarifying the motivational energy to initiate a role change (Arthur et al. 1999). For example, a role holder may decide to move role and organisation where personal values have been challenged by the actions of a colleague. Secondly, when considering a role transition, career capital can be applied to ease such transfer (Arthur et al., 1999). *Knowing Whom* – or their social capital – readily provides the supporting infrastructure where reportedly 55% of job transitions are mediated through personal contacts with a further 11% involving a combination of personal networks and formal recruitment mechanisms (Arthur et al., 1999).

In addition, when prejudice is evident during role transitions, career capital can provide a lens through which to understand the nature of such discrimination (Arthur et al., 1999); Marshall (1995) discovered that employing organisations discounted specific capabilities from their female managerial population, which are considered *Knowing How* competencies (Arthur et al., 1999). Furthermore, when a role holder is struggling to transfer into a role, career capital can provide a framework to guide appropriate developmental actions (Arthur et al., 1999); when an individual has invested in company-specific, non-transferrable skills at the expense of transferrable career capital, specific actions can be taken to enhance career capital typified in boundaryless careers (Arthur et al., 1999).

It is interesting to note that in the career capital literature there is a noticeable absence of coverage of further issues surrounding internal mobility. When broadening the

literature search into organisational development, researchers have emphasised how organisations have a role to play in supporting role holders to transition into roles (Yapp, 2004; Gonin et al., 2011). Such support can be provided through enhancing career management practices (Wright and Belcourt, 1994) and succession planning (Groves, 2007). In particular, it is noted that the line manager has a particular role to play to support such internal movement (Renwick and MacNeil, 2002), provide effective inductions (Leskiw and Singh, 2007) and to clarify role expectations (Groves, 2007; Gonin et al., 2011).

Turning our attention back to the career capital literature and to empirical studies, two research studies consider how career capital facilitates macro work role transitions.

Empirical Study 1: Transition to Self-Employment

The first study explored how business women employed their human and social capital when transitioning from organisational employment to setting up a business (Terjesen, 2005). In exploring this leveraging of career capital, Terjesen (2005) introduced the concepts of embedded and embodied career capital. Here, embedded career capital is defined as human and social capital which is mobile and value-generating outside the arena in which it was developed, akin to boundaryless benefits (Arthur et al., 1999). Embodied career capital is human and social career capital that possesses little value away from its development arena, similar to bounded benefits (Arthur et al., 1999). A qualitative, exploratory approach was taken where ten, semi-structured interviews with female entrepreneurs were transcribed and coded using template analysis. Such entrepreneurs were at the early stage of setting up and growing their business (first three years), so as to minimise the occurrence of post hoc rationalisation (Terjesen, 2005).

Specific career capital was deemed to be useful when facilitating the transition: *Knowing How* in the form of industry and start-up experience and *Knowing Whom* comprising bonding ties to partners and mentors and bridging ties to acquaintances (Terjesen, 2005). Moreover, when the transition was founded to be challenging, understanding own motivations was shown to be a useful resource when managing energy levels (Terjesen, 2005). Furthermore, not all existing career capital was useful; some practices employed with previous employers were shown to be inappropriate (*Knowing How*) (Terjesen, 2005). When looking at how career capital was used, rather

than being distinct, career capital was shown to be interrelated; for example, some participants described the process of choosing their business partner (*Knowing Whom*) based on their competency profile (*Knowing How*). Career capital could be used to bridge gaps within their career capital portfolio. For example, where critical *Knowing How* career competencies were missing, the personal strengths of existing contacts (*Knowing Whom*) were drawn upon to compensate (Terjesen, 2005). Finally, several entrepreneurs side-stepped 'sticky career capital' where ethically it was deemed inappropriate to use, for example: keeping in touch with previous clients on leaving the corporate world (Terjesen, 2005: 249).

However, despite contributing to the understanding of how career capital can be employed to support transitions into self-employment, this research study approach suffers from several limitations. The small sample size of ten entrepreneurs is likely to limit the data's reliability. In addition, the nature of the catalyst to the decision to become self-employment was unspecified; whether the decision was involuntary or voluntary is likely to alter the transition experience and consequently the career capital required to leverage such transition (Schlossberg, 1984). Furthermore, the geographical nature of the transition again was unspecified; a national transition as compared to an international transition is also likely to alter the entrepreneurs' experiences and the required career capital (Schlossberg, 1984). Despite *Knowing Why* being attributed to supporting role transitions (Arthur et al., 1999), Terjesen (2005) failed both to include this element within the research scope and justify its exclusion. Finally, there was no explanation of the categorisation and sub-categorisation process applied within the data analysis stage, which hinders the research study's validity.

Empirical Study 2: Multiple Global Career Transitions

The second research study explored how a global career involving multiple role transitions influences role holders' career capital (Suutari and Makela, 2007). Specifically the characteristics of such career capital were determined, alongside the drivers influencing the development of such career capital and the outcomes from such a career.

All three *Knowings* were shown to develop through the international assignment experience and support the repatriation transition. Personal understanding of values, interests, identity and motivations were developed, alongside a heightened level of

self-awareness (Suutari and Makela, 2007), highlighting a strengthening of *Knowing Why*. In addition, *Knowing How* was developed in several work-related competencies, including general management competencies (concerning management, leadership and change management), as well as international competencies (such as cross-cultural competencies and an increased understanding of the global business environment and the needs of foreign customers) (Suutari and Makela, 2007). Finally, *Knowing Whom* was developed through the extension of the contact network which supported both career development and performance in role including: problem solving, knowing how to achieve specific tasks, testing ideas, build reputation and career promotion.

However, despite contributing to the understanding of how career capital can be developed through multiple international assignments, this research study approach has limitations. The sample included 20 managers who had had between one to two or more employers. This variation of employer number is likely to have impacted the nature of their transitional experiences and therefore lead to different career capital development. In addition, the nature of the catalyst to the international assignments was unspecified; whether the decision was involuntary or voluntary is likely to alter the transition experience and consequently the career capital required to leverage such transition (Schlossberg, 1984). Moreover, whilst the research study stipulated that it explored the career capital development through the international assignment experience and the repatriation transition, the research findings failed to specify how such career capital was employed to support the repatriation transition.

When considering the two empirical studies, emphasis has been placed upon the exploration of how career capital has been used to support an inter-organisational transition from employment to self-employment (Terjesen, 2005) and how it has been developed as a consequence of multiple international transitions involving intra-organisational and inter-organisational moves (Suutari and Makela, 2007).

Transition Dimensions	Terjesen (2005)	Suutari and Makela (2007)	Literature Gap and Proposed Research Focus
Relation to Employer:			
Inter-organisational	✓	✓	
Intra-organisational		✓	✓
Permanency:			
To permanent role	✓		✓
To assignment		✓	
From assignment		✓	
Catalyst:			
Voluntary			✓
Involuntary			
Location:			
Within national boundaries			✓
International		✓	

Table 2.9: Summary of Empirical Research Studies Reviewing Career Capital and Macro Work Role Transitions

Source: Own

Transitions are each influenced by the prevailing variables and the particular combination of dimensions and sub-dimensions present at the time at the transition; such unique permutations will influence the magnitude of the transition and therefore its effect on the individual (Schlossberg, 1984). Therefore, the transition's catalyst and location is likely to impact the nature of the transition in question, and the career capital required to support such transition. The limited specification in this area by both research studies highlights again their limitations. With this consideration, the research studies transition dimension scope as outlined in **Table 2.9**, illustrates a gap in the empirical research literature in the exploration of how career capital can facilitate voluntary, intra-organisational moves to a permanent role within a national boundary, in other words within a particular country. Moreover, this is pertinent given that, as outlined previously, the bounded or organisationally-bounded career theory has resurfaced in the careers literature as still being prevalent. In addition, as it was highlighted previously, some researchers have advised working with populations that have had similar transition experiences (Ng, et al., 2007; So, 2010), therefore suggesting that it is prudent to work with a population who have had a similar organisational position. Ibarra and Barbalescu (2010) assert that the role transition

experience is more challenging when the stakes are high, which is arguably the case with leader population (Mitchell, 2007). Given that neither research studies outlined in **Table 2.9** have worked specifically with the business leader population, this highlights another research gap and consequent opportunity.

2.3.4 Initial Theoretical Framework for Research Study Focus

With this proposed research focus in mind, it is timely to clarify the initial theoretical framework which derives from both the DeFillippi and Arthur’s (1994) individual career competency theoretical framework (see **Table 2.5**) and the extension of this framework from subsequent empirical research (see **Table 1.1**).

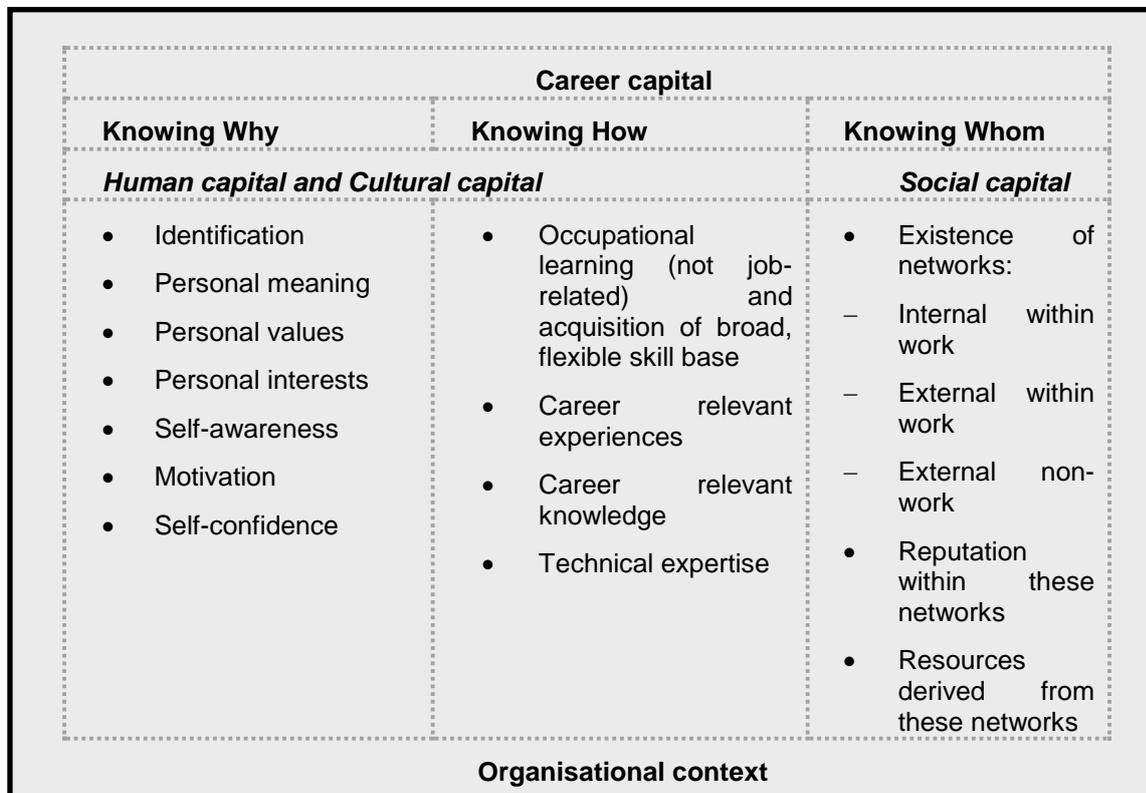


Figure 2.4: Initial Theoretical Framework for Research Study Focus
Source: Own

The proposed theoretical framework illustrated in **Figure 2.4**, extends DeFillippi and Arthur’s (1994) original individual career competency framework and synthesises the evolved career capital framework developed during the subsequent empirical research studies. This theoretical framework of career capital will be used to inform the interview protocol design, providing areas to probe and acting as a way of discussing the findings during the discussion and conclusion.

Knowing Why is extended to include the frequently applied additions of: personal values and interests, motivation and self-confidence. Self-awareness summarises several related categories including: understanding what others think of you and understanding own strengths and limitations and understanding career interests and aims. Several categories were discounted due to being examples of existing categories: balances required between work and non-work activities (personal values), desire to know more than surface and wider than required for the task (motivation), positive approach to work related challenges (self-confidence). Knowing the impact of cultural background on thinking and behaviour was deemed out of scope due to the national geographical range of this research study. Finally, setting personal goals and activities to enhance own skills and competences were considered part of *Knowing How*.

Knowing How is developed and extended with occupational learning and the development of broad, flexible skill base emphasising the development of skills promoting role mobility. This acted as a category which incorporated several examples, including: skills and understanding from work and education, soft and hard skill development, new ways of doing things and ability to build contacts and reputation. The career-relevant experiences and technical expertise categories were included due to their frequent addition in the subsequent empirical research studies. Career-relevant knowledge was adapted from the original job-related knowledge due to the move to transferable capabilities and boundaryless mind-set (Briscoe and Hall, 2006), as described earlier. Development of personal qualities was discounted due to its overlap with the categories in *Knowing Why* (personal interests and personal values). Also, competencies: general management and global, were discounted from this initial theoretical framework due to the challenges facing their operationalisation. In themselves competencies have attracted challenge, in terms of variability in: definition and under-pinning construct (Woodruffe, 1993; Bucker and Poutsma, 2010). This has earned competencies the reputation of having a long history of definitional changes (Bucker and Poutsma, 2010).

Knowing Whom is extended with the emphasis of networks providing access to additional resources. Many of the extended categories were re-categorised, with the ability to build contacts, reputation and attachments together with knowledge of people with influential power within organisations being examples of *Knowing How*. Ability to link resources and activities internationally was deemed out of range due to the national geographical scope of this research study.

In addition, human capital, social capital and cultural capital were added to this initial theoretical framework given their theoretical underpinning to *Knowing Why, Knowing How and Knowing Whom*. Finally, along with the recognition that macro role transitional experiences (Schlossberg, 1984) and career capital development (DeFillippi and Arthur 1996) are context-dependent being heavily influenced by the organisational setting, the organisational context is explicitly cited.

2.4 Conclusion

In summary, this chapter has outlined how the changing business environment has impacted upon the nature of careers and macro work role transitions. The market changes over the last thirty years have created a new competitive reality for many organisations. This has required organisations to respond, including the need to improve organisational flexibility. This has demanded new career models, and has changed the nature and form of work transitions. It is argued by some researchers that business leaders are no longer able to promise long-term employment, and as a result the frequency of work transitions has typically increased for role holders. Moreover, this is compounded further by greater longevity, leading individuals to work for longer.

Career theory has developed in response to this evolving nature of careers. The boundaryless career concept emerged in the late 1990s, emphasising increasing levels of inter-organisational, and more latterly intra-organisational, transitions for role holders. In parallel, the protean mind-set arose as the accompanying attitude, where role holders manage their career in line with wider life aspirations. Subsequently, organisationally-bounded career theory has resurfaced in prevalence, reaffirming that a rich tapestry of careers co-exist. The career system has evolved from being stable and linear into *transitional* and dynamic, placing the importance of work transitions within the centre of contemporary careers.

A work transition typology was presented, extending previous work in this area. Macro work role transitions were distinguished from other work transitions. The nature of macro work role transitions was explored further by highlighting the range of dimensions and sub-dimensions prevalent within careers literature. It was emphasised how role holders' transitional experiences varied in accordance to the dimensions present and was proposed that it was pertinent to study transitions of similar dimensions, including: relationship with the employer, location and organisational position.

Despite the relevance and importance of macro work role transitions to contemporary careers, less attention has been given to associated empirical studies. Consequently, there is limited development of work role transition theory. Therefore, transition theories and models were drawn from and critically reviewed from multi-disciplinary sources, including: careers, anthropology and sociology. Role holders often find work transitions challenging due to the necessary physical and psychological adjustments. This raises the question of which career capital aspects facilitate role holders' ability to manage role transitions. Reportedly such career capital may vary between industry communities and by the nature of the transition. Macro work role transition management holds significance as a research subject; it is relevant to all role holders embarking on role transitions and is timely given the shift in career management responsibility towards role holders (Chudzikowski, 2012). Moreover, this is further compounded by the limited development of career transition management methods.

With foundations in social, human and cultural capital theory, Arthur and DeFillippi's (1999) career capital theory is presented as the focal theory defining career capital, extending DeFillippi and Arthur's (1994) individual career competency theoretical framework of the three *Knowings: Knowing Why, Knowing How and Knowing Whom*. Distinct from managerial competencies designed to realise the organisational agenda, career capital represents competencies readily transposed into different employment situations by role holders. However, being context-dependent, different organisational settings require differing career capital profiles for role holders to perform effectively. Since formation, researchers have widely applied this career capital theory to understand more fully differing aspects of individual and organisational change. Its ease of operationalisation and underlying assumption of developmental ability positions it ahead of its rival of Iellatchitch et al.'s (2003) career capital theoretical framework.

Despite this breadth of conceptual development and extension within the context of change, it is surprising to comprehend the limited application of Arthur and DeFillippi's (1999) career capital theory within the field of macro work role transitions, particularly given the increasing prevalence of role transitions for role holders. Two empirical studies have explored both how career capital eases transitions from employment to self-employment and develops as a consequence of multiple international transitions. Consequently, a gap in the research literature is highlighted as involving the exploration of how career capital facilitates voluntary, macro work role transitions within the UK. Such a research study is relevant given the resurfacing of the

organisational career within today's career landscape and pertinent given the perceived risks present for business leaders when the stakes are high owing to the interactions with high status and powerful people. An initial theoretical framework is proposed which develops Arthur and DeFillippi's (1999) career capital theory and synthesises its extensions from subsequent operationalisation within empirical research.

Within the next chapter and in the light of this literature review, I begin exploring the appropriate research study methodology and methods. This culminates in a detailing of the recommended research study design.

CHAPTER 3: RESEARCH STUDY METHODOLOGY AND DESIGN

This chapter commences with the research aim and research questions. In the light of this, the research study philosophical stance and methodology positioning is outlined, illustrating the underlying epistemological and ontological assumptions. Following this, the research study design is discussed, outlining the data collection research methods and the analytical process. This chapter is concluded following a critique of this research study design and practice.

As a reminder, the aim of this research study is to explore the career capital required by business leaders to facilitate their own voluntary, sideward or upward macro work role transitions within a business within the UK.

The research questions include:

1. What aspects of career capital facilitate such role transitions?
2. How and to what extent are these role moves supported by career capital?
3. What barriers inhibit such role transitions?
4. What are the implications for business leaders and organisations of these role transition experiences?

3.1 Research Study Philosophy

The research philosophy adopted within a research study clarifies the assumptions about the way in which we view the world (Saunders, et al., 2012), including the ontological assumptions outlining what comprises the nature of reality and epistemological assumptions outlining how we find out about this reality and elicit knowledge (Blaikie, 1993). When selecting such philosophical choices, several factors play a role (Chen, 2009), two of the most important being the nature of the particular research inquiry and research questions (Yin, 1993) and the researcher's personal philosophical perspective (Blaikie, 1993). I will now explore the research philosophy adopted within this research study.

Ontological Assumptions

Given the focus of this research study, I was interested in gaining an understanding of business leaders' role transition experiences, including: what helped them, what got in the way and how they overcame these difficulties. Whilst I recognised that these experiences were personal to them, I was curious as to whether there were commonalities as well as uniqueness.

On reviewing the research literature, I discovered that this exploration of personal perceptions can be described as subjective in nature (Saunders et al., 2012). It provides a relativist view of reality (Saunders et al., 2012) where each actor, or business leader in this case, has their own unique perspective. Therefore, a deep understanding of participants' perspectives (Saunders, et al., 2012; Roulston, 2013), enables the interpretation of a particular issue (Banister, et al., 1999) and the eliciting of what reality comprises. This helps to develop understanding within the participants' worlds (Banister, et al., 1999) and generate an account of meaning (Banister, et al, 1999), specifically here within role transition experiences.

Moreover, this personal and subjective view of reality was echoed by my previous research experiences. During the last 15 years, I have explored other work transitional experiences, including the transition: from education to work, employment to self-employment and work to retirement. Within each of these research studies, I explored the participants' personal and subjective experiences.

Epistemological Assumptions

When shifting attention to how we can find out about this reality in the pursuit of knowledge creation, I was keen to work with the business leaders to elicit and reveal their experiences, thoughts and feelings concerning their role transition. Through conversing, I helped them to recall, explore and bring understanding to what helped and got in the way of their recent transition. Therefore, knowledge creation can be a product of a creative, interpretative process carried out at a social interaction level, thereby implying that knowledge is a social product (Benton and Craib, 2011).

Again, when consulting the research literature, this epistemological stance is described as bringing subjective meaning related to a specific social phenomenon (Saunders et al., 2012), in this case the business leaders' role transition experiences. Here, the

focus involves exploring the details of the specific situation and uncovering the reality behind this. Such knowledge is seen as variable and dynamic, being changeable through time and space (Cohen, 2006), where knowledge is context and perspective dependent (Talja, Tuominen and Savolainen, 2005). Consequently, knowledge is viewed as a representation rather than a reproduction (Banister, et al., 1999) of reality. Being historically and culturally specific (Burr, 1995), it is rooted both in time and geographical space.

Furthermore, this co-construction of understanding and knowledge is reflected again in my personal research experiences. Within each of these research studies previously described, I invested time to gain a deep understanding of the participants' work transitional experiences.

With this ontological and epistemological understanding in mind, further clarity can be gained through locating within the literature. I found Burrell and Morgan's (1979) research philosophy framework useful to aid such positioning (see **Figure 3.1**).

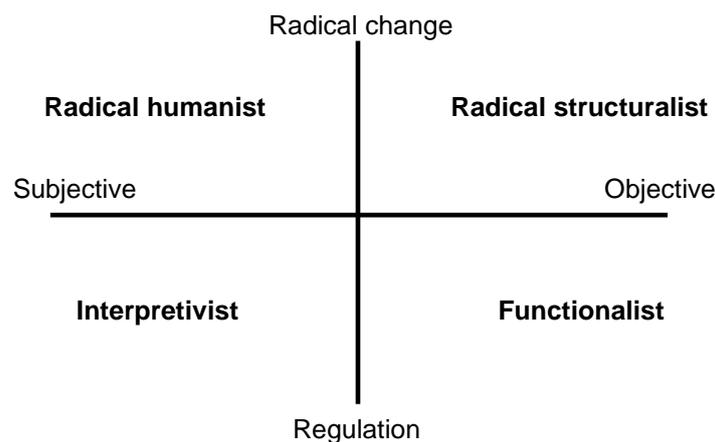


Figure 3.1: Research Philosophy Framework
Source: Burrell and Morgan (1979)

Through applying two continuums of objective-subjective and radical change-regulation, four research philosophies can be identified. The objective-subjective continuum describes the extent to which researchers portray the world as either one that is an external reality universal to all or one that is uniquely experienced by individuals. The radical change-regulation continuum captures the extent to which researchers focus on explanations for radical change from modern society or alternatively unifying aspects (Terjesen, 2005) of society.

Introducing the Interpretivist Research Approach

Consequently, this research study is positioned as taking an interpretivist stand-point. Moreover, this stance was also affirmed by considering both the philosophy of social sciences and the recent evolution witnessed within careers research. Firstly, it is widely acknowledged that social sciences are qualitatively different from natural sciences; with participants having the ability to reflect on themselves and their situations, it is accepted that social researchers must develop their own research methods to reflect this (Benton and Craib, 2011). Given this, the task of the social researcher is to understand individual events, for example role transition experiences, and explain them through the meanings that the individuals involved attach to their actions and experiences (Arthur et al., 2017); this can be described as 'interpretative understanding' (Benton and Craib, 2011) or in other words an interpretivist approach. Denzin (1994: 500) eloquently summarises this:

"In the social sciences there is only interpretation. Nothing speaks for itself. Confronted with a mountain of impressions, documents and field notes, the qualitative researcher faces the challenging and difficult task of making sense of what has been learned. I call making sense of what has been learned the art of interpretation."

Secondly, when reviewing careers literature there is a renewed interest in the subjective perspective on careers (Duberley, Mallon and Cohen, 2006), a welcome alternative view point in career theory illuminating aspects of careers previously obscured by positivism (Cohen, Duberley and Mallon, 2004; Lamsa and Hillos, 2006); in addition, the practices of understanding and interpretation are emphasised by some researchers as being key elements in careers research (Bujold, 2004).

As an interpretivist researcher, several important points emerge, which I will briefly introduce here and discuss later in more depth. Firstly, contextualisation is paramount. Qualitative research sees social life and its context, agency and structure as inextricably linked (Cohen, 1997). As Bryman (1988:64) elaborates:

"Qualitative research exhibits a preference for contextualism in its commitment to understanding events, behaviours, for example, in their context [...] this engenders a style of research in which the meanings that people ascribe to their own and others' behaviour have to be set in the context of the values, practices and underlying structures."

Secondly, given the co-construction of meaning between the researcher and participant, the researcher is inextricably involved in constructing knowledge. Therefore, reflexivity is an important quality within such research (Saunders, et al., 2012), or in other words, awareness and management of self. Finally, the importance of axiology, the awareness of values and beliefs, and their impact upon researcher interpretation is paramount (Finlay, 2002).

3.2 Research Study Methodology

Having clarified the philosophical stand point of this research study, it is pertinent to turn our attention to the research methodology, which describes the theory of how research is undertaken (Saunders, et al., 2012). Firstly, I will locate this research methodology within the research traditions.

This research study is concerned with how business leaders experienced a recent role transition and explores the perceived career capital that facilitated their role movement. As the business leaders experiences are uncovered through dialogue, where such understanding and knowledge is socially-constructed, this research study embraced a methodological positioning that is congruent with social constructionism that emerged in the mid-20th century (Hruby, 2001). I will now explore this in more details and consider why this positioning was chosen.

Social Constructionism

Crotty defines constructionism as being where:

“All knowledge, and therefore meaningful reality as such, is contingent upon human practices, being constructed in and out of interaction between human beings and their world, and developed and transmitted within an essentially social context.”

(Crotty, 2015: 42)

That is to say that knowledge and reality in itself is developed through human interactions.

More specifically, *social* constructionism is defined as being a sociological, as opposed to psychological, description of knowledge (Hruby, 2001: 51), where meanings are created through discursive activities (Gold and Holman, 2001) between an interviewer and interviewee (Roulston, 2013). This social role in knowledge creation is emphasised by Benton and Craib's declared aims of social constructionism: where knowledge is produced as a consequence of a creative process of interpretation and dependent on the social circumstances under which it is produced (Benton and Craib, 2011). Liebrucks (2001) brings further depth of understanding to this debate through defining social constructionism as being where some of our beliefs about reality are created through social interaction and where the thesis of reflexivity – or our awareness of such beliefs – plays an important role in the (re)construction of reality.

Given this, I believe that social constructionism can be justified as a relevant methodological positioning for this research study. Firstly, the heart of this thesis was built on exploring in great depths the business leader's role transition experience. Such exploration requires the accessing of experiences, which was done through dialogue between me and the business leaders. Secondly, through recounting such memories the role holder was recalling experiences that happened at a point in time, echoing the social constructionism's declared aims (Benton and Craib, 2011). Thirdly, such epistemological and ontological assumptions outlined in the previous section are congruent to this stance, where knowledge is context-dependent being co-constructed at a particular date and location and role holders' reality is personal and provisional being subjective in nature reflecting their personal experiences. Finally, researchers widely believe that social constructionism is more readily able to capture the richness of career experiences (Cohen et al., 2004), being a welcome alternative to positivism (Lamsa and Hillos, 2006) with its tendency towards fragmentation and reductionism at the expense of dynamism and holism (Cohen et al., 2004).

Having positioned the interpretivist approach as the research philosophy and social constructionist as the methodological stance, I will move on to describe the details of how the research investigation was undertaken.

3.3 Research Study Design

Given my research study philosophy and research methodological stance, I chose to use qualitative research methods. After briefly introducing qualitative research, I go on to explore the specific qualitative research methods used.

Qualitative Research Methods

Qualitative research has a long history of application within business research (Cassell, Symon, Buehring and Johnson, 2006). By positioning these research methods within the qualitative traditions, it is possible to generate an explanatory account (Willig, 2001) of business leaders' role transition experiences and the career capital that facilitates such career movement. I will explore more deeply within the next two sections the specific qualitative research methods used within this research study.

Semi-Structured Interviews

Semi-structured interviews are widely regarded as the most common form of data gathering approach within qualitative research (King, 2004; Easterby-Smith, Thorpe and Jackson, 2012). With a history of being readily accepted by participants (King, 2004), such interviews help to generate a shared understanding between researcher and participant (Humphreys and Brown, 2002) and are often utilised within interpretative research. Given this, I chose to use a mono-method of semi-structured interviews within this research study where I discussed with business leaders their recent experiences of a role transition and explored the perceived career capital that facilitated such role movement.

Being readily acceptable to participants (King, 2004), such interviews enable the exploration of issues that are complex which may otherwise be inaccessible (Perakyla and Ruusuvaori, 2011) and encourage the accessing of personal experiences allowing the creation of interpretations and meanings (Banister, et al., 1999). Given this, flexibility is often regarded as the most important quality for the researcher to adopt (King, 2004) enabling the balancing of managing the interview approach whilst encouraging spontaneity (Watson, 2009; Willig, 2001), allowing the identification of different levels of meaning (King, 2004). Moreover, they enable the exploration of targeted topics, for example role transition experiences, and can provide insightful explanations (Yin, 2014).

Having explored the relevance and benefits of semi-structured interviews, the next section explores in greater depth the specific interview form adopted in this research study.

Event-Based Narrative Interviews

Given that this research study required the exploration of the business leaders' macro work role transition experience and the career capital that had facilitated such career movement, I selected to adopt a narrative approach to the semi-structured interviews. At its most fundamental a narrative contains 'an original state of affairs, an action or event, and the consequent state of affairs' (Czarniawska, 1998: 2) or in other words, it can be said that we exist in a current situation, something happens and we are left changed by this experience. Therefore, this leads the narrative to be more than a list or chronicle, with it having a point (Bell, 2012) or consequence. A similar definition describes a 'narrative as a scheme by means of which human beings give meaning to the experiences of temporality and personal actions' (Polkinghorne, 1988: 11). Both definitions emphasise a time-based sequence of events at the heart of a narrative. Therefore, within this research study I defined a narrative approach to semi-structured interviews as involving a discussion of a time-based sequence, or more specifically a role holder's experience of a macro work role transition.

The rationale for adopting this narrative approach within semi-structured interviews was multi-faceted. From a methodological perspective, some researchers have emphasised how narratives are instinctively linked to the social constructionist approach (Brown, 2006; Hartung, 2006), given that it is arguably easier for some individuals to recount personal experiences in story-form. For example, where participants have a diachronic preference, defined as where personal reality is constructed in narrative form (Brown, 2006; Watson, 2009), they are predisposed to recall life in a narrative sequence (Watson, 2009). In addition, from a conceptual perspective, transitions can be regarded as the punctuations of a career story (Duberley, et al., 2006), allowing for a more holistic view of careers (Cohen, et al., 2004) and positioning narratives to be a useful way of making sense of career transitions (Duberley, et al., 2006).

Practically, a narrative approach to semi-structured interviews offers value to this research study for both me and participants. Participants found it easier to recount their transition experiences; I was able to help participants to access greater understanding of what happened and recall the complex experiences of their role transitions. As described previously for diachronics, it is instinctive for some participants to tell their story, perhaps unsurprising given also that man has been referred to as a storyteller – homo narrans (Humphreys and Brown, 2002; Squire, 2012). Story-telling enables a deeper access to personal experiences through

supporting the chronological connectivity (Gold and Holman, 2001; Saunders, et al., 2012) and causal relationships between reified constructs (Watson, 2009), for example role transitions and career capital. Consequently, a greater understanding of what has happened can be generated (Brown, 2006), enabling sense-making (Gold and Holman, 2001; Brown, 2006) and discovery of the elements in the narration that are important (Lamsa and Hillos, 2006). Given this, story-telling can enable the accessing of complex experiences (Gold and Holman, 2001) whilst throwing light on the themes and patterns that help to reveal the past in the present (Bujold, 2004; Duberley, et al., 2006; Cooper and Mackenzie Davey, 2011; Phoenix, 2012). For example, in this research study participants were able to recall how their levels of self-reflection enabled them to mindfully select what experiences and resources were applied in differing in situations.

Given these benefits, narrative approaches to research are becoming more popular (Watson, 2009) and only latterly have they been recognised as important in organisational research (Gabriel and Griffiths, 2004). Moreover, they are regarded amongst career researchers as a valuable tool (Cohen, 2006) and highly relevant for the study of careers (Bujold, 2004). Therefore, by adopting a narrative approach to semi-structured interviews, this research study aimed to contribute understanding to this research method within careers which to date has received less attention by researchers.

When selecting a definition for this narrative approach, I drew upon recent narrative research literature. Squire et al.'s (2012) classification includes two narrative distinctions: 'event narratives' as described as spoken recounts of a particular past event that happened to the narrator and 'experience-centred narratives' involving the exploring of stories that range in length and involve both actual - what has happened - and imaginary experiences – what could happen. Given that this research study focuses on the business leaders' actual rather than imaginary macro work role transition experience, the event narrative distinction is more pertinent; therefore, I adopted this definition here. Patterson (2000: 128) proposes a revised definition of event narratives as being 'texts which bring stories of personal experiences into being'. Bujold (2004) distinguishes this further by describing the narrative as being the process of meaning making of one's experiences and the story as being the product of such narrative.

Data Collection

To summarise, I selected semi-structured, event-based narrative interviews as my data collection approach. I used an interview guide to structure the interview flow, as shown in **Appendix A**. Care was taken to establish rapport with the participants through holding the interview in a location selected by the participants and providing refreshments. All interviews were undertaken within meeting rooms within offices during business working hours. At the beginning of the interview I invested time to build rapport through beginning the questioning on a familiar topic namely their current role, whilst more sensitive questions were left to the latter stages (Saunders et al, 2012), such as consideration as to whether their role transition was successful.

During the early stages of the interview when discussing their recent role transition, I invited the participants to describe the time line between being in the previous role and moving into the current role and denoting the milestones through their experiences. I drew out this timeline and then used this to help the role holder to describe the previous role, discuss how this move into the current role came about and to talk through their experience of moving into their current role in detail. After being asked to talk through their experience of moving into their current role, I helped to recall their transitional experience through probing, including: What happened next? What did you do? What did you say? An example of a timeline is shown in **Figure 3.2**.

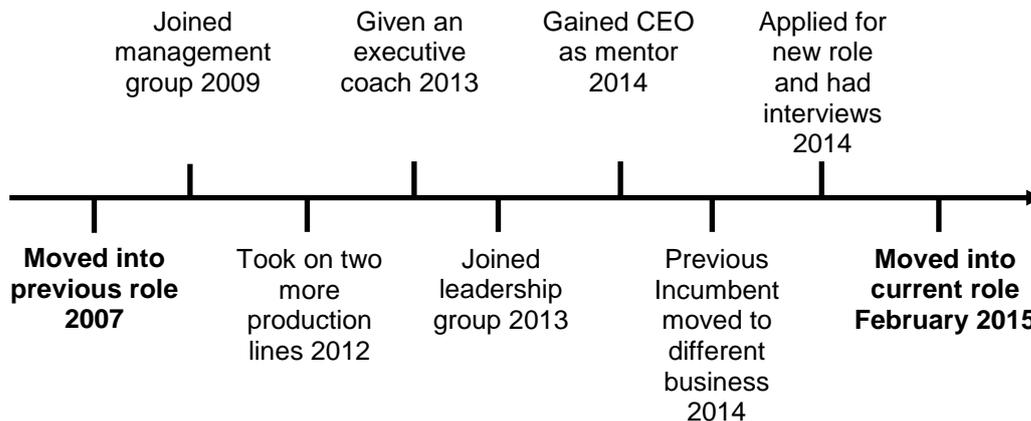


Figure 3.2: Example Transition Timeline

Source: Participant Ten - Dan

Following this, I used open questions to understand (Roulston, 2013) the participants' transition experience and explore in greater depth what helped and what got in the way. So, I explored the role holders' transition experience, rather than surfacing the catalyst for such role transition. Complimenting this, I probed areas surrounding the initial theoretical framework for research study focus as illustrated in the interview

guide, such as: *In particular, did your career experiences support you in your transition? Did your technical understanding help you making your role transition? If so, how?*

Within this research study, I developed a flexible interview approach through being familiar with the interview guide, as encouraged by Roulston (2013) and Yin (2014). This enabled me to reorder questioning sequences in the moment to encourage a better dialogue flow. In addition, I adapted my probing to each situation to allow for a deep exploration of the business leaders' role transition experiences. Finally, I brought the interview to a close through asking a range of questions including: How would you summarise your transitional experience? What additional support would have helped you? How successful would you describe your transitional experience? What leads you to say this?

Shifting perspectives to the consideration of the research study context, as discussed in **Chapter 2 – Literature Review**, the career capital required by role holders when undertaking role transitions may vary between industry communities (DeFillippi and Arthur, 1996). This suggests that the required career capital is dependent on the employment setting (DeFillippi and Arthur, 1996), varying due to the prevalent industrial and geographical context at that time. Therefore, as described previously, I assert that it is more appropriate to study such career capital required by business leaders within a particular industry context at a particular time. Therefore, this research study lends itself to a case study approach, which involves gaining an in-depth understanding of a complex, social phenomenon which may contribute to our knowledge of individuals, groups, organisations (Yin, 2014). Within this situation I took an organisational context and explored the career capital required by business leaders to facilitate role transitions; I will now explore further this case study approach.

Case Study Approach

Before proceeding, it is pertinent to define what is meant by a case. With 'definitions of "case study" abound' (Flyvbjerg, 2011: 301), researchers can be left bewildered. Flyvbjerg (2011: 301) defines a case study as follows: 'An intensive analysis of an individual unit (a person or community) stressing development factors in relation to environment'.

According to this definition, a case study focuses on an individual unit, or as Robert Stake (2008: 119-120) defines a 'functioning specific' or 'bounded system'. A pivotal decision in defining a study as a case study is the choice of the study's individual population, the case. It requires the setting or 'casing' (Ragin, 1992: 217) of its boundaries, or in other words 'bounding the case' (Yin 2014: 33). Therefore, when choosing to do a case study, you are therefore not so much just selecting a methodological stance, but also in fact choosing what is to be studied (Flyvbjerg, 2011).

There are three aspects that I like about this case study definition applied by Flyvbjerg (2011). Firstly, within this definition the 'intensive analysis' alludes to the detail, richness and completeness of the study, in other words its depth. Secondly, by stressing 'developmental factors' it implies that the case population is dynamic. Finally, by including its 'relation to environment', it affirms the case population boundaries by surrounding it in a context. Given that the many academic attempts at defining case study has resulted in a 'definitional morass' (Gerring, 2004: 342), it is arguably better off side-stepping this debate and opting for a common sense definition such as this presented here. Therefore, I chose to adopt Flyvbjerg's recommended (2011) case study definition within this research study.

In the light of this definition, the *case population* within this research study was the group of business leaders who had recently experienced a voluntary, sideward or upward role transitions within a business within the UK. The business in which they reside was their context, which here was termed the *case organisation*. Before introducing the case organisation and case population used within this research study, the case study approach will be critiqued through exploring benefits and limitations.

A case study approach holds many benefits and was selected for this research study on numerous accounts. Firstly, with its long history of application, much of what we know about the empirical world can be attributed to case study research (Flyvbjerg, 2011), thereby emphasising its pedigree in knowledge contribution. Secondly, its widely-acknowledged strength in producing context-dependent knowledge is seen as being an appropriate research approach for study of human affairs (Flyvbjerg, 2011) that are contemporary and are unable to be controlled through experimentation (Yao, 2014). This matches this research study focus of exploring the business leaders recent role transition experiences. More specifically, case study research is regarded as providing a rich and complete (Flyvbjerg, 2011), complex and in-depth understanding of a particular, real-life phenomenon (Gaya and Smith, 2016). In this study this

comprises the dynamics and details of what career capital aspects facilitated the business leaders' role transition, the barriers they faced and the resultant organisational and individual implications. Furthermore, a case study approach favours research situations that involve the exploration of contemporary phenomena involving exploratory research questions asking 'What...' and 'How...' (Yao, 2014). Finally, in this pursuit of understanding more about a case, it is acknowledged that an advanced form of this expert learning is for the researcher to place themselves firmly in the phenomenon's context in so doing generating new insight (Flyvbjerg, 2011), inspiring new ideas and developing theory (Siggelkow, 2007; Thomas, 2011; Gaya and Smith, 2016).

Despite these benefits and its longevity of use, it is perhaps paradoxical that case study approaches are held in low regard by some researchers. Yet when exploring further these concerns, many can be discounted (Flyvbjerg, 2011). Bias towards verification has been a targeted criticism of case study researchers (Flyvbjerg, 2011); however it can be argued that such a challenge is something that all researchers must deal with in some way (Barlow, 1958), not solely case study researchers. In addition, case study research has not been regarded as a way of generating predictive theories (Flyvbjerg, 2011). However, in the study of social sciences it can be argued that concrete case knowledge is more valuable, as predictive theories and universals cannot be found in the study of human affairs (Flyvbjerg, 2011). Furthermore, a belief held by some researchers is that you cannot generalise case study learning to all populations (Flyvbjerg, 2011) thereby in some way demeaning case study insight. However, other researchers concur that knowledge may be transferrable even when it is not formally generalised (Flyvbjerg, 2011; Hyett, Kenny and Dickson-Swift, 2014), with knowledge being indicative rather than being representative. In actuality, some researchers emphasise how generalisation is not an aim of case study research as voiced by Hyett et al. (2014) in Gaya and Smith (2016):

“Case study research is an increasingly popular approach amongst qualitative researchers, its objective being not statistical, with the aim not to produce outcomes that are generalizable to all populations.”

Hyett et al. (2014), cited in Gaya and Smith (2016: 529)

Therefore, it can be argued that value in case study research can be found by the reader in discovering their own path and truth inside the case, where it can be viewed that true expertise comes from an intimate experience of a phenomenon (Flyvbjerg,

2011), and where caution needs to be heeded to the pursuit of complete summarisation and generalisations of case studies.

In summary, a case study approach is seen as a credible and valuable way of contributing to knowledge. As well as being the knowledge source of many treasured classics in each discipline (Flyvbjerg, 2011), it can be a source of expertise encouraging an in-depth exploration of a phenomenon (Yin, 2009, 2012); such insight can be transferred into new situations (Flyvbjerg, 2011; Hyett, et al., 2014) and in particular within businesses (Stake, 1995, 1998; Meyer, 2001; Merriam, 2009; Morse, 2011). With its growth in popularity, case study research may have an increasingly prominent place within research portfolios (Yin, 2014). Moreover, it is causing researchers to reassess their beliefs, as illustrated by Eysenck (1976) who originally saw the case study as nothing more than a method of producing anecdotes (Flyvbjerg, 2011), later realised that:

“Sometimes we simply have to keep our eyes open and look carefully at individual cases – not in the hope of proving anything, but rather in the hope of learning something!”

Eysenck (1976: 9)

Furthermore, the knowledge contribution of a case study approach is acknowledged as being strengthened by having: a comprehensive literature review with clear research questions (Eisenhardt and Graebner, 2007), an initial conceptual framework (Meyer, 2011), a convincing choice of case (Stake, 1995; Siggelkow, 2007) and a clear acknowledgement of the research studies strengths and limitations (Yin, 2009, 2012), all of which have been demonstrated within this research thesis.

After the crucial decision to undertake a case approach, a subsequent decision for the researcher is whether to undertake one or multiple cases. In this research study a single case population and case organisation approach was taken for numerous reasons. Firstly, the literature gap as illustrated through the literature review in **Chapter 2 – Literature Review** and summarised in **Table 2.9** demonstrates the lack of existing knowledge on the career capital required by business leaders to undertake role transitions within a business within a specific country. Consequently, this original exploration warranted a deeper understanding into this phenomenon to create insight and theory development (Yin, 2009, 2012). Secondly, the story-telling within the event-based interviews required time to access complex experiences, for example business leaders recalled what facilitated their role transition, how this helped them, what got in

the way and how they overcame these barriers. Each of their stories and recounting of experiences took up to 2 hours in duration and required this time investment to make sense and recall their personal experiences. Undertaking this research over multiple case populations would have compromised this depth of exploration for breadth. Finally, the career capital required by role holders may vary not only between industry communities (DeFillippi and Arthur, 1996) but also by the nature of the role transition itself. The differing combinations of transition dimension at play impact the challenges faced by the role holder (Schlossberg, 1984) thereby influencing the career capital required to manage this transition. Therefore, as previously proposed, it is pertinent to involve business leaders who have experienced transitions with similar dimensions, including: organisational position, degree of role permanency, catalyst for making the transition happen and geographical location. Such a focus provides a common (Yao, 2014), or in other words, typical example to study. Consequently, this reaffirms the importance of focusing on both a similar industry context – the case organisation – and similar population – the case population. Having explored the benefits and limitations of a case study research approach, the case organisation will now be introduced. As acknowledged earlier in this section, this case organisation plays a critical role in providing a context to the case population.

Introducing the Case Organisation

Within this research study, the case organisation operates within the construction industry sector, and is part of an international establishment which produces a variety of high-performance, construction materials. It has approximately 1,000-2,000 employees, and operates across a total of <10 sites within the UK.

The selection of the case organisation was determined by the requirements of the research questions. Following the literature review and the identification of the gap in literature, it was important that the study was conducted within one country rather than involving individuals undertaking international role transitions. In addition, it is imperative to work with a case population comprising business leaders who had recently experienced internal role transitions that were voluntary, upwards or sideward in nature, with such upwards or sideward moves mirroring the career progression experienced by 84% of workers across the construction sector (Wiseman, et al., 2013). Consequently, this case organisation was selected for numerous reasons. Firstly, it is a UK-based organisation, where internal role transitions were constrained to a national

setting. Secondly, its HR Director was an existing client contact of mine thereby providing access to the case population. The use of existing contacts is often regarded as the best route into an organisation (Johnson, 1975, Buchanan, et al., 1988, Easterby-Smith, et al., 2008). Thirdly, stakeholders and the employees themselves were interested in finding ways of helping employees, including business leaders, to move more easily across the business. Finally, this research study focus had organisational relevance as a 'functional silo mentality' was seen to pervade across the business, meaning that it was less typically for current employees to move between functions. This notion of improving internal mobility was an area that I was beginning to explore with my client as a means of supporting the achievement of organisational sustainability. Initially, other case organisations were considered but were discounted due to: lower levels of organisational relevance and interest within the key stakeholder and employee population. Such a choice of case organisation lends itself to generalisation into other functionally-organised organisations within the UK. Having introduced the case organisation, I will turn move on to introduce the case population.

Introducing the Case Population

As discussed in **Chapter 2 – Literature Review**, the career capital required by role holders may vary not only between industry communities and the employment setting (DeFillippi and Arthur, 1996), reflecting the prevailing industrial and geographical context at that time, but also by the nature of the role transition itself. How a role transition is experienced is likely to influence the perceived career capital required by role holders (Heppner et al., 1994). For example, those role holders who have undertaken a slow and protracted role transitions - potentially in the case of role changes within organisational change programmes - may perceive a lowering in personal confidence (Heppner et al., 1994), potentially resulting in a reduction in career capital. This implies that the nature of the role transition and the influencing transition dimensions, as outlined in **Table 2.1**, may lead to and require different career capital to support successful role transitions. This suggests that it would be more suitable to study case populations who have experienced role transitions with similar dimensions in terms of nature of transition catalyst, organisational position, degree of permanency of the role and geographic location. Therefore, as previously proposed, it is pertinent to involve business leaders who have experienced transitions

with similar dimensions, including: organisational position, degree of role permanency, catalyst for making the transition happen and geographical location.

Consequently, I selected a homogeneous, purposive sampling approach. This is where the researcher uses their judgement to select a case population that best reflects the research questions (Yin, 2014). Therefore, I selected a case population comprising business leaders who had experienced a voluntary and sideward or upwards macro work role transitions within the case organisation within the previous 3 years. I set a time limit to make it easier for the role holders to recall their transitional experiences (Terjesen, 2005). In terms of defining 'business leaders', the leadership of the organisation is distributed across all six functions. It comprises members of the Executive (8), Leadership Group (23) and Business Deployment Group (57), listed here in descending hierarchical order (membership number data correct at September, 2015). As such, the members of these groups are known within the case organisation as 'business leaders'. Consequently, I used this definition within this research study. This echoes Laud and Johnson's (2012) approach to defining populations through using role title, position and responsibility and agreeing in collaboration with the participating organisation.

Those business leaders who had experienced a voluntary and sideward or upward macro work role transitions internally within the case organisation within the previous 3 years were identified by HR. This represented a total case population of 36 business leaders. I invited all 36 business leaders, through issuing an email invitation, to take part in this research study and to undertake an event-based narrative interview where they had the opportunity to recount their recent role transition experience. This email emphasised that this research study had the support of the executive team whilst also emphasising that their participant was voluntary. All 36 business leaders agreed to participate within this research study; their participant profiles are outlined in **Appendix B**. Such full 'complete' participation of the case population is a feature of exemplary case study research (Yin, 2014: 202).

In summary, this case population was drawn from six functions: Human Resources, Sales, Marketing, Operations, Procurement and Finance. Interestingly, there were no participants from Technical and Executive team. When considering the nature of transitions, 33 of the transitions were intra-functional, with only 3 being between functions. Moreover, 19% of the transitions were a sideward move where both roles were at the same grade, with 81% being an upwards promotion where there was an increase in grade. As highlighted by a CITB (2013) report, such upwards and sideward

moves reflects the career paths experienced by 84% of construction workers; such role holders experienced a series of upward and sideward moves across the course of their career (Wiseman, et al., 2013). When considering personal profiles, in terms of male and female split, there were 78% males with just 8 females. Again, this echoes the gender distribution typical of the construction sector where women comprise 10% of the current workforce (Frances, 2017). In relation to marital status, there were 78% participants who were married with 8 single, and 64% of participants had dependants with 13 having no dependents. Also in terms of ethnicity, 100% of the case population was from white ethnic origins.

Having explored the nature of the case population within the context of this research study, I will next explore how the practitioner-researcher considerations were managed.

Practitioner-Researcher Considerations

Given my dual role as consultant and researcher within the case organisation, it is pertinent to understand and take account of the additional practical and ethical considerations. After exploring the concept of practitioner-researcher, I will explore the best practice principles and the approach that I adopted within this research study.

Where a researcher possesses intimate knowledge of 'the communities and its members', they can be regarded as an insider researcher (Hellowell, 2006: 483); such personal, professional knowledge may derive from other prior association including employment, professional consulting and family connection. In this instance my existing association was through being employed as a professional consultant, or termed here practitioner, within the field of organisational development. This dual role as practitioner-researcher can generate complexity to have to contend with (Drake and Heath, 2011), where researchers can lose their sense of self through being pulled in different directions depending on whether they are seen as a researcher or practitioner (Humphrey, 2007). Work in this field has identified aspects of this special nature of practitioner research and the special conditions in which the practitioner doctoral researcher works requires careful thought, including: loyalty, duty and integrity with both colleagues and the academic community (Scott, Brown, Lunt and Thorne 2004; Campbell and Groundwater-Smith, 2007; Sikes and Potts, 2008). Numerous benefits and opportunities can arise from practitioner research including: knowledge of organisation, established connections, ease of access, cost-effectiveness and power

(Drake and Heath, 2011), many of which were experienced within this research study. However, conversely such practitioner research may generate weaknesses including: loss of neutrality, loss of critical distance, split identity as a researcher and practitioner and power (Drake and Heath, 2011). However, through mindful consideration such limitations can be minimised.

Work in this field has clarified principles that are helpful for the practitioner-researcher to embrace within their approach. Firstly, to help to manage the dual role within the work place, it is pertinent to define and adopt different identities (Drake and Heath, 2011). A fluidity is required by the practitioner-researcher to move between such identities as the situation requires, behaving sometimes as a practitioner and on other occasions as a researcher, re-orientating in the moment. Therefore, as a practitioner-researcher it requires the treading of a fine line between embracing the prevailing academic norms and values of the university with the norms and values of the workplace (Drake and Heath, 2011). In essence, it involves inhabiting and managing with confidence the watershed between the two roles, eloquently summarised by Drake and Heath (2011: 27): 'This is about taking charge, taking responsibility and defining the researcher's identity and defending their integrity'.

Also, when adopting this stance there is a need to regain a sense of self and retain a distance and criticality. Such re-grounding and critical reflexion can be cultivated through reflexive practice and the self-triangulation of thoughts and insights. One way of conceptualising this is by 'making the familiar strange' (Goodson, 1992), where distance is created from the shared and cosy understanding of professional life (Drake and Heath, 2011). Furthermore, it is paramount to reassure research participants of the ethical practice surrounding confidentiality and anonymity and the research intentions. Finally, as a practitioner-researcher it is imperative to anticipate the organisational impact of the research findings and to mindfully manage this impact whilst maintaining academic criticality and disclosure.

I integrated these principles into the research practice within this research study in numerous ways. Firstly, I invested time defining the identities of the practitioner and researcher whilst understanding more of what inhabiting the hinterland meant, as illustrated by **Figure 3.3**.

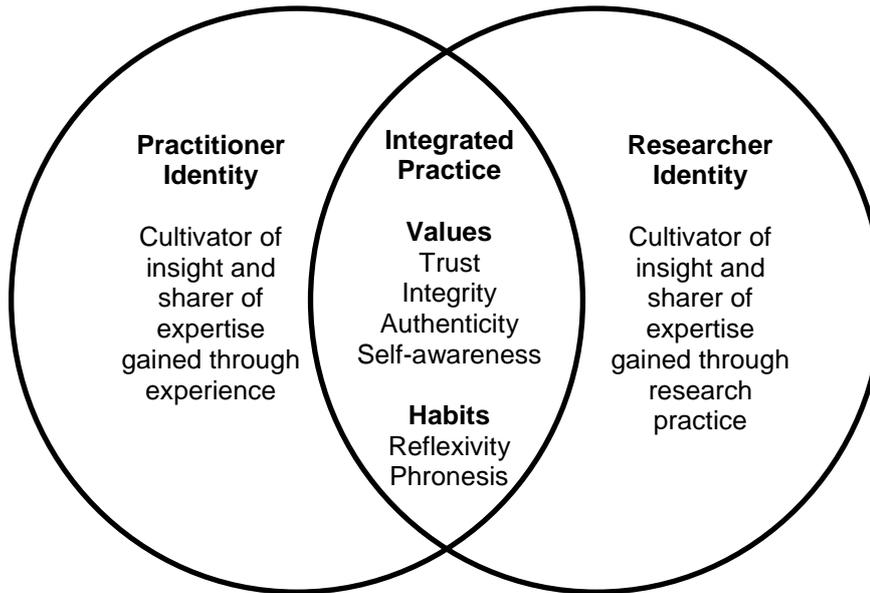


Figure 3.3: Practitioner-Researcher Identities and Integrated Practice

Source: own

Both the similarities and differences between the identities can be clearly understood. Moreover, the occupation of the central hinterland was informed by the integrated practice of embracing both: guiding values which are both relevant for this research study and dear to the practitioner-researcher, and the regular habits of reflexivity and phronesis, defined here as practical wisdom. Such identities and practices supported the managing of situations moment by moment within the research study. For example, when I met with my key contact within the case organisation for a review meeting, when moving to update on the PhD progress, mindfully I switched roles and adapted the confidentiality and anonymity practices that I had committed to. In addition, I involved my key contact in reviewing the case organisation details declared within this thesis, so as to retain organisational anonymity.

Earlier in this research study, I found the practical switching between practitioner and research identities and mind-sets more difficult. After reflecting, I came to realise that I needed different physical spaces within my work environments to support this micro transition between differing roles (De Certeau, 2011). Consequently, I created two different physical working spaces to facilitate this transition between practitioner and research identities and mind-set. Perhaps interesting to note, I now find this switching easier and can move between the roles more fluidly.

Furthermore, I explored the full range of communities connected with this research study and considered their anticipated needs as shown in **Table 3.1**. During the

undertaking of this research study, these needs were acknowledged. For example, on reviewing this research thesis and consulting with my key client contact, I reduced the level of specificity given to the case organisation so as to protect organisational anonymity. In addition, to support the case population participants, as well as using pseudonyms I removed functional references and summarised when interviews occurred to the week, as opposed to the day, so as to protect further their anonymity. Also, I have prepared a summary report to share thesis insights. This will be shared once I have successfully completed the PhD.

Community	Anticipated Needs
Thesis readers within academic community	Unique contribution to knowledge Research quality (credibility, authenticity and plausibility)
Case organisation stakeholders	Protected organisational reputation Insight that can be applied
Case population participants	Personal confidentiality Personal anonymity Insight that can be applied

Table 3.1: Research Communities and Anticipated Needs

Source: own

Finally, I undertook additional, relevant groundwork within this research study. Confirmation that the research study was both instigated and funded by the researcher was emphasised in the Participant Information Sheet (see **Appendix C**), along with reassurances that it was an academic-led study addressing a gap in the academic literature. This clarified the intentions of this research study.

Given the importance of researcher reflexivity, ethics and research quality in these considerations, I will now outline how I managed these aspects.

Introducing Researcher Reflexivity

Fundamentally, reflexivity can be defined as the capability of ‘turning or bending back’ (Roulston, 2013: 116). Within the context of research, such personal reflexivity involves the awareness and acknowledgement of individual characteristics: values, beliefs and interests, and understanding how these may impact research from initial idea to outcome (Banister, et al., 1999; Willig, 2001; Saunders, et al., 2012). Through this, the researcher’s involvement and engagement throughout the research study is

revealed as opposed to concealed (Banister, et al., 1999) and actively sought out (Roulston, 2013), enabling the honing of critical reflexive practice. Such reflexive practice facilitates intentional learning from experience (Mason, 2002) to aid the research activity.

Given this, it is timely to introduce myself more fully as the researcher. As a Chartered Occupational Psychologist writer and author, I have worked in the field of organisational development for over 20 years. What this entails is working with individuals, teams and businesses to manage transitions and change. During 1997-2003 I was employed by the international human resource consultancy, the HayGroup, where I was trained in many practices and methodologies including: behavioural event interviewing, coding for competencies and competency modelling. In particular, I was trained and supervised for 18 months in Richard Boyatzis's thematic coding method (Boyatzis, 1998), ensuring a consistent application against set global standards of competence. Since August 2004, I have run my own business working in the same field, initially as a sole trader and from 2007 as a limited business: Evolve Consulting Services Limited.

More specifically, as part of my practitioner work I have undertaken exploratory research into three particular transitions: the transition from employment to self-employment (as part of the Masters in Occupational Psychology whilst at Birkbeck College, University of London under the supervision of Dr. Jenny Kidd), and subsequently two transitions from education to employment and employment to retirement under self-directed research practice. Research findings have been published and disseminated in the form of practitioner practical guides, which are available through leading book sellers, for example: Brown. C. (2008). *Testing the water: Is self-employment for me*. Barny Books. Additionally, I have provided advice on transitions through taking part in radio programmes, presenting at conferences and writing in practitioner publications and journals. Furthermore, I am a founding trustee of the Evolve Transition Trust, which supports disadvantaged people through life transitions.

It has always been an ambition of mine to undertake a PhD, with it representing both a personal challenge and a private marker of 'being the best I can be' in my field. Being passionate about transitions and transition management, the focus of this research thesis felt a natural choice. In the light of the importance of personal reflexivity as a golden thread within social constructionism and the interpretivist approach adopted here, together with the management of the practitioner – researcher boundary, it was

pertinent that I was aware of my personal values and areas of interests. Recently, I completed a values assessment which indicated what is important and less important to me, the results of which are illustrated in **Table 3.2**:

Values Of Importance	Values Of Less Importance
To use my skills and judgement To be recognised as an expert in my field To seek knowledge To enjoy assisting others, with or without reward To be my own boss To develop and create new ideas	To develop and create new devices To be free of pressures and expectations To lead other people
Summary Values Statement	
I have a self-image and identity related to being the expert and the developer of knowledge and ideas I am motivated to make a difference for others using my skills, expertise and judgement I value freedom in how I work and live, and enjoy being my own boss Integrity and authenticity act as my moral compass, as I value the alignment and congruency between what we say and how we are	

Table 3.2: Personal Values Summary

Source: own

With a social constructionist research methodology it is critical for the researcher to be aware of their own personal values and areas of interests, and being conscious of how these may impact their own decision-making (Finlay, 2002). Failure to do so potentially leads researchers into dangerous territory where the quality of work is compromised through research findings merely mirroring back the researcher’s unconscious issues (Banister, et al., 1999) rather than eliciting perceptions from participants.

Researchers can avoid such challenges through undertaking personal development enabling the revealing of personal preferences and their potential impact on the research study (Banister, et al., 1999). Indeed, Robert Emerson, Rachel Fretz and Linda Shaw emphasise its relevance by commenting: ‘in training the reflexive lens on ourselves, we understand our own enterprise in much the same terms that we understand those we study’ (1995: 216). Strategies such as journaling personal thoughts, feelings, anxieties and observations as well as self-assessing interview performance (King, 2004) through the research process and submitting this reflexive account as part of the research study can enable readers to ‘judge the content in the context of the perspectives and assumptions by which it was shaped’ (Marshall, 1986: 195). This enables readers to reanalyse the material to develop alternative

interpretations and explanations (Banister, et al., 1999). This supports the acknowledgement of the central position researchers play in the construction of knowledge where the 'knower is part of the matrix of what is known' (DuBois, 1983: 111), helping to make explicit how research understanding and insight is formed (Banister, et al., 1999).

Given this, I recognised that personal reflexivity was an important constituent part within this research study. Consequently, I undertook personal journaling through the research process and it became an integral part of this methodological approach and an essential way of gaining deeper insight and eliciting meaning in what was expressed. Having introduced the central topic of personal reflexivity, I move on to explore how research quality was achieved within this research study.

Research Quality

The quality of research approach and findings are of intrinsic importance to all researchers, thereby leading the research insights to be trustworthy for readers (Torrance, 2011). Notions of reliability, where research findings are repeatable with the same results and validity, which is concerned with whether the findings from a piece of research match the true external reality are clearly not relevant concepts in a social constructionist stance (Crotty, 2015). As Burr (2003) asserts:

“Social constructionist research is not about identifying objective facts or making truth claims; there can be no final description of the world, and reality may be inaccessible or inseparable from a discourse about it.”

Burr (2003: 158)

Here, research is time and space dependant (Banister, et al., 1999), where findings would alter through the passage of time (Saunders, et al., 2012). Moreover, Bruner (1991: 6) emphasises this for narrative research through describing it as 'irreducibly durative', meaning continuously changing. Such research can therefore be seen as a snapshot, capturing a historical moment in time which may generate new meanings following (re)interpretation from different perspectives with the passage of time (Andrews, 2012).

Given this, qualitative researchers are urged to craft their own approach to evaluating research quality, tailored to their own particular research situation (Willig, 2001).

Evidence shows that social constructionist researchers have sought numerous ways to justify their analyses and demonstrate its quality: dependability and thoroughness (Banister, et al., 1999), demonstrated through transparency (Altheide and Johnson, 2011); transferability into different settings (Lincoln and Guba, 1985); credibility (Willig, 2001) and internal validity through its rigor, richness of language and insight (Cassell, et al., 2006); through sign-off and validation by senior leaders (Saunders, et al., 2012) and the ability of participants to challenge and sense-check the findings (Willig, 2001).

In a frequently-cited paper, Golden-Biddle and Locke (1993) suggest three [research quality] criteria of authenticity, plausibility and criticality. To be authentic, the researcher has to persuade the readers that she has a deep understanding of what was taking place in the organisation at the time of the research. More specifically, this could be demonstrated through being conversant with the challenges, the opportunities, cultural norms and organisational ambitions. Within this research study, this awareness and understanding of the case organisational context was evidenced earlier within this section. The research is seen to be plausible if it links into issues that are of interest to other researchers. In particular, this could be demonstrated through interpreting the findings through comparing and contrasting with the literature and focal theory. Here this plausibility is evidenced within presenting and sense making of findings within subsequent chapters along with the interest shown by the academic community through invitations to present at conferences and to write academic publications. Finally, criticality is demonstrated through encouraging readers to question their taken-for-granted assumptions thereby offering something genuinely novel. This may take the form of challenges and propositions of new interpretations. Given this, I have selected these criteria to evaluate the quality of this research study; this reflection, evaluation and critique of the research process is outlined in the final section of this chapter. Having clarified how the criteria that have been used to evaluate the quality of this research study, I will review how research ethics have been applied.

Research Ethics

Research ethics is concerned with the rights of the individuals, who are the participants of the study, and how they are affected by it (Anderson, 2004); undertaking ethical research is priority and concern for effective researchers (Yin 2014). When undertaking this research study, I have followed ethical guidelines of: the

Social Research Association and the University of Derby ethical research codes. I submitted an ethical approval request (see **Appendix D**) and received ethical approval confirmation (see **Appendix E**). Furthermore, as a Chartered Member of the British Psychological Society (BPS) and Health and Care Professions Council (HCPC), I am also subject to their Code of Ethics and Conduct.

In summary, issues of research ethics arise in relation to the following principles: integrity and objectivity of the researcher; respect for others; avoidance of harm (non-maleficence); voluntary nature of participation and the right to withdraw; informed consent of those taking part; ensuring confidentiality of data and maintenance of anonymity of those taking part; compliance in the management of data; responsibility in the analysis of data and reporting of findings; ensuring the safety of the researcher (Saunders et al., 2012: 231). In turn, I will now address how these ethical principles are addressed within this research study.

The researcher's integrity and objectivity includes demonstrating to the reader openness, truthfulness and accuracy with respect to the research approach and findings, whilst also avoiding deception, dishonesty and misrepresentation of the case population or case organisation. As described previously, I undertook personal journaling throughout the research process demonstrating personal reflexivity (Banister et al., 1999). Such journaling aimed to surface and acknowledge my values, beliefs and interests, and consider how these may impact the research (Roulston, 2013). The summary of such critical review is summarised in **Section 3.5**. Moreover, this personal reflexivity was supplemented by functional reflexivity, defined as the 'continuous critical examination of the practice and process of the research to reveal the researcher's assumptions, values and biases' (Wilkinson, 1988: 495). Here, the charting of personal rationale behind research decisions is an important consideration (Banister, et al., 1999; Willig, 2001), which has been demonstrated throughout this research thesis.

The respect for all those participating within the research study is acknowledged through clarifying the participants' rights for withdrawal and maintenance of anonymity throughout this research study as declared within the Participant Information Sheet. Avoidance of harm in the form of emotional wellbeing, mental or physical health is addressed in numerous ways: through using a research method in the form of event-based narrative interviews that is readily accessible and understood by participants (King, 2004); undertaking such interviews in a well-ventilated, comfortable meeting room in a nominated location during working hours; communicating beforehand the

nature of questions to be explored within Attachment A of the Participant Information Sheet (see **Appendix C**). Through embracing these guidelines, both the participants' and my physical and psychological safety were protected.

As explained previously, the total population of business leaders who met the selection criteria were invited to take part in this research study. I emailed this invitation to the business leaders individually together with the Participant Information Sheet. This explained the purpose of the study, outlined the voluntary nature of participation, what participation would involve and the rights with respect to non-participation and withdrawal. On agreeing to participate in this research study, all participants were sent and asked to sign the Consent Form (see **Appendix F**) and their permission was sought (and given by all) to tape record the interviews. Therefore, no deception of the participants occurred.

Confidentiality of data, defined as keeping secret the knowledge gained through the research process, and the maintenance of anonymity, defined as the keeping the participant identify unknown to others (Banister, et al., 1999), was managed throughout this research study. Participant pseudonyms were used within the transcript and throughout the research documentation, meaning that the participants' real names were not evident. For example, when presenting participant quotations and stories within the analysis, the pseudonym, participant number and page location of the quote within the transcript was incorporated. Owing to the perceived anonymity risk for participants, the opportunity to consider different stakeholders' perceptions of the career capital required by business leaders to facilitate macro work role transitions, for example HR colleagues, was discounted. Therefore, a mono-method of data gathering was taken where solely the perceptions of business leaders was taken. Handling of the tapes and transcripts of interviews and other documentation have been restricted in line with data protection principles as outlined in the European Directive 95/46/CE. Hard copies of research notes and transcripts were kept in a locked room within my work location. All electronic files were kept on password protected computers, which were not accessible by case organisation and university staff. At the end of the research study, the electronic transcripts were fully anonymised and archived at my work location and will be kept for a period of 3 years. Once these anonymised electronic transcripts are archived, the interview audio files and other documentation will be shredded and the relevant files erased from my computer.

Assurances about participant privacy, anonymity and confidentiality was upheld when analysing and reporting data. When interview quotations were used to illustrate key

themes within the findings, these were anonymised. In addition, to help to protect anonymity, functional references were removed. In particular, the consent of the participants was gained through the Consent Form. Furthermore, the integrity of the data analysis and reporting of findings was upheld through the inclusion of unexpected potentially contradictory outcomes in addition to key themes, for example through the inclusion of observed anomalies within the findings. Having explored the research ethics, I will now conclude this section with the exploration of discourse, an underpinning feature of research being undertaken within interpretivist approach and social constructionism stance.

Role of Discourse

As described previously, the creation of knowledge through an interpretative process carried out through social interaction between researcher and participant (Benton and Craib, 2011) emphasises the central role of discourse within social constructionist research (Talja et al., 2005). How individuals talk about their careers is fundamental (Cohen et al., 2004; Cohen, 2006) to such research and a way of describing what is happening and being experienced in a particular setting (Willig, 2001). Such discourse is 'not merely a messenger from a kingdom of reality but it instead creates and reflects a social reality' (Cohen et al., 2004: 411; Cohen, 2006: 191), indicating an individual's experience of reality. This helps to bring such knowledge into sight (Talja et al., 2005), or knowledges (Willig, 2001) is perhaps a more accurate term given the acceptance of plurality of views within social constructionism.

Therefore, the interpretivist approach and social constructionist stance adopted within this research study recognise the importance of language as a means to constructing meaning, whilst limiting the extent to which language can be viewed as a constituent of all human existence or behaviour (Hruby, 2001), which implies that individuals can only exist through language. Consequently, this emphasises the importance in this research study of creating the conditions to encourage personal dialogue and the sharing of role transition experiences. Entering the world of the participant (Saunders et al., 2012), placing ourselves in their shoes and developing an empathetic stance (Abma and Widdershoven, 2011) is likely to support the development of such conditions. Having explored the foundation role of discourse within this research study, I will now outline the process of analysis.

3.4 Process of Analysis

The analytical approach that I used within this research study was thematic analysis; I will outline the rationale for this in the next section.

Thematic Analysis

Thematic analysis can be defined as a method for identifying, analysing and reporting patterns (themes) within the data. 'It minimally organises and describes your data set in (rich) detail' (Braun and Clarke, 2006: 6), and often goes further than this, interpreting aspects of the research topic (Boyatzis, 1998). Whilst thematic analysis can be poorly demarcated, rarely-acknowledged with limited kudos, it is a widely-used qualitative analytic method (Boyatzis, 1998; Roulston, 2001; Roulston, 2013). Furthermore, whilst it is not acknowledged by some as a research method in itself, it is regarded by other researchers as a foundational analytical method within qualitative research (Braun and Clarke, 2006). This dichotomy of views warrants further discussion through the exploration of strengths, weaknesses and recommendations of application.

In terms of strengths, given that the application of thematic analysis does not require a detailed technical, theoretical knowledge, it is an accessible research approach for researchers. Moreover, being independent of an epistemological positioning it is a flexible analytical method that can be moulded to suit the researcher's requirements (Braun and Clarke, 2006), and is widely used within social constructionist research. Furthermore, thematic analysis is widely acknowledged to provide a rich, detailed and complex description and interpretation of an entire data set, being particularly useful when the subject area is under-researched (Braun and Clarke, 2006), which is pertinent here.

Despite these strengths, thematic analysis is reported by researchers to having drawbacks which can be overcome through mindful application. There is no consensus as to how thematic analysis is defined (Tuckett, 2005; Attride-Stirling, 2001) and undertaken. However, it is recommended that through a clearly defined process approach these limitations can be minimised (Braun and Clarke, 2006). More specifically, it has been acknowledged by some researchers that there is an absence of clear and concise guidelines when applying thematic analysis and a belief that 'anything goes' (Antaki, Billig, Edwards and Potter, 2002), in relation to how it is

applied. Nevertheless, it is recognised that these concerns can be mitigated through making both assumptions (Holloway and Todres, 2003) and values explicit (Braun and Clarke, 2006), whilst specifying a detailed account of the approach followed (Attride-Stirling, 2001). Furthermore, some researchers have voiced concern over the limited interpretative power that is generated through applying thematic analysis beyond a mere description; yet this perceived drawback is arguably minimised through the use and refinement of an initial conceptual framework during the discussion phase (Braun and Clarke, 2006). Finally, it is argued by some that when applying thematic analysis some researchers undertake poor quality analysis where themes may represent interview questions and be poorly defined, illustrating limited coherence, as opposed to emerging from the data. However, it is widely believed that through following a rigorous and explicit interpretative analysis, an acceptable quality of analysis is generated (Braun and Clarke, 2006); how this was done within this research study will be outlined in the next section.

In the light of this exploration, thematic analysis is an appropriate research method for this research study through: its application within the research social constructionist approach, its ability to provide a rich description of a data set, the highlighting of complexities within the data, being flexible in application facilitating the constructing of themes, enabling the interpretation of the findings through comparison back to the initial theoretical framework and literature. Template analysis was considered as an analytical method. However, I selected thematic analysis as I was keen to gain a deep understanding of their transition experiences and allow the business leaders' stories to inform the analytical codes. Having described the analytical method applied within this research study, the overall analytical approach will now be described.

An Iterative Analytical Approach

As recognised as a useful approach when exploring something not explored before (Boyatzis, 1982), I took an iterative analytical approach (see **Figure 3.4**). In this context, iterative is defined as the continual movement between the analytical processing of the data, the sense-making of the data through journaling and development of field notes and the further reviewing of the literature. In the research literature, such an approach has been described as 'zigzag', where there is a continual, cyclical movement between data gathering and data analysis (Rivas, 2012: 369), and also a 'hybrid' (Boyatzis, 1982: 51), where analysis is both driven by the

theory and the data. In duration, the total interviewing time for the 36 business leaders was 42 hours and 42 minutes, with the shortest and longest interviews being 40 minutes and 1 hour 44 minutes, respectively.

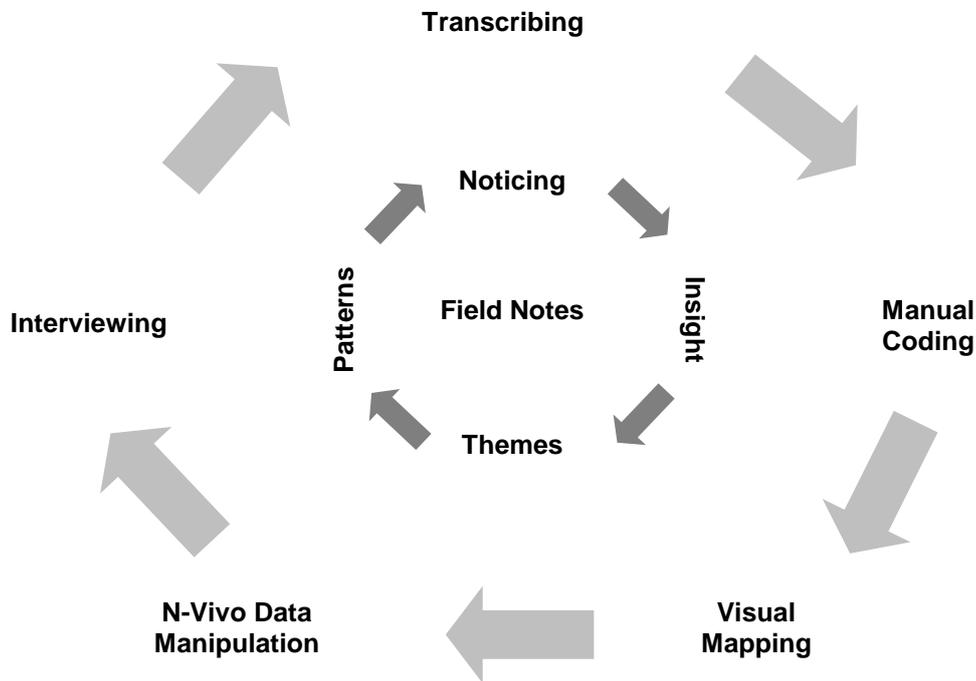


Figure 3.4: Iterative Analytical Approach
Source: Own

As endorsed by Yin (2014), I developed my own analytical approach; this iterative approach intuitively evolved through the data gathering and analytical phase. After each interview, thoughts, ideas and questions surfaced. Therefore, I undertook personal journaling to ‘capture’ these before they were lost from thought, in other words, to create field notes and to undertake self-reflection shortly afterwards. Yin (2014) emphasises how such journaling can be a useful way of getting started. This reflexivity helped to allow observations to surface, as illustrated by the field note extracts following the first interview with Colin:

“It seems like a web of resources, with interconnectivity between elements [...] I wonder if there are some core connections [...] the relationship with the line manager was seen to be fundamental and many resources were provided by the line manager.”

Journal extracts following Colin’s (3) interview

Shortly after this, I transcribed each interview. By becoming further immersed, additional thoughts, observations and questions emerged. Consequently, I undertook further journaling to record such emerging considerations. This took the form of free-writing, which can encourage the surfacing of ideas and connections (Bolton, 2014), and generate 'appreciative benefits' (Yin 2014: 138). Alongside this, I applied approaches to remain personally focused on the analytical process, including running and meditation. In addition to supporting personal sustainability, such approaches facilitated sense-making of the data and the conceptual connection of thoughts and observing of patterns and differences, where 'insights come up on their own timetable' (Kabat-Zinn, 2002: 69).

Following this, I undertook manual thematic coding of the transcript using codes emerging from the data, eliciting interesting observations, including: career capital required to facilitate role transitions, approaches to overcoming barriers along with required additional support. Subsequent to this, I created a pictorial conceptual diagram per participant to illustrate the career capital portfolio applied illustrating the interconnections between how career capital was used to facilitate role transitions and overcome barriers.

Subsequently, I transferred this manual coding to N-Vivo to enable me to manipulate the data. This enabled me to clarify: the career capital required by business leaders to facilitate role moves, the barriers hindering such role transitions and the organisational and individual implications. I found N-Vivo invaluable to enabling the process of constructing and assigning categories and the refocusing of the analysis, also described as 'recontextualisation' of the data (Tesch, 1990). When considering this iterative analytical approach in more detail, it can be broken down into the following elements: interview transcription, familiarisation with the data, manually generation of initial codes, presentation of findings and searching and reviewing themes. The proceeding sections provide details of how I approached each stage.

Interview Transcription

I decided to transcribe the interviews, as transcription can be a useful way of becoming familiar with the data (Riessman, 1993; Roulston, 2013). I undertook this transcription soon after each interview. With each interview transcription taking between 2-5 hours, I cycled between the interviewing and transcribing. Whilst the interviewing occurred between January-June, 2016, the transcribing occurred between January-September,

2016. I used a foot switch to replay the audio recording of the interview at a variable speed enabling me to transcribe the script concurrently to listening to the audio recording.

Through transcribing the interview scripts, this clearly presented an advantage to me. It enabled me to become more familiar with the data and gaining familiarity with the participants' responses (Riessman, 1993; Braun and Clarke, 2006), whilst beginning preliminary analysis (Roulston, 2013). Indeed, transcription can be regarded as a 'key phase of data analysis within interpretative qualitative methodology' (Bird, 2005: 227), where meanings are created rather than it simply be a mechanical action involving the putting of spoken sounds on paper (Lapadat and Lindsay, 1999). The transcription etiquette involved: a rigorous and thorough orthographic transcription involving a verbatim account of all verbal utterances and sometimes non-verbal, for example: sighing, pausing, laughing; I made a note of such utterances. Whilst this level of notation is more usual in conversation analysis, I used it here to allow for the fuller recall of participant's story and experiences, including levels of reflection and emotion.

Familiarisation with the Data

Taking time to become familiar with the interview scripts is an important phase in the analytical process prior to data coding. Reading through at least once prior to coding is a pre-requisite, reading in an active way whilst searching for meanings (Braun and Clarke, 2006). Note taking of initial ideas of codes can aid the forth-coming generation of initial codes. Consequently, I decided to read each transcription in paper - as opposed to electronic - form. Being able to physically touch the transcriptions increased my personal engagement with what was said. I read each interview script through once before beginning to create initial codes.

Manually Generating Initial Codes

By moving between reading each interview script, developing initial codes, interviewing and reviewing the literature, I was able to stay alert to what was being said and what was emerging. This flexible approach avoided falling into the trap of becoming so immersed in the richness of the data that researchers may become overwhelmed, enabling rigor mortis to set in (Easterby-Smith, Thorpe and Lowe, 1991), leading researchers to be overcome by the sheer data volume.

After reading five interview scripts, I began to see how the coding protocol could work, enabling the sense-making of the data in line with the research questions. The coding of interview transcriptions involved the identification of codes. A code is a semantic feature that appears interesting to the researcher and refers to the 'most basic segment [...] of the raw data [...] that can be assessed in a meaningful way regarding the phenomenon' (Boyatzis, 1998: 63) being researched. I was interested in what enables and acts as a barrier for business leaders' role transitions.

When looking at what helped business leaders within their role transition and how this helped them, I used the following code notation format in the margin:

Enabler / [code name] / [free text describing how this helped the business leader]

When looking at what hindered the business leaders within their role transition and what helped them to overcome this barrier, I used a code notation format in the margin:

Barrier / [code name] / Enabler overcoming barrier / [code name]

Separate to this, I coded other aspects of the transcriptions, including: the additional support, future research opportunities, any other points of interest and critiques of my interviewing approach. The following code notations were used, respectively:

Additional Support

Future Research Opportunities

Annotation / [with supporting comment annotated]

Critical Review / [with supporting comment annotated]

I used a pencil to mark codes directly onto the interview script. Alongside each coding notation in the margin, I highlighted the respective supportive text. This helped to keep the code context, avoiding the common criticism of loss of context (Bryman, 2001).

Early into this manual coding, I began to see inter-connections between: the enablers, how these enablers helped, the barriers, what enablers helped to overcome these barriers. Therefore, to help to surface such inter-connections, I created a visual map of the enablers and barriers for each business leader which I manually drew after coding each transcription. An example of this is shown in **Figure 3.5**. For example, *Peers*

helped Julian by acting as a sounding board and also sharing the load of work at the time; a *Stakeholder* acted as a barrier to his transition experience and he overcame this through using his *Self-confidence*.

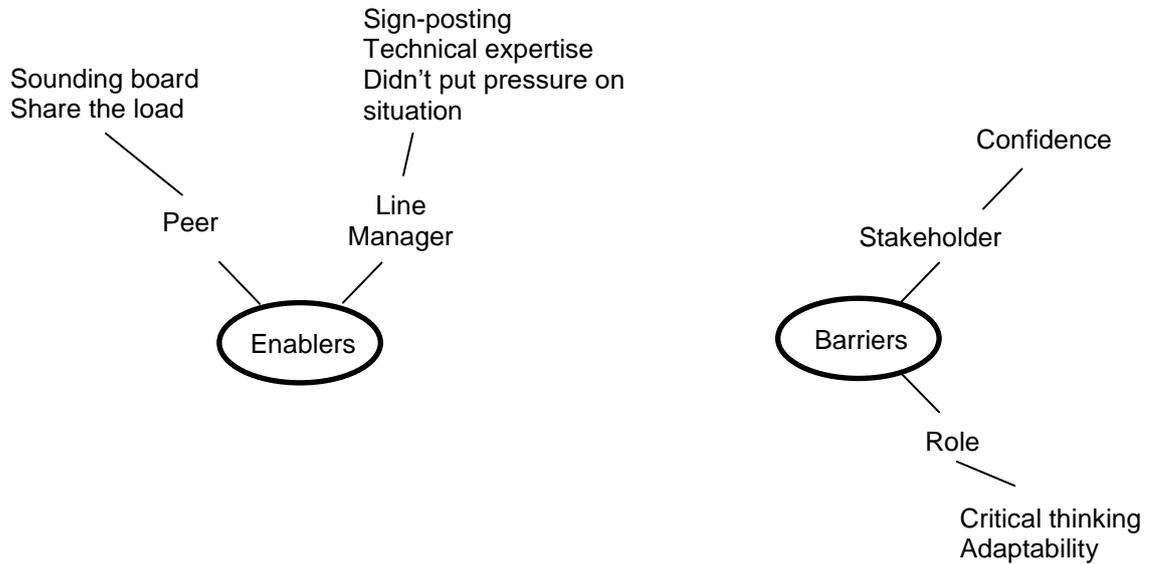


Figure 3.5: Visual Map of Enablers and Barriers
Source: Participant Thirty Two - Julian

N-Vivo Data Manipulation

I chose to use N-Vivo to support my manipulation of the data. It is a reliable tool to assist researchers to undertake complex analysis involving Boolean searches (Yin, 2014). Having already manually coded the transcriptions and created the visual maps, I could see that many codes were seen as enablers, barriers and also enablers overcoming barriers. Therefore, I had to create a layered coding approach. Each code entered into N-Vivo was coded twice: once indicating the code and once indicating whether this code was an enabler, barrier or enabler overcoming barrier. For example, a code of *Self-confidence* may have been coded as an enabler, or barrier, or enabler to overcoming a barrier.

After entering, I added a hierarchy to the codes. This process of coding evolution is part of the analytical process (Miles and Huberman, 1994) as the data is being organised into meaningful groups (Tuckett, 2005). These codes are labelled, ensuring that they are internally congruent to the data (Saunders, et al., 2012). The attached extracts from the transcriptions may comprise a section of a sentence, a sentence in full, several sentences or a paragraph (Saunders et al., 2012). I could see that there

were three types of codes: those codes relating to career capital, those codes relating to the organisation and those codes relating to the external environment beyond the organisation. In addition, those codes relating to career capital were also sub-categorised into *Knowing Why*, *Knowing How* and *Knowing Whom*. Once I had done this, I looked at the number of citations for each code. This led to a reforming of codes; the organisational codes of Process and System was merged and labelled Infrastructure. Also, several codes had <10 number of citations across the data set. These codes, illustrated in **Table 3.3**, were discounted due to such low frequency; this included discarding the category of external.

		Codes Discounted Due to Low Citation Frequency
Career Capital	Knowing Why	Identity, Values
	Knowing How	Career relevant knowledge: Commercial, Industrial, Product, Team; Broad flexible skill set: Collaboration, Dealing with Ambiguity, Empathy, Open to Learning
	Knowing Whom	Internal network: External coach, Former colleague; External network within work: Customer
Organisational		Department, Information, Pay, Performance, Priorities
External		Market

Table 3.3: Codes Discounted Due to Low Citation Frequency

Source: own

Consequently, this led to 24 career capital codes and 4 organisational codes. I chose to call these codes ‘aspects’: career capital aspects and organisational aspects.

Having coded this data, I entered the remaining data that had been manually coded; these remaining categories were coded as: additional support, annotations, critical reviews and future avenues of research. Finally, I undertook data cuts to show the evidence associated with each of the codes; I did separate data cuts to show when codes were enablers, barriers or enablers overcoming barriers. Such data manipulation helped me to attend to all the available evidence, which is an indication of high quality analysis (Yin, 2014).

Identifying and Developing Themes

Through running, meditating and journaling, I began to notice, surface and explore patterns within the business leaders' transition stories, as illustrated in **Figure 3.4**. Investing this time through this analytical process helped me to develop such insights and themes; this helped to answer research question 2 and question 3 in **Chapter 5 - Exploring How and to What Extent Career Capital Supports Business Leaders in Their Role Transitions**, and **Chapter 6 – Making Sense of the Barriers That Inhibit Business Leaders in Their Role Transitions**, respectively. Examples of these insights include: the importance of other transition dimensions in influencing the business leaders' role transition experiences; the importance of the organisational context, including the critical role of the line manager; the impact of personal agency and organisational attachment; the development and erosion of career capital through the business leaders' role transition experiences.

Once I had established these themes, I manually recoded each of the interview scripts to elicit evidence relating to each themes; I developed a series of tables to collate page references for each citation where themes featured in each column and participants in each row. This manual recoding took place between February-December, 2016, concurrent to the: interviewing, transcribing, first manual coding, N-Vivo uploading and data manipulation, and reviewing of the literature. By addressing these significant and relevant themes within the data, my approach embraces characteristics seen in high quality data analytical approach (Yin, 2014).

This iterative process continued until: all interview transcripts had been coded, incorporated and reread on numerous occasions and the analysis was reviewed by my two supervisors to critically review and challenge the decision-making behind the formation of the career capital aspects, organisational aspects and additional insights (King, 2004; Roulston, 2013). The use of this transparent and rigorous data collection and analysis method, combined with the personal reflexivity and critical review through fieldwork journaling have increased the authenticity, plausibility and criticality of this research study's findings. This supports the potential of replication, extension and generalisation of the findings and reduces the chance of contamination (Boyatzis, 1982).

Presentation of the Findings

The findings are presented and analysed in the three subsequent chapters, answering research questions 1, 2, 3, respectively. The implications of these findings are explored as part of **Chapter 7 – Conclusion**, and in so doing answering research question 4.

When describing and defining the codes in the form of career capital aspects (**Chapter 4**) and organisational aspects (**Chapter 6**), I followed Boyatzis's (1982) best practice principles through incorporating: a label, description and examples of illustrative citations. In contrast, I also highlighted where participants struggled due to a missing career capital aspect or organisational aspect. In addition, I used such citations to illustrate additional insights and themes. Through providing extensive citations, I aimed to demonstrate sufficient evidence illustrated in exemplary research (Yin 2014). Given that this research study was approached from a social constructionist stance, this supports the view that the social world, rather than being fixed, is constructed by individuals (Cohen et al., 2004), through language and discourse. Therefore, when presenting findings the participants' views are expressed verbatim; using direct quotes gives the reader a more accurate picture of what was said, thereby demonstrating the research quality of authenticity illustrating an understanding of the role holders' transitional experiences (Golden-Biddle and Locke, 1993). When presenting quotations and stories, the following notational convention has been adopted: name (interview number: page within interview transcription), as exemplified:

“Give me a politician’s answer and I ask again! [laughs] it frustrates me. And I have learnt to deal with it. Sometimes we have to work in grey rather than black and white in our business, my preference is always to know what is black and white.”

Darren (13: 19)

In addition, through these findings I used tables of citation frequencies to show the strength and spread of voice across the 36 business leaders. Furthermore, to anchor these empirical findings within the careers literature, where relevant, I reference where the findings add to, emphasise or contradict existing knowledge. After illustrating how these threads connect through outlining four case studies, finally, I introduce a final theoretical framework, which helps to show how these findings interrelate through summarising such complex and rich information (McDonald, Daniels and Harris, 2004)

and insight. The final section of this chapter offers a critical review of this research study.

3.5 Critique of Research Study

Having explored the research methodology and design, I will now critique this research study. For this critical review, I will consider two perspectives: research study design and research study practice. For each, firstly, I will explore the strengths, followed by areas of weakness and how such issues were mitigated.

3.5.1 Research Study Design

There was much strength within this research design. By adopting a case study design, it lends itself to bringing in-depth understanding to a complex, real-life phenomenon (Gaya and Smith, 2016), such as business leaders' role transition experiences. Such case study design strengths are explored in more depth within **Section 3.3**. Also, the business leader coverage was broad; by involving all 36 business leaders, representing 100% of the case population, this represents 41% of this total organisational leadership population. Such breadth supported the creation of a rich and deep understanding of the business leaders' role transition experiences.

Despite these strengths, there are points of weakness that attract challenge with such a case study design. Firstly, case study research designs can be challenged concerning their ability to extract generalisations (Flyvbjerg, 2011); moreover, single organisational case studies attract additional challenge. Such case study design critiques are countered in depth in **Section 3.3**. Secondly, when reflecting on the case population composition (see **Appendix B**) its limitation concerning diversity is apparent: for example, 100% of the business leaders were from white ethnic origins and 78% were male. Such a weakness can be addressed through recommending future research avenues in **Chapter 7 – Conclusion** to explore situations with greater participant diversity. Finally, despite anonymising business leaders' quotations, I still had concerns both that some readers may recognise the case organisation and also that some business leaders may be identifiable by colleagues within the case organisation. Consequently, in order to further safe-guard anonymity I took the

decision to extract additional case organisational details and also remove the specific functional reference and interview date for each business leader.

3.5.2 Research Study Practice

Having explored the strengths and weaknesses of this research study design, I move on to critique the research study practice – in other words, how I, as the researcher, undertook the research study. Here, I will explore both the strengths, areas of weaknesses and how I addressed these. On reflection I believe that my research approach embraces much strength. Firstly, there is congruency between the research design requirements and my qualities as researcher-practitioner. As highlighted earlier in this chapter, axiology is an important characteristic of research adopting an interpretivist approach with social constructionist stance; such awareness of values and beliefs (Finlay, 2002) is aligned with my personal practice. As a Chartered Occupational Psychologist and member of the BPS and HCPC, I commit to ongoing Continuing Professional Development; this includes continual development in self-awareness and recognition of own values (see **Table 3.2**). Consequently, the management of the dual roles of researcher-practitioner is paramount to handle mindfully and with care, as shown in **Figure 3.3**. As an additional characteristic of such research, researcher reflexivity is important (Saunders et al., 2012); such reflexivity is inherent within my weekly practice of meditation and personal journaling.

Finally, there is a natural synergy with the research quality parameters chosen within this research study and my characteristics and strengths as a researcher-practitioner. As outlined earlier in this chapter, I chose Golden-Biddle and Locke (1993) three [research quality] criteria of authenticity, plausibility and criticality, and I argue that I have embraced and demonstrated these throughout this research study. Firstly, my authenticity in understanding of what was taking place in the organisation at the time of the research can be illustrated through my organisational embeddedness. Since 2012 as a practitioner I have been present within the organisation between 32-35 days per year undertaking organisational development work across all functions except Technical; as a researcher during 2016 I also undertook 42 hours of interviews with the 36 business leaders. Also, this awareness and understanding of the case organisational context was evidenced earlier in this chapter. Secondly, I argue that this research is plausible and has already shown to be of interest to other researchers with its connectivity with existing careers literature. This is shown through the ready

acceptance of conference applications illustrated at the beginning of this thesis; moreover the comparisons with the existing literature are shown throughout the forthcoming findings chapters. Finally, I claim that the findings from this research study demonstrate criticality through encouraging readers to question their taken-for-granted assumptions thereby offering something genuinely novel. This originality is outlined in the **Section 7.2** through the plethora of unique contributions to knowledge, including the new career capital theoretical framework, typology of workers illustrating the relevance of power and acknowledgement that career capital is dynamic through the role transition experience.

In addition to the congruency with the research design, I argue that I demonstrated strengths within my data gathering and analytical approaches. Firstly, I demonstrated competence within my interviewing techniques. I learnt that when I replayed back the business leaders' statements this led to additional and deeper sharing, as noted in my journal following Bella's interview:

“When I replayed back what she had said, it generated additional data.”

My journal extract Thursday 21st January, 2016

Also, I realised that when I asked business leaders towards the end of the interview if there was anything else that they wanted to say, it led to a greater level of intimacy and sharing, as I noted after my transcription of Matthew's interview:

“He spoke out when I asked if there was anything else that he wanted to talk about. He shared how when you [were] offered a job [...] you aren't given the details of the package and you have to decide without it.”

My journal extract Tuesday 5th July, 2016

Furthermore, I noticed early during the interviews that some enablers were not shared by the business leaders as they were assumed as being a given, as illustrated in my journaling shortly after my interview with Sue:

“[Sue had] stayed with the same market and so it was a given that her product understanding and market understanding had helped. I had to ask in a different way to access this.”

My journal extract Thursday 18th February, 2016

As well as my questioning approach, I showed competence within my self-management. During several of the interviews I was conscious of experiencing different emotions; at the time I acknowledged my emotions and put them to one side rather letting the emotions impact my interviewing style. Such self-management is illustrated in my journaling shortly after transcribing Isaac's interview:

"It felt a bit frustrating as I was wanting him to focus on him, but he talked from a team perspective."

My journal extract Monday 7th March, 2016

During several of these occasions I had to keep persevering and probing for specific data relating to themselves, rather than generalisations relating to the team (Isaac) or text-book language (Andrew) as illustrated by my journal extract shortly after the interview with Andrew:

"Also his answers were very general, using 'we', 'the business' and so I had to work hard to bring it down to the level of the individual [...] he also used a lot of text book speak: 'leadership', 'management', 'being inspired', 'not having visibility'."

My journal extract Wednesday 8th June, 2016

On occasions, I was able to verbally acknowledge the emotions present during the interview; this helped to surface deeper insights, as shown within Bill's interview. His exhaustion during the interview indicated that his role was incongruent with the business model, which is illustrated in my journal extract:

"Ah my god, meeting after meeting after meeting, justification after justification, and I thought 'No this is happening now! I have heard what you have got to say and I understand it.' [...]"

Interviewer: "It sounds tough hearing you talk."

"It is exhausting."

Interviewer: "It sounds exhausting."

It is absolutely exhausting without any reward."

Bill (5: 2, 4-5)

“He was exhausted by the work [...] it became clear that the organisational culture doesn’t support the [name] business. The [name] department are a blocker and the day job isn’t recognised as a day job and needs to be signed off as a project.”

My journal extract Tuesday 15th March, 2016

As well as managing emotions during the interviews, I also had to manage my frustrations when I faced challenges within the PhD journey. My journaling also provided a way of externalising and making sense of my emotions. My journal extract illustrates my frustrations when I faced 6 months of stakeholder management before gaining the go-ahead in December 2015 for undertaking the interviews:

“This is one of the most challenging times that I have experienced so far in the PhD. But I do recognise that it is part of the experience [...] how frustrating. It doesn’t seem right to walk away.”

My journal extract Thursday 5th November, 2015

In addition to managing my own emotions during the interviews, I managed my own thoughts. On one occasion this related to recognising similarities in personal tendencies between Alan and me. So rather than impacting my interview approach, I internally acknowledged this and put it to oneself, as illustrated in my journal:

“In some ways I could relate to [Alan] and see myself in him [...] these values [...] he was passionate about living them, connecting with people who had them and being upset and challenged by people who didn’t live by them.”

My journal extract Wednesday 18th May, 2016

Also, as well as managing my emotions and thoughts, I showed flexibility in my interview approach, a key characteristic of qualitative research (King, 2004). For example, I met with Andrew twice on request given that he needed time to reflect upon the questions that I had asked. Also, I showed flexibility within the question ordering when interviewing Jim, as illustrated in my journal extract:

“I found [Jim] quite challenging to interview. He was quite head-strong with his talking and I found it hard to penetrate his stream of consciousness. In the end I had to let go and I let the interview take a natural course. However, we did cover the topics as required.”

My journal extract Tuesday 22nd March, 2016

As well as competence in interviewing, I showed competence in how I undertook the analytical coding. Having been a consultant with the HayGroup for 6 years, I was trained in the Boyatzis method of coding (Boyatzis,1998) which comprised 18 months of training and quality assurance from a qualified HayGroup coder. During coding, I spotted career capital as an enabler early on in Julie's interview; also, I noticed other organisational enablers soon into the coding of Sue's interview, as illustrated in my journal extract:

"When I asked 'what helps?' [with the role transition], it may not all be career capital. There may be other enablers."

My journal extract Thursday 18th February, 2016

I used N-Vivo to adjust the coding framework as I progressed through the transcriptions between January-September 2016. Within this progression, I develop a series of coding rules, for example: prioritisation was coded within *Critical thinking*, and internal coach was coded within *Colleagues*. In addition, I spotted anomalies within the transcription coding. Values as a code was identified in two business leaders: Alan and Alex, and was cited on 3 occasions. Given its <10 level of citation it was omitted from the career capital theoretical framework. I also avoided coding generalised statements that were not attributed to the individual's role transition experience, as illustrated in Alex's interview extract and my N-Vivo annotation:

"There are lots of people here like that. I will admit when I am wrong, but the most important thing is that we find out what the solution is. It doesn't matter if I have got it wrong, it doesn't matter, it really doesn't matter."

Alex (23: 45)

"General comment, not specific to transition. Unable to code."

My N-Vivo annotation Tuesday 22nd March, 2016

In addition to competence in analytical coding, I showed competence in intuitive thinking, accessed through meditation, running and journaling. Such thinking helped to surface the deeper connections and themes within the data, as illustrated by my journal extract:

“It is good to do a reflection post transcription as new insights emerge. Also there may be meta-themes that may be lost if you go straight into detailed coding. Therefore it is useful to review the script first and then observe the overarching themes.”

My journal extract Wednesday 9th March, 2016

An illustration of these meta-themes can be seen in the emerging of the insight relating to personal agency and organisational attachment and the development of the typology of workers. An extract from my journal in April 2016 shows the initial stages of this emergence:

“Sponsorship and trusting the organisation has become very clearly crucial within this study. This can be gained through – track record, delivery, experience, knowledge, for example: Matthew – Company Worker. Or orchestrated influence and belief in capability, for example: Garry – Political Worker. Or personal gravitas, un-attachment and thinking capability, for example: Bob – Star, or Natural Leader. The people who don’t have this struggle – Steve.”

My journal extract Friday 29th April, 2016

Another illustration of these meta-themes can be seen in the emergence of the transition dimension of incongruence with the business model. An extract from my journal in June post thematic analysis of Phil’s interview shows further refinement of this insight:

“His role dimension is incongruence, similar to [Bill’s]. What was different was that the business had wanted the change to happen and he had the exec backing. For Bill, they didn’t understand and realise [...] it required him to be more tenacious and to overcome through his own determination.”

My journal extract Wednesday 1st June, 2016

Despite these strengths, there are points of weakness that I noticed within my research practice when transcribing and coding the interviews. On noticing these points, I took corrective action. Firstly, on one occasion I asked multiple questions, as shown from the extract from Bella’s interview:

Interviewer: “So given that you for a while didn’t have [team member] and that you said that you how did you, what did you do as a result of that difficulty? Did

you have to wait? What else did you do with that in a way? That lack of resource?"

Bella (1: 27)

Secondly, as well as asking multiple questions I also on one occasion asked a leading question; this was during my interview with Colin, as illustrated in this interview extract and my N-Vivo annotation:

Interviewer: "So you are almost thinking 'Why am I needing to do this?'"

Colin (3: 28)

"Leading by interviewer."

My N-Vivo annotation Sunday 12th February, 2016

Thirdly, in addition to asking a leading question I also on one occasion asked an irrelevant question; this was during my interview with Jacob, as illustrated in this interview extract:

Interviewer: "And you said that one of these lead people came up with this idea. So what led to that person coming up with that idea?"

"Ah blimey I have no idea."

Jacob (29: 27)

"Critical review of interviewer - Asking an irrelevant question."

My N-Vivo annotation Friday 18th November, 2016

Also, in addition to asking an irrelevant question, on five occasions I missed a probe which led me unable to code that particular paragraph. For example, a missed probe within Julie's interview led me unable to code a paragraph which potentially could either have been coded as *Reputation* or *Influence*.

Furthermore, when I asked one business leader (Sue) if she would like a copy of the results, when I clarified that the report would be due in several years' time and asked which email address should I use, she showed surprise and discomfort as illustrated by the transcription extract. My response was to reassure her. For each subsequent

interview I adjusted my question and confirmed that the organisational email was the best one to use rather than ask an open question:

Interviewer: "So would you like a copy of that?"

"Yes, that will be really useful, I would like to read that."

Interviewer: "So what would be the best email address, obviously I have the [organisation] one?"

"So in terms of whether I will still be here or not?" [laughs]

Interviewer: "I just thought that I would ask the question so that people can choose. [laughs] So I can send it to both."

"I don't know if I like that."

Interviewer: "No it is just that it is so long term."

"No the [organisation] one is fine, I will be in [organisation]."

Sue (11: 47-48)

Finally, on reviewing the coding extracts I noticed that I had been inconsistent with how I had coded an internal coach. For all but one transcript I had coded this to *Colleagues*, whereas for Mike's transcript I had coded internal coach to *Peers*. Consequently, I realigned Mike's coding to *Colleagues*.

Having critically reviewed the research study design and practice, I will bring this chapter to a conclusion.

3.6 Conclusion

I start by clarifying this research study's aim and research questions. After this, in **Section 3.1**, I outline the research philosophy that I chose to adopt. This included confirming both the ontological and epistemological assumptions. The ontological assumptions involved gaining an understanding of the business leaders' role transition experiences; the epistemological assumptions involved surfacing understanding for the participants in terms of what helped them and what got in the way of their role transition experiences. In the light of this, I affirm that I adopt an interpretivist research

approach within this research study. Following the clarification of this research study philosophy, I deepen the discussion and in **Section 3.2** and introduce the research methodology that I chose to adopt, thereby clarifying the theory of how this research was undertaken. Taking into consideration these ontological and epistemological assumptions and the interpretivist approach, I argue how this methodological positioning is congruent with the social constructionist stance.

Next, in **Section 3.3**, I continue to deepen the exploration through clarifying the research design, which comprises the details of how I undertook the research study. Here, I explain my thinking behind choosing to undertake a qualitative approach and after critiquing semi-structured interviews I explain my rationale for selecting such interviews as a mono method. Following this, I explore the strengths and limitations of narrative interviews and continue on to clarify why I selected to use event-based narrative interviews to help the business leaders to tell their role transition experiences. After this, I justify my stance to adopt a case study approach through exploring the limitations and dispelling some mis-perceptions, whilst emphasising the strengths and relevance to this research study. In the light of this, I move on to introduce the case population and the case organisation - the context for this population. From here, I explore the researcher-practitioner dual role considerations and the importance of researcher reflexivity. Next I explore research quality and explain why I chose Golden-Biddle and Locke's (1993) research criteria of authenticity, plausibility and criticality. In addition, I highlight the relevant research ethical issues pertinent to this research study. Finally, I introduce and explore the foundational aspect of role of discourse.

In **Section 3.4**, I clarify the process of analysis that I chose to adopt within this research study. I justify why I chose to undertake thematic analysis and describe how I developed an analytical process that involved the continual movement between undertaking and transcribing interviews, manually coding the transcriptions and creating visual maps to show the interconnectivity, following by uploading on to N-Vivo and undertaking data manipulation. In addition, I clarify how I noticed, surfaced and developed my understanding of deeper themes through running, meditating and undertaking journaling, capturing insights in my field notes. In addition, I clarify how these findings are presented in the proceeding chapters. Finally, in **Section 3.5**, I critique this research study; in particular, I outline the strengths and how limitations were minimised within both the research design (how I designed this research study) and research practice (how I undertook this research study). Having concluded this

chapter, I will move on begin to introduce the findings by firstly answering research question 1 in **Chapter 4 - Understanding the Aspects of Career Capital That Facilitate Business Leaders' Role Transitions.**

CHAPTER 4: UNDERSTANDING THE ASPECTS OF CAREER CAPITAL THAT FACILITATE BUSINESS LEADERS' ROLE TRANSITIONS

This chapter starts with a reminder of the research context, highlighting the research study focus and research questions, case organisation and case population. Following this a participant summary re-clarifies the selection criteria, summarises the research method, outlines the scope and introduces each participant in the form of a vignette. From here, the remainder of this section answers research question 1: What aspects of career capital facilitate such role transitions? The 24 aspects of career capital identified from the business leaders transcripts are introduced, described and illustrated by extracts from participant transcriptions. This chapter culminates in the introduction of the Career Capital Theoretical Framework: Knowing Self, Knowing How, Knowing Whom, before drawing to a conclusion.

4.1 Introduction

4.1.1 *Research Context*

This research study explores the career capital required by business leaders to facilitate their own voluntary, sideward or upward macro work role transition within a business within the UK.

The research questions include:

1. What aspects of career capital facilitate such role transitions?
2. How and to what extent are these role moves supported by career capital?
3. What barriers inhibit such role transitions?
4. What are the implications for business leaders and organisations of these role transition experiences?

Within this research study, the case organisation operates within the construction industry sector, and is part of an international establishment which produces a variety of high-performance, construction materials. It has approximately 1,000-2,000 employees, and operates across <10 sites within the UK.

The selected case population were business leaders who had experienced a voluntary and sideward or upward macro work role transition within the case organisation within the previous 3 years. Business leaders were defined as members of three leadership groups organised in descending hierarchical order: Executive, Leadership Group, Business Deployment Group which had membership numbers of 8, 23 and 57, respectively (as of September, 2015); the total leadership population comprises 88 business leaders. This case population comprised 36 business leaders, representing 41% of this total leadership population.

4.1.2 Summary of All Participants

I invited all 36 business leaders to take part in this research study and to undertake an event-based narrative interview where they had the opportunity to recount their recent role transition experience. All 36 business leaders agreed to participate within this research study; their participant profiles are outlined in **Appendix B**.

The case population was drawn from 6 functions: Human Resources (3), Marketing (5), Sales (11), Operations (13), Procurement (1) and Finance (3). Interestingly, there were no participants from the Technical team and Executive. The Executive recruitment policy states that potential candidates are required to be sourced externally, thereby preventing internal transitions into the Executive team. In addition, according to hearsay, the Technical Director manages the function as if it were his own business; as a practitioner in the five years of working within the case organisation, Technical is the only function that I have yet to work in.

When considering the nature of transitions, 33 (92%) of the transitions were intra-functional, with only 3 (8%) being between functions. Moreover, 7 (19%) of the transitions were a sideward move where both roles were at the same grade, with 29 (81%) being an upwards promotion where there was an increase in grade. Such a balance of both upward and sideward moves reflects the career progression experiences of 84% of employees across the construction sector (Wiseman, et al., 2013). When considering individual profiles, in terms of male and female split, 28 (78%) were male with there being just 8 (22%) females, echoing the UK construction sector where 10% of the current workforce are female (Frances, 2017). In relation to marital status, 28 (78%) of participants who were married with 8 (22%) single, and 23 (64%) of participants had dependants with 13 (36%) having no dependents. Also in terms of ethnicity, the case population was from 36 (100%) white ethnic origins.

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Interestingly, all 3 cross-functional moves were made by males who were married and with dependents. No other patterns were evident between the transition type and the business leaders' biographical profiles.

A more detailed composition of the case population scope is outlined in **Table 4.1**:

	Executive	Leadership Group	Business Deployment Group
Participant Number	0	12	24
Functional Move:			
Intra	0	12	21
Inter	0	0	3
Level Move:			
Promotion	0	7	22
Sideward	0	5	2
Gender:			
Male	0	9	19
Female	0	3	5
Marital Status:			
Single	0	3	5
Married	0	9	19
Family Situation:			
With dependents	0	9	14
No dependents	0	3	10
Ethnicity:			
White	0	12	24

Table 4.1: Case Population Composition

Source: Own

These vignettes shown over the proceeding seven pages in **Table 4.2** introduce each participant whilst providing additional insight into their transition experience. Such vignettes can be a useful communication aid, enriching understanding (Yin, 2014).

Participant Number	Vignette
1.	Bella found her transition experience as 'quite smooth and easy' (13). Her line manager support facilitated her transition and acted as a gateway to numerous resources. She showed evidence of actively managing her career and after 15 months in this role, she left the organisation to set up her own business.

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Participant Number	Vignette
2.	After two years of professional development Julie was 'nudged' (16) by her line manager to apply for a promotion. During her transition she found that her network of contacts developed during the previous 10 years within the business provided the most useful support.
3.	Colin found his line manager as being 'really beneficial' (27). Together they 'manufactured the role' (26), to play to Colin's interests, enabling a cross-functional move. Experiencing no barriers and requiring no additional support, Colin 'took a few weeks' to settle (39). Shortly after the interview, Colin chose to change employers.
4.	Fleur experienced her line manager as a barrier, inhibiting her transition. It took Fleur 18 months before she settled: it was 'quite painful' (22) and she 'felt at sea' (13). Whilst protecting her reputation, Fleur felt inhibited in asking for clarity. Although her self-confidence was eroded, her self-awareness and resilience grew.
5.	When describing his transition experience, I experienced Bill as being exhausted. Through telling his story he realised that this new role was at odds with the business model; he knew that he was missing the support of the executive. On realising this whilst talking, his energy lifted and shortly after our interview he instigated a move to another role.
6.	Being on the verge of leaving, Bob was able to 'persuade' (16) key stakeholders to give him the opportunity to undertake a commercially-orientated role despite having minimal commercial knowledge. He felt that his MBA gave him 'intellectual confidence' (23). Since the interview he has remained within the business and progressed further into a new role.
7.	Geoff recalled his transition experience with clarity. Drawing upon his market and business understanding, his new role vision led him to systematically engage with key stakeholders and gain support. Whilst he perceived that no internal barriers inhibited his transition, external factors slowed him down. He was able to maintain his work-life balance.
8.	Isaac systematically recounted his transition experience within a business improvement programme. Although he described his experience as 'fraught' (39), he drew upon his understanding, experience and extensive network, including his support from key stakeholders and line manager. Only external factors inhibited his transition.

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Participant Number	Vignette
9.	Jim transitioned back into a role he had done previously with new responsibilities added. Whilst his experience supported him, he found that this familiarity engendered 'risk aversion' (38), inhibited fresh thinking. His transition experience was also enhanced by increased levels of self-awareness and leadership capabilities.
10.	Being promoted within his team to manager, Dan found the repositioning with his peers 'difficult' (31). Having lost their support he found it 'a lonely place' (30), with it taking time to cultivate new peer relationships. Also, it was 'tough' (42) to shoulder a series of role backfills and admitted that he had needed more support from his manager.
11.	Sue 'enjoyed' her transition and grew in confidence through the experience. She described in detail how her line manager provided support, opening up new avenues of development including internal courses and a coach. With 17 years in the business she drew upon product and market understanding and needed no additional support.
12.	Being heavily informed by his values and work and sport experiences, Alan applied his set work approach to guide him through his 'planned' (45) transition. Whilst no people enabled his transition, colleagues with differing perspectives caused difficulties for Alan, leading him to feel 'hurt' (53) and 'disconnected' from the business (53).
13.	Darren's previous and new line managers played key roles in the transition. His ability to connect with peers and customers supported him in many ways including building his influence, reputation, knowledge and confidence. His underlying drive to 'not be one of the bad ones' (32) propelled him into having a 'positive' transition experience (40).
14.	Phil's story is less about a role transition but more about organisational change. His new role's purpose was to bring business change, requiring 'an element of recklessness' (34). He inter-wove his career capital to gain the right impact, and accessed 'ready-made allies' (18) to create change. Phil felt 'lucky' (53) to be given the role opportunity.

Participant Number	Vignette
15.	Clive used a breadth of career capital developed over many years to transition into an extension of his current role. The only barriers experienced were organisational, external to him. His line manager rarely featured in his story, only in advising on the importance of stakeholder management. He experienced the transition as 'easy' (25).
16.	To avoid being 'pushed' (6) into another role, James instigated a cross-functional move. His systematic influencing secured the opportunity and eased the transition. Despite experiencing resistance from his previous line manager who didn't want him to move to the 'dark side' (27), James's resilience helped him through his 'bumpy' (32) experience.
17.	Garry instigated a cross-functional move; he described the transition as 'self-led' (48). Despite not having relevant technical knowledge and experience, Garry relied on his self-confidence, motivation, initiative and influence. He systematically raised his profile and adjusted his reputation 'to press the reset button' (40) with key stakeholders.
18.	After previously failing to land a similar job, Simon had undertaken targeted personal development. On landing this new opportunity, this big step up was eased by his relevant career experiences and mentoring from colleagues. However, he found the transition 'lonely' (31) and felt a lowering of confidence through the experience.
19.	Helen secured a promotion within her team to manager. Her confidence helped her to reshape her peer relationships when 'they tested the boundaries' (18). She drew upon a breadth of career capital, including business understanding, experience and reputation, to support her transition which she experienced as 'hard work but rewarding' (51).
20.	Matthew accepted the opportunity to move into an evolution of his current role, although he found the terms and conditions 'a little bit unsatisfactory' (35). His technical experience, 12 years of business understanding and key stakeholder support eased his transition, which he experienced as 'fairly easy' (28).

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Participant Number	Vignette
21.	After experiencing an international secondment, Steve transitioned back into his previous role. With over 25 years' service and despite support from his line manager, on returning Steve was 'hoping' (11) for a new opportunity to be opened up by new executive members and felt 'disappointed and frustrated' (42) when nothing materialised.
22.	Tim's 30 year career to date had been with the same department where he had worked up from tea boy to manager. He had perfected the approach to reform relationships from peer to line manager, and had experienced no barriers and needed no additional support. He had found this transition as 'exciting, tough and invigorating' (34).
23.	Having spent his career to date within the same business and function, Alex's line manager helped him 'massively' (30) during the transition. He also drew upon his technical expertise and broad network of colleagues. Whilst the transition was 'challenging' (51), he developed confidence and self-awareness through the experience.
24.	Andrew stepped up to be the boss within his team. Being a first-time line manager, he found this as transition as a 'challenge' (31). Although he had 20 years of experience within the business, he felt that he didn't have support of his line manager – 'not really seeing eye to eye' (46) - or the executive. Andrew has subsequently left the business.
25.	Vera had begun to look outside for a 'bigger challenge' (7) before the promotion emerged to become the line manager within her team. With a lack of line management experience, her transition was a 'baptism of fire' (40). Whilst her line manager was supportive and her confidence grew as a result, she would have valued a mentor.
26.	Felix had always wanted to be promoted to line manager within his team. Two years ahead of time he had secured this commitment from his own line manager, as long as he had undertaken systematic development to 'close his gaps' (13) in capability. He found the transition 'exciting and full on' (33). He needed no additional support.

Participant Number	Vignette
27.	<p>Archie was offered this new role as part of a succession planning 'reshuffle' (10). With it being a natural extension from his existing role, his transition experience was 'seamless and easy' (26). Archie had a broad career capital portfolio to draw upon and a strong relationship with his line manager whom 'he had always got on well with' (15).</p>
28.	<p>On arriving into the business, John's 'can do attitude' (18) led him to go beyond his role remit and to make sure 'nothing fell between the cracks' (18). His promotion three years later was 'recognition of what I had been achieving' (35). He had a strong relationship with his line manager who secured the executive sponsorship for him.</p>
29.	<p>Jacob's current line manager offered him a functional promotion 'opportunity' (5). Jacob jumped at the chance: 'it was pretty exciting, and it was something that I wanted to do' (40). Despite limited line management experience, Jacob thought things through and learnt through trial and error. He worked at repositioning his senior manager relationships to peers. On reflection, Jacob would have valued transition support.</p>
30.	<p>Sally applied for a promotion within her team. Whilst being 'challenging' (33) she drew upon experiences to resolve presenting issues, and naturally reformed her peer relationships to direct reports. With confidence she confronted her difficult relationship with her new line manager: 'we need to work on our relationship' (38).</p>
31.	<p>After 32 years in the business, George had always been offered new roles which he was 'grateful' for (13). On applying for a different role, George's move was blocked; not wanting to 'burn any kind of relationships' (11) George accepted another opportunity but found the transition 'challenging and emotional' (44).</p>
32.	<p>With 'no idea of the next move' (9), Julian applied for a role within the same function. Instead, he was offered an extension of his current role with an additional team member. Feeling 'trapped' (38) he accepted. Although his team, peers and line manager have helped, he felt 'angry [...] bitter and twisted' (32). In hindsight he wished he had said no.</p>

Participant Number	Vignette
33.	After 7 years in his role, Neil was 'frustrated' (9) and looked for a challenge. He secured an intra-functional promotion, but Neil soon found that the step up was too high. His support network stepped in to plug his lack of relevant knowledge, experience and skills. Despite being 'too steep' (34), he developed career capital through the experience.
34.	Feeling 'bored' (26), Ben asked his boss if he had a chance landing the new departmental vacancy. After being reassured and successful within the recruitment process, Ben found himself managing his previous and new role for several months before a successor was found. He felt 'busy' (33) and as if he was 'doing both roles badly' (17).
35.	With a clear 'personal vision' (17), Mike spent time understanding which stakeholders would help him to realise that. On landing the opportunity to develop this role, he found that his technical understanding and extensive network of contacts supported him in his transition. However, he found both the diffuse role definition and lack of team challenging.
36.	Eve identified and landed the role that would help her. Her confidence, motivation and initiative helped her have a 'good' transition, and 'step towards career progression' (39). She built connections with her boss's boss because she recognised that he was 'powerful' and the 'main stakeholder' (19). She has subsequently left the business.

Table 4.2: Participant Vignettes

Source: Own

Within **Section 4.2**, in turn I will introduce, describe and define each of these aspects of career capital illustrated by business leader quotations. This includes analyses, including tables of frequencies, citations, participant numbers etc. **Section 4.2** answers research question 1: What aspects of career capital facilitate such role transitions?

4.2 Aspects of Career Capital that Enable Role Moves

When I explored with each of the business leaders what helped them in the transition and supported them to overcoming any barriers, in total 24 career capital aspects were

described, as listed in **Table 4.3**. Citations are counted as specific occasions that a business leader speaks about a career capital aspect. So, the duration of one citation may be one sentence through to several sentences.

All 24 aspects were cited ≥ 10 times as aspects relevant to supporting transitions (or hindering transitions in the case that the aspect was absent). Interestingly, when consulting the literature (see **Table 1.1**), only 13 of these 24 career capital aspects were specifically highlighted in other research findings, as illustrated in **Table 4.3**.

Thirteen career capital aspects identified within this research study were discounted owing to their low frequency of citation across all 36 interviews (<10 occasions), as illustrated previously in **Table 3.3**.

	Number of Participants Using the Career Capital Aspects	Number of Citations within Research Study		Number of Citations within Career Capital Literature (see Table 1.1)
		As a Transition Enabler	As a Transition Enabler Overcoming a Barrier	
Knowing Why				
Self-awareness	13	19	1	5
Self-confidence	14	16	17	4
Motivation	13	20	6	7
Knowing How				
Broad Flexible Skills:				
Adaptability	17	2	18	1
Critical thinking	19	9	17	0
Influence	13	18	10	1
Initiative	25	40	50	0
Relationship building	4	5	6	2
Self-management	16	7	20	0
Tenacity	9	3	13	0
Career-relevant experience	15	30	3	1
Career-relevant knowledge: Market	4	7	0	0
Career-relevant knowledge: Business	13	20	1	1

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	Number of Participants Using the Career Capital Aspects	Number of Citations within Research Study		Number of Citations within Career Capital Literature (see Table 1.1)
		As a Transition Enabler	As a Transition Enabler Overcoming a Barrier	
Career-relevant knowledge: Job	8	11	0	0
Technical expertise	10	17	0	3
Qualifications	4	12	0	1
Knowing Whom				
External non-work: Family	8	10	2	2
Internal within work: Colleagues	18	32	9	0
Internal within work: Direct reports	17	24	7	0
Internal within work: Line manager	30	81	17	0
Internal within work: Peers	23	60	10	0
Internal within work: Previous line manager	7	13	0	0
Internal within work: Stakeholders	21	50	1	1
Reputation	7	12	0	2
Total Career Capital Aspect Citations =		518	208	

Table 4.3: Number of Participants Using the Career Capital Aspect and Number of Citations

Source: Own

When I explored with each business leader what had helped them through their recent role transition and what had helped them to overcome a specified barrier, each business leader described a portfolio of career capital aspects. This echoes in part the social capital research literature where organisational leaders collectively cultivated social capital as part of a unique constellation of resources (Barney, 1991). This range

varied been 5-14 aspects. **Table 4.4** highlights the range of career capital aspects that were described.

	Number of Career Capital Aspects Within Portfolio			
	5-7	8-9	10-12	13-14
Number of Participants	11	10	10	5

Table 4.4: Number of Career Capital Aspects Used by Participants to Support Their Recent Role Transition

Source: Own

Aspects of career capital facilitating role transitions will now be examined in more depth, supporting further the fulfilment of research question 1. Drawing upon quotes from business leader interviews, each career capital aspect will be explored. To help to distinguish them, the career capital aspect will be italicised when being directly referenced. Such career capital aspects will be grouped into: *Knowing Why*, *Knowing How and Knowing Whom*. Firstly, those career capital aspects pertinent to *Knowing Why* will be considered. *Knowing Why* is about the rationale and purpose of actions based on values and interests relevant to identity which shape commitment and motivation (Arthur et al., 1995; Inkson and Arthur, 2001).

Knowing Why: Self-awareness

Self-awareness in respect of understanding own preferences, limitations and emotions emerged in 13 interviews; being cited on 19 occasions, it was drawn upon primarily as an enabler to transitions. This can be illustrated through interview data from: Geoff (preferences), Bill (limitations), Darren (emotions):

"I like change. I have always had a reasonable amount of change in my life [...] I have gone into careers and jobs [after] 2-3 years I start to think, I have itchy feet, I start to think what is next?"

Geoff (7: 40-41)

Bill described a limitation when elaborating on one of his personal obsession:

"I would say the one that I really got and came out of it from Myers-Briggs was this obsession and it is getting worse and the obsessing about getting things done and getting them off the desk and moving on to something else."

Darren revealed a personal emotion that can be triggered in particular situations:

"I keep on asking the same question to give me an answer, and give me a politician's answer and I ask again! [laughs] It frustrates me, and I have learnt to deal with it."

Darren (13: 19)

Given these illustrative quotations, *Self-awareness* appeared relevant to role transitions acting as career capital for the business leaders. Such personal awareness is featured heavily within existing career capital literature, for example: *Self-awareness* (including: Yao, 2014; Sutherland et al., 2015), understanding own strengths and limitations (including: Suutari and Makela, 2007; Jokinen, et al., 2008), understanding career interests and aims (including Suutari and Makela, 2007) and understanding own feelings (including Sutherland et al., 2015) (see **Table 1.1**). Here, grounded within these transition stories, *Self-awareness* as career capital appeared to comprise our ability to understand and recognise our emotions, characteristics, preferences, strengths and limitations; such an understanding is aligned with this existing literature.

Knowing Why: Self-confidence

Self-confidence, in respect of having the ability to challenge others and having self-belief, emerged in 14 interviews preferences; being cited on 17 occasions, it was drawn upon primarily as a transition enabler to overcoming a barrier. This can be illustrated through interview data from: Helen and Bella (challenging senior people) and Bob (having self-belief):

"Some of these things you have to say no to. So it is having strength of character to say to the most senior manager of the team in the business: 'Actually we are not going to do that!'"

Helen (19: 31)

"'We needs slides and I need this tomorrow', and not being able to operate like that continuously was a bit of a challenge. So being able to push back to her and say: 'I am more than happy to do this but I need more notice than that [line manager]!' "

Bella (1: 30)

“And doing the MBA as well it kinds of makes you think I can handle most of these different challenges and different sort of things that you get involved in [...] there is an intellectual confidence that comes from doing an MBA [...] I tend to believe that I could do most things that interest me.”

Bob (6: 21, 23, 25-26)

Given these illustrative quotations, *Self-confidence* appeared relevant to role transitions acting as career capital for the business leaders. Such *Self-confidence* and self-assurance features at length within the existing career capital associated literature (including: Arthur et al., 1999; Suutari and Makela, 2007; Jokinen et al., 2008; Dickmann and Doherty, 2008; Felker and Gianecchini, 2015) (see **Table 1.1**). Here, this understanding is grounded within the business leaders' stories describing how it aided their role transitions. From the interviews, *Self-confidence* as career capital appeared to comprise having self-belief and having an ability to speak out and assert ourselves, including with more senior people; this understanding is congruent with this existing literature.

Knowing Why: Motivation

Motivation, in respect of having drive, determination and the desire to push for outcomes, emerged in 13 interviews preferences; being cited on 20 occasions, it was drawn upon primarily as an enabler to role transitions. This can be illustrated through interview data from: Darren (showing drive and determination), Bill (pushing for progress) and Clive (having clear outcomes):

“We want it by 9am the tomorrow morning.’ [...] So I spent a good 7-8 hours on it, had a late night and put a lot of effort into it and produced a 6-7 page document of all of my answers [...] I would analyse in terms of the business what does that mean how could they improve it and properly analyse the data. And I know that was what got me the job over the others.”

Darren (13: 15-16)

On first moving into his role, Bill described how he began to develop the business sector:

"You can form a brand, you can drive yourself crazy almost trying to push and push and push."

Bill (5: 2)

"I suppose the one thing that I wanted to do was go from being a player manager to [being] a leader."

Clive (15: 15)

In the light of these illustrative quotations, *Motivation* appeared relevant to role transitions acting as career capital for the business leaders. Such *Motivation*, features heavily within career capital associated literature in varying forms, for example: *Motivation* (including: Sutherland et al., 2015; Zikic and Ezzeden, 2015), determination (including Sutherland et al., 2015), energy (including Dickmann and Doherty, 2008), aspirations (including: Yao, 2014; Felker and Gianecchini, 2015) and purpose (including: Jokinen et al., 2008; Dickmann and Doherty, 2008; Haslberger and Brewster, 2009) (see **Table 1.1**). Here, this understanding is grounded within the business leaders' transition experiences. From these interviews, *Motivation* as career capital appeared to comprise having a drive and determination to act, pushing to achieve a better outcome or defined goal, which is aligned to such existing literature.

Having explored those career capital aspects relevant to *Knowing Why*, I will now move on to explore those aspects pertinent to *Knowing How*. *Knowing How* or human capital and cultural capital is about occupational knowledge, expertise and skills (Defillippi & Arthur, 1994; Arthur et al., 1995; Zizic, 2015).

Knowing How: Broad flexible skill set: Adaptability

Adaptability appeared within 17 of the 36 interviews and was frequently cited as an aspect of career capital to overcome barriers within transitions, cited 18 times in interviews. *Adaptability* appears to support business leaders to change their focus (Tim), their direct reports' work focus (Dan) and previous methods of working (Phil). The below quotations illustrate this:

"You try and get inside their head, you try to understand. Do they know what they need to do? Do they want to do it? Are they interested in it? [...] But you change the style depending on the support that you think that they need."

Tim (22: 25)

"We basically looked at what are the key things that the lady could do on a day-to-day basis that would take some work off me [...] we put some projects on hold for a few months to take the focus and pressure off the area."

Dan (10: 25)

"There is something about not being limited by [...] what was being done at the time. Everyone else when they were taken or given a role or project or initiative or whatever was trying and always looking around and figure out what does someone else do in this space [...] I didn't do that, I just said what needs to be done."

Phil (14: 29)

Given these illustrative quotations, *Adaptability* appeared relevant to role transitions acting as career capital for the business leaders. Also, it has featured and been defined within other career capital research (including Lamb and Sutherland, 2010) (see **Table 1.1**) and career literature (including: Clarke, 2009; Yates, 2016; Arthur et al., 2017). From the interviews, *Adaptability* as career capital appeared to constitute our ability to alter our approach in order to achieve a perceivably better outcome within a situation; this description is aligned with other literature coverage.

Knowing How: Broad flexible skill set: Critical thinking

Critical thinking appeared within 19 of the 36 business leaders' transition stories and was frequently cited as an aspect of career capital to overcome barriers within transitions, cited 17 times in interviews. *Critical thinking* appears to support business leaders in their analytical thinking (James), both their analytical and conceptual thinking (Garry) and their ability to see the key issues at hand (Tim). The quotations below illustrate this:

"I have a belief that actually everybody wants to go out and feel like they have done something positive, and so I try and work on that premise to start with and you don't always get proven right."

James (16: 19)

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“So during my exposure to [colleague] and [strategy name], I recognised that there was a paradigm shift in [organisation] away from a supply and ops led business to a marketing-led business and if you looked at the kind that was coming out of [city] at the time it was very clear that there was a seismic shift and not just a fad and I recognised that early on.”

Garry (17: 36)

“You may accuse me of sometimes over-simplifying things but [...] this is how I see it. If we forget about all these other things [...] in the end these are the two things that matter [...] otherwise life is far too complicated!”

Tim (22: 28)

Given these illustrative quotations, *Critical thinking* appeared relevant to role transitions acting as career capital for the business leaders. Whilst *Critical thinking* has not featured within the career capital literature, it has featured within the organisational development (including HayGroup, 2000) and careers literature (including Cicekli, 2016), being defined by its component parts of analytical and conceptual thinking. From the interviews, *Critical thinking* as career capital appeared to comprise our ability to make sense of situations using both analytical and conceptual thinking; this description is concurrent with the other existing literature.

Knowing How: Broad flexible skill set: Influence

Influence appeared within 13 of the 36 business leaders' transition stories and was frequently cited as an aspect of career capital to enable role transitions, cited 18 times in interviews. *Influence* appears to support business leaders in their direct persuasion (Bob), indirect influence through using third parties (Phil) and systematic influence over a period of time (Garry). The below quotations illustrate this:

“He was a little bit surprised but I actually persuaded him and I could show him why I had thought about it and why I thought it was a good idea.”

Bob (6: 16)

“So [stakeholder] would step into a situation, [stakeholder] was there for me to bring in when I was out of my depth technically and out of my depth and the

levers, and I would run out of levers and I could bring [stakeholder] into the coal face into the situation."

Phil (14: 21)

"I put [my] application in and started my aggressive campaign! So I made appointments with pretty much every member of the leadership team [...] I took in 1% of what they said but it was all about appearances for me [...] I needed to give myself competitive advantage [...] that worked!"

Garry (17: 18, 39)

Given these illustrative quotations, *Influence* appeared relevant to role transitions acting as career capital for the business leaders. Also, *Influence* has featured and been described within the career capital (including Sutherland et al., 2015) (see **Table 1.1**) and organisational development literature (including HayGroup, 2000). From the interviews, *Influence* as career capital appeared to constitute our intention and ability to gain others' buy-in by direct persuasion, indirect influence through third parties or through a systematic campaign; this understanding is congruent with how it is portrayed within the other literature sources.

Knowing How: Broad flexible skill set: Initiative

Initiative appeared within 25 of the 36 business leaders' transition stories; it was the most frequently cited aspect of career capital to help business leaders to overcome barriers within their role transition experience, being cited 50 times in interviews. *Initiative* appears to support business leaders in their addressing a problem (Flex) and spotting and acting on an opportunity (Eve and Julie). The below quotations illustrate this:

"I suppose one gap I have got or one thing I am not very good at is pushing back, I just need to be a bit firmer [...] I said that I need you to support on the stuff that I need to push back on."

Felix (26: 27)

"I requested from my plant manager to have a regular one-to-one with me [...] so the idea of that was that I wanted to understand his expectation and of

course he had direct view on the next role [...] I took him into encompass the main stakeholder [...] he is quite powerful.”

Eve (36: 16-17)

“I decided to look at the requirements they were looking for a [role title] and start to fill those skill gaps [...] I knew that there was going to be a job of [role title] and how could I get closer to doing that.”

Julie (2: 11, 14)

Given these illustrative quotations, *Initiative* appeared relevant to role transitions acting as career capital for the business leaders. Whilst *Initiative* has not featured within the career capital literature, it has been featured and been described within the careers literature (including Lam, Lee, Taylor and Zhao, 2018) and organisational development literature (including HayGroup, 2000). From the interviews, *Initiative* as career capital appeared to comprise our ability to spot and act on opportunities or resolve problems so as to achieve a desired outcome; this description is in line with how *Initiative* is presented elsewhere within the literature.

Knowing How: Broad flexible skill set: Relationship building

Relationship building appeared within 4 of the 36 interviews; it was most frequently cited as an enabler for business leaders to overcome barriers within their role transition experience, being cited 6 times in interviews. *Relationship building* appears to help business leaders in showing interest in people (Tim and Darren) and making personal connections (Clive). The below quotations illustrate this:

“What would be the worst thing you could do? Is [...] start telling people what to do and I am the boss [...] take a bit of time to just ask lots of questions [...] so it is gradually building enough [pauses] slowly building trust with them and interest in what they are doing.”

Tim (22: 23)

“[I am] likeable, positive, get on with people [...] so I ask questions and listen [...] it showed that I was interested in them.”

Darren (13: 23-24)

"I consider myself quite a personal person, so you know what just being able to kind of relate to people, have a conversation with people [...] if you can't strike up a conversation with somebody and relate to him whether it be through family, football, sport, whatever, it is less likely to see you [...] people get back to me, they get back to me and answer my email."

Clive (15: 19)

Given these illustrative quotations, *Relationship building* appeared relevant to role transitions acting as career capital for the business leaders. In addition, *Relationship building* has featured in part within the career capital literature through the career capital aspects of: building contacts (Jokinen, et al., 2008), building obligations (Yao, 2013) and developing attachments (Lamb and Sutherland, 2010) (see **Table 1.1**), and more fully within the organisational development literature (including HayGroup, 2000). From the interviews, *Relationship building* as career capital appeared to comprise our intention and ability to be interested in and to make connections with others; this understanding is congruent to other existent literature sources.

Knowing How: Broad flexible skill set: Self-management

Self-management appeared within 16 of the 36 business leaders stories; it was a frequently cited as an enabler for business leaders to overcome barriers within their role transition experience, being cited 20 times in interviews. *Self-management* appears to help business leaders through managing: emotions and actions (Darren and Colin) and thoughts (Eve). The below quotations illustrate this:

"Give me a politician's answer and I ask again! [laughs] it frustrates me. And I have learnt to deal with it. Sometimes we have to work in grey rather than black and white in our business, my preference is always to know what is black and white."

Darren (13: 19)

"I got to that stage, and you kind of think [big sigh], and then you think 'Do I have to go through the application process?' 'Yes you do.' And then you think 'Ah God!' This was the mental hurdle to do the preparation when I almost felt entitled to the job when I had created it."

Colin (3: 27-28)

"And I think that I over think this, which I would never recommend to anyone to overthink the role. So when I decided to go into my next role I just said 'I am going into it, I am not over thinking it.'"

Eve (36: 14)

Given these illustrative quotations, being self-managed appeared relevant in role transitions acting as career capital for the business leaders. Whilst *Self-management* doesn't feature within the career capital literature, it features heavily within the careers literature (including: Schlossberg, 1980; Clarke, 2009) and the personal development literature (including Goleman, 1995). From the interviews, *Self-management* as career capital appeared to constitute our ability to manage our feelings, thoughts and actions; this description is aligned to how *Self-management* is described within the other literature sources.

Knowing How: Broad flexible skill set: Tenacity

Tenacity appeared within 9 of the 36 interviews; it was most frequently cited as an enabler for business leaders to overcome barriers within their role transition experience, being cited 13 times in interviews. *Tenacity* appears to assist business leaders through helping them to keep going even when the going gets tough (Bill) and break through and side-step barriers (Phil and Garry). The below quotations illustrate this:

"The second it goes to, 'This is what we are doing', ah my God, meeting after meeting, justification after justification, and I thought 'No this is happening now!' [...] you have got to let go at some point."

Bill (5: 4)

"A lot of people in [company] said 'You can't do that; Jesus, you can't do this, you can't say that and you can't do that' and very quickly I was pointing out to people 'Why not?' I have never seen anyone get a bollocking and anyone get reprimanded or punished for anything. In my view management have their eye off the ball. I think we can do anything we like as long as it sounds convincing. I think that is true."

Phil (14: 36)

"I have been more and more coming to the realisation over the previous years, not just of those months that in order to make things happen I would need to own it [...] I am just going to do this and I am going to work around the rest of you."

Garry (17: 25)

Given these illustrative quotations, *Tenacity* appeared relevant to role transitions acting as career capital for the business leaders. Although *Tenacity* doesn't feature within the career capital literature, it is evident within the careers literature to describe: transferrable skills to support transitions (including McKnight, Bernes, Gunn, Chomey, Orr and Bardick, 2009), and how to manage your careers effectively (including Ecclestone and Pryor, 2003). From the interviews, *Tenacity* as career capital appeared to constitute our ability to keep going and not giving up even in the face of adversity; this description is aligned to how it is evident with the extant literature.

Knowing How: Career-relevant experience

Career-relevant experience appeared within 14 of the 36 business leader stories; it was most frequently cited as an enabler for business leaders during their role transition experience, being cited 30 times in interviews. *Career-relevant experience* appears to assist business leaders drawing upon previous experience of: customers, functions (Isaac), activities (Isaac and George) and role (Andrew). The below quotations illustrate this:

"I think past experience is part of it [...] it wasn't coming into a fresh role, so it wasn't all alien. So I knew the basics of it and the proportion of customers. I knew how the deals were structured and I knew what the internal processes were like. So all of that was relatively straight-forward."

Isaac (8: 16)

"So I have got mining experience and milling experience and I have got four plant experience, I have got plaster experience [...] I am able to understand and emphasise with the issues that they may have."

George (31: 27)

"I think that big part for me was the fact that the [role name] role that I managed I had done that job for 6 years and I had done that reasonably successfully and I knew the majority of the job roles that I had looked after. I knew how to do the job and how to do it well."

Andrew (24: 11)

Given these illustrative quotations, *Career-relevant experience* appeared relevant to role transitions acting as career capital for the business leaders. *Career-relevant experience* also features within the career capital literature (including Lamb and Sutherland, 2010) (see **Table 1.1**), and transitions research (including Bennett, 2015). In addition, this is reflected within the construction sector where promotions are often experience-driven (Wiseman et al., 2013). From the interviews, *Career-relevant experience* as career capital appeared to constitute our work-relevant experience drawn from previous markets, sectors, businesses, functions, roles and activities. This description is aligned to that outlined within the extant literature.

Knowing How: Career-relevant knowledge: Market

Career-relevant knowledge: Market appeared within 4 of the 36 business leader stories; it was most frequently cited as an enabler for business leaders during their role transition experience, being cited 7 times in interviews. *Career-relevant knowledge: Market* appears to support business leaders through having knowledge of: customer profiles (Geoff and Clive), competitor activities (Clive and Darren) and supply chain (Darren). The below quotations illustrate this:

"Where are we going to take it? What customers will we speak to? How do we add value to the whole category? And I felt that that was the biggest gap that we had."

Interviewer: "And what enabled you to see all of that and know all of that?"

"A lot of it was instinct obviously. I had spent a lot of my career in and around that market."

Geoff (7: 28-29)

"Knowing what agreements were up for renewal [...] there were no surprises. There was no fire-fighting. [...] It is very powerful to have that ability to just step back [...] 'What do we need to do for the next 3-5 years?'"

Clive (15: 12-13)

"So definitely my understanding of the market and how we sell [product name], what the supply chain is and how the different functions work and the support and the extra pricing discount and how we look to create competitive advantage, what is our USPs and that sort of thing? [...] What do our competitors do? How do they look for volumes and business? And what do we do differently to compete against them? Yes that would have helped."

Darren (13: 25)

In the light of these illustrative quotations, *Career-relevant market knowledge* appeared relevant to role transitions acting as career capital for the business leaders. Whilst *Career-relevant market knowledge* does not feature within the career capital literature, it is present within the wider careers literature describing transferrable skills (including Ryken, 2006) for global careers (including Stahl and Cerdin, 2004). From the interviews, *Career-relevant market knowledge* as career capital appeared to comprise our relevant market understanding including: customer profiles, competitor activities, supply chain, market trends. Such a description is aligned to understanding within extant careers literature.

Knowing How: Career-relevant knowledge: Business

Career-relevant knowledge: Business featured within 13 of the 36 interviews; it was most frequently cited as an enabler for business leaders during their role transition experience, being cited 20 times in interviews. *Career-relevant knowledge: Business* appears to support business leaders through having knowledge of: business structures, key stakeholders, position within parent company (Julie and Helen) and functions (Darren). The below quotations illustrate this:

"I suppose it is the business knowledge, understanding the business [...] it is fundamental that you have to understand how [department] which is located on our site, how it connects with [organisation] who those stakeholders are [...] I have made it my business to keep up-to-date with how a matrix organisation

works [...] you have got to have the relationships because it is such a matrix organisation, stakeholder management is massive."

Julie (2: 28, 30)

"Understanding the structure of the business both [name] which has got its own unique quirks in terms of how we are structured and the different stakeholders but then the bigger entity of [parent company] [...] I think that if I hadn't have had that and I had been an external person coming in they would only now really be beginning to make head way [...] I think it buys you 6-9 months at least."

Helen (19: 25-26)

"Understanding the market [...] how the different functions work [...] how we look to create competitive advantage [...] understanding what we do to add value."

Darren (13: 25)

In the light of these illustrative quotations, *Career-relevant business knowledge* appeared relevant to role transitions acting as career capital for the business leaders. Such knowledge has also featured within both the career capital (including Jokinen et al. 2008) (see **Table 1.1**) and wider careers literature (including Sullivan, 1999), respectively. From the interviews, *Career-relevant business knowledge* as career capital appeared to constitute our relevant business understanding including: structure, position within parent company, functions, departments, stakeholders, processes. Such a description is aligned to other definitions within the current literature.

Knowing How: Career-relevant knowledge: Job

Career-relevant knowledge: Job featured within 8 of the 36 business leaders' transition stories; it was only cited as an enabler for business leaders during their role transition experience, being cited 11 times in interviews. *Career-relevant knowledge: Job* appears to support business leaders through having job knowledge of: expectations (Colin), priorities (Jacob) and frustrations (Felix). The below quotations illustrate this:

“You are moving out of something safe in your current role into something unsafe, you go into your new role [...] but I knew what is required of me [it] massively minimised the stress.”

Colin (3: 31)

“I knew what helped me was that it was it is not an unfamiliar role [...] I understand what the day-to-day business wants [...] it meant that I could prioritise what we needed to do.”

Jacob (29: 12-13)

“The one thing that has helped me is that I have done every single role that I am responsible for [...] nobody can pull wool over my eyes [...] I understand the frustrations that the guys and girls have and I understand what they are up against and what they can do and what they can't do.”

Felix (26: 25-26)

In the light of these illustrative quotations, *Career-relevant job knowledge* appeared relevant to role transitions acting as career capital for the business leaders. Whilst such knowledge appears within the career capital literature (including DeFillippi and Arthur, 1996), it also features heavily as a career enabler across the wider careers literature (including Granovetter, 1995). From the interviews, *Career-relevant job knowledge* as career capital appeared to constitute our relevant job understanding including: our line manager's expectations, required skills, knowledge and experience, priorities. Such a description is aligned with the extant literature.

Knowing How: Technical expertise

Technical expertise appeared within 10 of the 36 business leaders' interviews; it was only cited as an enabler for business leaders during their role transition experience, being cited 17 times in interviews. *Technical expertise* appears to assist business leaders through having expertise in: systems and processes (Isaac and Matthew) and methodologies and tools (Mike). The below quotations illustrate this:

“So CRM preparing ourselves [...] I think putting the theoretical stuff into practice really [...] so recognising that kind of tools and the tools help us to work out how to move through the transition piece.”

Isaac (8: 28-29)

"I was aware of the general principles [...] it was a lot less of [a] learning curve I suppose. It was more of a case of fleshing out and building on the understanding and getting into the detail really rather than take on something completely new in a rebate, rebates is fairly complex as a subject anyway."

Matthew (20: 30-32)

"The ten years in [organisation] I supposed that helped me technically understand the toolset, the methodologies that help and how to do it. Without that I (a) I wouldn't have been able to do it."

Mike (35: 23)

In the light of these illustrative quotations, *Technical expertise* appeared relevant to role transitions acting as career capital for the business leaders. Also, such *Technical expertise* features within other career capital literature (including: Jokinen, et al., 2008; Haslberger and Brewster, 2009; Yao, 2014) (see **Table 1.1**). From the interviews, *Technical expertise* as career capital appeared to comprise our specialised expertise within systems, process, methodologies and tools. Such a description is congruent to how it is defined elsewhere within the literature.

Knowing How: Qualifications

Qualifications featured within 4 of the 36 business leaders' interviews; it was only cited as an enabler for business leaders during their role transition experience, being cited 12 times in interviews. *Qualifications* appear to assist business leaders through providing knowledge of: technical specialism (Phil and Colin) and functional expertise (Julie). The below quotations illustrate this:

"I had done a Masters in [subject] and I had majored on cultural transition [...] I whenever I was talking to the senior management around the project and the challenges that I was facing in the project I was very able to say that this is happening because of blah, blah, blah."

Phil (14: 7)

"I had just finished the diploma, the [technical specialism] diploma, and I was armed with all of this information which I could now go and apply [...] it is kind of

turning up to lay a carpet with a full tool box rather than an empty tool box [...] I knew the kind of best practice approach because I had seen case studies and read the conceptual frameworks and the different books and studies and so that helped me to form the foundation."

Colin (3: 32-33)

"I think that umm you know the knowledge that I acquired through university umm has helped [...] I loved it, I loved the learning and the modules and the subjects, it gave me a broader theoretical view of the world of law of [function] within the international context [...] I as able to just to just be more objective about things."

Julie (2: 30-32)

In the light of these illustrative quotations, *Qualifications* appeared relevant to role transitions acting as career capital for the business leaders. Moreover, *Qualifications* have also featured within the career capital literature (including: Lamb and Sutherland, 2010; Sutherland et al., 2015) (see **Table 1.1**). In addition, this reflects experiences across the construction sector where entry qualification levels help to determine workers' career routes, although experience impacts more readily career progression speed (Wiseman et al., 2013). From the interviews, *Qualifications* as career capital appeared to comprise our formal graduate and post-graduate qualifications within business or a functional or technical specialism, which is congruent with how it is described within existing literature.

Having explored those career capital aspects pertinent to *Knowing How*, I will now move on to explore those aspects relevant to *Knowing Whom*. *Knowing Whom* is about building networks of relationships for contacts, learning and reputation via social capital (Defillippi & Arthur, 1994; Arthur et al., 1995).

Knowing Whom: External non-work: Family

Family emerged in 8 interviews, particularly as an enabler to transitions being cited on 10 occasions. Business leaders noted that they drew support from various family members such as: partners (Vera and Sue) and in-law relations (Tim):

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"At home my husband, he has loads of line management experience, and I would come home and we would spend an hour every day just talking about the challenges I had and he gave me advice."

Vera (25: 12)

"I go home and I say 'I have had a terrible day and things have got on top of me', but me and my husband will go 'Right, okay, whatever, tomorrow's another day!'"

Sue (11: 43)

"I don't think so other than I guess home life, having a stable home life at home was having a supportive family and in-laws."

Interviewer: "And how did that help in particular in the transition?"

"Definitely the first 6 months, I was probably at work longer hours than I was before just to start with whilst I was getting used to it. So a bit of understanding [...] so just being supportive and understanding of that is what I need to do and I am doing it because I want to do it and it interests me as part of my career. Well, an acceptance of that or endorsement."

Tim (22: 32)

Given these illustrative quotations, relationships with *Family* members appeared relevant to role transitions and acted as career capital for the business leaders. Also, relationships with *Family* members feature within the career capital literature (including: Yao, 2013; Yao, 2014) (see **Table 1.1**). From the interviews, *Family* as career capital appeared to comprise immediate family such as partner and children, as well as wider family. Such a description is aligned with understanding within existing literature.

Knowing Whom: Internal within work: Colleagues

Relationships with *Colleagues* featured in 18 interviews; acting primarily as an enabler to the transition, it was drawn upon 32 occasions. Business leaders described how they drew upon a breadth of support and resources from colleagues such as: mentoring (Simon), technical expertise (Archie) and coaching (Eve):

"Without a shadow of a doubt the biggest aid was [name] who did do the role [...] I got to ask what questions [...] I had a good insight into the role [...] he was almost like a mentor [...] [name] in that sense was brilliant."

Simon (18: 15-16)

"Talking to people at the plants [...] if I am working on the SAP side of things and I need to talk to somebody at the plant I always phone somebody there as I know the people so that has been useful in that I think [...] mainly it is just the speed of just sliding into the role."

Archie (27: 21)

"I am talking about the coach internal in [organisation]. So my coach I chose as my coach [...] so recommend some books '100 Days into a New Role' [...] with the coach itself I looked firstly have how to go for it and at least my objectives for 30 days, 60 days and 90 days, and I prepared a very detailed plan."

Eve (36: 13-14)

Given these illustrative quotations, relationships with *Colleagues* appeared useful for the business leaders when undertaking their role transition, and acted as career capital. Whilst the relationships with *Colleagues* aren't specified within the career capital literature, they are heavily featured as a support in career management within the wider careers literature (including: Payne and Huffman, 2005; Bruning, Sonpar and Wang, 2012). From the interviews, *Colleagues* as career capital appeared to consist of our relationships with and resources gained through colleagues at all levels (excluding our own organisational level) including coaches sourced from within the organisation. Such a description is congruent with other career literature sources.

Knowing Whom: Internal within work: Direct reports

Relationships with *Direct reports* featured in 17 interviews; acting primarily as an enabler to the transition, it was drawn upon on 24 occasions. Business leaders described how they accessed a breadth of support and resources from *Direct reports* such as: knowledge (Neil), understanding of team challenges and concerns (Sally) and self-reliance (Ben):

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"My team have helped just in terms of just share and trying [...] to share their knowledge of what goes on."

Neil (33: 20)

"The engineering manager at the time was a very good friend of mine as well. So [pauses] it was being open with them: 'What did they see as the challenges? What did they see as the concerns with me moving into that role?' And being very open and we are quite an open team anyway [...] there were no obstacles to overcome. There was no, nothing that I had to then really work on specifically wise."

Sally (30: 22-23)

"They were quite motivated individuals and they are individuals who are quite happy to work on their own as well and so they didn't need a lot. There were no problems to fix as it were [...] so mechanistically some of the workload was already being done and so that helped."

Ben (34: 20)

Given these illustrative quotations, relationships with *Direct reports* appeared helpful for the business leaders when undertaking their role transition, and acted as part of their career capital portfolio. Whilst relationships with *Direct reports* are not specified within the career capital literature, they feature as a career management support within the wider careers literature (including: Forret and Sullivan, 2002; Sturges, Guest, Conway and Mackenzie Davey, 2002). From the interviews, *Direct reports* as career capital appeared to consist of our relationships with and resources gained through team members that directly reported to us from within the organisation. Such a description is aligned with understanding within existing careers literature.

Knowing Whom: Internal within work: Line manager

Relationships with the *Line manager* featured in 30 business leaders' role transition story; acting primarily as an enabler to the transition, it was drawn upon on 81 occasions. It was the most cited career capital aspect that helped business leaders in their role transition. Business leaders described how they accessed a breadth of support and resources from line managers such as: tenacity and influence with

stakeholders (Steve), formal and informal internal support (Sue) and profile management (Clive):

"I guess the discussions with [my line manager] it was clear that I was uncertain about my career [...] and so she was trying to arrange a career coaching for me. It took 9 months for [her line manager] to sign off! [My line manager] kept trying to convince him [...] and so eventually it was signed off."

Steve (21: 13)

"I sat down with [line manager] after the job, and looked at what support I needed both in terms of internal how she could help me, how I draw on support from colleagues in that sense but also in terms of formal training and development."

Sue (11: 19)

"[Line manager] was able to help me on, from an internal view point [...] he got me to think about profile management; it is about managing your stakeholders internally [...] I can see how important it is that profile."

Clive (15: 31-32)

In the light of these illustrative quotations, the relationship with their *Line manager* appeared very useful for the business leaders when undertaking their role transition, and acted as part of their career capital portfolio. Whilst the relationship with the *Line manager* is not specified within the career capital literature, it is widely specified as a career enabler within the wider careers literature (including: Renwick and MacNeil, 2002; Perry and Kulik, 2008). From the interviews, *Line manager* as career capital appeared to consist of our relationship with and resources gained through our line manager whom we directly report to from within the organisation. Such a description is aligned with the understanding within the existing careers literature.

Knowing Whom: Internal within work: Peers

Relationships with *Peers* featured in 23 interviews; acting primarily as an enabler to the transition, it was drawn upon on 60 occasions. Business leaders described how they accessed a breadth of support and resources from their peers such as: emotional

support (Bob), understanding of team and functional risks (Isaac) and job knowledge (Darren):

"Just encouragement I guess, it was nice because I felt with the [previous] role I hadn't really been successful [...] I got some nice text messages and phone calls and so on and encouragement to go for it [...] that was quite, quite positive. I guess there is the having friends who ask 'How is your job going?' [...] So it is nice that you can get to the end of a hard week and someone will even in the middle of it and someone will be asking how you are [...] they are close friends in the business and they were really helpful and I did value that support a lot."

Bob (6: 22, 23, 27)

"We all knew each other, we knew our strengths and weaknesses [...] warts and all [...] we were clear on what the potential risks and pitfalls were; the big one that we talked about was becoming very silo-orientated."

Isaac (8: 18)

"It really helped that I had a good friend who was already [doing] the role for another account. So that the fact that I had someone loyal and trustworthy and supportive, doing the job role and finding out exactly what it was about, what you would do on a daily basis."

Darren (13: 18)

In the light of these illustrative quotations, the relationship with their *Peers* appeared valuable for the business leaders when undertaking their role transition, and acted as part of their career capital portfolio. Whilst such a relationship is not specified within the career capital literature, it is featured as a career enabler within the wider careers literature (including: Kram and Isabella, 1985; Mezias and Scandura, 2005). From the interviews, *Peers* as career capital appeared to consist of our relationship with and resources gained through our peers, representing colleagues at a similar organisational level in all functions. Such a description is congruent with how it is described within the extant literature.

Knowing Whom: Internal within work: Previous line manager

Relationships with the *Previous line manager* featured in 7 business leaders' stories; acting solely as an enabler to the transition, it was drawn upon on 13 occasions. Business leaders described how they accessed a breadth of help and resources from their *Previous line manager* such as: support (Garry), vote of confidence and job opportunity (Matthew) and support, influence and confidence (Darren):

"[name] is easily one of the best, on a par with one of the best line managers that I have had career-wise – full stop. [...] [name] was very supportive of me, I was very open with him about my thought process."

Garry (17: 32)

"I guess it was a kind of vote of confidence in firstly [my two previous line managers] that they asked me and I didn't have to ask myself, it was so it was good that that was kind of given or offered at the very beginning [...] not putting an advert out [...] they basically said 'Do you want to do it?'"

Matthew (20: 14-15)

"It gave me confidence to know that the gaps weren't as large as I thought that they might be. It gave me the confidence to go into, it wasn't a question of ability [...] I know he would talk about me to other senior people around being ready for it [...] having that support breeds confidence [...] and that was important for me."

Darren (13: 14,17)

In the light of these illustrative quotations, the relationship with their *Previous line manager* appeared helpful for the business leaders when undertaking their role transition, and acted as part of their career capital portfolio. Whilst such a relationship is not specified within the career capital literature, it features within the wider careers literature as an enabler within career management (including Crawshaw and Game, 2015), and in particular for older workers (Leisink and Knies, 2011). From the interviews, the *Previous line manager* as career capital appeared to consist of our relationship with and resources gained through our previous line manager before making the role transition. Such an understanding of what is meant by *Previous line manager* is aligned with the existing literature.

Knowing Whom: Internal within work: Stakeholders

Relationships with *Stakeholders* featured in 21 interviews; acting primarily as an enabler to the transition, it was drawn upon on 50 occasions. Business leaders described how they accessed a breadth of assistance and resources from key stakeholders such as: business understanding and influence (Bella), job understanding and influence (Mike) and job opportunity, support and confidence (Dan):

"It had given me the opportunities to see the key stakeholders [...] I could see the value of creating those relationships to enable us to drive some more stuff forward [...] it was about understanding areas of the business that I hadn't had massive exposure to."

Bella (1: 18-19)

"Well he was the one I had the most conversations with to understand what the role would be and the challenges it would bring and then [...] with my desire to move, he was then the person who I suppose influenced [senior stakeholder] to say yes, and ultimately through [senior stakeholder] and [senior stakeholder] to say yes for [organisation] to enable the two parties to come to agreement that I could do 50-50 job. I keep calling it 200% jobs! [laughs]"

Mike (35: 16-17)

"And then I was encouraged to apply by [stakeholder a] [...] I had the interview with [stakeholder b] and then an interview with [stakeholder a] and that was quite short and for me there were quite decisive about 'We are going to offer you the job' and quite supportive [...] so that helped in terms of my confidence."

Dan (10: 10,18)

Given these illustrative quotations, the relationship with their *Stakeholders* appeared useful for the business leaders when undertaking their role transition, and acted as part of their career capital portfolio. *Stakeholders* are referenced within the career capital literature, being defined as 'people with influential power within the organisation' (Jokinen et al., 2008) (see **Table 1.1**). Also, from the wider careers literature stakeholders are identified as career development enablers, especially during tough times (Emelo, 2009). From the interviews, *Stakeholders* as career capital appeared to consist of our relationship with and resources gained through influential

people within and outside of the organisation who have a vested interest. Such a description coincides with extant literature understanding.

Knowing Whom: Reputation

Personal *Reputation* featured in 7 business leaders' role transition stories; acting solely as an enabler to the transition, it was drawn upon on 12 occasions. Business leaders described how they accessed a breadth of assistance, including: credibility (George and Dan), buy-in and support (Dan) and personality, charisma and impact (Helen):

"I have got credibility and so instantly plants accept me because I have credibility as they know about me and have heard about me and therefore I have a reputation [...] they know that I have done the roles and so therefore they accept me, they don't see me as an outsider, so acceptance is important."

George (31: 27)

"I think that it helped where I had some credibility on site [...] it helped about that I didn't have to prove myself from the start [...] almost you get some buy-in and support by what you have done in the past, and so I think that that helped."

Dan (10: 12)

"The kind of personality and charisma that you need to pull off that role I think helped with the transition [...] So it is having strength of character to say to the most senior member of the team in the business actually 'We are not going to do that!' [...] the exec when I met [name] the new MD in October November time and he said and the first thing he said to me was 'I have not met you before but I know you by reputation!'"

Helen (19: 30-32)

Given these illustrative quotations, drawing upon their own *Reputation* appeared useful for the business leaders when undertaking their role transition, and acted as part of their career capital portfolio. *Reputation* also features within the career capital literature (including: Yao, 2013; Sutherland et al., 2015) (see **Table 1.1**). From the interviews, *Reputation* as career capital appeared to consist of the widespread belief that is held

about ourselves by our colleagues within and outside of the business. Such a description is congruent with understanding within the existing literature.

Having introduced, described and illustrated these 24 career capital aspects, I will now introduce the career capital theoretical framework that has emerged from these business leader interviews.

4.3 Career Capital Theoretical Framework: Knowing Self, Knowing How and Knowing Whom

When the business leaders described their role transition stories, Arthur et al.'s (1999) *Knowing Why* aspects of interests, meaning, identity and values were largely absent, with the following frequency of citations: interests (0), meaning (0), identity (3) and values (3). This observation concurs with Arthur et al.'s (1999) explanation that much of *Knowing Why* essentially describes the catalyst for role transitions. It is important to remind ourselves that this research study explores the career capital required to facilitate forthcoming role transitions, rather than surfacing the impetus behind such role moves. Therefore, the rationale for the role transition is beyond the scope of this research study, and so it is perhaps unsurprising that Arthur et al.'s (1999) *Knowing Why* aspects of interests, meaning, identity and values were largely absent. Consequently, the focused nature of *Knowing Why* career capital aspects highlighted within this research study: *Self-awareness*, *Self-confidence* and *Motivation*, is more aptly defined here as *Knowing Self*. **Figure 4.1** illustrates the 24 career capital aspects highlighted within this research study clustered within *Knowing Self*, *Knowing How* and *Knowing Whom*.

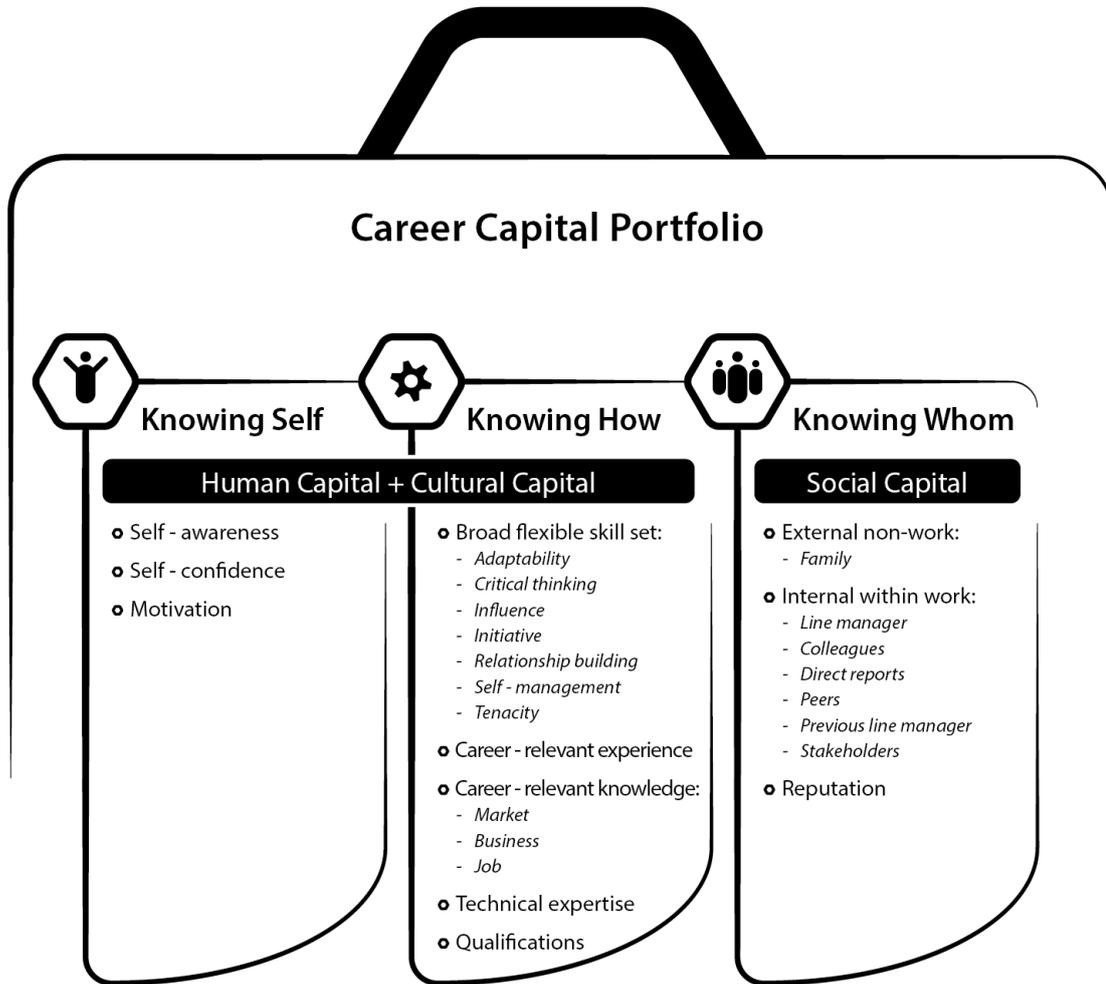


Figure 4.1: Illustration of Career Capital Aspects that Enable Role Moves

Source: Own

In the light of these research study observations, *Knowing Self*, *Knowing How* and *Knowing Whom* are described in **Table 4.5**.

Knowing Self	Knowing How	Knowing Whom
Having an understanding of self and belief in own ability with personal drive to want to make things happen	Having career-relevant experience, knowledge, expertise, qualifications and flexible skill set	Having an internal work network and external family network, and a personal reputation within these networks

Table 4.5: Career Capital Clusters

Source: Own

Shifting our focus to the 24 career capital aspects, we can compare these findings with the careers literature. The inclusion of *Adaptability* and *Self-management* concur with other researchers who emphasised that: coping strategies (Schein, 1978), coping orientation (Schlossburg, 1980), adaptability (Lamb and Sutherland, 2010) and adaptability and self-management (Clarke, 2009) were particular capabilities that made a difference when managing transitions. Moreover, given that the psychological challenges involved in transitioning can include: disruption of self-esteem and comfort (Schein, 1978), mental health (So, 2010) and well-being (Ashforth and Saks, 1995), this self-assurance and building of *Self-confidence* can be critical.

Interestingly, when consulting the previous studies that applied Arthur et al.'s (1999) career capital theoretical framework within the field of change and transitions (see **Table 1.1**), only 13 of these 24 career capital aspects were specifically highlighted in other research findings, as illustrated in **Table 4.3**. Whilst the *Knowing Why* career capital aspects were greater in frequency and delineation within the other research findings, this research study showed more granular levels of definition within *Knowing How* and *Knowing Whom*. In particular, these findings illustrate greater specification in the career capital within the: skills required (*Knowing How*) and the range of relationships and networks internal within the workplace (*Knowing Whom*). Such *Knowing Whom* findings is mirrored within DeFillippi and Arthur's (1996) bounded – intra- organisational – competency profiles where relationship networks were positioned as intra-firm; in other words, networks were primarily developed within the organisation. In addition, these findings echo Arthur et al.'s (1999) findings that confirm the central role of *Knowing Whom* within undertaking a role transition; 55% of job transitions are mediated through accessing personal contacts with a further 11% involving a combination of personal networks and formal requirement mechanisms (Arthur et al., 1999).

4.4 Conclusion

In summary, **Section 4.1** begins by reminding us of the research context, including reiteration of the: research questions, case organisation and case population. In particular, I emphasise how this chapter answers research question 1: What aspects of career capital facilitate such role transitions? In addition, I reconfirm the participant selection criteria and present the participant composition including: transition type (function and level), gender, marital status, family situation and ethnicity. Additional

richness is introduced in the form of participant vignettes, summarising their transition situation and experience.

Section 4.2 introduces each of the 24 career capital aspects that have facilitated the business leaders' role transition. Initially, I outline summary statistics to provide scope, including: number of participants using each career capital aspect, frequency of citations as both enablers and enablers overcoming barriers together with frequency of citation within other research studies. Furthermore, I clarify the range of business leaders' career capital portfolio sizes. In addition, I highlight those career capital aspects that have been discounted due to low frequency of citation. Following this introductory orientation, each of the 24 career capital aspects is explored in greater depth. I introduce specific statistics including: number of participants drawing upon this career capital aspect, how it is used and number of citations. Additionally, I describe how this career capital aspect features within the business leaders' role transition stories and illustrate further through a series of citations.

This chapter culminates in **Section 4.3** with the introduction of the career capital theoretical framework: *Knowing Self, Knowing How and Knowing Whom*. Initially, I explore how the 24 career capital aspects compare with other career capital research study findings. This leads me to justify how the three *Knowings: Knowing Self, Knowing How and Knowing Whom* are a more appropriate summary of the career capital used by the business leaders within this research study. I illustrate how each of the 24 career capital aspects is clustered within this framework and move on to describe each of the *Knowings*. Finally, I explore additional similarities and differences between the career capital aspects identified within this and other career capital research studies. Having answered research question 1, in the next chapter I will answer research question 2: How and to what extent are these role moves supported by career capital?

CHAPTER 5: EXPLORING HOW AND TO WHAT EXTENT CAREER CAPITAL SUPPORTS BUSINESS LEADERS IN THEIR ROLE TRANSITIONS

This chapter answers research question 2: How and to what extent are these role moves supported by career capital? After introducing how business leaders connect aspects of career capital to facilitate their role transition, particular transition dimension challenges faced by several of the business leaders are explored. Also, how these were overcome through drawing upon their career capital portfolio is considered. Next, the importance of the organisational context is reinforced through: the accessing of resources and cultivation of Knowing Self and Knowing How career capital and the accessing of employees and strengthening of Knowing Whom career capital. In particular, the important role of the line manager is explored and highlighted. From here, the impact of the business leader's organisational attachment and levels of personal agency on their role transition experience is explored, including the differences in career capital use. Following this, the dynamic nature of career capital through the role transition experience is highlighted, where both development and erosion occurs, before this chapter is brought to a conclusion.

5.1 Connecting Career Capital

When exploring how the participants used their career capital to support them through their role transition, I noticed an interesting pattern. Whilst the business leaders described how they used individual aspects of career capital to facilitate their transition experience, as introduced in **Section 4.2**, on many occasions when these leaders told their transition stories they wove several career capital aspects together rather than just referring to one in isolation.

23 of the business leaders gave 60 examples of how they connected different aspects of career capital together to ease their transition, termed here as *Connecting Career Capital*. So, rather than a single aspect of career capital being helpful, two or more aspects were combined or connected to help the business leader ease their way through the transition. Such *Connecting Career Capital* is illustrated here by Simon (18) and Helen (19).

Simon's (18) narrative illustrates how he wove together his *Colleague relationship* and his *Self-awareness* to help himself during this role transition. His colleague helped him both understand the relevant people and forthcoming challenges within the new role as well as get involved in doing some work straight away. This involvement was critical as Simon recognised his personality preference to working with tangibles was very important for him:

"He did the role for 5 years I think it was. And so he knew all the people and he knew the challenges that I would face so yes he was really good. And he got me involved in a couple of things very very early, which is still ongoing now [...] so I felt that I was giving something something back very very early which for me and my personality, I struggle if I am doing a task or I am doing something when I can't see anything tangible [...] so yes, [colleague] in that sense was brilliant, really really good."

Simon (18: 16)

Helen's (19) story extract shows how she combined her *Reputation* and *Self-confidence* to help herself during her transition into her new role. Central in the sustainability field, she applied her personal profile, to enhance her confidence when challenging senior stakeholders:

"So my role was sustainability so I had to be seen as the face of [...] sustainability for [organisation]. [...] So it is having strength of character to say to the most senior member of the team in the business 'Actually we are not going to do that!' Or 'We can't do that but we can do this!'"

Helen (19: 30-31)

Such *Connecting Career Capital* is distinct from similar observations within the careers literature. Whilst Terjesen (2005) highlighted how her participants *inter-related* their career capital when transitioning into their own business, this had a different meaning; here she illustrated how her female business owners chose their business partners (*Knowing Whom*) based on their competency profile (*Knowing How*). Consequently, *Connecting Career Capital* and the blending of different career capital aspects by individuals to ease transitions has not been reported before within the careers literature; therefore, this research study makes a unique contribution to knowledge in this area. Having looked at how career capital is used, through the connecting of career capital aspects to facilitate the role transition, I will now move on to introduce

transition dimension challenges that were faced by several of the business leaders. Also, I explore how they draw upon their career capital portfolios to overcome such challenges.

5.2 Addressing of Transition Dimension Challenges

As previously stated in **Chapter 2 – Literature Review**, transitions are influenced by the prevailing transition dimensions and sub-dimensions (Schlossberg, 1984). As a reminder, such dimensions are the variables present during the transition. For example, a dimension may be the relationship to the employer and a sub-dimension may be internal, within an organisation, or external, between organisations (Nicholson and West, 1988; Ng, et al., 2007). The transition context does matter (Schlossberg, 1981; Neale and Griffin, 2006) as the number and permutations of transition dimensions at play impact the transition magnitude and the effects on the individual. Levels of cognitive dissonance – or in other words mental challenge – experienced by the individual vary depending on the number and scale of events taking place (Neale and Griffin, 2006). Consequently, the required transition approach may vary between role holders (Clarke, 2009), emphasising that the nature and use of career capital will vary depending on the complexity of the role transition. Moreover, the nature of role transitions is reportedly becoming more varied – and arguably more complex - in form (Mayrhofer and Iellatchitch, 2005; Chudzikowski, 2012); therefore, transitions are becoming more challenging to confront.

Within this research study all 36 business leaders who were selected and interviewed experienced a recent role transition that contained the following transition dimensions: within an organisation, sideward or vertical move and voluntary. All these dimensions are illustrated in **Table 2.1**, and have been acknowledged previously by researchers, illustrated in this list below. For example: the relationship to employer and transition within an organisation (Louis, 1980; Nicholson and West, 1988; Arthur et al., 1999; Ng et al., 2007); vertical role moves (Schein, 1978) or upwards role moves (Nicholson and West, 1988; Ng et al., 2007); where the role choice – or catalyst - is voluntary (Heppner, 1998; Arthur et al., 1999; Bagdadll et al., 2003; Pummell, 2008; So, 2010).

However, when interviewing, I discovered that 12 of the business leaders had three additional transition dimensions and sub-dimensions impacting their role transition experience: promotion to line manager within own team (Dan, Helen, Tim, Andrew,

Vera, Felix and Sally), cross-functional move (Colin, James and Garry) and roles incongruent with the business model (Bill, Phil). The first two dimensions feature in **Table 2.1** and have been previously acknowledged: organisational position – vertical (Schein, 1978) or upwards (Nicholson and West, 1988; Ng et al., 2007); nature of work – function (Schein, 1978; Nicholson and West, 1988). However, the third dimension – incongruence with the business model has not been acknowledged before by researchers. Emergence of new dimensions was anticipated by Neale and Griffin (2006) who acknowledged that the existing list of dimensions and sub-dimensions was not exhaustive and that additional research was required to uncover additional focus. These additional dimensions created further challenges within the business leaders' transition experiences which they addressed in their own, individual way. These insights are relevant to this research study as they provide additional clarity when answering research question 3: What barriers inhibit such role transitions?, which I go on to explore in **Chapter 6 - Making Sense of the Barriers That Inhibit Business Leaders in Their Role Transitions**. Each of these transition dimensions will be explored in turn; I will highlight the challenges and how the business leaders overcome them.

Promotion to Line Manager within Own Team

When being promoted to line manager within the existing team, the seven business leaders experienced additional challenges within their role transition experience. Each had to reform their peer-peer relationships into being a line manager-direct report relationship; this physical adaptation of relationships is acknowledged as being one of the challenges of transitions (Bridges, 1980; Schlossberg, 1981). This led to particular difficulties, including: loneliness (Dan), missing the peers (Sally) and new direct reports challenging boundaries (Helen). Dan describes below how he mourned his exclusion from his previous peer group:

“I think that that was one of the trickiest things that I found.”

“It was quite a lonely place, almost your relationship with people changes [...] the relationship was different, the line manager rather than colleague [...] you are then almost excluded out of that [...] there is almost a bit of mourning of the old team has gone.”

Dan (10: 13, 30-32)

However, for Sally, her personal challenge of being promoted from direct report to being the line manager was in the fear of missing out being part of that peer community by having to step up and away from the team:

“Being able to step away from that was quite a challenge because I have FOMO – fear of missing out!”

Sally (30: 29)

Whereas for Helen, she experienced different challenges within this transition; several of her now direct reports began to test Helen with regards their own personal decision-making:

“At the beginning there was a couple of interesting moments where people were trying to test their boundaries.”

Helen (19: 18)

Each business leader developed their own approach to address these challenges and drew upon aspects of their career capital. Andrew decided to plan carefully his conversations with his new team, drawing upon his *Critical thinking*. Dan used his *Initiative* to cultivate new peer relationships with his fellow Plant Managers. Helen used her *Initiative* and *Self-confidence* to firmly set new boundaries with the direct reports.

Furthermore, an approach that was adopted by five of the business leaders was in the conscious readjustment of the relationship from peer to direct reports. However, there were variations in how this was achieved. Dan’s team requested that he give them space to get on and do the work. So his *Direct report* relationships helped him here. Dan willingly accepted this feedback and stepped away:

“I was getting involved with too much and a few people because I had good relationships, a couple of the guys were saying ‘You don’t need to be here’ [...] so a couple of them are quite frank with me about this, so I got some feedback which was good and helpful.”

“Once you have been in a peer group for such a period of time your formed behaviour is peer group and so it does take a little while [...] but I think that I am there now as I have different relationships now.”

Dan (10: 43-44)

When moving into the new role, both Vera and Sally used their *Critical thinking* and *Initiative* to create changes in the relationships. Vera decided to shift the nature of the conversations whilst aiming to keep the openness. She found a way of maintaining the friendship with the direct report by slightly evolving the nature of personal conversations; now they sensitively moved away from sharing stories about their boss!:

"I am also kind of friends with her and not very close but as we were peers we were meeting outside of work as well [...] I don't want kind of to have that well 'I can't talk to you, I can't engage with you because now you are reporting into me'. It is ridiculous. So obviously the conversations we have had before about our line manager is not going to happen!"

Vera (25: 17-18)

Sally's approach was different. She decided to create a formal separation between her and the new direct reports which she found particularly challenging:

"I suppose again conversely having those close relationships did then require a level of separation [...] I needed to then move away from that and not be the day-to-day [...] allowing them to forge a new relationship as a senior team which didn't necessarily include me [...] that was quite a challenge."

Sally (30: 28-29)

Both Tim and Felix had experienced before this challenge of being promoted to line manager within the same team, consequently they had each developed their own learned response. Through asking questions, showing interest and gradually building up his connection with each of this team members Tim used his *Initiative*, *Adaptability*, *Relationship building* and *Influence* to gain their trust and respect. He goes on to liken this approach to what is witnessed within the natural world when there is a shift in social hierarchy:

"I think that the thing that I have found is that it takes a bit of time to just ask lots of questions [...] to be interested in what they are doing [...] so it is gradually building enough [pauses] slowly building trust with them [...] and then gradually if you get the relationship to a point where you feel that they are ready to accept some advice if needed."

“How would I describe that? [...] Trying to reset the [pauses] sort of social hierarchy isn't it? It is [laughs] it is almost like these nature programmes when you have a group of gorillas or whatever [laughs] a new buck has come through there have got to, everyone has got to work out where is he? Because almost like social status in a way.”

Tim (22: 23, 26-27)

Whereas Felix's approach was very different to that used by Tim. Felix drew upon his *Initiative* and anticipated ahead of time that he would step up to being the line manager within the team. Consequently, he mentally prepared ahead for this shift in relationship and restrained his socialising with the team from the beginning:

“I have always taken the view that I wanted to do this job and so in the past 18 months I have certainly done less of the [...] ‘socialable’ stuff [...] it is less of a transition for my peers then and now my direct reports to see me as their line manager.”

Felix (26: 37-38)

Cross-Functional Move

Although the functional dimension has proven to be difficult to define and operationalise within research (Gunz, 1989; Ng, et al., 2007), within this case organisation the functional distinctions were defined clearly. When moving between functions, James and Garry experienced significant challenges within their role transition experience; however, Colin's experience was very different. Colin had the combined support of both his *Previous line manager* and new *Line manager*. His new manager had offered support to help to find Colin's replacement:

“I knew that [previous line manager] was frustrated that he was losing a team member [...] but knowing that that was managed and that [new line manager] was going to support [him] in recruiting was good.”

Colin (3: 33)

However, James and Garry's experience was very different; they both experienced challenges in their cross-functional moves. Whilst James had to manage the reaction of his *Previous line manager*, both James and Garry had to manage the rebuilding of

their own *Reputation* when moving into their new team. Interestingly, these challenges faced by these business leaders are acknowledged within the careers literature when it is recognised that a transition often comprises a confrontation and re-negotiation between the two strong sets of forces – namely the individual and their ambitions and the organisation and their requirements and culture (Schein, 1978). James described how his *Previous line manager* reacted strongly after James had announced that he had been successful in gaining a move into a different function. Moreover, James described how he had to invest time in establishing his credibility within this new area of the business, in particular within another function, where he wasn't known:

"[Previous line manager] was quite sore quite obviously having lost me to the dark side! So I got kicked around the room a few times for no real reason other than he didn't like it and he was having a bit of a stomp. And I say this with the greatest love for [previous line manager]; I think that he is a really nice guy but he was a bit of an arse during that time."

"There were a number of challenges where I think I was still perceived as not terribly credible in the first few months. I have had to fight a bit to get a bit of that credibility, especially with [function] as no-one knew who I was. They certainly didn't want to listen to me."

James (16: 27)

Whilst Garry didn't have the challenges faced by James concerning his *Previous line manager*, he also had to actively establish his credibility within the new function. He identified an opportunity of placing himself as the interface between function a and function b, adding value beyond his steady and linear operational background:

"I needed to give myself a competitive advantage to bridge the gap between [function a] and [function b]; that is quite a perceptual gap."

"It was evident in [stakeholder's] questions that she was asking, [...] 'Is this a [function] guy?' and 'Are we going to have a functional [...] clockwork worker?', because this is not what they wanted [...] my predecessor was very process-driven and quite steady and linear and they wanted someone different. So I had to prove that I was somebody different."

Garry (17: 18, 43)

Both James and Garry responded in different ways when confronted with these challenges, both drawing upon different aspects of their career capital portfolio. James drew upon three aspects from his career capital portfolio: *Tenacity*, *Relationship building* and advice from *Colleagues*. In addition, he created a position straggling function a, function b and function c enabling him to provide a valuable contribution. However, Garry drew upon his *Initiative*, *Influence* and *Motivation* to address these obstacles. This echoes findings from other research studies where cross-functional moves are eased through drawing upon *Knowing How* career capital (Jones and DeFillippi, 1996). Below James describes how when facing a challenging *Colleague* that he took advice from some of his *Peers* on how best to deal with the situation. In addition, James showed determination in wanting to find a resolution. Also, to help with the repositioning within the new function and crafting of personal credibility, James describes how he chose to place himself as an interpreter and collaborator between function a, function b and function c:

“I just persevered with it as I knew that I had to crack on with my current role otherwise it would derail me [...] I took advice, there was one particular character in [previous function] that I was having a challenge with and he was my biggest stakeholder in [previous function] [...] and I took advice from a few people about how to deal with him [...] Ah we had loads of clashes and quite a few stand up arguments and [laughs] and lots of clashes and then my line really over time became ‘I just want to work with you, I just want to work with you.’”

“I think that that is the other thing and that is being the person who is sits and straggles [function a, function b and function c] almost and being able to interpret all three points of view.”

James (16: 27-29, 31)

However, Garry’s approach differed to James in overcoming the barriers to moving between his previous function and new function. He drew upon his *Initiative* to qualify the chance of him being successful. Once he had done this he systematically orchestrated an influencing campaign to raise his profile with the new functional leadership team and other key *Stakeholders*:

“I met with [new line manager] over coffee [...] and that conversation was me basically saying ‘Look would I have a fair shot [at the vacancy]?’ [...] I was assured ‘No if you want to go for it then you have a good a shot as anyone’ [...] so that was enough for me really so from that point I put application in and

started my aggressive campaign [...] so I made appointments with pretty much every member of the leadership team in the new department [...] I took in 1% of what they said but it was all about appearances for me at that point because I knew that they would mention that this guy has come to talk to me.”

“My core motivation was me to be able to raise my profile with [stakeholder], [stakeholder] and [stakeholder]. That worked!”

Garry (17: 17-18, 39)

Roles Incongruent with the Business Model

Both Bill and Phil experienced a transition into a role that was incongruent with the organisation’s business model. More specifically, the nature of their roles that they were moving into required them to work in ways that was counter to the current organisational business model. As a result, both business leaders experienced antagonism from the current modus operandi, where other employees in performing their roles effectively were working in opposition to themselves. Despite this, both of their situations were slightly different. With Phil, stakeholders were aware of this incongruence and they, in fact, wanted Phil to change the business model; whereas with Bill’s role, this incongruence was unknown by stakeholders and only known by Bill. This dissonance between role and business model created challenges for both Bill and Phil during their transition and they took different approaches when confronting these.

Bill’s challenges lay with the business acting like a competitor, meaning that Bill was being judged by unreasonable expectations and that teams not only didn’t support him but that they blocked his and his team’s progress. As a result, Bill felt that rather than thrive, his new business was set up to fail:

“Felt completely unsupported from [organisation]. It is like having 7-8 competitors internally [...] our biggest competitor by a mile is head office essentially.”

“Where [business area] [...] we are judged on our performance in line with dry wall which is mad. So what made it really difficult was the perceptions of all the departments around you [...] ‘why can’t you get that right to do dry wall?’ So there is a level of expectation that is unrealistic.”

"It took me a long time to realise that there was no technical support here [...] it is all technical to be honest [...] they were just blockers they DID NOT WANT to have anything to do with it."

"I suppose in a nutshell we are applying an [organisational] process to a [name] business that will never be able to thrive in it. We need to change products not daily but every three months because we have 4-5 suppliers to us and our business says you can only resource two projects a year."

Bill (5: 2, 37, 43, 47, 49)

However, Phil's challenges lay with him needing to change behaviours and break the business's status quo. Stakeholders had known that a new voice and energy was needed within the business to create and instigate change. Phil felt that there was fragility associated with taking this path which on occasions led him to be placed in a vulnerable position:

"I think that that was why I was in there. I was there to break habitual behaviour."

Interviewer: "Did you know that?"

"Yes, I knew it yes. Yes. Just from informal conversations from [stakeholder], [stakeholder] and [stakeholder]. [Stakeholder] said at the time, 'we need a different voice in that room, we need a different character in there' [...] I was [...] painfully aware that that the kind of work that I do was not going to be welcomed I guess by most of the status quo people."

"It is all extremely fragile and so if you are a guy pioneering change and driving initiatives due to the inability of this organisation to recognise that in a formal way that doesn't fit in any structure, it puts you in a vulnerable position [...] for anyone that is developing new competencies in a fragile role as he looks different and he is alienated and he is easily attacked."

Phil (14: 16-17, 53-54)

Whilst both Bill and Phil relied heavily upon their *Self-confidence*, *Motivation*, *Initiative*, *Influence* and *Tenacity* to face into and overcome these challenges, Phil also drew upon his *Stakeholder* relationships and *Reputation*. Bill describes below how he relentlessly kept pushing and pushing until he finally took a stand and said with

confidence and determination that it was happening. When describing this story Bill appeared and sounded completely drained:

“Some things you just can’t change, you can you form a brand you can drive yourself crazy almost trying to push and push and push but at some point you have to let go.”

“It took a massive push and what really frustrated me was we have been through various different meetings where the wider [function] team management saw me present the intent and didn’t question anything. The second it goes to, ‘This is what we are doing.’ Ah my god, meeting after meeting after meeting, justification after justification, and I thought ‘No this is happening now! I have heard what you have got to say and I understand it.’ Because I have been in their shoes as well but you have got to let go at some point [...] And so there is that, but we have done that we have done that hard part and made the break. We have got to ensure that we keep in form of how we get on really.”

Interviewer: “It sounds tough hearing you talk.”

“It is exhausting.”

Interviewer: “It sounds exhausting.”

“It is absolutely exhausting without any reward.”

Bill (5: 2, 4-5)

Phil describes how key stakeholders saw and used him as a catalyst for change within the business, almost like a hand-grenade, exploding and breaking up the status quo:

“[Stakeholder] actively used to pull me into situations and used me to get through and also [stakeholder] saw it as a bit of a catalyst, ‘You know, we can throw [Phil] into that and blow it up!’ [laughs] So it was so that was, so there was an element of that. [Stakeholder] earlier on said that she gave me stuff to do that was outside my standard role that was a little bit different and a bit awkward that was likely to generate challenge and spark a change and break the culture a bit.”

Phil (14: 23)

Also, Phil continues describing a specific occasion where he had to challenge and overcome resistance with the Department Manager to a new product launch:

“Then when the product was about to launch there was some minor problems with the set up and the [department] Manager kicked up an awful stink. ‘We are not launching, cancel the launch.’ He sent this big email about the launch and cancelling the launch as not everything is in place. ‘Well put it in place then! You can do that! You can do it in 5 minutes, just do it!’ ‘I can’t do it unless you send me the correct forms.’ And so I said: ‘Ok send me the form and I will send it in.’ There was no form! It didn’t exist!”

Phil (14: 50)

Whilst the behaviour of challenging the organisation is reported within the organisational development literature (for example Pagliarini, 2006), role incongruence with the business model has not been reported before within the careers literature as a transition dimension; therefore, this research study makes a unique contribution to knowledge in this area. Having looked at how different transition dimensions create specific challenges, I will now move on to explore more widely the importance of the organisational context for the business leaders within their role transition experience.

5.3 Importance of Organisational Context

As previously illustrated throughout **Chapter 2 – Literature Review**, the work context is an important consideration within career understanding. Nowhere is this seen more directly than in how a career is defined: as a sequence of stages in a person’s work life (Hall, 1976; Feldman, 1988), where there is interaction between the career holder and organisation (Schein, 1978; Arthur et al., 1999; Sullivan and Baruch, 2009). In addition, the relevance of organisational context features within the capital literature: Bourdieu’s multi-level perspective within his capital theory acknowledges the contextualisation of individuals residing in institutions within the context of society (Ozbilgin and Abu, 2005), whilst DeFillippi and Arthur recognise the context-dependency of career capital (Rodriguez and Scurry, 2014) through their development of career competency profiles for bounded – or in other words organisational – and boundaryless careers. Furthermore, more latterly researchers have declared that the organisational context has been under-represented, whilst a role holder’s personal agency has been over-played (Baruch, 2006; Arnold and Cohen, 2008), as illustrated within challenges to the boundaryless career notion (Arthur and Rousseau, 1996).

Focusing our perspective to this research study, whilst I listened to the business leaders' transition stories, I noticed that the importance of the case organisation context featured in two ways. Firstly, there were additional enablers for their role transition experience, beyond their own career capital portfolios, that were provided within the organisational setting. Secondly, it is important to acknowledge that many members of the business leaders' *Knowing Whom* networks will have been employees – or in other words organisational actors – undertaking their organisational roles. Before we move on to explore these two perspectives in more depth, it is worthy of mention that the organisational context also acted as a barrier within the business leaders' role transition experience. This organisational hindrance will be discussed further within the next chapter.

5.3.1 Organisational Enablers

In the previous chapter I answered research question 1: What aspects of career capital facilitate such role transitions? However, when exploring with the business leaders what helped in their recent role transition and also enabled them to overcome any presenting barriers, four organisational aspects were described namely: Infrastructure, Resource, Development and Job. Given that research question 2 poses: How and to what extent are these role moves supported by career capital?, it is relevant to briefly understand these other enablers that are *not* career capital aspects.

	Number of Participants Using the Organisational Aspect	Number of Citations	
		As a Transition Enabler	As a Transition Enabler Overcoming a Barrier
Organisational Aspect			
Infrastructure	1	1	0
Resource	1	0	2
Development	25	43	8
Job	3	4	0
Total Organisational Aspect Citations =		48	10
Total Career Capital Aspect Citations =		518	208

Table 5.1: Number of Organisational Aspects Used by Participants to Enable Their Recent Role Transition

Source: Own

During the business leader interviews, I was aware that whilst the organisational context mattered within the role transition experiences, it played a more peripheral role when exploring what helped the business leaders. The business leaders' career capital portfolio, as described in the previous chapter, played a far more central role when exploring what helped them in their role transition. My perceptions are reflected in the organisational aspect citations, as illustrated in **Table 5.1**. The data in this table illustrates the perhaps surprisingly marginal role that the organisation was perceived as having in helping business leaders within their role transition. I will go on and explore further.

When looking at the level of citations, the organisational aspects were cited in total on 58 occasions as compared with the career capital total citation of 726. Again, this is remarkably low given that this was in response to the open question: What helped you in your role transition? However, when looking at the number of participants drawing upon any one of the organisational aspects to help them, 28 of the 36 business leaders – almost 80% – used some aspect of organisational support to aid in their transition; the seven business leaders who relied purely on their career capital were Bella, Bob, Alan, Felix, John, Sally and Julian. This echoes the literature when it can be seen it is important to not neglect the contextual issues (Evetts, 1992; Brown, 2002; Dries, 2011) and that the organisation still has a role to play within transition management (Baruch, 2006). So, the organisational context did help almost 80% of the business leaders, but this was to a much reduced level as compared to their career capital. Given this, it is pertinent to explore these aspects in more depth, to generate greater understanding.

Organisational: Infrastructure

Before we move on to look at the data, it is perhaps useful to conceptually explore what I mean by the term organisational infrastructure. Generally, organisational infrastructure refers to the guides to action or rule book for employees. This may include: organisational policies to aid decision-making; processes and procedures to guide behaviour; systems and structures to facilitate recording, analysis and communication. Only one business leader described how an organisational process made his role transition easier. George described how the communication process helped his colleagues understand his role change:

“I think in terms of communication that was quite good. It was communicated that I was taking on the role and so that helped me as well. So the communication was good and making sure that people understood around the business that this was the role that I was taking on [...] there is a process that happens behind the scenes once you sign.”

George (31: 20)

Given his experiences, Organisational: Infrastructure within this research study can be described as: the supporting organisational processes and systems. Whilst such a resource isn't specified within the career capital literature as a transition enabler, it features within the organisational development literature as part of organisational compositions (for example Leskiw and Singh, 2007).

Organisational: Resource

Moving on to consider the second organisational enabler, more generally organisational resources may be described as financial resources, information, data and additional people. Within this research study, resources provided by the organisation featured in one business leader's transition story. Geoff described how he needed information to overcome challenges faced during his transition experience. He described how he had to go away and access data to add weight to his argument:

“I think that it is as a business we are slow to change sometimes. So I think that it can take it can easily take 3-4 months to go back and talking about the data stuff, I absolutely have to do that and present in a credible way and if the data doesn't exist we have to go and find it.”

“It is February and I have been in the role 15 months. I could have done this last summer but there was a requirement of the business to say ‘Can you come back in 3-4 months with more information?’ [...] I presented back in May last year and [...] I didn't get the go ahead until December.”

Geoff (7: 48-49)

In the light of Geoff's experiences, in this research study Organisational: Resource can be described as supporting information and data. Whilst organisational resources aren't specified within the career capital literature as a transition enabler, it features

within the organisational development literature as part of organisational compositions (for example Gonin et al., 2011).

Organisational: Development

Moving on to consider the third organisational enabler, here organisational development refers to activities that aim to support employee development. More generally, such interventions may include: inductions (Leskiw and Singh, 2007; Bennett, 2015), training courses (McGurk, 2010), coaching (Gonin et al., 2011), mentoring (DeFillippi and Arthur, 1994; Bennett, 2015), qualifications sponsorship (Groves, 2007). It is perhaps interesting to consider that such interventions are likely to support the building of career capital.

With their role transition stories, 25 out of the 36 business leaders acknowledged how development support provided by the case organisation helped in their transition experience. It was described primarily as an enabler, being cited on 43 occasions. When analysing the transcriptions, I perceived that the nature of this developmental help varied; some areas of support comprised formal qualifications, leadership and management training and support groups and coaching/mentoring, whilst other avenues constituted appraisal meetings with their line manager and specific training needs. Such avenues will now be explored.

6 of the business leaders drew upon insights during their transition experience gained from formal qualifications sponsored by the case organisation; such qualifications comprised degrees (Julie, Phil), masters' programmes (Colin and Phil) and professional qualifications (Sue, James and Vera). Mirroring the payoffs experienced by construction workers across the sector (Wiseman, et al., 2013), benefits attributed to this form of learning included: provision of a broader theoretical perspective, credibility, argument crafting and development of awareness. Colin described how undertaking his Masters' programme helped him to develop his thinking and approach when confronting certain situations through understanding best practice and learning through case studies:

“One of the really big draws about [parent organisation] was that they had offered to pay for a masters [...] I just thought ‘Wow!, this is great.’”

Interviewer: “So how did that help? [...]”

“It is kind of turning up to lay a carpet with a full tool box, rather than an empty tool box [...] I knew the kind of best practice approach because I had seen case studies, and read the conceptual frameworks and the different books and studies.”

Colin (3: 13, 32-33)

James gained different payoffs to Colin from having his professional qualification. Whilst it also helped with his understanding, it supported his inclusion and integration into the new team and function through giving him the language or recognisable departmental nomenclature:

“Ah yes the [expertise] course, that has helped me [...] I did the Certificate.”

Interviewer: “So how did the Certificate help?”

“Just the language, I thought that the course was poxy but the language was really good [...] [department name] has its own nomenclature that they like to use and it is like owning a thing. You can keep other people out of it if you know what to call it and so it probably helped my inclusion a little bit as I understood what people were talking about.”

James (16: 23-24)

When considering leadership and management development support provided by the case organisation, 9 of the business leaders used learning during their role transition gained from training programmes (Fleur, Bill, Isaac, Sue, Andrew, Jacob and Colin) and development networks (Jacob, Neil, Fleur and Vera). Benefits gleaned from this development included: practical tools to support transition, personal feedback to support growth and change, self-awareness, self-management, influence. Fleur described how her confidence grew and her ability to sort out situations improved through tapping into her support network of fellow ‘newbies’ within the organisation. This helped her to feel less lost and at sea:

“It is [course name], I went on [name] which is the final bit of it and I [...] built confidence up, and I had some ‘come to Jesus’ conversations with a few key people and they were all feeling exactly the same, it wasn’t because I was newish to the organisation, they and we were able to establish some at least some kind of support groups and networks I suppose.”

“So there are two things there. It makes you feel a lot more confident because you feel like you are not the only one and secondly when you are struggling or you don’t know something, you have a way to go and you have a way to resolve the situation, whereas I was feeling a bit in the Atlantic Ocean without a paddle at some points.”

Fleur (4: 17)

The most cited development support was one-to-one support; across the 36 business leaders, a third described how support in this form aided their transition experiences. Such support took the form of: internally and externally-sourced coaching (Jim, Sue, James, Garry, Simon, Tim, Alex, Vera, Mike and Eve), internally-sourced mentoring (Dan), externally-sourced career coaching and counselling (Steve).

Paybacks gained from this support included: self-awareness, personal challenge, sounding board, technical understanding, influence, emotional intelligence. Such benefits mirror the coaching and mentoring benefits reported within the organisational development literature (for example: Jones, 2005; Scheck McAlearney, 2005; Leskiw and Singh, 2007). Tim described how time with his coach supported the collecting of his own thoughts and having a sounding board to bounce ideas off; this was very much appreciated in the light of his remoteness from his line manager who was 200 miles away:

“One of the things that the business agreed to that was great was that I had some one-to-one coaching which [pauses] in hindsight now was tremendous. Tremendous because I had gone from having a boss that I was very close to geographically to having a boss that was 200 miles away.”

“To have some external coaching one-to-one was probably the biggest support for me because it gave me the opportunity like I used to have a line manager I was very close to to bounce stuff off [...] it was just helping me to collect my thoughts and that was very useful.”

Tim (22: 17)

However, Alex’s pay-offs from his coach was slightly different. He described how working with his coach had a significant impact on his self-awareness. He got to see his own impact upon others; becoming aware of this led him to make some personal changes at work:

“One person sussed me out – a girl. I had some coaching from a lady called [name]. [...] She was incredibly direct which she needed to be, and I had really appreciated it and it did change how I am [...] [coach] was a massive help, I can’t underestimate how much.”

“Biggest thing I learnt was about awareness, how I impacted on others. And that was a big, big thing because you can yes; massive. And I learnt loads, it was very very good, so well worth it.”

Alex (23: 18, 27-28)

Less frequent but still featuring within 4 business leaders’ transition stories was specific training provided by the case organisation. Several forms of particular training aided their role transitions, including: skills training (Sue, Eve and Fleur), technical training (Eve) and personality training (Julie). Cited benefits included: improved credibility (Eve) and self-understanding (Julie). Such benefits mirror the training benefits reported within the organisational development literature (for example McGurk, 2010). Eve described how going on an instructors’ course in process improvement helped to build her credibility within the business:

“I have done my instructor course [...] which is well recognised now in the business from the improvement point of view and helped me to gain credibility.”

Eve (36: 5)

Julie’s payoff was different from Eve’s. Within her transition story she described how undertaking personality training courses helped to switch on a light bulb and inform her *Self-awareness*:

“But I do believe that it was through all the personality training courses that I have actually done and understanding my behaviour and my personality, a light bulb went on really.”

Julie (2: 12)

Finally, the development conversations featuring within the appraisal process were named by five business leaders (Darren, Helen, Tim, Ben and Eve) as being important to their role transition experience. Cited paybacks included: understanding of career options, readiness for role change, succession decisions, working out next steps, as illustrated by Helen and Darren. Such benefits mirror the appraisal conversation benefits reported within the organisational development literature (for example Grandy

and Holton, 2013). Helen described in her transition story how her appraisal conversation with her line manager helped her to understand her succession path and her next steps:

“I had a very close working relationship and we almost planned through my [appraisal] process in terms of succession planning of what my next role would be.”

Helen (19: 7)

However, Darren gained slightly different benefits to Helen. He described how his 6 monthly review provided an opportunity for him to share with his line manager how bored he was with his job and how ready he was for the next role:

“We have our 6 monthly review in June/July 2012 that then I sort of said, ‘You know what’, something snapped, ‘I am a bit bored’, and it was easy, and they were all easy. ‘I want that next role now’ and that was the definitely the next step for me.”

Darren (13: 9)

In summary, given these business leaders’ experiences, within this research study Organisational: Development can be described as support in the form of: formal qualifications (for example: Leskiw and Singh, 2007; McGurk, 2010), leadership and management support (for example: Leskiw and Singh, 2007; Gonin et al., 2011), one-to-one support (for example Gonin et al., 2011), specific training and development conversations during appraisal times (for example Grandy and Holton, 2013).

Organisational: Job

The final organisational enabler relates to the job itself. Generally, job as an enabler can relate to the job design, the specific composition in terms of: accountabilities, level of challenge, job location, collaborators, level of freedom to act and level of constraints. Such features of job design are widely reported within the organisational development literature (for example Garg and Rastogi, 2006).

It is important to make a distinction at this point in terms of the coding approach. Having asked the question: What helped you during your role transition?, when the business leaders began to talk about their job, their responses were coded in one of

two ways. When business leaders described how their line manager helped to clarify their expectations in the role, this data was coded as *Line manager* and as a result was a career capital aspect. When business leaders described how the job or role was helpful, then this was coded as Organisational: Job and as a result was an organisational enabler aspect.

Three business leaders described how they found the new job's nature helped their transition experience; no reference was made to their line manager. When exploring this, I perceived that the nature of this facilitation varied slightly between their experiences.

Jacob's experience illustrated how he felt that the new job had fewer preconceived constraints than before and as a result he had a greater level of freedom to act (Jacob):

"I had this dual, dual role which is not what [previous incumbent] had. [...] because it was not exactly the same I felt that I had a bit of leeway into doing things [...] there isn't the constraints."

Jacob (29: 13-14)

Archie's experience was different from Jacob's; he described how having a job design that involved less travelling better suited his personal lifestyle was very helpful:

"I this also the fact that I was pleased to not be doing the travelling and that was huge and I suddenly had a lot more time and I had spent so much time either travelling or as I say dead time in the evening. So I think that that definitely helped that it was something that I wanted being based here and I am still doing travelling but it is not nearly as much."

Archie (27: 20)

Finally, Matthew described how having the freedom to design his new job was very helpful within his role transition experience. He almost had a blank sheet of paper to design a role that suited him:

"It was kind of a fresh start to the role. It wasn't a role that previously existed. So it was kind of a blank sheet of paper really in terms of I could kind of design how I wanted to do I [...] it was having the freedom to design it how I wanted to really."

Given these business leaders' experiences, within this research study Organisational: Job can be described as: an empowering job design that suits personal needs.

Having explored the additional transition enablers provided within the organisational setting beyond the business leaders career capital portfolios, I will move on to recognise the importance of organisational employees.

5.3.2 Knowing Whom as Organisational Employees

It is important to acknowledge that many members of the business leaders' *Knowing Whom* networks were employees of the case organisation – or in other words organisational actors – undertaking their organisational roles. Given that social capital is relational, it is important to consider this different perspective and to recognise the patterns of relations between individuals and organisations (Schuller et al., 2000). Such relationships are dynamic in nature and are jointly owned by their members (Nahapiet and Ghoshal, 1998) and involved parties. Consequently, we can understand that whilst a relationship may start as a formal connection between two organisational employees undertaking their roles, such relationships can strengthen – as well as diminish – as a result of the relationship experience. This growth may edge beyond the formal role definitions into other areas such as colleague support, peer friendship (Storey and Richard, 2015).

When exploring with the business leaders what helped their role transition experience, a plethora of relationships internal within the case organisation was described by each. Such *Knowing Whom* is illustrated in both **Figure 4.1** and **Table 4.3** and comprises a component part in each business leader's career capital portfolio. Whilst the nature of relationship development is out of scope of this research study, it is pertinent to acknowledge the importance of the organisational setting as the initiating context for many of these relationships. This prominence can be illustrated by extracts from Bill's, Sue's and Vera's stories. Bill had a gap in departmental intelligence to support the development of his business. This gap of knowledge was filled through liaising with colleagues from the relevant team. Without his support, Bill wouldn't have been able to undertake the role and to deliver what was expected of him:

"I had the help with the [departmental name] side of it [...] so if I hadn't had [marketing colleague] and his access support to his area [...] I couldn't do it all.

[...] What I am talking about it wasn't straight-forward. When we did the list of what we needed: literature and samples and getting the right products and right prices and getting technical data to support us. It was really really basic things, and I couldn't do [it] bearing in mind I am three hours away from here."

Bill (5: 32-33)

Whilst Bill had a gap in his departmental intelligence, Sue had limited knowledge in how the [function] management team was operating. Sue wanted to fill this knowledge gap, given her recent promotion into the [function] management team. Her peers within this team helped to plug this awareness gap:

"I feel like I have, really have had, the support from [line manager] and [line manager's] direct reports. They have been really supportive. [...] Drawing on their expertise, they have been in the team longer so if I need to ask them for help or talk through something, I feel like I can do that."

Sue (11: 26-27)

Finally, when Vera was promoted to being a line manager, she realised that she had a gap in technical HR understanding. Consequently, it was perceived as being invaluable to tap into the support provided by her HR colleagues. Her HR colleagues helped Vera to face into maternity leave and recruitment challenges. So far Vera hadn't had training within these areas which left her feeling exposed and 'shaky':

"HR helped with questions because suddenly I had to get them all, all with HR maternity policies, recruitment policies, so I had never had this training. How do you recruit somebody? I don't know? [...] Yes mainly recruitment as you had to recruit maternity cover, so HR sat down and talked through what the recruitment process was and how the interviews are going to be structured."

"But off on your own. And the first time I was having to interview, and I was so nervous [...] I was more shaky than the guy who came for an interview because I had never interviewed anybody! [laughs]"

Vera (21: 12,18)

Having explored the additional transition enablers provided within the organisational setting and emphasised the value of organisational employees undertaking their formal role, we can understand the importance of the organisation setting for the business leaders' role transition experiences. They are not islands acting independently of their

context, but rather they are rooted within the organisational context which can support their role such experiences. These findings concur with the more contemporary view of transition management where it is a partnership between both the individual and organisation (Suutari and Makela, 2007). So rather than have accountability with either the individual or the organisation, an *or-or* perspective, it should have an *and* perspective, where both the individual and the organisation have a role to play (Lips-Wiersma and Hall, 2007; Dries and Pepermans, 2008). Therefore, the organisation still has a role to play and much remains for the organisation to manage during these transitions (Baruch, 2006).

5.4 Importance of the Line Manager

This consideration of the organisational context is also emphasised when we consider the importance of the line manager within the business leaders' transition stories. When I spoke with the business leaders, 30 of the 36 described how their new *Line manager* had helped them during their role transition; this was the most frequently applied career capital aspect across the case population. In addition, being mentioned on 98 occasions, the *Line manager* can be seen as being the most frequently cited, as illustrated in **Table 4.3**.

However, it is interesting to understand that when comparing with the careers literature, whilst it is recognised that the line manager is an important relationship for employees (for example McNulty and Vance, 2017), we can see that the line manager wasn't specified as an aspect of career capital within the internal work networks (Suutari and Makela, 2007; Jokinen, et al., 2008; Dickmann and Doherty, 2008; Yao, 2013; Sutherland et al., 2015), as illustrated in **Table 1.1**. Even within the one organisational transition study applying the DeFillippi and Arthur career capital theory, the importance of the line manager was absent (Suutari and Makela, 2007). Yet it is important to recall that Suutari and Makela's research study explored how a global career involving multiple role transitions influences role holders' career capital. Consequently, this further emphasises the unique perspective of this research study through looking at what career capital aspects facilitates role transitions within an organisational setting.

When reviewing the business leaders' transition stories, I saw that through having a positive and constructive relationship with the new *Line manager*, business leaders

benefited by enhancing further their own career capital portfolio. These findings reflect Bourdieu's principle of convertibility, where particular aspects of capitals can be converted into other forms of capital (Doherty and Dickmann, 2009). To illustrate this, the business leaders' social capital relationship with the *Line manager* was converted into other career capital aspects. *Knowing How* was cultivated in many areas. By acting as a sounding board, the *Line manager* helped the recently transitioned business leader to prioritise and hone their *Critical thinking*. Also, the *Line manager* was able to spot forthcoming issues and problems thereby helping the business leaders to extend their levels of *Initiative*. In addition, the *Line manager's* influence provided a calming effect, helping business leaders to be less stressed and more adept at *Self-management*. As well as this, the line manager was able to extend the level of *Influence* of the newly appointed business leader, as illustrated by Steve. Steve's line manager persevered and after 9 months was able to gain sign-off from a *Stakeholder* for the sponsorship of Steve's career coaching:

"I guess the discussions with [line manager] it was clear that I was uncertain about my career and I had never had clarity and so she was trying to arrange a career coaching for me. It took about 9 months for [stakeholder] to sign off! He just didn't get why I wanted it! And [line manager] kept trying to convince him [...] so eventually it was signed off [...] she helped me so much."

Steve (21: 13, 37)

As well as helping to build the *Knowing How* broad flexible skill set, *Line managers* also transferred *Technical expertise* and *Career relevant knowledge* for both the *Job* and *Business* to the business leaders. Archie described how his *Line manager* helped to share *Career relevant knowledge: Job* through the writing of accurate and useful procedural notes:

"One of the other things that helped was that [line manager] had made good procedural notes and it was it was easy then to pick it up and use it as a basis for the role."

Archie (27: 22)

In addition to *Knowing How*, the new *Line manager* helped the business leader to strengthen their *Knowing Whom* in the form of reshaping their networks within the workplace as well as their *Reputation*. As well as sign-posting to key *Colleagues* and therefore indicating the key relationships to forge, on some occasions the *Line*

managers helped the business leaders to realise the importance of stakeholder identification and management. Moreover, the new *Line managers* helped to manage other people's perceptions of the newly transitioned business leader, being an advocate within the business thereby helping to build their *Reputation*, as illustrated by Colin:

"She [...] acted as an advocate when we went to the [meeting] [...] so some of the things was building credibility, and I suppose that may be where building quick wins came from. 'So how can you build credibility?' 'Well let's have some quick wins' [...] it helped me build credibility in the role and recognition of me in the role."

Colin (3: 35-36)

Furthermore, the new *Line manager* helped to strengthen the business leaders' *Knowing Self* during their role transition. Through the offering of feedback, praise and reassurances, business leaders developed their *Self-confidence* and self-belief, as illustrated by Colin's continued story:

"So that helped me to build confidence and people because they knew me, they asked me for advice and every time they asked me for advice, and I gave advice and someone benefited from it, I was building confidence and it happened more and more."

Colin (3: 37)

Given that the psychological challenges involved in transitioning can include disruption of self-esteem (Schein, 1978), mental health (So, 2010) and well-being (Ashforth and Saks, 1995), this self-assurance and building of *Self-confidence* can be critical. Also, the new *Line manager* helped to build the business leaders' levels of *Motivation* through understanding what was needed and adjusting their approach, for example through providing freedom or the releasing of pressure. Julian's challenging transition was helped by his new *Line manager* lowering his expectations of Julian at that time:

"He has helped me because he is he is not putting too much pressure on me in those areas [...] If he was I would be in a world of pain."

Julian (32: 20)

As well as helping to build further the business leaders' career capital, the *Line manager* instigated access to other additional capital: physical capital (office space,

technology, training programmes and coaches) and economic capital (targeted pay increases, funding for business cases). Therefore, the social capital of the *Line manager* relationship was converted into physical and economic as well as career capital. This convertibility is illustrated visually in **Figure 5.1**.

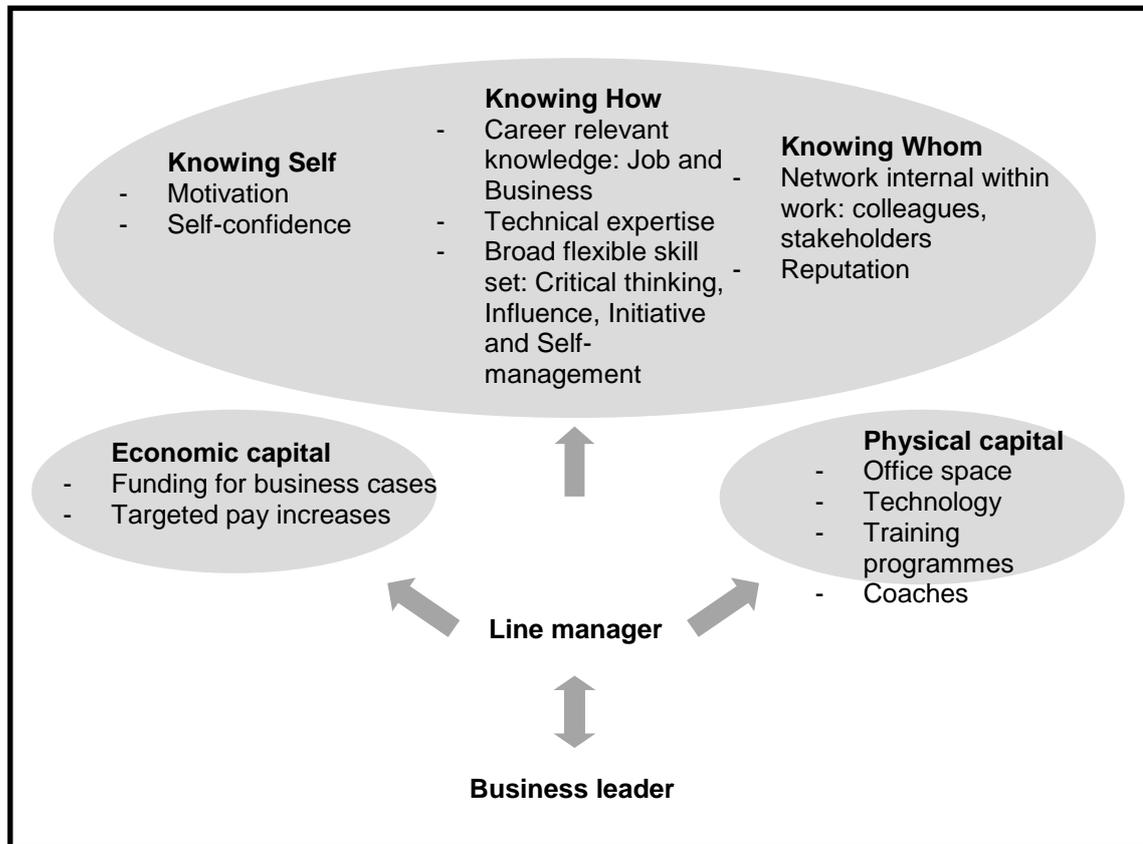


Figure 5.1: Line Manager as a Gateway to Additional Capital

Source: Own

As well as impacting the capital accessible to the business leader, the quality of the relationship with the *Line manager* impacted their transition experience and duration. There were marked differences when the quality of relationship was positive (Colin) or poor (Fleur). Where the quality of relationship was strong, Colin had a steady transition that lasted a few weeks:

"It becomes a steady build."

"I think that it would have been quite quick [...] It was within weeks rather than months."

Colin (3: 37-39)

However, Fleur's experience was different; her more challenging relationship with her line manager contributed to her having a more painful transition experience lasting 18 months:

"It was quite painful [...] Sudden, deep end, unsupported, but quite excited looking forward to the challenge, thought that I was capable but felt quite at sea."

"I just think that a bit more line manager support would have been useful I have got to be honest [...] I think that it would have given me the clarity."

"It took me 18 months and it is ridiculous."

Fleur (4: 13, 22, 24, 36)

Fleur's different experience to Colin emphasises how missing resources within an organisational structure, in this case a supportive line manager, can act as a barrier to an individual's transition experience and hinder individual agency. Moreover, with the case of Colin this emphasises how a line manager can help to create a positive transition experience, rather than transferring or spiralling a negative experience to future transitions (Nicholson, 1987). This reinforces Bourdieu's (1986a) viewpoint that it is valuable to cultivate and manage key relationships within your social capital network, in this case the line manager. Moreover, understanding the significant role that the *Line manager* plays in a role holder's transition experience adds further clarity to research question 1 where we are keen to understand what aspects of career capital facilitate such role transitions. I will now move on to understanding the importance of the individual levels of agency together with organisational attachment within the role transition experience.

5.5 Importance of Organisational Attachment and Personal Agency

Four months into data gathering, I noticed two underlying themes across those business leaders that I had interviewed to date. My observation came into sharp relief following three consecutive interviews: Garry, Matthew and Bob (during week commencing 25th April, 2016). I can illustrate this by two extracts from my journal:

"There appears to be different routes to success: work experience, expertise and network – Matthew; influence, organisational awareness and conceptual

thinking – Garry; confidence, conceptual thinking and gravitas – Bob [...] [Bob] wasn't attached to staying [within the organisation]."

My journal extract Friday 29th April, 2016

"[Bob's] thinking is very strong and confident. He has agency in relation to managing his career."

My journal extract Thursday 7th July, 2016

One theme related to the nature of the business leaders' personal agency when managing their career; the second theme related to the business leaders' level of organisational attachment. I will introduce both themes.

Personal Agency

During their interviews, business leaders indicated levels of personal agency in relation to their career management, at both low and high levels. Personal agency can be defined as an individual's: desire to 'influence intentionally one's functioning and circumstances' (Bandura, 2006: 164) and perception as being able to construct appropriate courses of action, and influence a social and physical environment (Besta, et al., 2016). Such individual agency can be associated with individuals who are efficient and resourceful (Bandura, 2006). Here, low levels of personal agency were indicated through: reluctantly accepting new role terms and conditions that they weren't happy with, waiting indefinitely to be allocated a coach, having no career plan, waiting for and allowing the organisational leaders to prompt new role opportunities, staying unhappily within a role. Such low levels of personal agency concur with Mayrhoferr et al. (2004) who stipulate that role holders can be socialised through their up-bringing to experience less individual agency. Moreover, these increasing levels of role holders passivity is an under-lying assumption within William Bridge's (1980) Transition model, where the individual passively travels through their transition (Fenwick, 2013). Within this case population, lower levels of personal agency can be illustrated by the quotations below. Fleur's story illustrates how her line manager offered her the new role when the previous incumbent moved on:

"Literally [my line manager] pulled me in and said 'Jonathan is moving on, so you are stepping up.' [...] it was right 'Here you go, here is the hat, get on with it.'"

Fleur (4, 11)

Bill's story was different to Fleur's. Here, he described how despite being dissatisfied with the working conditions, which led him to work away and not see his young family, he remained within the role:

"You get to the point when you work away so much that I didn't see my family and they are 7 and 10 years old. You don't get any satisfaction from it."

Bill (5, 6)

Sally's low level of personal agency was shown through her lack of active career management. Having no life plan, she describes how she has taken work opportunities that have been offered to her:

"I have never had that life plan [...] I certainly didn't get here and think 'Right in 5 years I am going to be a [Department] Manager' [...] I have generally gone through and taken opportunities that have been given to me."

Sally (30, 8)

High levels of personal agency were indicated through: instigating and shaping a new role opportunity, prompting a cross-functional move, influencing new role terms and conditions before accepting, declining role opportunities and extensions that don't meet own standards, having a career plan and vision. Evidence of higher personal agency amongst role holders is echoed by much of the careers literature. As well as being recognised as a feature of the emerging knowledge-based societies (Pettersson, 2003; Dries, 2011), higher personal agency is acknowledged as being a central part of the boundaryless career mind-set. Being supported by the protean career attitude (Grimland, et al., 2012), career decisions can be self-directed and driven by the individual and not organisational values (Hall, 2002; Briscoe and Hall, 2006). Within this case population, higher levels of personal agency through the transition experience are illustrated by the quotations below. Colin describes how he had manufactured and created the new role in collaboration with his new line manager:

"I had manufactured the role with [line manager] and myself, I still had to go through the proper recruitment procedure."

Colin (3: 17)

Here, Bob describes how he negotiated the conditions of the new role, including maintaining similar responsibilities whilst keeping the head count to suit his needs:

“[Line manager], could I go and do that role and take with me what I am doing at the moment and on the condition that I get to keep the head count?”

Bob (6, 2)

Finally, Eve describes how on accepting the new role that it was a progressive step along her career path:

“I think that the good thing about that was that [...] I was moving towards something new and that it was a step towards my career progression [...] yes, I am on the right path.”

Eve (36, 39)

Given this, personal agency can be described here as the personal initiation and implementation of career-related actions.

Organisational Attachment

Moving on to explore the underlying theme of organisational attachment, such attachment can be defined as a role holder’s desire to stay within an organisation (Hom, et al., 2012; Shapiro, et al., 2016), and more specifically as ‘an individual’s psychological and behavioural involvement in a social group or unit of which he or she is a member’ (Tsui, et al., 1992: 554). Although related, such a term is distinct from organisational commitment, which can describe an individual’s active support of an organisation, or more particularly as ‘an ability and willingness to align one’s own behaviour with the needs, priorities and goals of the organisation’ (HayGroup, 2000: 66). During their interviews, business leaders indicated both high and low levels of personal attachment with the organisation. Low levels of personal attachment were indicated through: feeling disconnected from or frustrated with the organisation, talking about leaving the organisation, looking at role opportunities outside of the organisation, offering up personal email addresses in order to receive the research summary paper when published which in itself indicated that they perhaps were not expecting to be working at the organisation once the summary paper was published. Again, lower levels of organisational attachment are reflected within the careers literature where it is

acknowledged that a job for life is less a realistic employment goal (Tulgan, 2001; Yates, 2014), where workers have fewer ties to the organisation (Liakopoulos, et al., 2013). The boundaryless career theory reflects this lowering of organisational attachment through emphasising the mobility between roles and organisations (Eby et al., 2003). This is echoed within the careers literature with the evolution of the psychological contract, which can be defined as the unwritten contract that embodies the expectations that an organization and an individual have of the other in terms of their future relationship and outcomes (Inkson and King, 2011: 42). Some employees are taking a more active role in shaping this contract to suit their individual needs, as illustrated by some business leaders within this research study. Such lower levels of organisational attachment within this case population can be as illustrated by the quotations below. On describing how organisational leaders had invited Alan to re-join the leadership group whilst admitting their previous error in removing him, Alan described how the emotional damage and disconnection with the organisation had already happen. He continued to share how this hampered his ability to fully engage with the new role:

“When I was asked to come back to the leadership group saying ‘We have got it wrong’. But the damage was done then, it happened, the disconnection [...] so that is [pauses] so that is why I was happy to take the role on, well, it is very difficult to put my heart and soul into this.”

Alan (12, 53)

Vera’s low level of organisational attachment manifested differently through her active job searching outside of the business:

“Yes. I had started looking externally as well so I had started looking you know not actively but started looking at the websites and what are the jobs that are available and procuring management, what are the requirements.”

Vera (25, 7)

Whereas Bella’s offering up of her personal email address indicated her belief that she may not be present within the organisation once the summary paper was ready to be communicated. Interestingly, Bella has subsequently left the organisation 12 months after undertaking this interview:

“I can give you now my personal address which is [personal email address] [...] you never know, I may not be here!”

Bella (1, 31)

High levels of organisational attachment were indicated through: talking about the organisation as a family, building close attachments to fellow colleagues, having worked in the organisation for many years, committing to organisational work programmes lasting for numerous years, valuing job security, admitting not wanting to leave the organisation. Drawing from the careers literature, higher levels of organisational attachment can typically be experienced by role holders who are undertaking an organisational career, where employees are encouraged to identify with the firm, where it is implicitly assumed that employee engagement is traded for job security (Arthur et al., 1995). Such higher levels of organisational attachment from this case population can be illustrated by the quotations below. Jim showed high levels of organisational attachment through describing how the organisation is likened to a family:

“One of the things that I like about [organisation] is that we are like a family, we don’t get rid of people easily.”

Jim (9: 6)

Sue’s organisational attachment surfaced through how she described her long employment tenure within since leaving university:

“But I have always worked at [organisation] apart from a university job and my career has been [organisation]. I have never been in a different industry.”

Sue (11: 32)

However, Bob shows an increasing level of organisational attachment through taking a future, longer-term career perspective and describing how he is more trusting of the business:

“It is just that sort of business that you are doing something that you are putting a lot of work into it and I just hope that it is helpful and progressive in my long-term career [...] I think that probably it is a good organisation to trust; they trust me I guess.”

Bob (6: 44)

Given this, organisational attachment can be described here as the personal connection with the organisation.

Inter-Relationship Between Personal Agency and Organisational Attachment

In addition to seeing evidence of their personal levels of agency and attachment within the business leaders' role transition stories, I noticed that these two underlying themes were inter-related. In other words, they worked together rather than being either-or. **Figure 5.2** illustrates the four different categories and introduces the category labels and definitions.

Organisational Attachment	High	Company Worker Showing a connection with the organisation and demonstrating lower levels of initiation and implementation of career-related actions	Political Worker Showing a connection with the organisation and demonstrating higher levels of initiation and implementation of career-related actions
	Low	Passive Worker Showing less of a connection with the organisation and demonstrating lower levels of initiation and implementation of career-related actions	Career Worker Showing less of a connection with the organisation and demonstrating higher levels of initiation and implementation of career-related actions
		Low	High
		Personal Agency	

Figure 5.2: Organisational Attachment and Personal Agency Worker Typology

Source: Own

I analysed each of the business leaders' scripts using the indicators introduced before, which for ease are summarised in **Table 5.2**.

		Indicators
Organisational Attachment	High	Talking about the organisation as a family, building close attachments to individuals within the organisation, having worked in the organisation for many years, committing to organisational work programmes lasting for numerous years, valuing job security, admitting not wanting to leave the organisation.
	Low	Feeling disconnected from or frustrated with the organisation, talking about leaving the organisation, looking at role opportunities outside of the organisation, offering up personal email addresses in order to receive the research summary paper when published which in itself indicated that they perhaps were not expecting to be working at the organisation once the summary paper was published.
Personal Agency	High	Instigating and shaping a new role opportunity, prompting a cross-functional move, influencing new role terms and conditions before accepting, declining role opportunities and extensions that don't meet own standards, having a career plan and vision.
	Low	Reluctantly accepting new role terms and conditions that they weren't happy with, waiting indefinitely to be allocated a coach, having no career plan, waiting for and allowing the organisational leaders to prompt new role opportunities, staying unhappily within a role.

Table 5.2: Indicators of Organisational Attachment and Personal Agency

Source: Own

Taking into account the balance of evidence of low to high personal agency and organisational attachment within each of the interview scripts, 35 of the 36 business leaders can be mapped onto this grid; **Figure 5.3** illustrates their respective positioning in relation to their levels of organisational attachment and personal agency. Isaac was the only business leader that gave no indications of his positioning from his role transition story and consequently isn't positioned in **Figure 5.3**.

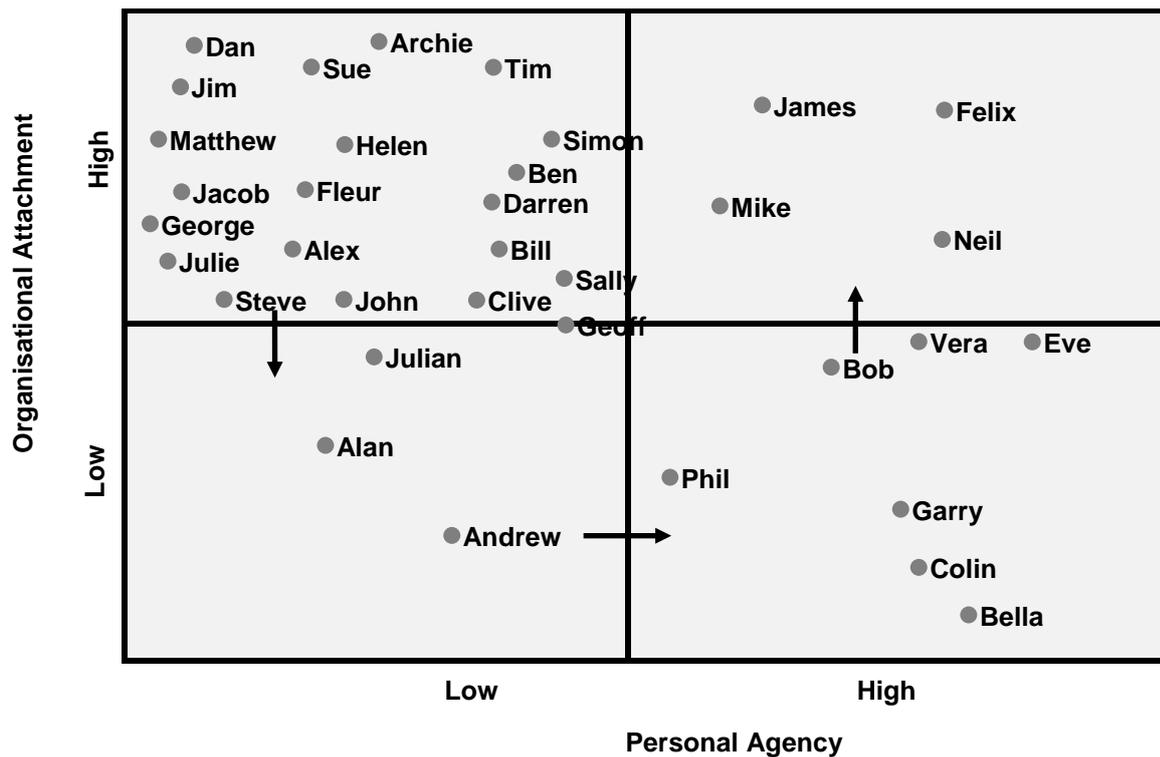


Figure 5.3: Mapping of Business Leaders into Worker Typology of Organisational Attachment and Personal Agency

Source: Own

These categories are illustrated by a quotation from a business leader from each of the quadrants:

Passive Worker

Julian showed a lack of understanding of what he wanted as his next career move and he accepted role terms and conditions that he was unhappy with (low personal agency). In addition, he felt frustrated and disconnected with the organisation describing his emotional state as ‘bitter and twisted’ (low organisational attachment):

“I was listless, if I was honest. The answer to your question is that I am listless. I had no idea of what my next move was.”

“Clearly the offer their offer was to give me a company car, no salary increase or anything [...] I made the point I am not entirely happy with this [...] There wasn’t any room for negotiation and again I felt a bit helpless in that situation [...]. Here I am, all bitter and twisted.”

Julian (32: 9, 17)

Company Worker

Archie was working in a role which led him to be away four nights a week; rather than initiating a role change himself, he signalled to the organisation that he wanted a change and waited until a role was found for him (low personal agency). On eventually being offered a role, he happily accepted this new role enabling him to stay further within the business; Archie had been within the business for many years (high organisational attachment):

“So the actual travel itself was horrendous but that wasn’t the worse part, it was being away four nights [...] so I had made overtures that if there was anything coming up that I would be interested coming back more based here.”

“So at the same time there was a reshuffle agreed in [function name] department and I was asked if I would like to do this role [...] I think that I said ‘Yes!’ straight away.”

Archie (27: 7-8, 13)

Career Worker

Phil had a career plan to change the organisation to being a true [strategy name] organisation (high personal agency). Also, he was keen to get as much out of the experience and when that was done he would leave the business (low organisational attachment):

“I don’t care who I upset, I came into this organisation with a mind-set. I want to change the organisation - that is a true [strategy name] organisation. This is my goal and I am going to do that and I am going to get as much out of it as I can and when I can’t get anything out of it, I will leave.”

Phil (14: 34-35)

Within two years of undertaking the interview, Phil left the business.

Political Worker

James instigated a role change to a new function and asked several colleagues to coach him to enable this to happen (high personal agency). Additionally James shared

how he is likely to still be within the organisation in 2-4 years' time (high organisational commitment):

"I talked to a number of people around the business and I just looked at what other people do [...] I think that [function] is the place for me. [...] so I went and spoke to a couple of different people and asked them if they would coach me."

Interviewer: "In terms of the consultancy summary that I share, I will write that up and that will be 2018 [...] the deadline is 2020. [...] would you like a copy of that?"

"Yes definitely. Thank you!"

Interviewer: "In terms of email, shall I use the [company] one?"

"Yes, I will almost certainly still be here. There is another insight for you!"

James (16: 5, 37)

The business leaders' location within the quadrant shows their respective position at the time of their role transition. With these quadrants in mind, when reflecting on the business leaders' stories three of the business leaders: Bob, Steve and Andrew, moved position as a consequence of their role transition experience. Andrew grew in personal agency, whilst Steve decreased and Bob increased in organisational attachment. Arrows indicate this movement within **Figure 5.3**. Andrew's story illustrates this. Despite initially deliberately whether to stay (50% chance) or leave (50% chance) the organisation, Andrew actively chose to stay as he didn't want to waste the 7-8 years of experience:

"So I got confirmation that I had been successful within a week or two [...] I was very happy. It was a logical step for me to do. I was actually 50-50 as to whether I would leave but I made the decision to stay with [organisation] [...] I joined [organisation] 20 years old so I had a fair old time in here, 7 years, 8 years previous. So I didn't want to waste that."

Andrew (24, 8-9)

However, despite saying these words, I sensed that Andrew was disconnected from the business and looking for something new. I reflected this intuitive sense within my journal notes:

“He is at a cross-roads and is a little bit lost. I think that he saw our connection as an opportunity for him to learn something.”

My journal extract Tuesday 17th May, 2016

At the end of the interview Andrew asked to meet again to share any additional thoughts once he had had time to reflect. During our second conversation, he admitted to having ambitions to undertake career opportunities outside of the organisation. Nine months after the interview, Andrew left the organisation.

Finally, on exploring the different worker typologies I sensed that there were differences in the career capital aspects present within their portfolios; in other words, my intuition led me to believe that there were contrasts between the passive worker, company worker, career worker and political worker, in the composition of their career capital portfolios. While this research study doesn't reside within the quantitative research paradigm, I felt that there might be interesting patterns of portfolio constitution. Also, given that there are different numbers of business leaders within each typology - passive worker (3), company worker (21), career worker (7) and political worker (4) – I chose to look at percentage of presence to see what patterns emerged to back up my intuition. Highlighted below are some of the interesting patterns that emerged within the data.

Unlike the other three typologies, Passive workers had smaller networks; they had zero presence of *Colleagues* and *Direct Reports* within their networks. In addition, they had complete gaps in their *Knowing How: Self-management* and *Tenacity*. This is perhaps unsurprising, given Julian's challenges surrounding his mental state and Andrew's challenges to navigate the transition to being a line manager and draw upon a range of support sources.

Shifting our focus to Company Workers, I found that they had the highest percentage presence amongst the four typologies of *Stakeholders* and *Direct reports* connections within their network, as well as *Reputation* and *Business knowledge*. Again, this is perhaps as expected. With a loyal presence within the business accommodating the organisational agenda when it comes to career management, it makes sense that they would have a positive reputation especially with stakeholders and their team, as well as having ready access to business knowledge.

Moving our attention to Career Workers, these business leaders had the highest percentage presence amongst the four typologies of *Self-confidence* and

Qualifications. This concurs with what we have heard from Colin, Bob and Phil in terms of their confidence to shape the business whilst drawing upon externally-recognised, Master-level qualifications, to inform their approach. In addition, Career Workers had the highest percentage presence of both *Tenacity* and *Self-management* amongst the four typologies of business leaders. Whilst initially this may appear perhaps as surprising, on further consideration it resonates with the transition stories that we have heard. With these business leaders who are present within the organisation for an individually-defined agenda and purpose, they are likely to meet resistance and need to draw upon their *Tenacity* and *Self-management* resources to keep going with their own agendas within this organisational context.

Finally, considering the Political Workers, whilst they had the highest percentage presence amongst all of the business leaders of *Influence* and *Colleagues*, they had the lower percentage presence of *Career-relevant experience*, *Reputation* and *Previous line manager*. On reflection this resonates with the transition stories that we have heard. Through carving out their new path within the business, we could see how such business leaders broke free from their previous team (for example: James) to move into a new role; this break away did create dissonance with the previous line manager. New opportunities were spotted through being tipped off by colleagues, and an orchestrated influencing approach did deliver success through being appointed in the role (for example: Mike). However, it meant that within this new area their *Reputation* had diminished and were needed to be rebuilt (for example: James), and often *Career-relevant experiences* were missing creating challenges (for example: Neil).

These observations brings additional clarity to research question 2, through illustrating that personal agency and organisational attachment may impact how career capital supports business leaders in their role transition. In addition, these findings have relevance. No other career capital research studies within the careers transitions literature have identified the importance of the nature of the relationship between the role holder and organisation. The identification of the dynamism of personal agency and organisational attachment and its impact on this role holder-organisation relationship is new, offering a unique contribution to knowledge.

Having explored the importance of business leaders' personal agency and organisational attachment within the business leaders' role transitions, I move on to explore how career capital was both developed and eroded through the business leaders' transition experience.

5.6 Development and Erosion of Career Capital

When I listened to the business leaders describe their role transition experiences, I noticed that career capital could both be developed and eroded as a result of the transition. This pattern was first noticed when interviewing Fleur, as indicated in my journal extract:

“She has built career capital through the process - both self-awareness and confidence, as it was challenging [for her].”

My journal extract Wednesday 24th February, 2016

This insight is relevant to this research study as it helped to inform the answers to research question 2 which explores how and in what way career capital facilitates the transition. This dynamic nature of career capital is echoed within the careers literature. It is acknowledged that an individual's competence can be directly impacted by a transition experience (Ashforth and Saks, 1995), where although transitions can have positive and negative outcomes (Schlossberg, 1981), it is affirmed that the personal gains typically outweigh the challenges (Nicholson, 1990). Such dynamism is reflected within the cycles of conversion of capitals (Bourdieu, 1986a) and career capital (Mayrhofer et al., 2007), and illustrated within the concept that a role holder's available resources can be shown in a dynamic balance sheet (Schlossberg et al., 1995) of shifting personal assets and liabilities. Research shows that international assignments can lead to the development of career capital: confidence, cultural awareness, commercial experience and social capital (Dickmann and Harris, 2005); self-awareness, general management competencies, international competencies (Suutari and Makela, 2007). However, it is interesting that whilst career capital development is acknowledged within these research studies, career capital erosion was not experienced.

Shifting the perspective back to this research study, in turn I will explore how career capital was both developed and eroded, illustrated through extracts from the business leaders' transition stories.

Career Capital Development

32 of the 36 business leaders developed career capital through their role transition experiences; the four exceptions were Isaac, Steve, Archie and Julian. When

examining the nature of this career capital development further, I noticed that the business leaders developed their career capital in two ways: firstly, directly through what they experienced, and secondly, through accessing or acquiring this career capital through a network contact. Interestingly, this is reflected within the careers literature where it is acknowledged that career capital can be development through social contacts and in particular via career sponsorship (Jones and DeFillippi, 1996).

Looking more deeply into this first category, 30 business leaders gave 82 examples of how they directly developed career capital through their role transition experience. **Table 5.3** illustrates where this development took place and its frequency. Interestingly 35% of career capital development through the role experience involved the development of *Self-confidence*.

	Number of Citations Where this Career Capital Aspect was Developed Directly Through Experience	Number of Citations Where this Career Capital Aspect was Accessed Or Leveraged Through a Network Contact
Knowing Self	34	3
Self-awareness	3	0
Self-confidence	29	0
Motivation	2	3
Knowing How	39	33
Broad Flexible Skills:		
Adaptability	0	0
Critical thinking	3	0
Influence	24	7
Initiative	2	0
Relationship building	0	0
Self-management	6	0
Tenacity	2	0
Career relevant experience	0	0
Career relevant knowledge: Market	1	1
Career relevant knowledge: Business	0	8
Career relevant knowledge: Job	1	10
Technical expertise	0	7
Qualifications	0	0
Knowing Whom	9	5

External non-work: Family	0	0
Internal within work: Colleagues	0	0
Internal within work: Direct reports	0	0
Internal within work: Line manager	0	0
Internal within work: Peers	1	0
Internal within work: Previous line manager	0	0
Internal within work: Stakeholders	0	0
Reputation	8	5
Total Career Capital Aspect Citations =	82	41

Table 5.3: Number of Examples Where Business Leaders Developed Career Capital through their Role Transition Experience

Source: Own

Other interesting patterns can be seen within this data, some of which may be surprising. Some career capital aspects didn't develop through the role transition experience at all - either directly through the experience or indirectly accessed through a network contact - for example: *Qualifications*, and all other network contacts excluding the *Peer* relationship. So it would seem that the network contacts that supported the business leaders through their role transition experience were already established before the role transition occurred rather than being cultivated through the experience. In addition, there were some career capital aspects that only developed through the experience, and were not accessed or leveraged through a network contact, for example: *Self-confidence*, *Self-management* and *Tenacity*. These were primarily within *Knowing Self* and *Knowing How*. Moreover, there were some career capital aspects that were only developed through being leveraged or accessed through a network contact, for example: *Technical expertise*, and *Career-relevant knowledge: Business*. Such knowledge and expertise aspects were not developed through the role transition experience. Finally, some career capital aspects were developed both through the role transition experience and through being leveraged from an existing network contact, such as: *Motivation*, *Influence*, *Career-relevant knowledge: Job*. These insights have relevance for individual transition management and career planning and will be explored further in **Chapter 7 - Conclusion**.

I can illustrate the form of this career capital development through identifying two examples: Phil used his *Qualifications* to increase his *Influence*; Tim developed his

Critical thinking through working with an external coach. Phil describes within this transition story how he applied insights, awareness and nomenclature gained from his masters *Qualification* to further increase his impact with colleagues and stakeholders and help to change the organisational attitudes:

“I had done a Masters in Organisational Innovation and I had majored on cultural transition [...] so whenever I was talking to the senior management around the project and the challenges that I was facing in the project, I was very able to say this is happening [...].”

“That awareness and the language that allowed me to I guess look and sound a lot different [...] I would use that as leverage to really change the attitude that the organisation had.”

Phil (14: 6-7)

However, Tim’s career capital development took a different form. He described how in the absence of a geographically-close line manager he accessed an external coach. Through working with this external coach he was more able to bounce his ideas off her and collect his thoughts thereby strengthening his *Critical thinking*. Given that Tim gained so much value from this coaching, he extended the contract and paid through his own budget:

“To have some external coaching one-to-one was probably the biggest support for me because it gave me an opportunity. Like I used to have a line manager I was very close to bounce stuff off and to talk about the issues that I had [...] it was just helping me to collect my thoughts and that was really useful.”

“I extended it of my own choice and I started to pay through my own budget [...] so I only really stopped having coaching the back end of last year when I sort of felt I was probably at this stage [...] I was quite happy with where I was and thinking things through and yes, self-coaching.”

Tim (22: 17-18)

Shifting attention to look more deeply into the second category of career capital development, 19 business leaders gave 41 examples of how they accessed or acquired career capital through a network contact. **Table 5.3** illustrates where this development took place and its frequency. Interestingly 80% of career capital

development through leveraging a network contact was in through the development of *Knowing How*.

Again, I can illustrate the form of this career capital development through identifying two examples: Bob used his relationships with his *Colleagues* to increase his *Technical expertise* and *Job knowledge*, whilst Neil used his relationships with his *Direct reports* to develop his *Technical expertise*. When Bob described his transition into his new role, he elaborated on how this role required him to have financial technical know-how beyond his current levels of capability; he accessed his finance *Colleagues* to gain greater understanding within this area. In addition, this new role presented people challenges which required him to understand his HR responsibilities and the employee relations know-how; again Bob gained a greater level of understanding of this through connecting in with his HR *Colleagues*:

Interviewer: "So how has the connection with HR and Finance helped?"

"It is a very financy-related role and there is no coincidence that I am in the Finance building [...] I just like key people, like I liaise with [finance colleague] and [finance colleague] and they are all available [...] HR would just be as things arise really, there are quite a few HR issues in my area. [...]"

"With Finance it was more day-to-day and this is the bread and butter of what we do and why is this figure and not that figure [...] with HR it is more like 'This is what I would like to do, what are the options for this person given' or 'What can I do to restructure the team and get more out of them?' That sort of thing."

Bob (6: 27-28)

Similarly, Neil had gaps in his *Technical expertise* when he transitioned into an operational role. He was able to handle this gap through liaising with his *Direct reports*, who helped him to plug these gaps within his career capital aspects:

"Yes certainly my direct reports at the time helped yes."

Interviewer: "And in what way did they help?"

"Well in terms of giving me knowledge because I came in with little or no understanding, no understanding about the plant and little or no understanding of how it works in [organisation] sort of production-wise and [parent organisation]."

Career Capital Erosion

As well as career capital development, three of the 36 business leaders eroded career capital through their role transition experience: Fleur, Dan and Simon. All three business leaders suffered a decline in *Self-confidence* whilst Dan also experienced a decline in his *Peer* network given his promotion to line manager within his own team. Fleur's loss of *Self-confidence* was partly as a result of her being thrown in at the deep end and feeling lost:

"Sudden, deep end, unsupported, but quite exciting looking forward to the challenge, thought that I was capable but felt quite at sea [...] I think that when you are thrown into the deep end your confidence suffers a bit."

Fleur (4: 13,19)

On being promoted to being the line manager within his team, Dan described how this shifted his relationships with his *Peers*. He lost this support network as he had to reconfigure these relationships to those of his team members. In addition, the physical nature and emotional aspects of the role diminished his levels of *Self-confidence*:

"So I think people's interaction and the way they interacted with me changed [...] instead of having an issue and you go and talk about it with them, and you do that in confidence within your peer group without your line manager knowing. You are then almost excluded out of that so people are having conversations amongst themselves and sorting it, which is great but you almost feel like you don't have the support network any longer."

"There is the physical aspects of the role and there is the emotional aspects of the role and sometimes learning by doing is good but sometimes it can erode a bit of confidence, especially in the early days when you are still learning the role."

Dan (10: 31, 37)

Similar to Fleur, the challenges of taking on a new role eroded Simon's *Self-confidence*; however, as time passed through his transition, these levels of confidence were regained:

“So I did the role and my confidence was here and I did the first 2-3 months and it brought my confidence down here, and all I was doing was getting my confidence back.”

Simon (18: 26)

When consulting the literature, capital erosion has been highlighted over the course of a working life (Fitzsimmons and Callan, 2016). However, when considering transition research studies, whilst career capital development was observed (Suutari and Makela, 2007), no career capital erosion has been highlighted. This finding has relevance; this acknowledges another unique contribution to knowledge through surfacing how career capital can also be eroded through a transition experience. Having explored how business leaders can develop and erode their career capital through their role transition experience and in the light of these findings, I will now draw this chapter to a conclusion.

5.7 Conclusion

Within this chapter I have explored answers to research question 2: how and to what extent career capital supports business leaders in their role transition. Firstly, I explored how business leaders demonstrated the Connecting of their Career Capital aspects together to enable role transitions and also enable the overcoming of barriers. Such *Connecting Career Capital* is distinct from similar observations within the careers literature.

Secondly, on exploring the nature of the business leaders' experience, I discovered that not only was the organisational context important, but that the specific transition dimensions and sub-dimensions at play had an impact. In particular, whether the transition was cross-functional in nature, involved a promotion to line manager within the same team and whether the role was incongruent with the business impact, these dimensions had an impact. They influenced the level of transition complexity and consequently the degree challenge, which required careful handling by the business leaders leading them to draw upon different aspects of their career capital portfolio. The first two dimensions have been acknowledged by researchers: organisational position – vertical (Schein, 1978) or upwards (Nicholson and West, 1988; Ng et al., 2007); nature of work – function (Schein, 1978; Nicholson and West, 1988). However, the third dimension – incongruence with the business model – has not been

acknowledged before; therefore, this research study makes a unique contribution to knowledge in this area.

Thirdly, I identified through making sense of the business leaders transition experiences, that career capital alone was not enough to facilitate their role transition; the organisational context also played a part in easing their experience. This easing occurred in a multitude of ways: many members of the business leaders' *Knowing Whom* were indeed enacting their organisational role, many business leaders accessed resource and development support, as well as taking advantage of effective organisational infrastructures and effectively designed jobs. These findings concur with the more contemporary view of transition management where it is a partnership between both the individual and organisation (Suutari and Makela, 2007). Therefore, the organisation still has a role to play and much remains for the organisation to manage during these transitions (Baruch, 2006). In particular, the relationship with the line manager was recognised as having a critical influence on the business leaders' role transition experience, through impacting the transition duration, ease of experience as well as access to a gateway of capitals, namely: career capitals, physical capitals and economic capital. This reinforces Bourdieu's (1986a) viewpoint that it is valuable to cultivate key relationships within your social capital network, in this case the line manager. Moreover, understanding the significant role that the *Line manager* plays in a role holder's transition experience adds further clarity to research question 1 where we are keen to understand what aspects of career capital facilitate such role transitions.

Furthermore, I found that the business leaders' relationship with the organisation influenced their role transition; in particular, the interplay of their attachment to the organisation and their level of personal agency impacted their transition experiences. I created a four-quadrant typology to develop this understanding further: Company Workers, Career Workers, Political Workers and Passive Workers. Such differences in attachment and agency led to differences within the construction of their career capital portfolios, with Company Workers having the most extensive and Passive Workers having a more limited scope. No other research study exploring the role of career capital within role transitions has identified the importance of the relationship between role holder and organisation and in particular highlighting the impact of personal agency and organisational commitment. This has relevance and consequently this research study makes a unique contribution to knowledge in this area.

In addition, I explored how the nature of the business leaders' career capital portfolios was dynamic through the role transition experience; career capital was both developed and eroded through their experiences. Whilst career capital development was observed within other transition research studies, no erosion was experienced. Therefore, this acknowledges another unique contribution to knowledge through surfacing how career capital can also be eroded through a transition experience.

To summarise, there are several points that have surfaced through this chapter. First, contextual awareness is significant of when transitioning into a new role within an organisation. Appreciating the nuances of the local environment matters, and supporting business leaders to anticipate and manage such emerging challenges. Being able to read this broader organisational context supports opportunities to be secured, for instance identifying and leveraging resources to enable the development of career capital and support role transitions. Second, the importance of self-awareness emerges as significant. Self-awareness supports business leaders to transition into the role, and to understand both their own career capital portfolio, and personal preferences. Such self-awareness will aid role holders to connect aspects of their career capital portfolios in ways that feel natural. In addition, such self-understanding will help business leaders to understand both their current and desired levels of personal agency and organisational attachment. Finally, appreciating the dynamism and fluidity relating to role transitions is likely to make a difference. Anticipating how career capital can both be developed and eroded will help role holders to optimise development opportunities and side-step erosion risks. In particular, reading the current quality of key relationships and, when necessary, investing in their development is likely to stand role holders in good stead. Furthermore, recognising how current levels of personal agency and organisational attachment are being influenced by role transition experiences may generate emergent personal insights.

Next, I move on to understand the final part of the research findings and explore answers to research question 3: What barriers inhibit such role transitions? In addition, all these research findings will be illustrated through exploring four case studies. Finally, in the light of this research study's findings I will introduce a final theoretical framework.

CHAPTER 6: MAKING SENSE OF THE BARRIERS THAT INHIBIT BUSINESS LEADERS IN THEIR ROLE TRANSITIONS

This chapter answers research question 3: What barriers inhibit such role transitions? After introducing the barriers that the business leaders confronted, the responses adopted by the business leaders are explored when overcoming these during their role transition experience. Such responses are outlined, including the use of *Crossing Career Capital*. This crossing of career capital involves the business leaders' use of career capital to overcome gaps in their career capital portfolio; this is distinct from Bourdieu's convertibility of capital which involves the conversion of capitals into other forms of capital to meet individual or organisational needs. From here, four case studies illustrate these research study's findings outlined in Chapter 4, 5 and 6 within the context of individual role transition stories. Finally, the final theoretical framework is introduced before bringing to a conclusion.

6.1 Overcoming of Barriers within the Role Transition Experiences

During the interview, I explored the barriers that impeded the business leaders' role transitions, as illustrated in the interview guide within **Appendix A**. Of the 36 business leaders, 35 described what hindered their role transition, whereas only one business leader (Colin) declared that nothing got in the way of their transition. Of those who described the barriers, their answers directly answer research question 3: What barriers inhibit such role transitions? I will explore their answers within this chapter.

Table 6.1 summarises the barriers experienced by the 35 business leaders. All declared barriers can be coded as career capital aspects (149 citations) and organisational aspects (85 citations); these two categories covered all of the 234 barriers citations described by the 35 business leaders. When I embarked on coding the interview transcripts, I was surprised to realise that career capital could act as a barrier in a multitude of ways within the context of role transitions. Whilst Terjesen (2005) stated how career capital could hinder transitions through its absence, within the careers literature career capital as primarily been positioned as an asset.

When exploring barriers, one new organisational aspect was identified: culture. In terms of defining culture, I selected Lundy and Cowling's (1996: 168) commonly applied term: 'the way we do things around here'. This acknowledgement of the constraining external aspects, in this case context, within careers (Brown, 2002; Lucas, et al., 2006; Dries, 2011) reinforces the over-stating of role holder agency in career decision-making (Baruch, 2006; Arnold and Cohen, 2008). When looking at the career capital aspects summary, it is interesting to notice that whilst *Knowing Self* and *Knowing How* had just 14 and 30 citations, respectively, *Knowing Whom* aspects were cited as barriers on 105 of occasions (70%). In particular, *Stakeholders* and *Line managers* were cited on 29 and 19 occasions, respectively, as hindering the business leaders' role transition experience. When turning our attention to the organisational aspects summary, resources acted as the most cited (38 citations) and development the least (5 citations). After describing the barriers that the business leaders experienced within their role transition experience, I explored how they overcame each of these barriers, termed here as 'enabler overcoming barrier'. Consequently, **Table 6.1** summarises what helped ('enabler') and hindered ('barrier') business leaders in their role transition experience and how they overcame such barriers ('enabler overcoming barrier'). Both such 'enablers' and 'enablers overcoming barriers' were first introduced in **Table 4.3** and explored in full in **Chapter 4 – Understanding the Aspects of Career Capital that Facilitate Business Leaders' Role Transitions**, and are included here for completeness.

	Enabler		Barrier		Enabler Overcoming Barrier	
	Business Leaders	Citations	Business Leaders	Citations	Business Leaders	Citations
Number of:						
Knowing Self						
Self-awareness	13	19	1	1	1	1
Self-confidence	7	16	6	11	13	17
Motivation	12	20	1	1	5	6
Knowing How						
Broad Flexible Skills:						
Adaptability	2	2	0	0	16	18
Critical thinking	9	9	1	1	12	17
Influence	9	18	2	2	7	10

	Enabler		Barrier		Enabler Overcoming Barrier	
	Business Leaders	Citations	Business Leaders	Citations	Business Leaders	Citations
Number of:						
Initiative	15	40	1	2	19	50
Relationship building	3	5	0	0	2	6
Self-management	6	7	0	0	16	20
Tenacity	3	3	0	0	8	13
Career relevant experience	15	30	4	7	3	3
Career relevant knowledge: Market	4	7	2	3	0	0
Career relevant knowledge: Business	12	20	2	3	1	1
Career relevant knowledge: Job	8	11	10	11	0	0
Technical expertise	10	17	1	1	0	0
Qualifications	4	12	0	0	0	0
Knowing Whom						
External non-work: Family	8	10	2	2	1	2
Internal within work: Colleagues	17	32	7	13	7	9
Internal within work: Direct reports	14	24	9	13	5	7
Internal within work: Line manager	29	81	9	19	12	17
Internal within work: Peers	23	60	11	16	6	10
Internal within work: Previous line manager	7	13	3	5	0	0
Internal within work: Stakeholders	21	50	12	29	1	1
Reputation	7	12	3	8	0	0
Total Career Capital Aspect Citations =		518		149		208
Organisational						
Culture	0	0	11	23	0	0
Infrastructure	1	1	5	6	0	0
Resource	0	0	13	38	1	2
Development	23	43	4	5	8	8
Job	3	4	9	15	0	0
Total Organisational Aspect Citations =		48		85		10

Table 6.1: Number of Business Leaders and Citations Where Both Career Capital and Organisational Aspects Enabled, Acted as a Barrier and Enabled the Overcoming of a Barrier within the Business Leaders Role Transition Experience

Source: Own

Before exploring the data in more depth, it is interesting to notice a pattern present in the data within **Table 6.1**. It is possible to see how there are several themes within the data in terms of the role that each aspects plays. Firstly, there are some of the aspects primarily act as an enabler within the role transition, as illustrated by *Qualification*. Secondly, there are some aspects primarily acting as a barrier to the business leaders' role transition experience, as illustrated by *Resource* and *Culture*. Thirdly, some of the aspects act primarily as an enabler to overcome a barrier, for example *Adaptability*. Finally, many aspects act as a combination with regards enabling, acting as a barrier, and enabling the overcoming of a barrier, as illustrated by many of the *Knowing Whom* aspects, including *Line manager* and *Stakeholder*. This observation mirrors the social capital literature where such capital can simultaneously have benefits and disadvantages; the balance will vary between contexts (Woolcock, 1998). These themes highlight the differing natures of aspects, and the implications of which will be explored further in **Chapter 7 – Conclusion**.

In addition, all business leaders were asked if any additional support would have helped further their role transition, again as illustrated in **Appendix A**. I will also explore their answers to this question in this section, given that it adds additional clarity to the subject of what acts as a barrier to business leaders in their role transition experience. After exploring the career capital aspects that hindered the business leaders' transition, I will turn attention to the organisational aspects that acted as a barrier followed by what additional support would have aided them. This section finishes with exploring how business leaders overcome such barriers through *Crossing Career Capital*.

Career Capital Aspects as Barriers

When considering the business leaders' transition stories, both *Knowing Self* and *Knowing How* acted as a barrier to their role transition in two ways: by having too little or too much of a particular career capital aspect. Firstly, when considering having too much career capital, two business leaders described how having too much *Motivation* (Simon) and *Career-relevant knowledge: Job* (Jim) hindered their role transition. Simon described how having too much *Motivation* led him to take on too much, which held him back during his transition experience, through being swamped:

"I took far too much on. When I moved into the role, one I was very eager to impress with my peers and customers and I welcomed with open arms anything

that came my way rather than prioritising and pushing back. And so I found for the first few months I was just, yes, I was swamped [...] if I am honest I didn't deliver much quality."

Simon (18: 34)

Whilst Simon took too much on, Jim found that having too much *Career-relevant knowledge: Job* led him to take things for granted and to not assess the situation that he was walking into. He felt that this may have held back his thinking and forming of his change agenda:

"I am wondering if the downside is that if you go in there being familiar with it, you don't go through that process of, I will give it three months and I will write my report of what is wrong and what is right. I haven't formally done that in my head, I have known it from the off; I have known the sort of things that I want to change."

Jim (9: 22-23)

It is interesting to note that in the wider career capital literature this negative impact of having too high levels of career capital is noticeably absent.

Secondly, when considering having too little career capital, seven business leaders described how having too little *Knowing Self (Self-awareness and Self-confidence)* impeded their transition experience. Steve described how he was unaware – or lacking in *Self-awareness* - of taking on the emotions from a stressful situation where one of his team members was on long-term sick:

"I recruited somebody who then ended up going off on long-term sick through depression, and it was all around me and my fault. And so I had to deal with that and that doesn't sit with me well if somebody thinks that badly of me. But equally as a manager I couldn't just take that on board, and [it] probably contributed to me seeing a counsellor as well I was just a bit like a sponge really with people's emotions, and I was taking on his problems as my own."

Steve (21: 27-28)

In addition, Archie hinted at how he questioned his own lower levels of *Self-confidence* and capability to do the new role by asking himself 'can I do it?':

“I suppose just the fact that it is a new role and even if you were with the familiarity, there is always that feeling of ‘Can I do [it]?’ either ‘Do I want to do it?’ ‘Can I do it’ ‘Will I want to do it?’”.

Archie (27: 25)

Whilst there was a lack of evidence within the career capital literature to show how having too little *Knowing Why* impeded role transitions, such hindrance of too low levels of career capital it is widely reported in organisational development literature (for example Toor and Ogunlana, 2009).

As well as too little *Knowing Self*, 15 business leaders described how they had too little *Knowing How* (*Influence, Initiative, Critical thinking, Career-relevant experience, Technical expertise, Career-relevant knowledge: Business, Market and Job*) to meet the challenges of the role transition. In particular, James described how whilst he had *Influence* within his previous function, he was not seen as credible within his new function; this shows that he had lower levels of *Influence* within the new function. This echoes Bourdieu’s symbolic capital concept where capital is valued dependent on the field or context within which the individual operates, and where such boundaries are based on individual perceptions (Chudzikowski and Mayrhofer, 2011):

“There were a number of challenges where I think I was still perceived as not terribly credible in the first few months. I had to fight a bit to get a bit of that credibility especially with [function] as no-one knew who I was. They certainly didn’t want to listen to me.”

James (16: 27)

Whilst there was a lack of evidence within the career capital literature to show how having too little influence and credibility hamper role transitions, such hindrance of too low levels of influence and leadership credibility it is widely reported in organisational development literature (for example Williams, Raffo and Clark, 2018).

Moreover, Neil described how his lack of *Career-relevant experience* and *Technical expertise* created significant challenges during his role transition within the area of plant production and also people management:

“It has been difficult if I am honest. [...] I have never worked in a plant [...] not really worked in a [department] environment before and you are thrown in at the deep end really.”

"[It] started as a baptism of fire. I started on a Monday and on and [line manager] was out on the Tuesday and he said 'I am not here', and okay and on Tuesday about 3 o'clock in the afternoon we had a stop on one of the lines. It is the worse sort of stop that you ever get and the Shift Manager in there, the line leader, said to me 'We have a dry jam', and that didn't mean anything to me [...] having the experience beforehand would have helped because you would understand that."

"I think that the other challenge for me in that is that it is a WCM-driven environment and I had not had any experience of WCM either so."

"I had to go through a whole recruitment of a brand new shift which was a challenge [...] I had to recruit lots of roles that I had not had experience recruiting before."

Neil (33: 15-16, 26, 29, 32)

When considering workers' experiences across the construction sector, both the importance of having work-related experience and the challenges faced when transferring between technical, 'craft' areas feature heavily (Wiseman, et al., 2013). Also, although there was a lack of evidence within the career capital literature to show how having limited levels of *Career-relevant experience* and *Technical expertise* impede role transitions, such hindrance of lack of readiness for a new role it is widely reported in organisational development literature (for example Mills and Morris, 1986).

Having explored how *Knowing Self* and *Knowing How* acted as a barrier to their role transition, now I will explore how their *Knowing Whom* career capital hindered the business leaders' role transition experience. Given that *Knowing Whom* – or social capital – is relational, it requires us to look at this social phenomena from different angles; it cannot be captured in a singular line of analysis (Schuller, et al., 2000). Within their transition stories, the business leaders' networks of relationships and *Reputation* acted as a barrier in a multitude of ways; the form of this hindrance was more complex in nature than the *Knowing Self* and *Knowing How* barriers. These insights within the business leaders' transition stories address the more negative aspects of social capital, which has previously been under-represented (Portes, 1998; Woolcock, 1998), and emphasise how social capital can have both advantages and disadvantages (Woolcock, 1998). When comparing the nature of the barriers of *Knowing Whom* to *Knowing Self* and *Knowing How*, there are some similarities.

Firstly, for three business leaders (Darren, James and John), the relationship with *Stakeholders* and *Colleagues* was too weak, or non-existing, to provide the support that was needed in the transition. For example, whilst Darren's previous role was regionally-based his new role was national in scale. This required him to cultivate relationships that didn't exist:

"I guess you get stuck in my region in my old job and I only saw 1/6th of the country that I had strong relationships with. So having to do that three month period of going to see everyone; if I had had the relationships across the country I would have done that a lot quicker and not needed three months to embed."

Darren (13: 33)

Secondly, in contrast, for three other business leaders (Garry, Sally and Jim), the relationship with *Peers* and *Direct reports* were too strong, thereby hindering transition. For example, Sally had to let go of her relationships with her new team members as they had previously been *Peers*:

"I suppose again conversely having those close relationships did then require a level of separation. So from the team from the [department] guys, the expectation of them was that I would still be there, and actually I needed to then move away from that and not be in the day-to-day."

Sally (30: 28)

As well as these similarities, there were differences in the barriers created by *Knowing Whom* as compared with *Knowing Self* and *Knowing How*. Fifteen of the business leaders experienced having misalignments within a range of their relationships (*Stakeholders*, *Line manager*, *Previous line manager* and *Colleagues*). This misalignment comprised differing expectations in areas including: appetite, expectations of support, priority, behaviour, self-view, delivery of vision, role clarity. For example, Mike described in detail how his two line managers failed to: provide role clarity in how he should split his time and also attend factory visits with him:

"I discussed with [line manager a] and [line manager b] and we have so last year we have tried to do it in an ad hoc way. There were suggestions of 6 of his and 50-50 6 months of this and 6 months of that, which I can't see working talking to both stakeholders. Well actually it is a good idea but it is an idea but it is not suitable."

“I haven’t been to a factory once with him. And we keep saying, ‘We need, we should be seen as a joined-up approach’, and ‘Yes, yes, yes, I will let you know when I am going’ and we have never [pauses] I have never made it happen.”

Mike (35: 25, 29)

Whilst there was a lack of evidence within the career capital literature to show how having misalignments between a role holder and line manager in role expectations impedes role transitions, the importance of having clear role expectations it is widely reported in the transitions research (for example Bennett, 2015) and organisational development literature (for example Hickman and Akdere, 2018).

Furthermore, eleven business leaders experienced active conflict (*Peers, Previous line manager, Colleagues, Direct reports and Stakeholder*) where there was an escalation of misalignments leading to stronger emotions. For example, James experienced a strong emotional response from his *Previous line manager* and *Stakeholder* on announcement of him leaving to move into a new role in a different function:

“My previous boss was a bit distraught I think because I wanted to leave that role, not because I was so bloody brilliant but because it left him with a problem. And he still brings it up now that I was stolen away and he mentions it to my boss on a fairly regular basis.”

“So I got kicked around the room a few times for no real reason other than he didn’t like it and he was having a bit of a stomp and I say this with the greatest love for [Stakeholder] I think that he is a really nice guy but he was a bit of an arse during that time.”

James (16: 25, 27)

Whilst there was a lack of evidence within the career capital literature to show how having conflicts between a role holder and a range of colleagues negatively impact role transitions, the implications of inter-colleague conflicts and the importance of effectively handling it is widely reported in organisational development literature (for example Rao, 2017).

In addition to the conflict, five business leaders experienced an erosion, or in some cases loss of relationship, with different network members (*Family, Peers and Direct reports*). Whilst both Phil and Helen experienced a family bereavement during their role transition, Matthew, Alan and Isaac experienced dis-engagement and erosion of

their relationship with a *Direct report* and *Peer*. Matthew had to manage the tension with a *Direct report* who had been keen to be appointed into Matthew's new role:

"He obviously, naturally thought, not naturally, but thought well if Jonathan is moving on maybe there is an opportunity for me to do something more."

Matthew (20: 19)

Also, Alan had to contend with a disengaged *Peer* who was on the cusp of leaving for over a year:

"The key thing in this transition was that all three channels [...] worked closely together, seamlessly. And unfortunately the trade channel guy [name], if you remember, he disengaged fairly early on, and he just, well, it ruined it."

Alan (12: 38)

Furthermore, 10 business leaders experienced another barrier within their *Knowing Whom* career capital. Such business leaders' perceived lower than expected levels of capability from the individuals within their network (*Colleagues*, *Direct reports* and *Peers*), thereby creating additional challenges through their role transition. For example, Andrew described how the managing of under-performing team members created additional pressures during his role transition:

"I also had issues with under-performance in other areas [...] we had one or two individuals who were underperforming, so on. I had three things going on at once, I had recruitment, under-performance and trying to keep the people interested, the good people. And I felt like I had all these dishes spinning and I was waiting for one to come crashing down!"

Andrew (24: 25)

Finally, some of the *Knowing Whom* career capital aspects were the wrong form which created additional challenges. For one business leader (Garry) his *Reputation*, whilst valued within his previous function, it was more questionable within his receiving function. This took a concerted effort to change. Again this echoes Bourdieu's (1986a) symbolic capital concept where capital is valued according to the field or context within which the individual operates:

"I also had to break his image [...] his only image of me was this [department] guy from [function] [...] it took breaking down any negative images [...] I had to

go and press the reset button and jolt him out of whatever image he had of me [...] being [...] very data drive and being very process reliant.”

“I had to work massively hard [...] It was evident in her questions that she was asking ‘Is this is this a [function] guy?’ and ‘Are we going to have a functional [...] clockwork worker?’ because that is not what they wanted [...] they wanted someone different, so I had to prove that I was somebody different.”

Garry (17: 35, 40, 43)

Within the career capital literature, the portability of career capital into new career contexts is explored (Dickmann and Mills, 2009), and within the organisational development literature the importance of reputation management for effective business leader performance is widely covered (for example McLaughlin and Mott, 2010). However, few have explored the contextual fluidity and portability of such credibility between departments within an organisation.

Having explored how career capital aspects can act as barriers to the business leaders' role transition experience, I will move on to explore how the organisational aspects also impeded their transition.

Organisational Aspects as Barriers

Having explored how organisational aspects can enable the business leaders' transitions in **Section 5.3**, such aspects can also hinder across all five organisational aspects distinguished so far: Development, Culture, Infrastructure, Resource and Job. Whilst I will explore each in turn, it is evident that each inter-relates and often compounds the impact for the business leader.

Firstly, considering development, four business leaders described how organisational development impeded their transition in two ways: either by its inappropriate form (Fleur) or by a lack of required development (Bob, John and Mike). Whilst John experienced a lack of a coach, which can be seen as a valuable resource in career management (for example Kram and Isabella, 1985), both Bob and Mike required an induction into their new role which was also missing. Here, Bob describes the impact of the lack of induction:

“But coming back to your other question, what else got in the way. I think I think the lack of there is probably a lack of induction; that is frustrating. I pretty much

had that long conversation with [previous role holder] in the in the [pub name] and that was it really. He did say 'You should meet x, y, z', which was pretty limited."

Bob (6: 33)

Within the organisational development literature, the value of inductions to support role transitions is widely acknowledged (for example Baruch, 2003). Similarly, Mike described how the lack of induction to support his introduction into his new role required improvement:

"But to be honest there was no induction. There was no 'Go and meet your new team' type of process. It was 'Do it yourself and make it happen' type of thing, and that needs improvement I think."

Mike (35: 34)

However for Fleur, the difficulties surrounding development were different. Fleur found the nature of some team development personally upsetting due to the high frequency of personal criticism as well as having some gaps in her technical training within the IBM process:

"[Line manager] did a team building session very early on when I had taken over, and so it was a group of people that previously [had] been senior to me and I was now one of them. [I] didn't know them that well, had been in the company nine months and I had expected to do this team building session which [...] was saying what we would like to see people do, stop, do more of and do less of, and so you are basically criticizing people. And it was horrible, absolutely horrible."

"I think possibly [...] a broader understanding of the IBM process would be useful."

Fleur (4: 13, 24)

Whilst there was a lack of evidence within the career capital literature to show how having development interventions negatively impact role transitions, the implications of ineffective leadership development programmes it is widely reported in organisational development literature (for example Ready and Conger, 2003).

Secondly, when considering the organisational culture nine business leaders described how the way things were done within the organisation impeded their role transition: slow decision-making due to an over-focus on meeting cycles (Bill) and protracted decisions relating to resourcing decisions (Bob), unsupportive tendencies due to the lack of offering of support (Fleur) and lack of celebration of success (Alex), hard to change employee behaviours (Isaac and Phil), lack of ability to say no (Clive) and expectation of taking on of project work beyond the day job (Sally) even when you weren't interested in it (Steve).

Although there was limited coverage within the career capital literature to show how an organisational culture can impede role transitions, the negative implications of organisational culture on leadership performance is widely reported in organisational development literature (for example Toor and Ogunlana, 2009).

Thirdly, moving our focus to the organisational infrastructure there were synergies between these barriers and the development and cultural barriers described above. Five business leaders felt hindered by organisational infrastructure including: missing induction processes (Mike) and too slow recruitment decisions (George and Helen); such blockers are widely reflected within the careers literature (for example: Baruch, 2003; Boswell, Roehling, LePine and Moynihan, 2003). In particular, George describes how the recruitment contracts take a long time to be completed and are often slowed up by 'red tape':

"Contracts take forever to get sorted, that took a long long time and I, to me, [it is] just not necessary really. So much red tape that the contract, just get the signed. To know what it is that they are offering and then getting it signed off just took a long time [...] it must have been two months to get that sorted."

George (31: 41)

Similarly, Helen echoes George's concerns and describes how the recruitment processes take too long:

"Our recruitment processes do not help the way you have to ask for approval for a role recruited and the length of time it takes to do anything in the systems that we have."

Helen (19: 37)

In addition, other supporting processes can be experienced as not fit for purpose, including the CRM system (Alex, Isaac). Alex describes how the business needs to acknowledge that the new CRM system isn't working well:

"There has also been the biggest thing which I am sure that you've heard is around the CRM that is used [...] there needs to be acknowledgement that it doesn't work. Just because we have spent a £1m doesn't mean that it is right."

Alex (23:40)

Also, Isaac describes how the team is still suffering from the introduction of CRM and how in fact people are slowed down in their work:

"I think just definitely just having introduced CRM has slowed things down, didn't slow things down in terms of the [function] structure, but it did in terms of CRM, and we are still suffering from that now."

Isaac (08: 30)

Whereas there was limited coverage within the career capital literature to show how an organisational infrastructure can hinder business leaders when they undertake role transitions, the inhibiting impact of organisational infrastructure to leadership performance it is widely reported in the organisational development literature (for example Rashid, Zabid, Sambasivan and Johari, 2003).

Moving our focus to the fourth area of resource, 14 business leaders felt impacted by gaps in resource levels when undertaking their role transitions. Both a time lag in recruiting successors for previous roles and permanently keeping parts of previous roles led the business leaders to often undertake two or more roles for sustained periods of time, as illustrated by George and Vera. Such role entry challenges are widely reported within the organisational development literature (for example Allen and Meyer, 1990). George describes the painful process of transitioning into the new role over an eight month period and elaborates on how this transition time is dead time:

"The whole process of appointing somebody is so painful and if there is a slight deviation from a contract, everyone has to sign off. It can take from in my own experience, it can take from the point of the interview where you offer them the job to actually getting them into the job, can take five months, it is a long time [...]."

Interviewer: "Did that impact your transition would you say?"

“It does because sadly what happens is inevitably your mind is more on what the next challenge is so you kind of you want to almost to have closure quite within a reasonable period not, you can’t plan for anything long-term is the problem. So if you have eight months of transfer moving to another role it is very difficult [...] so it is very very unhelpful to end up in this dead zone almost that you are trying to manage the job and you can’t think then you are not necessarily thinking long-term [...] it was a good eight months or so.”

George (31: 38)

In contrast, Vera describes how she had to take part of her old role with her into the new role as no-one in the team had the capability to take this part over:

“I have given my old job away [...] if you think about [it] I was a [role], I moved into a [more senior role], my old role was replaced by a [role] so it is nobody in the team that could [take] [business] away from me. So I had to keep [business] [...] which before was 50%.”

Vera (25: 37)

Whilst there was scant coverage within the career capital literature to show how having low levels of organisational resource can hinder business leaders when they undertake role transitions, this negative impact upon leadership performance it is widely reported in the organisational development literature (for example Toor and Ogunlana, 2009).

Finally, seven business leaders found that aspects of their new role hindered their role transition, including: being too big in size (Dan and Felix), having blurred boundaries with other roles (Matthew), being split over multiple sites (Julian), line managers and time-zones (Mike) and having an unrepresentative role title (Helen and Alex). Such challenges to job design are reported within the organisational development literature (for example Foss, Minbaeva, Pedersen and Reinholt, 2009), and within this research study are experienced by Helen and Mike. Helen outlined that her job title was inaccurate and only represents a part of the role that she does:

“I say that people who don’t quite know what my job title is! But I think again one of the challenges I have had, a hindrance again, is that the title that I now have really only describes part of what I do.”

Helen (19: 39)

However, Mike found that the role got in the way on two accounts: how to split the time between the two main components and also how to manage the global reach and differing time zones:

“The biggest challenge both then and now is trying to do two jobs and having clarity of how to split my time [...] the other challenge is the global role, you are working in different time zones and so my day might start very early in the morning with Africa and last week or this week finishing quite late in America.”

Mike (35: 24, 26)

Although there was scant coverage within the career capital literature to show how ineffective job design can hinder business leaders when they transition internally between roles, this negative influence upon employee performance it is widely reported in organisational development literature (for example Garg and Rastogi, 2006).

Additional Support

During the interviews, I explored with each of the business leaders what additional support would have facilitated their transition, (see interview guide in **Appendix A**). Whilst six business leaders reflected that they did not need any additional support (Colin, Sue, Garry, Alex, Felix and Tim), 30 business leaders did believe that additional support would have eased their transition. When reviewing the responses, whilst distinct parallels can be seen between these answers and also their answers to the barriers to the role transition experience, it is perhaps surprising that there were differences. Whilst business leaders stated that they found 19 career capital aspects acting as a barrier to their role transition experience (as discussed earlier and illustrated in **Table 6.1**), they only requested additional support with five of these career capital aspects later in the interview. Given the importance of work-related experience to support career progression across the construction sector (Wiseman, et al., 2013), this is perhaps unexpected. Conversely, when considering the organisational aspects, the business leaders both experienced all five aspects as a barrier and requested additional support in all five aspects. Given this, it would seem that it is easier for business leaders to identify additional support from external, organisational aspects as opposed to internal, personal career capital aspects. I will explore further the implications of this distinction in **Chapter 7 – Conclusion**.

Table 6.2 summarises the areas and scope of additional support required by the 30 business leaders.

	Number of Business Leaders Needing Additional Support in this Aspect	Number of Citations as Additional Support
Knowing Self		
Self-awareness	0	0
Self-confidence	0	0
Motivation	0	0
Knowing How		
Broad Flexible Skills:		
Adaptability	0	0
Critical thinking	0	0
Influence	0	0
Initiative	0	0
Relationship building	0	0
Self-management	0	0
Tenacity	0	0
Career relevant experience	0	0
Career relevant knowledge: Market	0	0
Career relevant knowledge: Business	0	0
Career relevant knowledge: Job	4	5
Technical expertise	0	0
Qualifications	0	0
Knowing Whom		
External non-work: Family	0	0
Internal within work: Colleagues	0	0
Internal within work: Direct reports	0	0
Internal within work: Line manager	6	8
Internal within work: Peers	4	6
Internal within work: Previous line manager	1	1
Internal within work:	3	3

Stakeholders		
Reputation	0	0
Total Career Capital Aspect Citations =		23
Organisational		
Culture	2	3
Infrastructure	7	8
Resource	5	5
Development	4	5
Job	1	2
Total Organisational Aspect Citations =		23

Table 6.2: Number of Citations Where Additional Support Could Have Been Provided to Facilitate the Business Leaders' Role Transition Experience

Source: Own

Focusing initially on the career capital aspects, four business leaders would have benefited from additional *Career-relevant knowledge: Job* to help with understanding: role expectations (Julie), tasks (Archie), meeting cycles (Dan) and who to work with (Darren). Illustrated here by Dan, he describes how it would have been useful to understand the size and composition of the job as well as the meeting frequencies:

"It would have been helpful to understand the size of the role as well, what are the component parts of the role, what are the structured meetings that you need to go to every month that [line manager] requests [...] understanding the reports, the [meeting] cycles."

Dan (10: 36-37)

Six business leaders would have valued more input from their *Line manager*, including: their expectations (Mike, Fleur and Sally), feedback and reviews (Dan and Neil) and support (Jacob). Four business leaders would have valued additional support from *Peers*, including: acting as a sounding board (Bella and John), collaboration (Alan) and understanding of role expectations (Mike). In addition, three business leaders wanted additional support from *Stakeholders*, including: support tackling un-collaborative functions (Bill), managing expectations of unsuccessful candidates (Matthew) and sponsorship (Steve). Bill described how it would have been very helpful to have help from the Executive team in tackling Technical:

“Someone from the Exec.[...]. Behind the scenes we had to [go] to [stakeholder] several times behind the scenes [...] it is all Technical to be honest.”

Interviewer: “So it is having the Exec support to address Technical?”

“Yes, that was the only way. They were just blockers. They DID NOT WANT to have anything to do with it and yet they because they own the [name] cycle, they think that they own all the projects, and are the keepers of all the projects.”

Bill (5: 47)

However, a new *Knowing Whom* career capital aspect - Mentor - was identified as being a useful additional support in their role transition. Four business leaders described how having a mentor could have provided: challenge (Isaac), advice (Dan), and experience, knowledge and wisdom in line management (Andrew and Vera). Finally, one business leader (James) described how having support from their *Previous line manager* and other team members would have facilitated their transition experience and reduced the need to have to manage other people’s venting of frustration as illustrated here with an extract from his story:

“Support from my previous team, my previous managers, would have been nice!”

Interviewer: “So what would that have looked like?”

“Not being dreadfully upset that I wanted to move and I think that that was the thing [...] When I had told [name] that I had applied for the job [...] he said ‘Shut the door’ and we stayed in there for 45 minutes while he sort of vented his frustration at me and it would have been lovely not to have had that.”

James (16: 34-35)

Moving on to focus on the organisational aspects, business leaders described how additional support within the areas of organisational resource, culture, job, development and infrastructure could have eased their transition experience. Five business leaders described how having additional resource would have supported them; this resource took the form of: administration support (Bill and Clive) and a replacement for their previous role (Ben). This support would have aided with the backfilling (Dan) and therefore shortened the transition duration (Eve). Secondly, an improvement in cultural practices was seen by two business leaders as being a useful aid in their transition experience. In particular, this was described as: improved

communication of what departments do (Bob) and both a strengthened mind-set of building organisational capability and improving the strategic narrative to improve understanding of the organisational context (Phil). Thirdly, one business leader described how having physical changes with the job and office relocation would have helped the transition (Julian). Also, there was considerable emphasis on how improvements within the organisational infrastructure could further support the business leader role transition experience. As well as having accessible business news (Julie), six business leaders gave specific recommendations on how organisational process changes could ease their role transition, including: migration and transition plans (Neil and George) and a transition check list (Darren), illustrated here by George. George describes how having a transition plan mapped out would have been immensely helpful:

“I think some kind of structure in terms of [...] a. the transition, b. the timeframe would have been helpful [...] If I had known that upfront I could have [...] dealt with that and know the time that I was working to. The not knowing what that looked like, so it almost went on for almost a year.”

George (31: 46)

In addition, changes to the use of succession planning processes was recommended, including drawing upon succession plans for movement into the roles as opposed to internal recruitment (Geoff), ensuring appointees have the required capability (George) and enabling a pipeline of people to be ready to move into role opportunities (Sally). Illustrated here by Sally, she describes how useful it would be to future proof succession by gradually introducing new starters into the role over a period of time:

“So I suppose its its having that level of succession planning. If they have identified that person let’s get them working on it now. Let’s get them involved in some of the different aspects that they need to know within that role [...] have given them the time in the role so that you have a succession for them to be able to put the time into [...] so I suppose it is that forward thinking, future proofing.”

Sally (30: 36)

Finally, four business leaders described how having targeted development support could have eased their transition experience, including: specific training to bridge gaps (Fleur), having a buddy (Simon) who had been through a similar transition before to

act as a sounding board (Helen) as well as having a structured transition conversation similar to this research study interview (Jim). Jim shares how he found this research study interview useful in terms of preparing for the transition and predicting forthcoming issues:

“Would have been helpful? I think this process actually; it is really useful for me. It makes you reflect on what you are looking to achieve and what you have achieved. I think that that is actually quite a good, a good tool for us. [...]”

“Yes, I think that there is the preparation for it, then a follow up through until you almost sign off and the transition we are happy with it. [...] And it [is] almost about preparing going for it. What is the challenge? What are your issues? What is going to help you? What is going to cause potential problems? And then going through it and then signing it off at the end. [...] I think that actually it could be a really useful process.”

Jim (9: 42-43)

Having explored what hindered the business leaders' experience and what additional support would have aided further, I will move on to explore how business leaders dealt with these barriers.

Crossing Career Capital

Finally, 25 of the business leaders gave 119 examples of how they crossed gaps in their career capital portfolio and other organisational barriers by drawing upon other aspects of career capital that were present, termed here as *Crossing Career Capital*. So, in other words, rather than hit an obstacle and stop, business leaders overcame holes in their career capital portfolio and other barriers through drawing upon other career capital aspects. Such *Crossing Career Capital* is illustrated here by Alan (12) and Sally (30).

Alan's (12) narrative shows how he begins to overcome his ailing *Direct report* relationship through drawing upon his *Initiative* through visiting all of his team members and *Self-confidence* by requesting the direct report to come up with plans of how he needed to tackle his team situation:

“The thing with [direct report] and him being a different cut and it is different [...]”

Interviewer: “And what impact is that having?”

“Lack of trust, so there has been loss of trust [...] I went out with all his team and I just found out the things that had been happening [...] Asking for him to come up with plans and how he is going to up his competencies.”

Alan (12: 42)

Sally’s (30) narrative illustrates how she used her *Initiative* to attempt to cultivate a better working relationship with her *Line manager* through adapting her approach to gain a better level of understanding:

“I suppose central to making it a good transition would be the support that you get from your direct manager [...] I have worked quite hard in terms of looking at my approach [...] in terms of what I can do differently to manage that relationship to change my approach to really get that level of understanding.”

“And again I have been quite honest to the point of sitting down and saying that ‘We need to work on our relationship; it is not necessarily working for you and it is not necessarily working for me’.”

Sally (30: 38)

These observations also contribute to the answering of research question 2: How and to what extent are these role moves supported by career capital? Such *Crossing Career Capital* is distinct from similar observations within the literature. As described in **Chapter 2 - Literature Review**, ‘Bridging’ social capital refers to social capital that provides weak ties into new areas of the network and access to new information (for example, Granovetter, 1973; Burt, 1992; Terjesen, 2005). In addition, whilst Terjesen (2005) described how the female entrepreneurs overcame missing *Knowing How* career capital through drawing upon their *Knowing Whom* existing contacts, this observation was not further described or defined. Furthermore, *Crossing Career Capital* is distinct from Bourdieu’s capital convertibility which relates to the conversion of capital from one form to another to suit an individual’s or organisation’s needs. For example, a role holder may pay for a qualification and in doing so convert money (economic capital) into a qualification (human capital).

Having explored the barriers that business leaders faced and the additional sources that they required along with how they overcome these barriers, I will now move on to share four case studies with the aim of illustrating the key themes from these findings and analysis.

6.2 Illustrative Case Studies: Bringing the Threads Together

This interplay of key research findings threads can be illustrated through considering four case studies, one from each typology.

Case Study 1 – Steve: a Passive Worker

Steve's role transition was a return from a 12-month secondment back into his previous role. Steve felt disappointed as he had wanted to return to a different role:

“So yes, I had come back hoping that maybe there would be something, I don't know what, but [pauses, sighs].”

Interviewer: “Had you asked?”

“No, probably more me hoping really.”

“So then you come back and you think okay I am not worth much. I don't offer much value and I will just slip back into the same department that I have been working in for the past 20 years!”

Steve (21: 11, 33)

Both this lack of asking demonstrates a negative indicator of *Initiative* and view of self indicates lower self-esteem.

On transitioning back into his previous role, Steve drew upon his career capital portfolio which comprised 7 career capital aspects: *Career-relevant experience, Job knowledge, Initiative, Self-management* and relationships with *Line manager, Colleagues* and *Family*.

He used this portfolio to facilitate the transition whilst also overcoming barriers. For example, he drew upon his *Job knowledge* and *Colleagues*, an example of *Connecting Career Capital*:

"I guess the familiarity the job I was going to. It is easy to slip into something you know isn't it? [...] I would have [pauses] I would have been here 25 years at that point and so actually you know I am known within the business. And I know people."

Steve (21: 16)

Also when gearing himself up for the transition back into his previous role, he drew upon his *Initiative* and *Self-awareness*, a further example of *Connecting Career Capital*:

"I am not going to sit here and being bitter for the rest of my life and so you do just crack on with the job and if I had people leaving I have got a duty of care to my team as well you know [...] I didn't want to see that crumble so having pride in my work in my team; I have a natural desire to help people."

Steve (21: 27)

Whilst Steve had the support of his *Line manager*, he didn't have the support from *Stakeholders*. This impacted his role transition experience:

"I guess the discussions with [line manager] it was clear that I was uncertain about my career and I had never had clarity and so she was trying to arrange career coaching for me. It took about 9 months for [stakeholder a] to sign off!"

"And then I met [stakeholder b]. There really wasn't much from that you know. I was, I was started to hit a bit of a frustrating period."

Steve (21: 13)

Through his transition back into his previous role, Steve hit a number of barriers within his career capital portfolio. However, he drew upon some of his other career capital aspects to overcome these. For example, his relationship with some *Colleagues* was lacking and he overcame this disappointment through connecting with other *Colleagues*:

"It felt that the business [colleagues] was disengaged with me and disengaged with and introducing me back into the business."

"We talk about the friends making it easy coming back here and when I talk about being here for such a long time and knowing the place, it made it easier slipping back here."

Steve (21: 23-24)

However, there were barriers which Steve felt unable to actively overcome. For example, a challenging *Peer* relationship persisted and remained unaddressed illustrating negative indicators of *Initiative*:

“Poor relationships, I suppose; but there is self and [name] who is a manager in here. He has just had his ten years’ service and probably for 9 years of those ten years [...] our relationship has been appalling and really fraught [...]. We were side-by-side managers constantly like that for 9 years.”

“Yeah I have got this to come back into and thinking that in 12 months out of it, it seemed to have changed and improved a little. And he came to one that he was just his personality and mine rubbed him up the wrong way and again we went straight into conflict mode. [...] You just don’t speak to each other and avoid each other.”

Steve (21: 35-36)

When asked if there was any additional support that would have aided his transition, Steve recognised his limited support with *Stakeholders*:

“Somebody just sitting down with me that wasn’t my line manager and saying [pauses] ‘Is there something that you would like to do differently?’ or ‘Would you like to do a different role that would be suited to you in [organisation]? We would like to work with you to maybe develop something’ or ‘How would you feel about doing this?’ [...] A sponsor would be great.”

Steve (21: 43)

On reflecting on his role transition, Steve described his feelings and illustrates how his connection with the organisation ebbed through the transition experience:

“Probably just despondent. Probably I will just crack on with my job and leading projects that I didn’t want to lead and I had no choice and will get on and do them and I won’t do a bad job. I will do a good a job as I can and that is what I always do, to the best of my abilities. Probably just get a little bitter with it without realising it and a bit frustrated.”

Steve (21: 25)

Case Study 2 – Matthew: a Company Worker

Matthew's sideward move within his function was offered to him as part of a succession planning team reshuffle instigated by [stakeholder]:

"It was kind of a formal discussion. It wasn't an interview or anything like that. It wasn't an advertised change [...] so there wasn't really any competition for the place. It was more of an evolution."

Matthew (20: 9)

How this opportunity emerged was typical for Matthew and it was something that he had experienced many times during his career:

"I have been very fortunate generally through my career to things have come up for things like this, where there has been an opportunity to add on or do something different [...] when something else changed I was thought of as someone who could do that really."

Matthew (20: 9-10, 29)

Matthew drew upon nine career capital aspects within his portfolio to facilitate the transition and enable him to overcome any barriers: *Career-relevant experience, Critical thinking, Initiative, Technical expertise* and his network of relationships with: *Previous line manager, Line manager, Peers, Direct reports, Stakeholders*. In particular, his relationships with his *Previous line manager* and *Line manager, Stakeholders* stood him in good stead to allow this opportunity to be offered:

"I guess it was a vote of confidence in firstly the previous [function] Director and the new one that they had asked me to do it."

"I guess that I hadn't got on the wrong side of anyone [...] I guess I have managed to influence them in a good way enough to either sponsor or not object to the change really."

Matthew (20: 14, 29-30)

In addition to his career capital portfolio, the nature of the job made it an easier transition for Matthew. By it being a newly reconfigured job, it was presented as a clean sheet of paper and it enabled Matthew to have the freedom 'to design it how I wanted to really' (Matthew, 20: 14).

Matthew experienced the transition as reasonably smooth:

“It was a fairly easy transition because I didn’t move desks [...] I was working with the same people, in the same place, in the same business.”

Matthew (20: 28)

Moreover, he developed his career capital further during the transition. Through being nominated by his *Previous line manager* and *Line manager*, and working closely with his new *Line manager* recently appointed into the new role, both his *Self-confidence* and *Technical expertise* were enhanced.

However, there were several career capital aspects that presented themselves as barriers which Matthew was able to overcome by drawing upon other aspects of his career capital portfolio. For example, the lack of handover from his *Peer* challenged Matthew initially; however, he drew upon his *Critical thinking*, *Initiative* and *Career-relevant experience* to tackle this:

“Let’s not worry about what came before. Let’s start afresh and kind of find out where the issues are and work out how I think from my experience and from what I was able to figure and what the best course of action was really.”

Matthew (20: 22-23)

In addition, he experienced ‘frustration’ (Matthew, 20: 35) when facing into the role contractual discussions. When offered the opportunity he was asked to decide before understanding what the implications were to his pay levels. In addition, having accepted the role, over the next 12 months Matthew had to work hard to secure his pension benefit improvements:

“I find that we kind of we lag behind with some of the formalities in terms of how much? ‘Do you want to do the job?’ ‘Is there a pay-rise?’ ‘No, do you want to do it first?’ You kind of have to accept it before you know what the offer is.”

“I guess as well the other frustration I have only just as in this year sorted out the change of my pension as a result of it [...] I had to really pursuit that from a personal point of view as my pension hadn’t caught up with my role change.”

Matthew (20: 34-35)

Towards the end of our interview, Matthew was candid when declaring his thoughts about his future career aspirations:

“I wouldn’t say no. I have no burning desire to at the moment but [pauses] I have got a long-time left to work and so I wouldn’t limit myself to saying, ‘I am only a [organisation] or [organisation]’ in terms of my future.”

Matthew (20: 36)

Case Study 3 – Garry: a Career Worker

Garry found himself feeling lost within the organisation when he found his two *Stakeholders* had both left. So he decided to take matters in his own hands with the new functional Director:

“So there was a big window of change during that window of time. Now the both of those guys were strong advocates for me [...] when they both left at the same time I felt as if any real opportunity for advancement within my at that time had been cut short.”

“That prompted me to around Christmas time to go and see him and in a sense say ‘I am here, I am this guy, these are my capabilities and I don’t think that they are being fully utilised and I think that you have got a resource that you have not getting the most out of’.”

“For me that was a make or break because depending on his outlook to that and what happened from it, I would have probably walked away from [the organisation] entirely.”

Garry (17: 6, 10-11)

Following a conversation with his HR representative and *Line manager* at the time they clarified that if he wanted to progress in his department ‘you are going to have to work in the plant for a bit’. (Garry, 17: 13); this led Garry to undertake a period of self-reflection about his career within the organisation:

“Now that sort of brought about two realisations for me. 1. That I didn’t want to work in the plant [...] it was not a step that I wanted to take and at that point I was looking to differentiate myself and stand out [...].”

“So that was realisation 1. Realisation 2 was actually when I take a step back and think about my career ambitions were when I first came to work it wasn’t to work in supply and operations.”

Garry (17: 13)

Coincidentally at the same time, Garry received a tip-off from a *Peer* about a forthcoming opportunity:

“Now that just happened to be the exact time that [Peer] [...] came to me and said ‘Look, [name] my predecessor, he is leaving and I reckon you should go for the job and you would be good at it.’ ”

Garry (17: 15)

In pursuing this new role opportunity and transitioning into his new role, Garry drew upon career capital portfolio which comprised ten career capital aspects: *Self-confidence, Motivation, Critical thinking, Influence, Initiative, Tenacity* and relationships with his *Previous line manager, Colleagues, Peers* and *Stakeholders*. Interesting there was no reference to: *Career relevant experience* or *Market, Business or Job knowledge*.

He showed *Initiative* and *Influence*, an example of *Connecting Career Capital*, and acted quickly to help to capitalise on this opportunity. He arranged to see his potential new *Line manager* to see if he was a credible contender:

“So I knew that in order to get myself credibly recognised as a contender I knew that I needed to move fast and effective in how I approached it.”

“So we met over coffee and that conversation was me basically saying: ‘Look would I have a fair shot?’ [...] ‘You have a good a shot as anyone’. [...] so that was enough for me really so from that point I application in and started my aggressive campaign!”

Garry (17: 17-18)

Following this confirmation, Garry started his orchestrated influencing campaign to win him the opportunity through systematically engaging both with the functional team and *Stakeholders*:

“So I made appointments with pretty much every member of the leadership team in the functional department [...] talking about what they do [...] I probably took in 1% of what they said but it was all about appearances for me at that point because I knew that they would mention that ‘This guy has come to talk to me’.”

“The motivation personally was not altruistic, it was very selfish in terms of how I could use it to my advantage, but all the benefits that I saw at the time were real. It just my core motivation was me to be able to raise my profile with [stakeholder 1, stakeholder 2 and stakeholder 3]. That worked!”

Garry (17: 18, 39)

Also, what helped Garry to facilitate this cross-functional role transition was both of his *Motivation* and *Tenacity*, another example of Garry *Connecting Career Capital*:

“I think one of the things that helped me was I had been more and more coming to the realization over the previous years, not just of those months, that in order to make things happen I would need to own it [...] and that point onwards for me it was about I am just going to do this and I am going to work around the rest of you to speak.”

Garry (17: 25)

However, Gary did face a number of barriers when transitioning into his role. Having a mixed *Reputation* within this new team, including the functional Director, Gary used his *Initiative* to overcome this gap, an example of *Crossing Career Capital*:

“I think that [Stakeholder] probably would have shared a lot of the preconceptions [...] it was evident in her questions that she was asking, it was that ‘Is this a [functional] guy?’ and ‘Are we going to have a functional [...] clockwork worker?’ Because that was not what they wanted [...] I had to prove that I was somebody different [...] that was part of my PR campaign.”

Garry (17: 43)

This shows how Garry was able to repackage his own career capital aspects and make them relevant into a new context, so by emulating how, from the protean career theory, Proteus changed shape and remained marketable (Sullivan and Baruch, 2009). When summarising his transition experience, Garry emphasised his increase in

personal agency when managing his career and highlighted again his thoughts about leaving the [organisation] if the conditions weren't right for him:

"I would say that the transition into my current [role] was self-led and it was based on maturity [...] I think that that was the key thing, taking control and no longer allowing other stakeholders to be in charge of what I was doing."

"It was a culmination of quite a lot of hard work and intense work over the previous few months to rebrand and sell myself in a different way, and I did see it as a bit of a one-off opportunity and so it was a huge relief."

"The lows really, I would say [...] when I was going out for interviews at [external organisation] and places like that, and I was really at a point of saying 'This just has to change'."

Garry (17: 49)

Case Study 4 – Mike: a Political Worker

Mike spent time reflecting, developing his vision for the perfect role and identifying which *Stakeholders* he needed to engage with to make this happen:

"My vision as a person [...] I have worked in WCM since 2005 in [organisation] [...]. I don't want to become a Production Manager or Plant Manager [...] I like working with people and helping them develop and seeing them being successful which I then get success seeing other people being successful. So it is trying to work out how does that role fit into [organisation] and how I can then develop my role [...] to ensure that I am satisfied."

"So it was about [...] I suppose having power, where is my having my personal vision of what I want to do and then understanding who the stakeholders are to help me achieve that."

Mike (35: 14, 17)

In developing this new role and transitioning into this role, Mike drew upon his career capital portfolio which comprised nine career capital aspects: *Adaptability, Initiative, Influence, Self-management, Technical expertise* and relationships with his *Line manager, Stakeholders, Peers* and *Colleagues*.

Mike used his relationship with his *Line manager* and *Influence* to win him over to the idea of this new role, an example of *Connecting Career Capital*. By gaining his buy-in, this boss made it happen within the organisation. This illustrates how Mike developed further *Influence* within the organisation through engaging his *Line manager*.

“Ultimately I won [line manager] over, over several months [...] Ultimately he was a key stakeholder which I needed to manage, so the conversation did go to ‘Yes’, as a possibility, he was on board and he signed it off and made it happen.”

Mike (35: 11-12)

Alongside his *Line manager*, Mike both employed his relationship with a *Stakeholder* and his *Influence* again to secure his support to this new role, a further example of *Connecting Career Capital*. Again by gaining this stakeholder’s buy-in, this stakeholder influenced other stakeholders to gain an agreement to this new role across the organisation. Again this shows how Mike developed further *Influence* within the organisation through engaging this *Stakeholder*.

“He was the one I had the most conversations with to understand what the role would be and the challenges it would bring and then [...] with my desire to move, he was then the person who I supposed influenced [stakeholder a] to say yes, and ultimately through [stakeholder b] and [stakeholder c] to say yes for the [organisation] to enable the two parties to come to agreement that I could do 50-50 job.”

Mike (35: 16-17)

What also facilitated this transition into his new role was using relationships with *Colleagues*. They helped him to build his *Business understanding* which further enhanced and grew his career capital:

“There were other people during the transition [...] primarily Plant Managers and other factories that I have worked with, so they are colleagues [...] one of them in particular [...] he went to SE Asia and getting an understanding of how [department] worked.”

Mike (35: 17-18)

However, Mike did experience difficulties within his transition. He found the remoteness of the job challenging; increased role mobility was predicted to challenge

some role holders through threatening the sense of belonging to both a team and organisation (Currie et al., 2006). When exploring how he dealt with this, he admitted that he hadn't managed it well, this being a negative indicator of *Self-management*:

“Another challenge [...] is I sometimes feel I don't belong to anybody, so who is my team? [...] You have to be quite, what is the word, as I am work on your own, self-motivation, which is fine but occasionally you think well actually I am doing lots of work but you don't have the coffee chats, you don't have the meeting in the coffee room with your team.”

Interviewer: “So how have you dealt with that then?”

“Very badly! [laughs] [pauses] [...] I suppose that is something that I haven't done as well as I should have done.”

Mike (35: 27-28)

When summarising and describing his transition experience, Mike was mixed in his response; whilst he instigated the role, he found the split nature of the role challenging and isolating:

“Dare I say it it just happened and I stumbled along! [laughs] There was no formal transition [...] I suppose a high was being recognised by other people in [organisation] that you are now a global champion rather than a regional champion [...] and I suppose the low goes back to [...] where do I belong to and the team approach.”

Mike (35: 36)

6.3 Final Theoretical Framework

I have answered research question 1 through exploring the aspects of career capital that facilitated the business leaders' role transitions. In addition, I have answered research question 2 through exploring how and to what extent these role transitions moves are supported by career capital. Furthermore, I have answered research question 3 through exploring the barriers inhibiting such role transitions. Consequently, in the light of these research study's findings, it is timely to introduce the final theoretical framework (see **Figure 6.1**) before moving on to conclude this research study.

This final theoretical framework is an evolved form of the initial theoretical framework presented in **Chapter 2 – Literature Review**; it reflects the insights generated from this research study and discussed in **Chapter 4 – Understanding the Aspects of Career Capital That Facilitate Business Leaders' Role Transitions**, **Chapter 5 – Exploring How and to What Extent Career Capital Supports Business Leaders in Their Role Transition** and **Chapter 6 – Making Sense of the Barriers that Inhibit Business Leaders in Their Role Transitions**. Such insights can be summarised in three parts: context, enablers and barriers, and fluidity.

Turning first to consider the context during the role holder's role transition experience, (see **Figure 6.1: Part One**), whilst I have argued that the organisational context is critical, these research findings illustrate that a greater level of resolution is required to inform our understanding. Rather than purely residing at the organisational level, it is important to deepen our focus to the role transition context. The specific role transition dimensions prevalent for each business leader impacts their role transition experience and influences what career capital is required. Whilst all 36 business leaders experienced role transitions that were: intra-organisational, sideways or upwards and voluntary, 11 business leaders also experienced additional role transition dimensions. Such additional dimensions comprised transitions that: were cross-functional, involved promotion to a line manager within the team and comprised moves into roles incongruent with the business model. All additional role transition dimensions created added challenges. This echoes fellow career researchers where it was recognised that transitions are influenced by the prevailing transition dimensions and sub-dimensions (Schlossberg, 1984) and that the number and permutations of transition dimensions at play impact the transition magnitude and the effects on the individual.

Furthermore, I found that the nature of the relationship that the business leaders had with the organisation impacted both their transition experience and the composition of their career capital portfolio. Both the interplay of personal agency and organisational attachment was seen to impact this relationship; this is illustrated by the worker typology. This interchange of agency and attachment arguably represents the power dynamic between both parties, namely the individual business leader and organisation. Interestingly, this notion of power dynamic has not been identified through previous career capital research studies and it has also been spotted as an omission from social capital theory (Szreter, 1999; Fine, 2008).

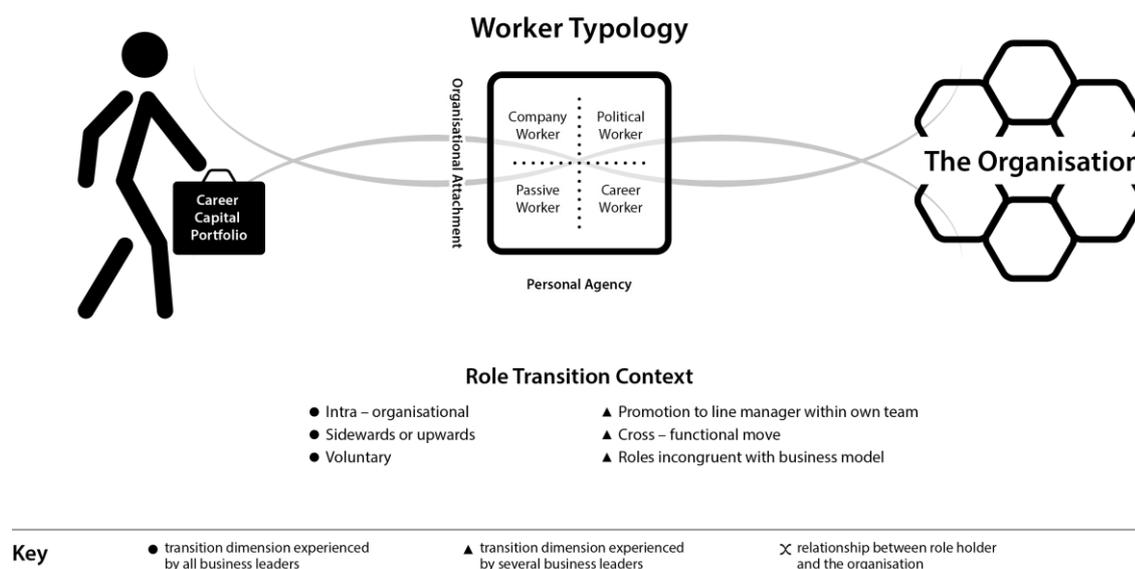
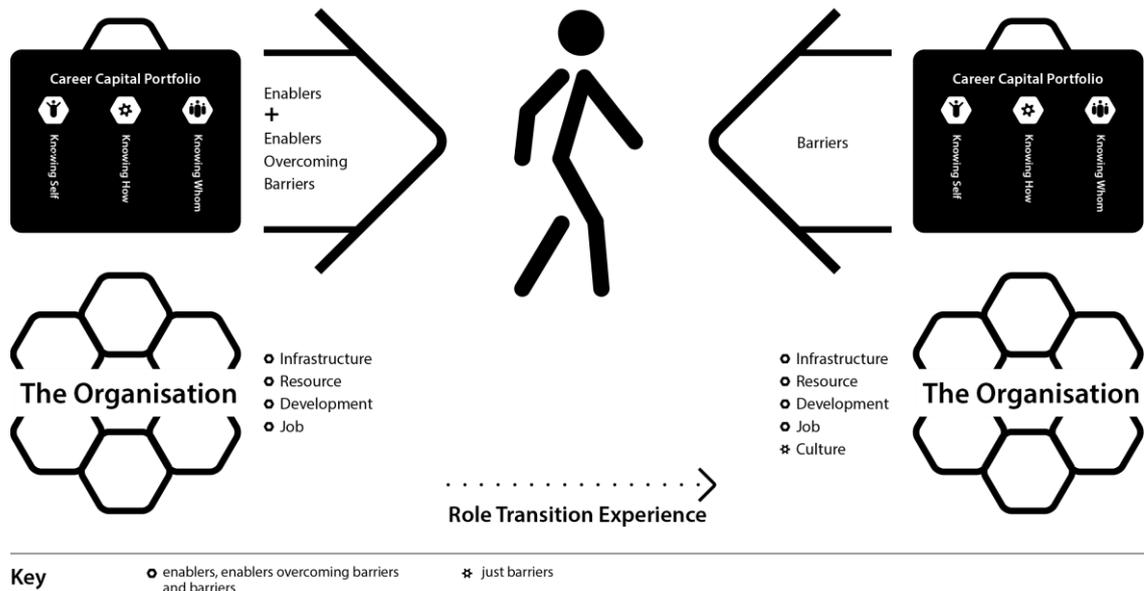


Figure 6.1: Final Theoretical Framework

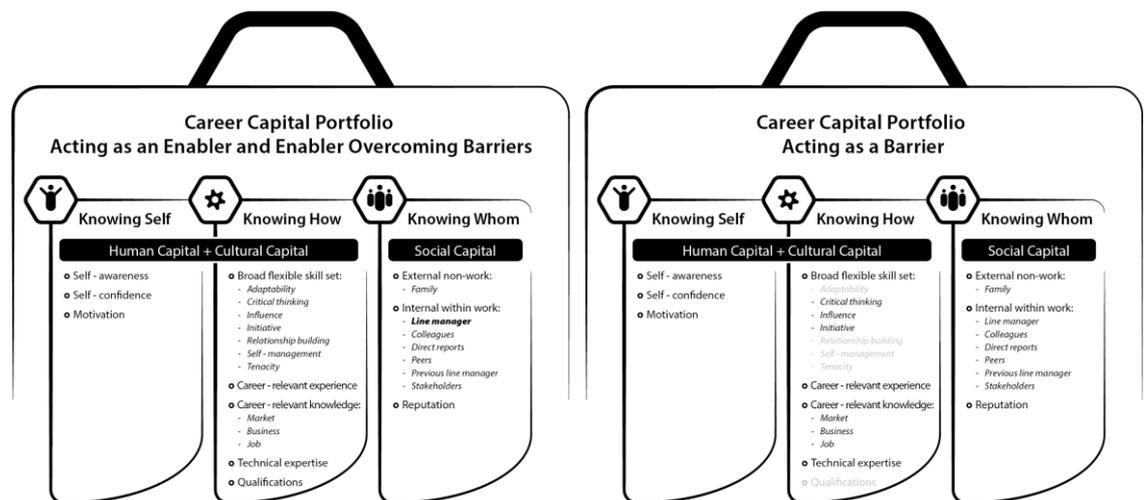
Part One - Context

Source: Own

Moving to consider the enablers and barriers during the business leaders' role transition experiences (see **Figure 6.1: Part Two**), I identified 24 career capital aspects that enabled the business leaders' role transition experiences. Such career capital also enabled the overcoming of barriers. This represents the collective career capital aspects across the 36 business leaders; each business leader had their own individual career capital portfolio which comprised between 5-14 career capital aspects (as illustrated in **Table 4.4**). Being the most frequently applied, the *Line manager* aspect is highlighted as being important, having been cited on 98 occasions. Whilst the *Knowing How* and *Knowing Whom* career capital categories from DeFillippi and Arthur's (1994) career capital theoretical framework were still relevant, *Knowing Why* was less so. With a focus on *Self-awareness*, *Self-confidence* and *Motivation*, *Knowing Self* was a more representative category label; the original career capital aspects of Personal meaning and Identification from DeFillippi and Arthur's framework were barely present with 0 and <10 citations, respectively. Although there had been an evolution of these career capital categories, the underpinning nature of Human Capital, Cultural Capital and Social Capital was still evident. However, as well as enabling role transition experiences, career capital was found to be more complex in nature, acting also as a barrier. Whilst not all 24 career capital aspects hindered the business leaders' role transitions, 19 career capital aspects did impinge in some way.



Key ○ enablers, enablers overcoming barriers and barriers ✱ just barriers



**Figure 6.1: Final Theoretical Framework
Part Two – Enablers and Barriers
Source: Own**

Here, the organisational context mattered as well, echoing the sentiment within the careers literature (for example Baruch, 2006), with the organisation acting both as an enabler and enabler overcoming barriers, as well as a barrier within the business leaders role transition experiences. Four organisational aspects (Infrastructure, Resource, Development and Job) acted both as enablers and barriers, whereas the organisational aspect of Culture, defined as ‘the way we do things around here’ (Lundy and Cowling, 1996: 168), solely acted as a barrier.

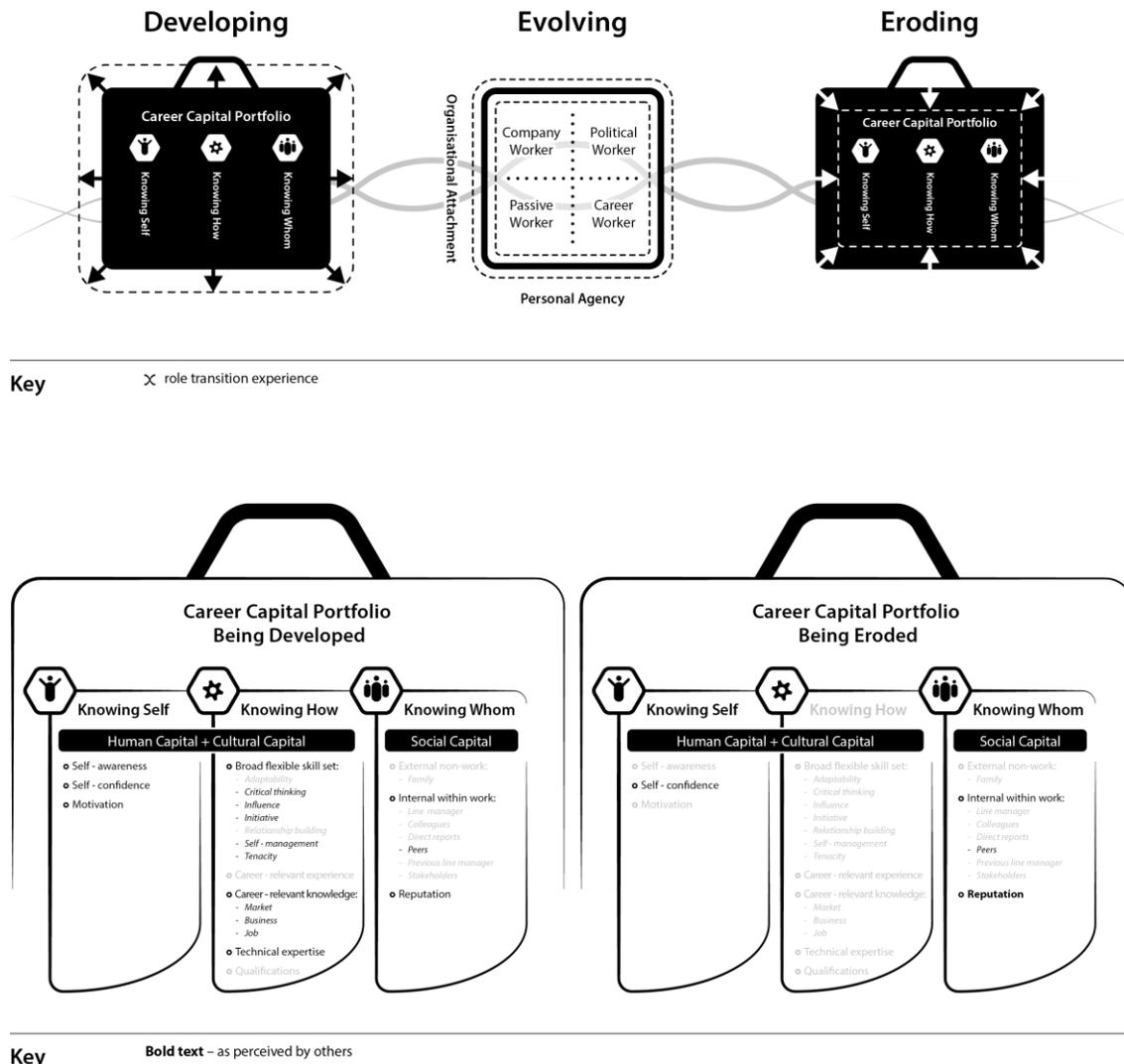


Figure 6.1: Final Theoretical Framework
Part Three – Fluidity
Source: Own

Finally, turning attention to acknowledge the fluidity during the business leaders' role transition experiences (see **Figure 6.1: Part Three**), as opposed to being static, there is dynamism within this final theoretical framework. Such fluidity was experienced in two ways, through both the career capital portfolio composition and also the relationship with the organisation. Firstly, 32 business leaders developed career capital either through the role transition experience itself or through accessing resources via their contacts within their network (*Knowing Whom*). Out of the 24 career capital aspects, 14 aspects were developed. For example, Phil described within his transition story how he applied insights, awareness and nomenclature gained from his masters

Qualification to further increase his *Influence* with colleagues and stakeholders and help to change the organisational attitudes. In contrast, three business leaders experienced an erosion of career capital through their role transition experience across two career capital aspects (*Self-confidence* and *Peers*). In addition, two business leaders (James and Garry) experienced an erosion of *Reputation*, as perceived by others. Whilst valued within his previous function, Garry's reputation was more questionable within his receiving function, being described as a 'clockwork worker' by a key stakeholder. This took a concerted effort to change. Although research shows that international assignments can lead to the development of career capital (Dickmann and Harris, 2005; Suutari and Makela, 2007), within these research studies, career capital erosion was not experienced. This has relevance as career capital erosion from role transitions has not been cited before, and as such offers a unique contribution to knowledge.

Secondly, three business leaders experienced fluidity through an evolution in their relationship with the organisation, reflected through changes in their levels of organisational attachment or personal agency, as illustrated within the worker typology mapping in **Figure 5.3**. On returning from a 12-month secondment with no new role opportunity evident, Steve experienced a reduction in organisational attachment, thereby moving from company worker to passive worker. In contrast, Bob's positive role transition experience enabled him to be more trusting of the business. Feeling more able to take a long-term career perspective he showed an increased level of organisational attachment, shifting from being a career worker to political worker. Finally, the breakdown of Andrew's relationship with his line manager led him to experience an increase in personal agency, therefore moving from a passive worker to career worker. After nine months of experiencing the interview, Andrew left the organisation.

Having introduced the final theoretical framework, I will now conclude this chapter.

6.4 Conclusion

Within this chapter I have explored answers to research question 3: What barriers inhibit such role transitions. Firstly, I explored the barriers that impeded the business leaders' role transition experiences. Whilst both career capital aspects and the organisational aspects acted as barriers for 35 of the 36 business leaders, career

capital was more prevalent in terms of business leader citations: whilst organisational aspects were cited 85 times as a barrier, career capital aspects were cited 149 times as a barrier. On exploring their stories, I noticed that business leaders overcame such barriers through drawing upon existing career capital aspects within this portfolio; I termed this tendency *Crossing Career Capital*. These observations also contribute to the answering of research question 2: How and to what extent are these role moves supported by career capital? In addition, whilst Terjesen (2005) described how the female entrepreneurs overcame missing *Knowing How* career capital through drawing upon their *Knowing Whom* existing contacts, this observation was not further described or defined. Next, I showed how all of the research study findings interwove through exploring four illustrative case studies.

Finally, I introduced a final theoretical framework to take account of the insights generated from this research study and explored in **Chapter 4 – Understanding the Aspects of Career Capital That Facilitate Business Leaders’ Role Transitions**, **Chapter 5 – Exploring How and to What Extent Career Capital Supports Business Leaders in Their Role Transition** and **Chapter 6 – Making Sense of the Barriers That Inhibit Business Leaders in Their Role Transitions**. Within this I clarified the 24 career capital aspects and acknowledged the importance of the role transition context as well as the varying relationship between the business leaders and the organisation; this interchange of agency and attachment arguably represents the power dynamic between both parties. Interestingly, this notion of power dynamic has not been identified through previous career capital research studies and it has also been spotted as an omission from social capital theory (Szreter, 1999; Fine, 2008). Furthermore, this framework acknowledges the dynamic relationship of the individual career capital portfolio and the transition experience.

In summary, this findings chapter indicates several noteworthy aspects surrounding barriers to role transitions. First, as well as being an asset, career capital can act as a liability. Recognising how having too much or too little career capital, along with identifying tensions and misalignments within key relationships supports business leaders within their movement between roles. Being able to anticipate and manage such hindrances will aid business leaders to cultivate smoother role transitions. Second, the organisational context is significant. Whilst the organisation played a supporting role, business leaders described how organisational practices and prevailing culture both hindered and had the missed opportunity of actively facilitating internal role transitions. Such findings may inform how organisational leaders can

facilitate greater levels of internal mobility for business leaders and inform ways to facilitate transition management. Finally, having career capital fluency enables business leaders to overcome presenting obstacles. When faced with organisational hindrances or barriers within their career capital portfolio, those business leaders who are adept at drawing upon other career capital aspects present within their portfolio will be best placed to anticipate and resolve such challenges with ease.

Next, I will conclude this research study.

CHAPTER 7: CONCLUSION

This chapter draws this research study to a close. Firstly, the research study is summarised in terms of what was done and what was found out, outlining how research question 1, 2, and 3 are answered. From here, this research study's unique contributions to knowledge are summarised. Following this, research question 4 is answered, through exploring the implications of these role transition experiences for business leaders and organisations. Next, the implications for researchers is considered, including summarising the personal significance of this study, this research study's limitations and recommending future avenues of research. Finally, the chapter is brought to a close with a concluding statement.

7.1 Research Study Summary

It is widely reported that organisations are no-longer able to provide jobs for life (Doyle, 2000; Tulgan, 2001) and that as a result role holders are being required to undertake a greater frequency of role transitions within their working lives (Boisjoly et al., 1998; Ng et al., 2007; Kambourov and Manovski, 2008). Role holders often experience such transitions as stressful (Goleman, 1995; Baruch, 2006). Moreover, these transitional challenges are accentuated for business leaders where stakes are arguably higher (Ibarra and Barbulescu, 2010), than role holders with lower levels of responsibility. This raises the question of what career capital may help business leaders to make their own role transition.

When applying Arthur and DeFillippi's (1999) career capital framework as the focal theory in defining career capital, only two research studies have explored career capital development within role transitions. Consequently, this highlights the research gap concerning the career capital required by business leaders to facilitate their own organisational role transitions.

Given this, the aim of this research study was to explore the career capital required by business leaders to facilitate their own voluntary, sideward or upward role transitions within a business within the UK.

The research questions were:

1. What aspects of career capital facilitate such role transitions?
2. How and to what extent are these role moves supported by career capital?
3. What barriers inhibit such role transitions?
4. What are the implications for business leaders and organisations of these role transition experiences?

Within an interpretative philosophical approach, I adopted a social constructionist stance. Furthermore, I selected a case study approach where 36 business leaders from a case organisation – a UK-based, construction business – took part in a narrative-based, semi-structured interview where they shared their recent role transition experience. Within this dialogue they shared what helped and hindered their role transition experience and what additional support would have helped them. Through adopting an iterative analytical process and thematic analytical approach, I cycled between interviewing, transcribing, manual coding, visual mapping and N-Vivo data manipulation, along with the eliciting of connections, insights, patterns and themes accessed through journaling, running and meditation.

In summary, what I discovered was that all 36 business leaders used career capital to facilitate their role transition. Being clustered into *Knowing Self*, *Knowing How* and *Knowing Whom*, in total 24 career capital aspects were drawn upon. To aid their transition, in some occasions business leaders combined a number of career capital aspects, termed here *Connecting Career Capital*. Moreover, particular role transition dimensions created specific challenges, namely: cross-functional transitions, transitions from being a team member to being a line manager within the same team and also roles that were incongruent with the business model. In addition, the organisational context impacted the role holders' transition experiences. Firstly, there were organisational enablers that supported the business leaders in their role transition experience: infrastructure, resources, development and job design. Secondly, many of the network members outlined in *Knowing Whom* originated as employees enacting their organisational role. In particular, the *Line manager*, as both a career capital aspect and organisational employee, played a particularly significant enabling role for business leaders. For many, their *Line manager* acted as a gateway to additional sources of capital (career, economic, physical). In addition, personal levels of agency and organisational attachment impacted the role holder's role transition experience and the career capital aspects that were drawn upon.

Furthermore, through the role transition experience, business leaders' career capital was also developed as well as being eroded in some situations. Finally, 35 of the 36 business leaders experienced barriers in their role transition experience. Both career capital (19 of the 24 aspects) and organisational enablers (infrastructure, culture, resource, development and job design) also hindered their role transition experiences. When facing such barriers, business leaders drew upon other career capital aspects to overcome such challenge; this activity is termed here as *Crossing Career Capital*.

7.2 Unique Contributions to Knowledge

Having summarised the context, approach and findings, it is pertinent to clarify this research study's unique contributions to knowledge. To aid this clarification, I will use a contribution to knowledge framework adapted from Jenkins (2003) as illustrated in **Table 7.1**. Given this research study's mode 1 (technical) and mode 2 (applied) knowledge creation (Gibbons et al., 1994), the breadth of this contribution to knowledge framework is apt. Consequently, I will describe this research study's unique contributions to knowledge through taking each domain in turn.

Domain of Contribution	Extent of Contribution		
	What Has Been Revealed?	What Has Been Developed?	What Has Been Found Which is Brand New?
Theoretical Knowledge	Career capital underpinned by cultural capital, social capital and human capital are useful theories for exploring business leaders' upwards, sideward and voluntary role transitions within a business within the UK	Career capital theoretical framework for role transitions within an organisation experienced by business leaders Conceptual mapping of business leaders onto an agency and attachment typology	Career capital theoretical framework comprising 24 career capital aspects within: <i>Knowing Self, Knowing How, Knowing Whom</i> Final theoretical framework illustrating this career capital framework alongside the relationship with organisation and role transition context Personal Agency and Organisational Attachment Typology: Company Worker, Career Worker, Passive Worker, Political Worker

Domain Contribution	Extent of Contribution		
	What Has Been Revealed?	What Has Been Developed?	What Has Been Found Which is Brand New?
Empirical Evidence	<p>Internal role transitions can be stressful for business leaders</p> <p>Organisational context, role transition dimensions and levels of personal agency and organisational attachment influences the role holders' transition experience</p> <p>Business leaders have a career capital portfolio that enables and facilitates the overcoming of barriers within role transitions</p> <p>Career capital can act as a barrier within the role holders' transition experience</p> <p>Career capital is dynamic and can be developed and eroded as a result of the role transition</p>	<p><i>Crossing Career Capital</i> shows how gaps in career capital portfolios and other barriers can be overcome by other career capital aspects</p> <p>Career capital is multidimensional: enabler, enabler overcoming and/or barrier</p> <p>Business leaders' career capital portfolios showed thematic differences depending on personal agency and organisational attachment preferences</p>	<p>A new role transition dimension has been seen: Congruency with the business model</p> <p>During transitions, the business leaders' line manager can act as a gateway to additional career capital and capital (economic and physical) aspects</p> <p>Value of role holders' career capital portfolio varies within the role transition due to changing context</p> <p>Power in the form of balance of personal agency and organisational attachment impacts the business leaders' role transition experience</p> <p>Career capital can act as a barrier within the role transition</p> <p>Career capital can be eroded through the role transition</p> <p><i>Connecting Career Capital</i> shows how career capital can be combined when enabling role transitions</p>

Domain of Contribution	Extent of Contribution		
	What Has Been Revealed?	What Has Been Developed?	What Has Been Found Which is Brand New?
Methodological Approaches	<p>Event-based narrative interviews are a useful means of exploring business leaders' transition experience within an organisation</p> <p>An iterative analytical approach is a useful way of generating rich data: analytical thinking through coding and conceptual and intuitive thinking through meditation, running and journaling</p>	A semi-structured interview guide involving the use of transition time-lines	--
Contribution to Practice	<p>Transition experiences are individualised depending on the transition dimensions at play</p> <p>Business leaders can experience role transitions as stressful, leaving an emotional impact</p> <p>Most business leaders asked for greater levels of support during their transition</p> <p>Internal inductions are frequently missing</p> <p>Organisational aspects can act as barriers to the role holders' transition experience</p> <p>Organisational development interventions can support the building of career capital</p>	An interview guide acting as a basis of a coaching conversation	<p>Career capital theoretical framework can inform career capital diagnostics</p> <p>Typology of personal agency and organisational attachment can inform:</p> <ul style="list-style-type: none"> the self-assessment of the nature of the relationship with the organisation a developmental toolkit to aid individual change <p><i>Knowing Whom</i> can be used to map the evolution of relationships through the transition</p> <p>Line manager as a gateway to additional career capital and capital (economic and physical) aspects can inform line management inductions and development programmes</p>

Table 7.1: Extent and Domains of Contribution
Source: Framework modified from Jenkins (2003)

7.2.1 *Theoretical Knowledge*

There are several unique contributions to theoretical knowledge. Firstly, this study confirms what career capital aspects help business leaders to transition sideward or upwards within an organisation within the UK. Such confirmation is shown in the creation of a career capital theoretical framework comprising *Knowing Self, Knowing How and Knowing Whom*, which embraces 24 career capital aspects (see **Figure 4.1**). This is distinct from existing career capital frameworks within the careers literature. Whilst both Arthur et al.'s (1999) and Iellatchitch et al.'s (2003) career capital theoretical frameworks adopt a generic context, this career capital framework is firmly grounded in empirical evidence. Furthermore, within the context of role transitions, Terjesen (2005) clarifies career capital aspects that enable female entrepreneurs to set-up their own business, whilst Suutari and Makela (2007) clarify how international assignments can lead to the development of career capital.

Secondly, the final theoretical framework (see **Figure 6.1**) illustrates how the role transition context and the specific dimensions present within the transition impacts the business leaders' role transition experience. Whilst both Arthur et al.'s (1999) and Iellatchitch et al.'s (2003) career capital theoretical frameworks acknowledge the relevance of context, this recognition is more generalised; Arthur et al.'s (1999) recognise the significance of context through developing the bounded and boundaryless profiles (see **Table 2.6**), whilst Iellatchitch et al.'s (2003) recognise the relevance of context through the inclusion of Bourdieu's symbolic capital (see **Figure 2.3**).

Moreover, this research study's final theoretical framework acknowledges the relevance of the role holders' relationship with the organisation through the balance of personal agency and organisational attachment to their role transition experience. This theoretical understanding is extended further into the typology acknowledging: Company Worker, Career Worker, Passive Worker and Political Worker (see **Figure 5.2**). Being absent from other career capital transition studies, such a recognition of the relevance of this relationship is unique.

7.2.2 *Empirical Evidence*

Firstly, whilst previous careers literature acknowledges a plethora of transition dimensions and sub-dimensions (see **Table 2.1**), Neale and Griffin (2006) anticipate

that new transition dimensions will continue to emerge. This research study identifies a new transition dimension: congruency with the business model; consequently this offers a unique contribution to knowledge. Such an acknowledgement is relevant; the transition context does matter (Schlossberg, 1981; Neale and Griffin, 2006) as the transition dimensions at play do impact the challenges felt by the role holder (Schlossberg, 1984).

Secondly, through acting as a gateway to additional career capital aspects and capital (economic and physical) (see **Figure 5.1**), this research study acknowledges the critical role that a line manager plays in supporting a business leader to transition into a new role. Consequently, a core relationship (social capital) helped to access a plethora of career capital aspects (see **Figure 5.1**). This illustrates both the circularity of career capital and Bourdieu's convertibility of capitals (Doherty and Dickmann, 2009). Through being cited on 81 occasions by 30 business leaders, it was the most frequently cited support career capital aspect. No other career capital study (see **Table 1.1**) has acknowledged the specific relevance of the line manager relationship.

Additionally, this research study acknowledges how the value of the role holders' career capital portfolio evolves within the role transition due to the changes to context, echoing Bourdieu's notion of symbolic capital. Neither Terjesen (2005) or Suutari and Makela (2007) recognise how career capital portfolios can change value through a transitional experience owing to the role holders' changing context. Again, this offers a unique contribution to knowledge.

Furthermore, power is recognised within this research study – through the balance of personal agency and organisational attachment – as an influence upon the business leaders' role transition experience. Within the careers literature, power is absent from other career capital transitional studies; in addition, it is actively recognised as being an omission from social capital theory (Szreter, 1999; Fine, 2008).

Also, whilst career capital can enable role transitions and the overcoming of barriers, in itself career capital can act as a barrier within the role transition. This research study's findings showed how this career capital hindrance was broad in nature, taking on many forms including: being absent, having too low levels, having too high levels. Within *Knowing Whom* these hindrances were more complex, including: areas of relationship misalignment in appetite, expectations, role clarity, priorities, vision and self-view, as well as direct conflict. Whilst Terjesen (2005) described how career capital could hinder transitions through its absence, for example how the gaps in the

female entrepreneurs' *Knowing How* career capital impacted their transition experience, the nature of this hindrance was not explored beyond this singular observation.

Moreover, this research study illustrated that career capital can be eroded through the role transition experience. Whilst existing research shows that international assignments can lead to the development of career capital: confidence, cultural awareness, commercial experience and social capital (Dickmann and Harris, 2005); self-awareness, general management competencies, international competencies (Suutari and Makela, 2007), no extant research studies acknowledged that career capital can be eroded through role transition experiences.

Finally, *Connecting Career Capital* shows how career capital aspects can be combined by business leaders to ease role transitions. Such a concept is distinct from similar observations within the careers literature. As previously described, 'Bonding' social capital refers to social capital that provides a protective structure preventing outsiders from entering (Bourdieu, 1986b; Coleman, 1988) the group. Also, 'Bonding' social capital as termed by Terjesen (2005) refers to the useful relationships, such as partners and mentors that support senior women managers to transition to self-employment. Moreover, whilst Terjesen (2005) highlighted how her participants *inter-related* their career capital when transitioning into their own business, this had a different meaning; here, she illustrated how her female business owners chose their business partners (*Knowing Whom*) based on their competency profile (*Knowing How*). Consequently, *Connecting Career Capital* and the blending of different career capital aspects by individuals to ease transitions has not been reported before within the careers literature; therefore, this research study makes a unique contribution to knowledge in this area

7.2.3 Methodological Approaches

Whilst no unique contributions to knowledge were made within the research methodology domain, there were two contributions worthy of mention. Firstly, I experienced event-based narrative interviews as a useful approach to generating a wealth of rich data through exploring business leaders' role transition stories. Such a qualitative approach differs from much of the existing positivist (Terjesen, 2005) and quantitative approach adopted within careers research, and brings a welcome alternative (Lamsa and Hillos, 2006). Moreover, narrative approaches to research are

becoming more popular (Watson, 2009) and only latterly have they being recognised as important in organisational research (Gabriel and Griffiths, 2004). Furthermore, they are regarded as a valuable tool (Cohen, 2006) and highly relevant for the study of careers (Bujold, 2004).

Secondly, the iterative process of analysis (see **Figure 3.4**) shows the value in taking both a combined analytical and intuitive approach. Through personally transcribing the interview transcriptions, manual coding and using N-Vivo to process and interrogate the data, a depth of analytical processing was achieved. Furthermore, the running, meditation and personal journaling enabled connections within the data to be accessed and deeper themes to emerge.

Finally, the creation of the semi-structured interview guide, drawing of transition timelines and visual mapping of enablers and hindrances has contributed to knowledge within the narrative data-gathering approaches.

7.2.4 Contribution to Practice

To conclude, this thesis offers contributions to practice for: organisational leaders and organisational development professionals. Details of the implications to such practice are outlined in **Section 7.3** and **Section 7.4**.

In particular, the career capital theoretical framework can inform career capital diagnostics, enabling role holders to understand their current and desired levels of career capital. Also, the typology of personal agency and organisational attachment can be developed further into self-assessment diagnostic tools to enrich role holders' understanding of their current and desired relationship with the organisation. In addition, such a typology can be extended into a development toolkit to aid personal change. Moreover, the *Knowing Whom* career capital aspects can be applied to map the current network and evolution of relationships as a consequence of the role transition. Finally, the empirical insight into the line manager acting as a gateway to additional career capital and capital (economic and physical) aspects can inform line manager inductions and developmental programmes, so as to nurture positive working relationships between the line manager and new entrant.

7.3 Implications for Business Leaders

When exploring the implications of this research study for business leaders, I took the generic perspective of business leaders as organisational employees rather than the specific viewpoint of the business leaders from this research study. This answers in part research question 4: What are the implications for business leaders and organisations of these role transition experiences? On discussing this area, initially I will address the implications thereby answering what these research study's findings mean for business leaders in general. Following this, I will highlight some recommendations.

When considering the implications, firstly, it is important to acknowledge that business leaders' current career capital levels are likely to impact their ability to transition into roles within an organisation. Also, specific dimensions prevailing in the role transition may throw up particular challenges to address, (for example: in transitioning between functions, being promoted to line manager within the team, and moving into a role that is incongruent with the business model). Consequently, being aware of their own career capital portfolio and having the mental agility to manage this (Gonin, et al., 2011), is likely to aid business leaders within their role transition experience. Such perceptual understanding will aid business leaders in their: connecting of career capital, recognition of how career capital can manifest into barriers and overcoming such hurdles through *Crossing Career Capital*.

When considering *Knowing Whom*, awareness of and ability to read and connect with others (Gonin, et al., 2011), in particular their line manager, will aid business leaders in their accessing and development of their social capital. Furthermore, anticipating how their career capital is like to change within a new role context will stand business leaders in a stronger position when managing their transition. Such career capital forward-planning may comprise: identifying development opportunities and side-stepping erosion possibilities along with predicting how their portfolios will alter in value within this new setting. Additionally, business leaders are likely to benefit from recognising their own levels of personal agency and organisational attachment (in essence, their personal power). This awareness is likely to impact: their transition experience, career capital cultivation and personal mobility within the organisation. Finally, appreciating the importance of the organisational context and knowing the organisational enablers (for example: infrastructure, resources, development support,

job details) and key organisational actors (for example: HR team members) may ease business leaders' role transition experiences.

Given these research study's implications, there are several recommendations that may be useful for business leaders to consider. Firstly, in terms of personal exploration it may be helpful for business leaders to build an understanding of their own existing career capital portfolio. Not only will this awareness support the building of a boundaryless mindset (Briscoe and Hall, 2006; Suutari and Makela, 2007), where this is a desirable ambition, enabling the transitioning between roles both within and between organisations. Moreover, it will also support further personal growth in the fields of personal understanding. Role holders' personal understanding can develop through becoming familiar with their own: personal motivations, confidence and sense of knowing (Arthur, et al., 1999); formula for success and understanding what matters within a dynamic work environment (DeFillippi and Arthur, 1994); sense-making in their career so far (Mirvis and Hall, 1994). Such personal understanding can also include exploring the type of relationship that the business leaders have and wish to have with their employer (Arthur et al., 1995). How much personal agency do they wish to have? What level of organisational attachment is important to them? Through understanding what matters to them, it is easier for business leaders to determine the nature of employer relationship that serves them; for example, does it suit them to be a Company Worker or a Career Worker? Having this level of clarity will provide a more nuanced understanding of the relevance of having a boundaryless mind-set and protean career attitude (Grimland et al., 2012); this awareness will throw light on the required balance of embedded (boundaryless) or embodied (organisationally-bounded) career capital (Terjesen, 2005) to serve their own career ambitions.

Secondly, with regards to personal development there are some capabilities that may support business leaders to improve their ability to transition roles. Honing their ability to self-reflect (Branson, 2007) will progress a business leader's ability to develop their personal understanding. Often this introspection is missing, as illustrated here when required additional support was largely external in form. In addition, combined with strengthening mental agility, business leaders will be better equipped when confronting hurdles to connect their career capital aspects and overcome such challenges (for example, resistance from a *Previous line manager*). Furthermore, it may be opportune for business leaders to hone their skills in understanding and relating to others (Gonin, et al., 2011), as well as managing relationships. As we have seen *Knowing Whom* – or social capital – is relational; it is dynamic and is jointly owned by its members

(Nahapiet and Ghoshal, 1998) or people involved. As these research study's findings shows, when transitioning roles, such social capital is more complex in nature than *Knowing Self* and *Knowing How*, especially given its ability to transform into being a barrier within the transition. Consequently, reading, relating to and influencing people will impact the value and health of social capital within the business leaders' career capital portfolio.

Thirdly, there are recommendations emerging from this research study's findings for career planning. In the near-future, when facing a forthcoming role transition, the business leader is able to draw upon the insights from this research study and plan ahead with greater levels of competence. Knowing that transitions can be stressful (Goleman, 1995; Baruch, 2006) brings a relevance to the careful handling of the role transition. Whilst transition management is a partnership between both business leaders and organisations (Suutari and Makela, 2007) where both have a role to play (Dries and Pepermans, 2008), there is still a place for personal agency. Appreciating that the transition dimensions impact the levels of anticipated personal challenge (Schlossberg, 1984), it is valuable for the business leader to explore the transition dimensions at play within the forthcoming role transition. Moreover, it will be important to anticipate challenges and understand what career capital will be needed to support the transition; business leaders can draw upon *Crossing Career Capital* to overcome identified gaps within their career capital portfolio whilst becoming fluent at *Connecting Career Capital* to gain a greater transition result. Furthermore, there will be value anticipating how their career capital portfolio will shift within the new organisational setting – or field as termed by Bourdieu (1986a). Post transition, what career capital aspects will be perceived as more useful within this new setting and what may diminish? This acknowledges the shift in career capital value in different settings, as reflected in the notion of symbolic capital (Bourdieu, 1986a). For example, moving between functions may diminish *Reputation* and lead to a dearth in relevant *Technical expertise*. Also, being promoted to being the line manager may lose the collegiate support from *Peers* who are now *Direct reports* whilst also opening up new *Peer* networks. Through anticipating this value shift in career capital currency, whilst predicting newly required and currently unpossessed career capital, the business leader can craft plans to cultivate the necessary career capital.

Moreover, it will be invaluable for the role holder to take a longer-term perspective and clarify their career ambitions. Through identifying future career fields, it will be prudent for role holders to begin to consider what career capital will support movement into

these new contexts (Arthur et al., 1999; Sutherland et al., 2015). Such clarity will help role holders to understand where to invest and build future agility through investing in 'high-value career capital' as opposed to 'low-value career capital' (Tempest and Coupland, 2016), which will enable the transition into such fields. In a healthy, knowledge-driven economy, new ways of working are continually replacing old ways (Arthur et al., 2017), and so this need to assess and invest in emerging skills is ongoing.

Furthermore, in addition to the career capital, it is important for business leaders to not neglect the contextual issues (Evetts, 1992; Brown, 2002; Dries, 2011) and therefore understand the current and anticipate the evolving organisational context (Gonin, et al., 2011). It will be useful for business leaders to understand the available organisational enablers when transitioning within or into the organisation. Tapping into the supporting organisational processes will aid business leaders' transitions, including requesting an induction and understanding the resources – or other capital – available, for example: budgets, people resources, technological resources. Moreover, enquiring about the developmental support on offer to aid the transition will provide additional assistance; this may consist of training, coaching (Gonin, et al., 2011; Salomaa and Makela, 2017), mentoring (DeFillippi and Arthur, 1994). As well as the organisational enablers, it is perhaps wise for the business leader to build their knowledge of the organisational actors who will provide assistance during this transitional time. As acknowledged by Bourdieu (1986a), the business leader will stand in good stead by cultivating relationships that will assist in their transition, including the new *Line manager*.

Finally, business leaders can hone their career management practice by building employability. Such practice may include the identification of those career capital aspects that can be embedded (Terjesen, 2005) and transferred between employers (DeFillippi and Arthur, 1996) as opposed to those aspects that are embodied, only holding value in particular organisational contexts (Terjesen, 2005). Furthermore, this career management may also involve the letting-go of obsolete career capital (Arthur et al., 1999). Having explored the implications for business leaders, I will now explore the implications of this research study's findings for organisations; this answers in part research question 4: What are the implications for business leaders and organisations of these role transition experiences?

7.4 Implications for Organisations

Similar to **Section 7.3**, when exploring the organisational implications of this research study, I took the general perspective of the organisation rather than the specific viewpoint of the case organisation. Given that transitions can be experienced as stressful (Goleman, 1995; Baruch, 2006) by role holders, and that transition management is relevant to everyone (Stephen, 1994; Baruch, 2006) rather than just a select few, this topic is relevant for organisations to address (Yapp, 2004; Gonin et al., 2011). Furthermore, the importance of this subject is growing as it is acknowledged that the nature of role transitions are becoming more varied in form (Mayrhofer and Iellatchitch, 2005), and more individualised and complex (Chudzikowski, 2012), and that for some their transition experience can leave a psychological impact (So, 2010). All of these claims are reflected within these research study's findings. Consequently, given that the organisation still has a role to play in transition management (Baruch, 2006) and that evidence shows that managing such transitions can have a pay-off (Baruch and Quick, 2009), it will be invaluable for organisations to invest in supporting transition management.

It is important to recognise the influential role that an organisation plays within business leaders' role transition experiences, acting on occasions both as a facilitator and hinderer. In addition to certain organisational employees being part of the *Knowing Whom* networks (namely, *Colleagues, Direct reports, Line managers, Peers, Previous line managers, Stakeholders*), specific organisational enablers both supported - and hindered - business leaders through their role transition (namely, Culture, Development, Infrastructure, Job, Resource).

When exploring this point in more depth, firstly, the organisation can take steps to actively support business leaders in their role transition. For example, the provision of development activities can help business leaders build their career capital portfolios. Moreover, the internal organisational network often features heavily within a business leaders *Knowing Whom*. Such a network is both highly defined, with many different organisational actors often playing a role in aiding the transition.

Secondly, on occasions the organisation may provide support which is inconsistently experienced by business leaders (for example, the provision of an induction and the allocation of a coach). Such irregularity in provision by the organisation can impact business leaders' role transition experiences. Thirdly, it is evidenced that the organisation may potentially inadvertently hinder the progress of business leaders

moving into a new role. As explored in detail in **Chapter 6 - Making Sense of the Barriers That Inhibit Business Leaders in Their Role Transitions**, such blockers comprise many forms: for example, *Previous line managers* challenging business leaders in their desire to move into a new role, a lack of resource hindering back-filling of roles and lengthy recruitment decision-making leading to protracted transition timelines. Such inconsistency of support provision or hindering of transition experiences can lead business leaders to experience internal transitions as being challenging. Given this personal impact, business leaders may be left feeling diminished by these opposing forces. Often this may have repercussions with business leaders taking many months to settle into a new role and begin to perform at their full capacity and capability.

In addition, business leaders recognise that the organisation may be able to offer more to ease their transition experience. Such facilitation may comprise both how organisational actors perform in their role along with the nature of other organisational enablers. As an illustration, there may be scope for both the *Previous line manager* and *Line manager* to actively collaborate (Renwick and MacNeil, 2002) to ease the settling in of the business leader into the new role and the seamless backfilling of the previous role. Moreover, there may be opportunity to hone the transition management support on offer within the business (including the provision of a buddy and coaching support).

Finally, there is likely to be variation across business leaders in terms of how they interpret career management influenced by differing levels of personal agency and organisational attachment, summarised in essence as their personal power. Some business leaders are likely to see career management as their own responsibility (typified by Career Workers and Political Workers), whereas others may see career management as the organisation's responsibility (as viewed by Company Workers and Passive Workers).

Given these research study's implications, there are several recommendations that may be useful for organisations to consider. The audience for such guidance is likely to be HR professionals including: HR Directors, and HR, Organisational Development and Talent Management Managers. Firstly, it might be helpful for organisations to undertake an audit of how business leaders experience internal role transitions. In particular, it may be pertinent to explore what is and is not working, and what the implications are for the organisation. Rather than undertake a separate audit, it may

be feasible to gain this insight from other existing channels such as employee satisfaction and exit surveys.

Secondly, on identifying the organisational forces hindering business leaders' role transition experiences it may be opportune to address these. Such forces may include parochial line manager behaviour. It may require the organisation to identify ways of unblocking such territorial behaviour, including refining reward and performance management approaches to motivate new line manager behaviours to encourage role holder movement between departments. In addition, recruitment approaches may be the source of issues that hinder effective transitions. Recruitment decisions may be slow due to ineffective processes and the necessary decision-making sign-off by stakeholders. Such delays may dissuade business leaders from applying. Compounding this, the lengthy back-filling of roles may lead to protracted transition times and often the requirement to undertake both the previous and new roles for the duration. This delays the business leader's ability to let go of their former role and in some cases undertake elements of the former role on a permanent basis, as in Jim's case. Other hindrances may comprise gaps in developmental approaches, for example: the availability of mentors and also the role design. It may be useful for organisations to assess the suitability of the role design to avoid situations where roles are too big (Julian) and have: blurred boundaries (Matthew), several line managers (Mike) and unrepresentative titles (Helen).

Thirdly, as well as address opposing forces, it may be helpful to further enhance existing organisational enablers. Such enablers may comprise robust organisational processes, including communication practices that clarify: strategic narratives, departmental roles and announcements of recruitment changes. Other organisational processes that may be useful to enhance include: succession planning (Groves, 2007) (supporting backfilling thereby mitigating the need for the business leader to undertake two roles for a lengthy duration) and internal inductions (Leskiw and Singh, 2007). In particular, a robust, fit-for-purpose induction approach may be critical for all business leaders when transitioning internally. Within this induction it may be useful for the organisation to help the business leader to understand the new patterns of relationships required in this new role (Schuller et al., 2000). Perhaps through a mapping exercise, the organisation can enable the business leader to spot important relationships to cultivate, thereby helping the role holder to foster their *Knowing Whom* career capital and keeping it relevant through this transition. In addition to processes, other organisational enablers may constitute appropriate resources to support the

transition, including information and data. Also, individually-focused (Clarke, 2009) developmental assistance, may help to plug any gaps within the career capital portfolio, whether this be coaching (Gonin, et al., 2011), sourced either internally or externally, mentoring (DeFillippi and Arthur, 1996), career coaching and counselling or other training approaches. In addition to developmental assistance, it may be useful for the business leader to transition into a well-designed role which matches their individual requirements. Within this role design it will be pertinent to clarify the accountabilities, current challenges and freedom to act without requiring consultation with the line manager.

This clarification of role expectation (Groves, 2007; Gonin et al., 2011) leads to a wider issue for consideration. Given the significance of this relationship within the transition success, the organisation has a role to play in brokering an effective relationship between the business leader and new line manager. Fostering such a relationship is likely to directly impact the business leader's transition experience (Renwick and MacNeil, 2002). Where such a relationship is constructive (for example: Colin) the role holder's transition experience is more likely to be positive: 'steady build' (Colin, 3: 37), whereas where the relationship is absence (for example: Fleur) this transition experience can be more challenging: 'painful' (Fleur, 4: 22). Through cultivating a constructive relationship, it is likely to lead to: greater clarification of role expectations, minimisation of career capital erosion and greater development of career capital. As the line manager can act as a gateway to additional sources of career capital and capitals, as illustrated in **Figure 5.1**, it may be pertinent to inform line managers of Bourdieu's capital theory emphasising circularity and convertibility of career capital (Doherty and Dickmann, 2009) and clarifying their role in enabling this to happen for new starters.

In addition to enhancing existing organisational enablers, it may be opportune to build business leaders' capability in transition management. Such capability development may warrant an organisation to develop an offering in transition management. Through developing a transition management approach, organisations may help business leaders to be better placed to be on the front foot and to overcome barriers (Ibarra, 2002). Such support may comprise a coaching conversation helping business leaders to plan for their forthcoming transition, enabling the anticipating and overcoming of challenges, as recommended by Jim:

“Would have been helpful? I think this process actually; it is really useful for me. It makes you reflect on what you are looking to achieve and what you have achieved. I think that that is actually quite a good, a good tool for us. [...]”

“Yes, I think that there is the preparation for it, then a follow up through until you almost sign off and the transition we are happy with it. [...] And it [is] almost about preparing going for it. What is the challenge? What are your issues? What is going to help you? What is going to cause potential problems? And then going through it and then signing it off at the end. [...] I think that actually it could be a really useful process.”

Jim (9: 42-43)

Creating a transition time line may feature within this support, as timing has shown to make a difference to a role holders' experience; challenges may arise when the transition is too sudden or indeed drawn out. Furthermore, this support may include sign-posting to business leaders ahead of their own role transition other colleagues who have experienced a similar transition with similar challenges at play. Supportive conversations with colleagues who have experienced transitions with similar dimension may help to identify challenges and required support that may make a difference. In some circumstances where the challenges are too great, such support may include intervening-secondments to build missing career capital or indeed a stepping stone role where the transition is seen as being too large

Part of this transition management approach may also encourage the business leader to gain further self-awareness (Arthur et al., 1999) through self-assessment. Such assessment may include the clarification of the type of relationship that the business leader wishes to have with the organisation: what are their preferred levels of personal agency and organisational attachment? Where are they now and where do they wish to be? Through exploring whether they wish to be a Company Worker or Political Worker, this will help business leaders to determine their own ambitions and developmental agenda. Such awareness can lead to tailored training requirements which may be addressed in a multitude of ways including: through the transition itself or through connecting with a network contact.

Furthermore, in addition to developing a transition management offering, it may be of value for the organisation to enhance further the strategic understanding of how careers are to be managed (Wright and Belcourt, 1994). It may be opportune to explore whether career management resides purely with either the organisation or with

the business leader or with a combination of the two. Rather than it being a binary choice, an organisation may choose to have a blended approach, with different stances being taken for specific employee populations. These choices are likely to shape many other people-related decisions. Such decisions will inform the nature of the psychological contract (Inkson and King, 2011) that is required. Will the organisation encourage organisational attachment and promote employee engagement and job security (Arthur et al., 1995)? Or will the organisation encourage mobility between roles and indeed organisations (Eby et al., 2003), encouraging business leaders to take personal responsibility, adopting a protean career attitude (Grimland et al., 2012) and boundaryless career mind-set? For illustration, with those business leader populations holding scarce and valuable career capital, the organisation may wish to have more influence within career management leading to an integration of career management and succession planning practices. For business leaders with more frequently available career capital, the career management practice of self-service may be more apt, whereas those with obsolete career capital may be encouraged to leave.

Finally, it may be pertinent for organisations to take a future-perspective to their transition management plans. In the light of the evolving environmental conditions and organisational strategic ambitions, it will be important for organisations to consider the evolving career capital requirements (DeFillippi and Arthur, 1996). Are there new, emerging career capital aspects that role holders will need when transitioning into new departments? Such approaches will help organisations to manage their dynamic balance sheet (Schlossberg et al., 1995) of career capital. Having explored what these research study results mean for business leaders and organisations, I will move on to explore the implications for researchers.

7.5 Implications for Researchers

Given the unique contributions to knowledge - theoretically, empirically and from a practice perspective – this research study has greatly enhanced our appreciation of career capital. In addition to deepening our understanding of the career capital aspects that facilitate organisational transitions (*Knowing Self, Knowing How and Knowing Whom*), these research study's findings reaffirm the importance of Bourdieusian's notion of the field and symbolic capital. Such relevance of context is illustrated both through the challenges faced by the role holder owing to the specific, prevalent role

dimensions but also the recognition of how career capital alters in perceived value within differing locations. Moreover, the insights offered by this research study recognise the relevancy of Bourdieu's convertibility of capitals (Doherty and Dickmann, 2009) to career capital; such findings have acknowledged how career capital can in itself generate additional capital. Furthermore, this research study identifies new characteristics including where career capital can: act as a barrier, overcome barriers, be eroded, be influenced by the role holder's levels of personal agency and organisational attachment, and connect together to increase its impact. Having summarised this research study's contributions to knowledge, I move on to explore the implications for researchers; initially I will consider my perspective as a researcher and then broaden out to career researchers in general.

7.5.1 Personal Significance of Research Study

As introduced in **Chapter 1 – Introduction** and elaborated further in **Section 3.3**, I am a researcher-practitioner focusing on organisational development; over the past 20 years I have worked with individuals, teams and organisations through transitions and change. Transitions are not only an area that I am personally interested in, but it is a subject that I am passionate about. Consequently, this research study holds personal significance in a number of counts.

Firstly, through undertaking this research study, I have been introduced to capital (Bourdieu, 1986a) and career capital (Arthur, et al., 1999; Iellatchitch, et al., 2003) theory. Through both exploring the careers literature and also making sense of the business leaders' transition stories, increasingly I have seen the relevance of such theories on both an individual and organisational basis. In particular, the concept of capital and career capital convertibility and circularly and context-dependency shown through the notion of field and symbolic capital brings greater understanding to everyday occurrences.

Secondly, I am experiencing interest from fellow career researchers, career practitioners and organisational development leaders within businesses. Such interest is relating to both role holders and organisations. Individually the areas of application are career development and transition management. I am receiving invitations to present at both career practitioner and researcher events, including the Career Counselling Services (CCS) Seminar at Cumberland Lodge, Windsor Great Park (2015, 2018), CDI Annual Conference (2017) at Solihull, iCeGS 20th Anniversary

Conference at Enterprise Centre, University of Derby (2018), NICE Conference in Poland (2018) and IAEVG Conference in Sweden (2018).

In addition to conference speaking, I am also engaging with practitioner and academic publications and am actively writing articles in collaboration with my supervisory team for publication within the careers discipline, including *Career Matters*, *NICEC Journal* and *Special Issue of the Jagiellonian Journal of Management*.

Moreover, on an organisational perspective, I am being invited to share and apply these research study's findings with organisational development managers and business leaders. Such demand is focusing on how these insights can support the improvement of role holder mobility both within and between businesses within international organisations. Consequently, this research study's findings are informing many organisational people practices including: mobility strategies, career development and succession planning policy and practices, induction, line manager training and reward, and role clarity.

Thirdly, there is scope for me to use existing data that was gathered during this research study that is yet to be analysed, due to it being beyond the scope of the research questions. When exploring the role holders' transition experience, there is the opportunity for me to explore further themes between the transition nature and experience; for example, what was the impact of a sudden, unplanned transition as opposed to long, elongated transitions? In addition, I could undertake further thematic analysis relating to both how business leaders' determined the end of a transition as well as perceived levels of success. Such additional exploration of transitions, including: nature, ending and determination of success, can help to address the demand for more research on work transitions (Stephen, 1994).

7.5.2 Limitations of Research Study

Whilst I critiqued this study's research design and practice in detail within **Chapter 3 – Research Study Methodology and Design**, it is pertinent to summarise such limitations. Although I have argued for the strengths associated with a single organisation case study design through its provision of a deep understanding of this specific context, it does represent a narrowly-defined environment on two accounts. Such a specific context relates both to the case organisation and case population.

In relation to the case organisation selection: firstly, it represents a UK-based business, and, secondly, this business resides within the construction sector. Furthermore, the case population has a narrow focus. Firstly, it represents business leaders who have experienced a voluntary and sideward or upwards transition within their business. Secondly, of the 36 business leaders invited and interviewed there were issues concerning diversity. In terms of case population composition, 100% of the business leaders were from white ethnic origins and 78% were male.

If I was to recommence this research study, firstly, I could select a broader case population within the case organisation. Rather than select business leaders, I could select *all* employees who had undertaken a vertical or lateral, internal role transition within the last three years. Such a decision is likely to lead to a larger case population. For example, as 40% of the 88 business leaders had undertaken such a transition, potentially this may generate a case population of 400-800 employees (40% of 1,000-2,000 total employees). Consequently, this would require an alternative research methodology and design. Given that current research into the career capital required to undertake intra-organisational role transitions is very limited, it is opportune to explore this area. Selecting a larger case population would reduce this exploration depth per participant, comprising the richness and completeness of understanding (Flyvbjerg, 2011) that is commonly associated with case study research.

Also, rather than choosing thematic analysis, I could select other methods of analysis, for example: template or narrative analysis. Template analysis could enable me to use my initial theoretical framework to inform the a priori template and coding structure. Also, given its 'highly flexible approach' (King, 2004: 268), I could adapt this template to reflect the data. However, by having a priori codes, my coding analysis may have been informed by this. I was keen to gain a deep, rich understanding of the business leaders' transition experiences and allow the business leaders' stories to inform the analytical codes. Narrative analysis could enable the narrative structure within each business leader's story to remain intact (Saunders et al., 2012). This approach lends itself to stories that have strong cause-effect structures and where the taking of different perspectives is valued (Saunders et al., 2012) (for example role of identity and influence of a line manager). However, such benefits are less relevant where an open, exploratory approach is necessary.

7.5.3 *Future Avenues of Research*

This study is suggestive of a wide range of future research areas which could be pursued both in the light of the limitations already discussed but also recognising the breadth of new research avenues opened up by this study. Firstly, it would be helpful to validate the theories developed through this study by undertaking similar research studies with different case organisations and populations. Through exploring a different context, with different transition dimensions prevalent, for example: demotions, involuntary transitions and international transitions, such different transition dimensions are likely to create specific individual challenges (Schlossberg, 1984) and therefore require different career capital aspects. Secondly, given the homogeneous nature of this case population (100% white ethnic origins and 78% male), it may be of value to explore populations with greater levels of diversity. Also, whilst I have argued that it is of interest to focus on business leaders, where the stakes are higher (Ibarra and Barbulescu, 2010), it may be of interest to explore other role holders' perspectives, including those workers within the construction sector who are in semi-skilled, craft and technical careers (Wiseman, et al., 2013). Furthermore, it may be useful to broaden the exploration scope and surface the impetus for the role holders' role transition. Through increasing the enquiry's breadth, the role holders' catalyst and rationale for instigating a role move can be understood. Such a change in research study focus may impact the findings. Drawing upon *Knowing Why* career capital can help us to understand why a role holder is choosing to initiate a role transition through clarifying the motivational energy to instigate a role change (Arthur, et al., 1999). Consequently, *Knowing Why* career capital aspects such as interests, meaning, identity and values may feature more widely within the findings.

Finally, it may be relevant to explore further the worker typology (Company Worker, Political Worker, Career Worker and Passive Worker) and the balance of power between the role holder and organisation. Potential areas of exploration include: further definitional clarity in the worker types, the impact of capital circularity between worker types and the organisation and dynamics between worker typology and career capital portfolios compositions. Such research may help to develop the worker typology into a quantitative assessment tool. Given the acknowledgement of its omission from social capital theory (Szreter, 1999; Fine, 2008), an exploration of power dynamics within career capital theory may be of value. Having discussed future avenues of research, I will move on to bring this research study to a close.

7.6 Final Statement

In conclusion, this PhD thesis has met the requirements of making unique contributions to knowledge within the domains of: Theoretical Knowledge, Empirical Experience and Contribution to Practice. The outcomes of this study have contributed to the bridging of the research gap between theory and practice, as described by Van De Ven (2007) in the 'knowledge production problem', and has produced knowledge that is both relevant and rigorous in terms of both theory and practice in career development and succession planning.

Unquestionably, this research study has corroborated the relevance of career capital within transition management. Moreover, given the central feature of transitions within our appreciation of careers, arguably career capital holds significant importance to the career management field as a whole. Finally, given this research study's advances in the discovery of career capital's nature and characteristics, including context-dependency and dynamism, a call for action to fellow researchers is warranted leading to further exploration and the uncovering of additional insights to add to this essential body of knowledge. 'Research needs to be at the very heart of this reconfigured landscape and will ensure that we maintain credibility and provide first-class service to our clients' (Yates, 2014: 202).

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APPENDIX A

Semi-Structured Interview Guide

Interview Set Up

- Make contact and establish a friendly and safe environment
 - Thank the participant for agreeing to participate in the research
 - Confirm that both their signed **Written consent** has been received and that they have read the **Information sheet**
 - Ask if they have any unanswered questions and answer these
- Confirm that we have in the region of 1.5 hours for the conversation
- Explain that I have some initial questions for prompts:
 - but emphasise that it is a semi-structured interview
- Outline the main structure of the interview
 - Current role
 - Transition experience
 - What has helped or hindered
 - Drawing the interview to a close
- Explain that the main focus is to explore your transition into your current role and reiterate that it is part of a PhD research project
- Explain that as outlined in the **Information sheet** and **Written consent** I would like to tape the discussion, so as to transcribe and analyse the results
 - Confirm acceptance of this
- Reiterate and reassure the participant in relation to the interview confidentiality as outlined in the **Information sheet** and **Written consent**
 - Answer any questions
- Start the recording

Current role

1. Tell me a bit about your current role

Transition experience

2. What role were you doing before your current role?
3. How did this move into your current role come about?
4. Talk me through your experience of moving into your current role

What has helped/hindered

5. When you look back over the move into your current role, what helped you?
6. In contrast, when you look back over the move into your current role, what were the barriers to making the transition
7. In particular, how have the following supported you in the move into your current role?
 - *Own values and interests*
 - *Self-awareness*
 - *Motivation*
 - *Self-confidence*
 - *Skills and expertise*
 - *Experiences*
 - *Networks*
 - *Personal reputation*
 - *Other*

Drawing the interview to a close

8. How would you describe your experience of this transition?
 - *What were the highs and the lows?*
 - *What key words would summarise your transition experience?*
9. Have you fully settled into your new role?
10. When you look back over the move into your current role what additional support might have further helped with the transition?
11. Is there anything that you were expecting to talk about when sharing your experiences of moving into your current role which hasn't come up in our conversation? What would you like to share?
12. From your own perspective, how successful was your transition into your current role?
13. Would you be interested in receiving a written summary of the research findings?

APPENDIX B

Participant Profiles

Participant Number	Pseudonym	Interview Week	Functional Move	Level Move	Age	Gender	Marital Status	Family Situation	Ethnicity
1.	Bella	18 th January	Intra	Promotion	40-44	Female	Married	With dependants	White
2.	Julie	1 st February	Intra	Promotion	40-44	Female	Married	With dependants	White
3.	Colin	18 th January	Inter	Promotion	25-29	Male	Married	With dependants	White
4.	Fleur	22 nd February	Intra	Promotion	45-49	Female	Single	No dependants	White
5.	Bill	14 th March	Intra	Promotion	40-44	Male	Married	With dependants	White
6.	Bob	25 th April	Intra	Sideward	35-39	Male	Single	No dependants	White
7.	Geoff	15 th February	Intra	Promotion	40-44	Male	Married	With dependants	White
8.	Isaac	15 th February	Intra	Sideward	40-44	Male	Married	With dependants	White
9.	Jim	25 th February	Intra	Sideward	50-54	Male	Married	With dependants	White
10.	Dan	7 th March	Intra	Promotion	45-49	Male	Married	With dependants	White
11.	Sue	15 th February	Intra	Sideward	40-44	Female	Married	No dependants	White
12.	Alan	11 th April	Intra	Sideward	55-59	Male	Married	With dependants	White
13.	Darren	29 th February	Intra	Promotion	30-34	Male	Married	No dependants	White
14.	Phil	21 st March	Intra	Promotion	40-44	Male	Married	With dependants	White
15.	Clive	21 st March	Intra	Promotion	35-39	Male	Married	With dependants	White
16.	James	21 st March	Inter	Promotion	35-39	Male	Married	With dependants	White
17.	Garry	25 th April	Inter	Promotion	30-34	Male	Married	With dependants	White

Participant Number	Pseudonym	Interview Week	Functional Move	Level Move	Age	Gender	Marital Status	Family Situation	Ethnicity
18.	Simon	11 th April	Intra	Promotion	35-39	Male	Married	With dependants	White
19.	Helen	2 nd May	Intra	Promotion	30-34	Female	Single	No dependants	White
20.	Matthew	25 th April	Intra	Sideward	40-44	Male	Married	With dependants	White
21.	Steve	25 th April	Intra	Sideward	40-44	Male	Single	No dependants	White
22.	Tim	18 th April	Intra	Promotion	35-39	Male	Single	With dependants	White
23.	Alex	16 th May	Intra	Promotion	40-44	Male	Married	With dependants	White
24.	Andrew	18 th April	Intra	Promotion	30-34	Male	Single	No dependants	White
25.	Vera	2 nd May	Intra	Promotion	35-39	Female	Married	With dependants	White
26.	Felix	25 th April	Intra	Promotion	35-39	Male	Married	With dependants	White
27.	Archie	2 nd May	Intra	Promotion	55-59	Male	Single	No dependants	White
28e.	John	9 th May	Intra	Promotion	45-49	Male	Married	With dependants	White
29.	Jacob	23 rd May	Intra	Promotion	45-49	Male	Married	With dependants	White
30.	Sally	20 th June	Intra	Promotion	40-44	Female	Married	No dependants	White
31.	George	23 rd May	Intra	Promotion	45-49	Male	Married	No dependants	White
32.	Julian	6 th June	Intra	Promotion	45-49	Male	Married	No dependants	White
33.	Neil	13 th June	Intra	Promotion	40-44	Male	Married	With dependants	White
34.	Ben	13 th June	Intra	Promotion	40-44	Male	Single	No dependants	White
35.	Mike	16 th May	Intra	Promotion	55-59	Male	Married	With dependants	White
36.	Eve	6 th June	Intra	Promotion	30-34	Female	Married	No dependants	White

APPENDIX C

Participant Information Sheet

DOCTORAL STUDENT – CATHY BROWN

UNIVERSITY OF DERBY

Personal email: c.brown39@unimail.derby.ac.uk

Role Transition Research Project: Exploring Business Leaders' Role Transition Experiences

Thank you for agreeing to consider participating in this research project. Before you decide whether to take part in the research, it is important that you understand the reason why this research is being carried out, and what your participation will involve. I would be grateful if you would take time to read the following information carefully and discuss it with colleagues or other people if you wish. Please feel welcome to get back to me if anything is unclear, and to take as much time as you need to decide whether or not to take part.

What is the purpose of the study?

This study arises from recent research that shows that there are changes within the form of careers undertaken by role holders, with an increasing frequency of role transitions across role holders' careers. The expectation of a job for life is less prevalent, and role holders are experiencing the need to move to new roles more frequently. Evidence suggests that such role transitions can be experienced by some as challenging in nature. Whilst current research studies have focused primarily at exploring role holders' experiences of moving roles between organisations and moves into self-employment, there is a gap in understanding on what helps role holders move between roles within a business in a particular country.

The main purpose of the study is to find out much more than is currently known about the experiences of role holders moving between roles within a business within the UK and what can help such role moves. In particular, what can help business leaders will be studied where arguably there is more at stake. Key issues will be explored, such as: the role transition experience, what has helped and what has hindered. Also, what additional support could have played a part in making it an easier role move will be explored.

The project commenced on July, 2015 and will run until the end of July, 2018.

The project is being undertaken solely within [organisation name]. In order to explore the diversity of experience of business leaders, participants will be drawn from the Executive, the Leadership Group and the Business Deployment Group.

The method of gathering information is via one-to-one interviews with business leaders who have experienced a role change within the preceding three years,

allowing for a more comprehensive recall of the experiences of the role transition. All business leaders who have experienced such a role change will be invited to take part in this research study.

Who is running this study?

The project is being undertaken by Cathy Brown, a doctoral student registered at University of Derby.

Who is funding this study?

This study is funded by Cathy Brown.

Why have I been chosen to take part?

I am inviting you to participate in the research, because [organisation] has identified you as a business leader who has experienced a role change within [organisation] within the UK during the last three years. Therefore I would like to ask you to participate.

Do I have to take part?

Your participation is entirely voluntary.

If you do decide to take part, you will be given this information sheet to keep, and you will also be asked to sign a consent form. You will still be free to withdraw up to 31st December, 2017; this includes the right to withdraw your interview from the study after it has taken place.

If you decide not to take part or to withdraw up until 31st December, 2017 you will not be asked to give me any reasons.

What do you want me to do?

I would like you to take part in an interview lasting approximately an hour and a half. This interview will take place in your workplace, and will be arranged at a time convenient to yourself. The topics to be covered are set out in attachment A at the end of this document. The research will be carried out by Cathy Brown, following a pre-set schedule, however there will be scope for discussing other issues as deemed appropriate.

I will ask for your written permission to tape the interview to ensure that the information you give me is accurately recorded.

What will happen to the information I give in my interview?

The tape of your interview will be transcribed. I will then analyse the information and include it in my results.

All the transcripts will be fully anonymised and held in an encrypted file. On publication of the research findings, both the physical and electronic transcriptions and all research notes will be shredded and deleted, respectively.

How will you protect my confidentiality and anonymity?

The tape and transcript will be handled only by me, in line with data protection principles and the approved research protocol. During the research period hard copies of research notes and transcriptions will be kept in the locked storage area and electronically on IT hardware, and electronic files are kept on password protected computers which are not accessible by anyone else. A numerical coding system will be used to label each script and interview notes; your name will not appear on these documents. There will be a separate reference sheet that will link your name to this number, which will be stored separately.

You will not be named or otherwise identified in any publication arising from this project. No unpublished opinions or information will be attributed to you, either by name or role position.

I will exercise all possible care to ensure that you cannot be identified by the way I write up my findings.

What are the possible benefits?

I hope that you find the interview discussion interesting and satisfying from supporting the furthering of knowledge in this area. In addition, I hope that you find the study results useful in helping in talent management and career development.

What will happen to the results?

It is anticipated that the results will be useful to organisations to support their talent management and career management approaches. The findings may also be of interest to associated professional bodies including: The Career Development Institute and British Psychological Society.

I will produce a PhD thesis and it is anticipated that I will publish books, and practitioner and academic articles on the research findings. In addition I will produce an executive summary of my results and findings and circulate this amongst policy makers and relevant stakeholders within [organisation].

How can I find out more about this project and its results?

For more information about this research project, please feel free to contact me on c.brown39@unimail.derby.ac.uk . I will also send a copy of this executive summary to all the research participants, so that you will be able to read about the research findings.

Attachment A

Interview topics to be covered

Your current role

How the move into your current role came about

Your experience of this role move

What helped and hindered you

What other support could have been useful in this transition

APPENDIX D

Ethical Approval Application

Request for ethical approval for research undertaken by staff, post-graduate research and post-graduate professional students

Please submit your completed form to the chair of your college research ethics committee (CREC)

Your Name	Cathy Brown	
College	Business	
College Research Ethics Committee	Business	
Staff ID	Not Relevant	
Student ID	100427218	
Unimail address	c.brown39@unimail.derby.ac.uk	
Programme name / code	Part-Time Doctor of Philosophy (PhD) – Traditional Route	
Name of supervisor(s)	1st Dr. Tracey Wond; 2nd Prof. Tristram Hooley; 3rd Dr. Joanne Carlier	
Title of proposed research study		
Business Leaders: Career Capital and Role Transitions		
Background information		
Has this research been funded by an external organisation (e.g. a research council or public sector body) or internally (such as the RLTF fund)? If yes, please provide details.	No	
Have you submitted previous requests for ethical approval to the Committee that relate to this research project? If yes please provide details.	No This PhD student and thesis research has transferred from Nottingham Trent University (NTU) to University of Derby in November, 2016. Ethical approval was granted by NTU in June, 2015. Research data was gathered January-June, 2016.	

1. What is the aim of your study? What are the objectives for your study?

This research study aims to explore the career capital required by business leaders to facilitate voluntary and lateral or upward macro work role transitions within national boundaries within a business.

The research questions are:

1. What career capital facilitates such role transitions?
2. How and to what extent are these role moves supported by career capital?
3. What barriers inhibit such role transitions?
4. What are the organisational and personal implications of the business leaders' role transition experiences?

2. Explain the rationale for this study (refer to relevant research literature in your response).

It is widely reported that organisations are no-longer able to provide jobs for life (Tulgan, 2001), and as a result role holders are being required to undertake a greater frequency of role transitions within their working life (Kambourov and Manovski, 2008). Such transitions are often experienced as stressful by role holders (Baruch, 2006) as such transitions require the development of new resources, including: skills and relationships (Ibarra and Barbulescu, 2010), personal identity, career narrative (Clarke, 2009). Moreover, these transitional challenges are accentuated for business leaders where stakes are perceivably higher (Ibarra and Barbulescu, 2010). Additionally, researchers report that transition management methods for role holders have received scant attention (So, 2010), thereby limiting the career support available. When reviewing the careers literature, boundaryless, inter-organisational careers have received significant focus. However, more recently there has been a growing consent amongst researchers that a rich tapestry of careers forms co-exist (Clarke, 2009) and that the organisational career is still very much alive (Dries and Peperman, 2008; Jacoby, 1999). With regards to Arthur and DeFillippi's (1999) career capital, only two research studies have explored career capital development with career transitions: business set ups by female entrepreneurs (Terjesen, 2005), multiple international career transitions (Suutari and Makela, 2007). Consequently, this highlights the research gap concerning the career capital required by business leaders to facilitate organisational role transitions.

3. Provide an outline of your study design and methods.

Primary data has been gathered through undertaking event-based narrative interviews with business leaders from a case organisation (original letter of interest from [case organisation] excluded so as to protect anonymity and confidentiality). These interviews took the form of semi-structured, in-depth interviews that provided the opportunity for business leaders to describe their recent role transition story (see Appendix A).

These event-based narrative interviews aimed to gain an understanding of the

business leaders' transitional experience, how career capital might be defined and used within this context and what additional support may facilitate and what may hinder such macro work role transitions.

4. If appropriate, please provide a detailed description of the study sample, covering selection, sample profile, recruitment and inclusion and exclusion criteria.

All business leaders who had undertaken an internal, voluntary and lateral or upward macro work role transition within the UK within the previous 3 years were invited to participate within the research study. This business leader population size totalled 36. This 3 year time-frame aims to minimise the occurrence of post hoc rationalisation (Terjesen, 2005) and facilitate transition recall.

Within the case organisation, business leaders are defined as being members of three leadership groups: Executive, Leadership Group, Business Deployment Group. All 36 business leaders accepted the invitation to take part in this research study, and these interviews were undertaken January-June, 2016.

5. Are payments or rewards/incentives going to be made to the participants? Yes No
If so, please give details.

6. Please indicate how you intend to address each of the following ethical considerations in your study. If you consider that they do not relate to your study please say so.

Guidance to completing this section of the form is provided at the end of the document.

a. Consent

The total population of business leaders within the case organisation who have undertaken an internal, voluntary and lateral or upward macro work role transition within the UK within the previous 3 years were invited to participate within the research study. This population was identified by liaising with the HR team and consulting the role transition history records of all business leaders within the case organisation. Following this an email was sent from the researcher, Cathy Brown, using the NTU email address (pre transfer to University of Derby), inviting them to participate in the research study. Attached to this email was a Participant Information Sheet (see Appendix C), which includes details of why the project is being conducted and what their participation will involve. This email stated that the participant will be asked to give written consent prior to participating in the research. This written Consent Form was also attached to this email (see Appendix F). An interview topic list was included as part of the Participant Information Sheet which indicated to the participant the type of information what will be collected. All interviews were digitally-recorded, enabling transcription of the interview scripts. The rationale for interview recording was outlined in the Participant Information Sheet and explicit consent for recording of the interviews was asked for on the Consent Form.

b. Deception – not relevant within the scope of this research study

c. Debriefing – participants will receive a copy of a summary report outlining the key findings on completion of the thesis.

d. Withdrawal from the investigation

The participants' rights for withdrawal of participation at any time during the research study until writing up of the research has commenced was detailed in the Participant Information Sheet. This emphasised that their withdrawal would not require an explanation and there would be no repercussions as a result of this withdrawal. On the written Consent Form participants signed to say that they understand these rights concerning withdrawal. Please see the attached Participant Information Sheet in (Appendix C) and Consent Form in (Appendix F).

e. Confidentiality and j. Data protection

The interview tapes and transcripts have been and will continue to be handled only by the researcher, in line with data protection principles and the approved research protocol, as outlined in the Information sheet. All the transcripts and research notes are and will continue to be fully anonymised. A numerical coding system is being used to label each script and set of interview notes; the participant's name does not appear on these documents. There is a separate reference sheet that links the participant name to this number, which is stored separately.

During the research period hard copies of research notes and transcriptions have been and will continue to be kept in the locked storage area and electronically on IT hardware. Electronic files are kept on password protected computers which are not accessible by anyone else.

Participants will not be named or otherwise identified in any publications arising from this project. No unpublished opinions or information will be attributed to participants, either by name or role position.

On publication of the research findings, both the physical and electronic transcriptions and all research notes will be shredded and deleted, respectively.

A participant Information sheet was issued prior to the interview along with a Written consent form outlining in detail the approaches taken concerning confidentiality, security and retention of research data. As part of this, the details of how the physical and electronic copies of the data will be handled during the remainder of the project and at the end of the project was outlined on this Participant Information Sheet so as to reassure the participant of the security of their data.

f. Protection of participants – not relevant within the scope of this research study

g. Observation research – not relevant within the scope of this research

study

- h. Giving advice** – not relevant within the scope of this research study
- i. Research undertaken in public places** – not relevant within the scope of this research study
- j. Animal Rights** – not relevant within the scope of this research study
- k. Environmental protection** – not relevant within the scope of this research study

Are there other ethical implications that are additional to this list? Yes

No

Yes. The physical and psychological well-being of both the participant and research was a consideration during the interviews. Consequently all interviews took place during the working week and at a business office location known by both parties. Water was provided and each interview room was well ventilated and lit. Opportunities for breaks during the interview were highlighted by the researcher at the beginning of the interview.

7. Have / do you intend to request ethical approval from any other body/organisation? Yes No

If 'Yes' – please give details

8. Do you intend to publish your research? Yes No .

If 'Yes', what are your publication plans?

I have identified four potential publications for future article submission: NICEC journal, Career Development International, International Studies of Management and Organization and Journal of Vocational Behavior. Publication submission is an agenda item for my next supervisory meeting on 18th January 2017 during which a publication plan and timeframe will be developed. The intention is that I submit at least one article for publication during the completion of my PhD research study.

9. Have you secured access and permissions to use any resources that you may require?

(e.g. psychometric scales, equipment, software, laboratory space).

Yes No .

If Yes, please provide details.

I have gained access for N-Vivo software to enable me to complete the data analysis.

10. Have the activities associated with this research project been risk-assessed? Yes No

Which of the following have you appended to this application?

Focus group questions

Psychometric scales

Self-completion questionnaire

Interview questions (see

<ul style="list-style-type: none"> <input type="checkbox"/> Other debriefing material <input checked="" type="checkbox"/> Information sheet about your research study (see Appendix C) <input type="checkbox"/> Location consent form 	<p>Appendix A)</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Covering letter for participants</i> <input checked="" type="checkbox"/> <i>Informed consent forms for participants (see Appendix F)</i> <input checked="" type="checkbox"/> Other (please describe) <p>References</p> <p>Written consent from the HR Director of the case organisation [excluded so as to maintain anonymity and confidentiality]</p>
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APPENDIX E

Ethical Approval Confirmation

Buxton Campus, 1 Devonshire Road
Buxton, Derbyshire, SK17 6RY

T: +44 (0)1332 590500

Cathy Brown
Doctoral Student
University of Derby
Derby

1 February 2017

Dear Cathy

Re: Business Leaders: Career Capital and Role Transitions

This letter is to confirm that your RD7 has received ethical approval for the primary research through the College of Business, Research Ethics Committee.

Yours sincerely



Tim Heap
University Principal Tutor
Chair of College of Business, Research Ethics Committee
University of Derby
1 Devonshire Road
Buxton
SK17 6RY
Tel: 01298 330591
Email: t.j.heap@derby.ac.uk

APPENDIX F

Consent Form

DOCTORAL STUDENT – CATHY BROWN
UNIVERSITY OF DERBY
Personal email: c.brown39@unimail.derby.ac.uk

Role Transition Research Project: Exploring Business Leaders' Role Transition Experiences

Please read and confirm your consent to being interviewed for this project by initialling the appropriate box(es) and signing and dating this form.

- 1. I confirm that the purpose of this project has been explained to me, that I have been given information about it in writing, and that I have had the opportunity to ask questions about the research
- 2. I understand that my participation is voluntary and that I am free to withdraw up until 31st December, 2017 without giving any reason, and without any implications for my legal rights
- 3. I give permission for the interview to be tape-recorded by the researcher on the understanding that the tape will be destroyed at the end of the project
- 4. I agree to provide information to the researcher on the understanding that all names will be changed and any quotes anonymised. The information will only be used for this research project and any supervision, reporting and publications arising from it
- 5. I agree to take part in the project

Name
respondent

of

Date

Signature

Biographical Details

Please complete the following details. The provision of this information is optional:

Age

Please tick the appropriate box to indicate your current age:

<input type="checkbox"/>	Below 25	<input type="checkbox"/>	45-49
<input type="checkbox"/>	25-29	<input type="checkbox"/>	50-54
<input type="checkbox"/>	30-34	<input type="checkbox"/>	55-59
<input type="checkbox"/>	35-39	<input type="checkbox"/>	Above 60
<input type="checkbox"/>	40-44		

Gender

Please tick the appropriate box to indicate your gender:

<input type="checkbox"/>	Male
<input type="checkbox"/>	Female

Marital status

Please tick the appropriate box to indicate your marital status:

<input type="checkbox"/>	Single
<input type="checkbox"/>	Married
<input type="checkbox"/>	Divorced

Family situation

Please tick the appropriate box to indicate your family situation:

<input type="checkbox"/>	No children
<input type="checkbox"/>	With children

Ethnicity

Please tick the appropriate box to indicate your ethnicity:

<input type="checkbox"/>	White
<input type="checkbox"/>	Mixed/multiple ethnic group
<input type="checkbox"/>	Asian/Asian British
<input type="checkbox"/>	Black/African/Caribbean/Black British
<input type="checkbox"/>	Other ethnic group

END PAGE

PhD Thesis

2018

Cathy Brown