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**CAREER DEVELOPMENT EXPECTATIONS OF YOUNG PEOPLE**

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**Abstract:** The main purpose of the research is to explore the career orientations - functional/technical competence, general managerial competence, security/stability, entrepreneurial creativity (Schein, 1978; 1990) and career development expectations of young people. The sample consists of 160 respondents divided in two age groups – up to 25 years old and between 26-35 years old. All of them have full-time or part-time job positions in organization where information technologies are applied. The respondents are on different stages in their career according the typologies of career development (Savickas, 1995; Schein, 1990). First age group till 25 years old represents the generation “Z” which is just starting their first job and this is the beginning of their career path. Individuals in their mid-twenties are within a stage of exploration and narrow their work preferences. Several career expectations could be unrealistic but individuals within this age seek opportunities to explore careers through work experience and try a variety of job activities in a number of organizations. The second age group (26-35 years old) represents “Y” generation. They are in their establishment career stage where their expectations and preferences are stabilized and realistic. These individuals are highly motivated to succeed and strive for challenge, creativity, achievement and development of their own personal potential. The representatives of those two generations are active workforce at the current moment and their career expectations and orientations should be considered in HRM strategies and practices.

The main results of the study show that young people expect in their career to have autonomy and independence, to work with new technologies and to be involved in challenging, innovative and long-term projects. The results from descriptive statistics indicate the expectations of young people to work with new technologies, to strive to promotion and hierarchical career development and to take part in trainings and skills development programs and long-term projects. The T-test analysis was made to establish the differences between the age groups. There were not found any differences between the two age groups. The respondents have an orientation more to hierarchical career than to horizontal career and prefer to engage in long-term work projects as well as to develop themselves working in innovative and challenging projects and job tasks. They also tend to invest in improvement of their skills including professional competences, new and diverse soft skills.

The main conclusion of the research is that young people strive to combine hierarchical promotion or vertical career with horizontal career. There are no differences between two age groups in their career expectations. Results from regression analysis indicate the existing influence of managerial competence and entrepreneurial creativity on the career expectations. Career profile of the young people combines autonomy/independence, managerial competency and entrepreneurial creativity. The autonomy is a leading career anchor and confirms the assumption that the new generations strive to be more independent and to have self-control in their jobs. This creates career expectation which gives opportunity for personal control, flexibility and aims to go beyond organizational restrictions, rules and procedures. The opportunities for hierarchical career growth are desirable but only if they allow engagement in innovative projects that satisfy the entrepreneurial orientation of the young people. They are ready to develop diverse skills, to be engaged in different challenging innovative projects and to participate in variety of career and personal development programs such as talent management and coaching.

**Keywords:** career development, career expectations, boundaryless career, young generations

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**INTRODUCTION**

The changes in the nature and content of work in the informational society foster necessity of flexible and diverse forms of career and substantially change the expectations of young generations, regarding professional realization and career development. Traditional organizations cannot answer the strive of young people oriented to diversity, challenges, autonomy, self-expression and quality of life. Many questions are being asked about job expectations, motivation and retention of young people at work. Assumptions are being held, that they will be more likely to aim for flexible and diverse forms of career, will seek Protean or boundaryless career and will have preferences towards

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entrepreneurial initiative, to be self-hired, to start and develop their own business, instead of looking for a career in large organizations as it was in previous generations.

Young people that are currently participating in the labor market are representatives of two generations, generation „Y” and the so-called “millennials” or “children of the millennium”, which represent a main part of the labor force at the moment, and generation “Z”, which covers people born after 1995 and is now joining or is preparing to join the labor market. Both of them are technologically oriented, but generation “Z” is referred to as the digital generation (Levickaite, 2010). Generation „Y” is characterized with pragmatic values, which combine freedom and comfortable life, enjoys teamwork, but also relies on itself. Modern technologies and Internet are a way of life for this generation, while financial success, quality of life and balance between work and personal life are equally important. Generation “Z”, on the other hand, lives both in the real and the virtual world and can easily manage to “jump” from one to the other. It is characterized with a strive for an exciting and challenging career, seeks independence and the thing that differentiates it from other generations is not stability but mobility (Dolot, 2018). It is thought that this generation will, more than others, aim to start its own business or to be self-hired as such type of career gives autonomy, flexibility and mobility.

The tendencies in career and perspectives that are marked out for the young generations, who enter into the labor market began to be discussed back in 1990’s. It is considered that managing your own career depends on the adaptability of the personality (Savickas, 1997). Adaptability to career transitions refers to personality resources for coping, which influence decision making, curiosity about new alternatives and options for career choice, attitudes to future career development and also personal control over the activities regarding career (Savickas, 2013). Significant part of the theories, developed in the 20<sup>th</sup> century, consider career as a predictable process but at the beginning of the 21<sup>st</sup> century it was thought that the organizational career, where a person is being developed and grows at one and the same workplace, was unlikely. The traditional career understood as institutional or organizational is starting to be replaced with unconventional and alternative types of career such as Protean career (Hall, 1996) and the boundaryless career (Arthur, Rousseau, 1996). Career in the new century has a fragmentary and changeable nature and could be managed by the person during his/her whole life (Hall, 1996; Schein, 1996).

Protean career varies at its forms and includes alternative options such as entrepreneurship, work from home and self-hired work. It is not vertical but mostly horizontal and contains enrichment of knowledge and skills. This new type of career requires a development of the so-called meta-competencies such as learning how to learn new things aimed to adapt to career challenges and transitions during personal life (Hall, 1996). The values in Protean career are not loyalty and commitment to a certain organization but personal freedom, self-expression, achieving of personal goals and maintaining balance between work and personal life. Boundaryless career contains a sequence of opportunities to work outside of a certain organization (Arthur, Rousseau, 1996; Arthur, 2014) and it seems very similar to Protean career concept. Boundaryless career obligatory includes mobility, which can be real or physical, concerning transition between professions, job positions and employers, or psychological, which is expressed in attitude for work in a different environment (Briscoe, Hall, Frautschy DeMuth, 2006).

Career identity is based on the so-called career “anchors” or orientations of the personality, which were introduced by E. Schein (Schein, 1990) as a way to integrate personal characteristics such as skills, motives, values and attitudes. They evolve and change in the personal life as a result of working experience, but at the same time they act as an “anchor” that determines career choices, planning and development. Career anchors also create a stable personal self-esteem, give stability and determines the future career decisions in a predictable way (Schein, 1990).

Initially E. Schein distinguishes five career anchors or orientations that include competencies, talents, values and motives of the personality – technical/functional competence, general managerial competence, security/stability, entrepreneurial creativity and autonomy/independence (Schein, 1990). Afterwards E. Schein added three more main career anchors or orientations - dedication to a cause, pure challenge and lifestyle (Schein, 1996). The factor analysis reveals that the entrepreneurship and creativity are two separate factors ([Danziger](#), [Rachman-Moore](#), [Valency](#), 2008).

The aim of current study is to explore the career expectations of young people from two generations that are active on labor market. The assumption is that their career expectations are in congruence with the features of boundaryless or Protean career and include the preferences for self-control and autonomy as well as an orientation to diversity and challenges in career development. The young generations are prone to take an initiative, they tend to start own business and to develop a variety of skills as a prerequisite for future career success. Entrepreneurship and creativity are very important for the new generations and therefore the impact of career anchors and particularly, the orientation of young people to entrepreneurial creativity on future career development is proposed.

**METHODS AND SAMPLE**

Career anchors questionnaire measures five basic anchors, defined by E. Schein (Schein, 1990) and is a short version with 15 items, assessed on 5-point Likert scale. A coefficient of internal consistency alpha of Cronbach in this study is 0,92.

Career development expectations questionnaire is developed for the current study. It consists of 11 items and is measuring the expectations to hierarchical promotion and advancement, horizontal career and job rotation, skills development, participation in different career development programs such as talent management and coaching. The alpha of Cronbach is 0,88.

**Sample.** 160 respondents took part in study. 52% of them are male and 48% are female. They are young people divided in two groups by age – 45% are till 25 years old and 55% are on age between 26-35 years old. They have completed their higher education degree (60%) or are students (40%), who are working during their university study. All of them have full-time or part-time job positions in organization where information technologies are applied. The respondents are on different stages in their career according the typologies of career development (Savickas, 1995; Schein, 1990). First age group till 25 years old represents “Z” generation who starts their first jobs and is at the beginning of its career path. Individuals in their mid-twenties are within a stage of exploration and narrow their work preferences. Several career expectations could be unrealistic but individuals within this age seek opportunities to explore careers through work experience and try a variety of job activities in a number of organizations. The second age group (26-35 years old) represents “Y” generation. They are in their establishment career stage where their expectations and preferences are stabilized and are realistic. These individuals are highly motivated to succeed and strive for challenge, creativity, achievement and development of their own personal potential. The representatives of those two generations are active workforce at the current moment and their career expectations and orientations should be considered in HRM strategies and practices.

**RESULTS AND DISCUSION**

The descriptive statistics, t-test, correlation and regression analysis were conducted. The results from descriptive statistics indicate the expectations of young people are to work with new technologies, to strive to promotion and hierarchical career development and to take part in trainings and skills development programs and long-term projects (Table 1). The t-test analysis was made to explore the differences between the age groups. There are no differences between the two age groups. The respondents have an orientation more to hierarchical career than to horizontal career and prefer to engage in long-term work projects as well as to develop themselves working in innovative and challenging projects and job tasks. They also tend to invest in improvement of their skills including professional competences, new and diverse and soft skills.

*Table1. Descriptive statistics for career development expectations*

<b>Career development expectations</b>	<b>Mean</b>	<b>Std deviation</b>
Engagement in long-term projects	3,86	0,967
Challenging and innovative projects	3,71	0,965
Work with new technologies	4,06	0,778
Promotion and hierarchical career development	3,99	1,014
Participation in trainings and skills improvement programs	3,87	0,850
Job rotation	2,91	0,928
Work with mentor	2,99	1,110
Development of soft skills	3,11	0,925
Participation in talent management program	2,61	1,011
Coaching	2,57	1,031
Development of new and diverse skills	3,66	0,961

The results of the correlation analysis show strong relationships between the career anchors and career expectations. That is why a regression analysis is made using the stepwise regression method to establish an effect of career anchors on career expectations (Table 2). The results reveals that two of the five career anchors have influence on to the career expectation of the young people who participated in this research - managerial competence and creativity/entrepreneurial competence. The managerial competence has impact on the following career expectations: challenging and innovative projects, work with new technologies, promotion and hierarchical career development,

participation in trainings and skills improvement programs, job rotation, development of soft skills, coaching, development of new and diverse skills. The highest score is represented by the influence of the managerial competence on the expectation for promotion and hierarchical career development ( $\beta=0,503$ ,  $p<0,001$ ). This result means that young people expect that if they are able to integrate the efforts of their colleagues across functions and to be responsible for the output of a particular unit of the organisation and as well to show personal potential to be responsible and accountable for total results, all this efforts and time invested in the organization should be rewarded by the organization with the respected rise in the hierarchical ladder. Other expectation of the young people who has high score on managerial competence anchor are if is not possible to be rise at the moment in the company at least to be rotated in other job which requires that managerial skills and gives them the opportunity to demonstrate what they can achieve as potential leaders/managers of high level. The relationship between the highest results of managerial competence and the presented expectation of the young people to develop soft skills, participate in different type of training in order to develop their professional schooling and to have an opportunity to work with new technologies are not surprising because there are important part of the work perspective that generations “Y” and “Z” have, there are part of the value system they have been rise.

**Table 2. Results from regression analysis of impact of career anchors on career expectations**

Career expectations	Career Anchors					Adjusted R square
	Functional/ Technical	Managerial Competence	Security/ Stability	Creativity/ Entrepreneurial	Autonomy /Independence	
Engagement in long-term projects				0,353**		0,112
Challenging and innovative projects		0,253**		0,451***		0,392
Work with new technologies		0,327*		0,289*		0,287
Promotion and hierarchical career development		0,503***		0,250*		0,457
Participation in trainings and skills improvement programs		0,308**				0,082
Job rotation		0,425***		0,287*		0,397
Work with mentor				0,397***		0,145
Development of soft skills		0,390***				0,140
Participation in talent management program				0,435***		0,177
Coaching		0,317**		0,385**		0,382
Development of new and diverse skills		0,317**		0,520***		0,260

Significance levels - \*\*\*  $p<0,001$ ; \*\*  $p<0,01$ ; \*  $p<0,05$

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The career anchor creativity has also impact on several career expectations of young people. In Table 2 is presented the influence of this anchor on: engagement in long-term projects, challenging and innovative projects, work with new technologies, promotion and hierarchical career development, job rotation, work with mentor, participation in talent management program, coaching and development of new and diverse skills. As we can observe entrepreneurial creativity has strongest impact on the career expectation - development of new and diverse skills ( $\beta=0,520$ ,  $p<0,001$ ). This result is not surprising. As Schein states, high score in this anchor predicts that the person will not like to give up the opportunity to create an organisation or enterprise of his own, built on its own abilities and willingness to take risks and to overcome obstacles. This kind of person usually want to prove to the world that he can create an enterprise that is the result of his own effort. He/she may be working for others in an organisation while is learning and assessing future opportunities, but he will go out on his own as soon as he feels he can manage it. People with high scores on entrepreneurial creativity want their enterprise to be financially successful as proof of their abilities and in order to achieve that is normal to pursuit every opportunity to develop diverse skills because they give them flexibility and prepare the person for the changes and the challenges in and out the organizational setting.

Other strong connection is between entrepreneurial creativity and challenging and innovative projects. The new generation has a different vision for the world as whole and for the organizational life as well. They are not afraid of challenging tasks and projects and they enjoy to participate in innovative projects usually related to use of the new technologies which could be sometimes frustrating and perceived as an obstacle for the older generation but is a necessary asset for generations “Y” and “Z”. Entrepreneurial creativity has an effect on the expectation for participation in talent management program and work with a mentor. These results mean that on one hand young generation expect to have the opportunity to be part of the management and to have interesting tasks like for example monitoring and assessing the qualities of the employees based on the knowledge that they accumulate due to different training for developing of diverse skills and soft skills. On the other hand, they expect in this process of learning, which is previous to their aspiration to be part of the management in the companies, to work with mentor who can inspire the striving for creative ideas and the seeking to build up after this something on their own.

The results of regression analysis did not establish the impact of security, functional competence and autonomy on career expectations of young people. The managerial competence and entrepreneurial creativity are the main predictors of career development expectations. They strongly predict the promotion and hierarchical career advancement (explained variance is 45,7%), job rotation as an opportunity for horizontal career (explained variance is 39,7%), involvement in innovative and challenging projects that also could be seen as an opportunity to horizontal career (explained variance is 39,2%) and personal motivation to be included in coaching programs that will enable and support personal and career development (explained variance is 38,2%).

## CONCLUSIONS

The area of information technologies where the studied young people work corresponds to the criteria for Protean or boundaryless career. The career transitions in this area are typical and include physical mobility and changing of employers and organizations as well as attitude for changing job positions and employers. This impose continuous improvement of skills and long-life learning that enable the individual adaptability in career transitions.

The young people who took part in this study show a variety of career expectations that allow them to be flexible in career choices and transitions during their life. The perception of career development includes as a necessary requirement to work with new technologies. They strive to create career expectations which gives opportunity for personal control, flexibility and aims to go beyond organizational restrictions, rules and procedures. The opportunities for hierarchical career growth are desirable but only if they allow engagement in innovative projects that satisfy the entrepreneurial orientation of the young people. They are ready to develop diverse skills, to be engaged in different challenging innovative projects and to participate in variety of career and personal development programs such as talent management and coaching.

The lack of differences between two age groups, which include representatives of both generation “Y” and “Z”, gives reason to conclude that they have similar values, motives and expectations regarding their career development. These results could be used in process of attraction, motivation and retention of young people and HRM practices in organizations.

The young people from these generations are very adaptive in their career plans and are able to combine long-term orientation that give them a sense of stability with challenges and innovations. They succeed to manage the discrepancy between hierarchical career advancement and horizontal job rotation and enrichment of professional skills and didn't perceive a conflict between different types and forms of career. The participation in trainings and skills improvement programs as well as in innovative and challenging projects

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is valuable for them and therefore the organizations should attract and retain young people proposing them opportunities to use and to develop professional and personal skills. The attitude toward development of a wide range of skills is very typical for the contemporary types of career aimed to create a meta-competence of learn how to learn that enable personal adaptability to career transitions (Savickas, 2013). The orientation to managerial competence and entrepreneurial creativity determine the career development and from this point of view new generations are prone to be self-employed or entrepreneurs rather than to be subordinated and employees in large organizations.

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