An Exploration of Influences on the Careers of Professional Women Planners

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Phillipa Jean Campbell

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Abstract

The literature which explores key influences on women's career pathways suggests women's careers are a blend of the work and non-work facets of their lives. The kaleidoscope career model (Mainiero & Sullivan, 2005, 2006) portrays the attributes of authenticity, balance and challenge as constants in a woman's life and drivers which move constantly to shape her career at any particular point in its trajectory. The model seeks to explain why women 'opt-out' or work in different ways throughout their career.

There is little knowledge or research on professional women planners and the influences on their careers. The report explores key influences using thematic analysis to analyse interview data from six participants. The results show professional women planners are adept at crafting their careers and taking into account their own particular objectives, needs and life criteria. They are able to work in a range of ways throughout their careers, from the corporate and local government sectors through to running their own consultancy practices in the private sector. The report finds they are able to do this without 'opting out', and integrate the facets of the kaleidoscope career model to take into account their own particular circumstances.

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CHAPTER ONE INTRODUCTION

The work of professional planners, also known as 'town planners", is essentially about balancing the needs of people and the environment, whilst respecting the limits to development. Planning helps determine the location of infrastructure and services and the distribution of economic development within a particular area, and in so doing inform the social objectives of the cities and communities in which we live our day to day lives. It creates a framework for collaboration between local government, the private sector and the public at large. It transforms strategy into implementation, using space as a key resource and engaging interested parties along the way. The work of planners is a valuable lever in achieving development that is sustainable, balancing medium and long term needs, whilst reconciling the resources of a community to achieve it. An important component of the work is the recognition of development constraints in order to maintain natural habitats and biodiversity, critical to the continued existence of us all.

The primary objective of this study is to enrich the understanding of the influences on the careers of practicing women planners in New Zealand. As a relatively "unsung" profession (Miller, 1998) it is useful to describe a planner's skill set. Planners in New Zealand are required to undertake a minimum of four years study at Auckland, Waikato, Massey, Lincoln or Otago Universities. The course of study is accredited by the New Zealand Planning Institute (NZPI), a professional body promoting planning excellence and representing planners. This is followed by a minimum three years of work experience before a planner is eligible to apply for full membership to the NZPI.

The evaluative skills planners have are in constant demand in the work place, yet the work they do is little understood, notwithstanding its wide ranging effects on people's day to day lives. Essentially planners are involved in a myriad of ways making long and short term decisions about the management and development of cities, towns, coastal environments and the countryside.

The work of a planner affects the day to day lives of everyday people and the skills of those who engage in it are in demand. The author is a female practising planner of thirty five years' experience. This research seeks to better understand the influences at play in her career and offer a perspective on the career of the professional woman planner.

Models seeking to explain career development have been in creation since at least the 1950s with Super (1957) looking at a series of life stages through to the more recent Mainiero and Sullivan (2005, 2006) kaleidoscope career model. This later model has been used to describe the context for the growing trend among women of deciding to "opt-out" of high powered, corporate executive careers. The kaleidoscope career model is based on the premise that women constantly concern themselves with three interacting parameters. These are identified as authenticity, balance and challenge, and together influence the shape of a career. This exploratory research looks at this model and these influences in relation to the careers of six professional women planners five of whom are members of the New Zealand Planning Institute.

1.1 RESEARCH OBJECTIVE

Historically women and men have not had the same access to education. In the 1930s in America for example, sex segregated school systems protected the "virtue of female high school students". The basic assumption of that time was that a woman should marry and her proper role was that of wife and mother (Rury, 1984). Against this back drop in a New Zealand context, Newell and Perry (2006) showed that rates of female attainment of degree level tertiary education steadily increased relative to males over the 20 years from 1981 and in 2001 26% of males had a tertiary education compared with 30.8% of females.

Notwithstanding, there is a growing trend among women of deciding to "opt-out" of high powered, corporate executive careers and 'downshift' into less

demanding careers at crucial points, sometimes on the brink of career advancement (August, 2011).

The primary objective of this study is look at the attributes of the kaleidescope career model, which seeks to explain this phenomenon, and look at the careers of professional women planners, with a view to understanding how their career paths mirror the model. The influences of family of origin, personal relationships, caregiving responsibilities, career advancement, the influence of aging and career sustainability and how these impact and shape the career of professional women planners will be traversed.

1.2 THE STRUCTURE OF THE REPORT

The report is organised as follows: Chapter Two presents the literature review covering the development of career models and identifies models which seek to explain the patterns found in women's careers. This is followed by an outline of the historical perspective and the backdrop in which these career models emerged. There is a brief overview of the trends emerging from the literature on the significant influences on the careers of professional women. Chapter Three presents the research methodology including a discussion of its limitations. Chapter Four contains the presentation of the key themes identified and offers an analysis of the results. Finally Chapter Five concludes the report with the findings of the research, and proposals for future research.

CHAPTER 2 LITERATURE REVIEW

2.1 OVERVIEW

The purpose of this literature review is to look at an evolving body of work describing career pathways and the growing branch of research into the drivers of women's careers. This is followed by an examination of the literature on the influences of career decisions of professional women. Finally the literature on professional planners and in particular, women planners is examined.

The ongoing and changing relationship of a person and their work is captured in the notion of a career. The concept of career offers a perspective to understand the growth of the relationship between an organisation and its structure and strategy and the place where this meets individual agency and behaviour. A career can be defined as a sequence of work experiences evolving over the course of one's life time. The influences on the decisions made regarding career choice and evolution can be said to represent the key intersection of an individual's life's priorities (Arthur, Hall & Lawrence, 1989). Further, the ongoing relationships between people and their work is captured by the notion of career which uniquely connects individuals with organisations and other social institutions over time (Higgins, 2006, Jones and Dunn, 2007).

2.2 CAREER MODELS

During the past two to three generations, there have been wide ranging social changes which have contributed, in part, to challenging established views of the nature of work and the constitution of careers. These changes have impacted on the lives of men and women. The literature review will examine models developed during the latter part of the 20th century through until the present time to describe careers, with particular reference to the emergence of

women as career professionals and the current models used to describe this phenomenon. It will include examining the divergence from predictable linear career pathways traditionally followed in the 'male as breadwinner model' to the patterns of continual change and adaptability common in the modern workplace. This will form the foundation of the study into the influences on careers of professional women planners in New Zealand.

The early studies of traditional careers appeared to deal with occupational choice rather than career development (De Vos, De Hauw, & Van der Heijden, 2011) and the gold standard career model was linear and hierarchical with advancement meaning promotion to the next level (Rosenbaum, 1979; Wilenski, 1964). In these models the structures within an organisation are seen as a ladder to climb and success is evaluated by the rate of upwards movement and external signs such as salary and social status (Baruch, 2003). The stable nature of the organisational structure with its clear career path is best described as linear.

As advances in technology and changes in society led to a revolution in the way work is being undertaken, leaving school, learning a trade or skill and having one employer is a thing of the past (Woodd, 2000). The concept of a career has moved from being viewed mainly as a synonym for one's initial job choice to more of a central feature in one's employment arrangements. A career is defined as being the evolving sequence of a person's work experiences over time. Inherent in this is the concept of time, in which the career provides a moving perspective on the unfolding interaction between a person and the world he or she lives in (Arthur, Hall and Lawrence 1989).

By the 1980s theories of career development, being a combination and sequence of roles played by a person throughout a life time, were beginning to emerge. The life career rainbow (Super, 1980) was an early example of a model which sought to conceptualise the interactive nature of the variety of roles, including the differing life stages and lifestyles which constitute, or run in tandem with, a career. In 1978, a psychologist, Daniel Levinson, developed

a comprehensive theory of adult male development referred to as the seasons of life theory (Levinson, 1978), where he described specific stages in a lifetime. The phases serve some purpose to help understand life's journey but seem somewhat inadequate to explain the perambulations of a modern career path. The idea of attempting to link the course of human lives to stages of career development never gained much traction. Once theorists started observing careers were not characterised by predictable upward movement over a long period of time within a single occupation or organisation, this kind of thinking fell away (Arnold, 1997).

The protean career model (its name derived from the Greek God Proteus who could change shape at will) was one early example of a career model which moved away from traditional linear form (Hall, 1976). Here, it is the person rather than the organisation who is the driver of the career, and it is the skill set of the driver that undergoes continual adaptation. A protean career is one where individual agency and free choice tends to emphasised. The model however, does not take into the constraints of economic, political, cultural, social and occupational factors and how these influence the opportunities available (Arnold & Cohen, 2008). Later work by Briscoe, Hall and DeMuth (2006), broke this into two components: a values driven approach to one's career and/or a self-directed career orientation. Essentially an individual who takes a protean approach knows who they are, and the values they need to express in their life and career to feel fulfilled (Katz & Kahn, 1978). How their career plays out is a reflection of this. Hall pointed out the career of the 21st century was not necessarily able to be measured by chronological age and life stage but was rather an ongoing and lifelong development or creation. Many people cherish the autonomy this model provides and others find its freedom terrifying. Although developed primarily for male career paths the model has been used and adapted in more recent times to the non-linear career paths of women (Cabrerer, 2009).

As technology in the work place and family structure changed (Hall 1996), and the value of personal learning and development coupled with increasing

understanding by individuals of their own worth, new career models emerged. With people's behaviours demonstrating an understanding that career opportunities transcended any single employer, Arthur and Rousseau (1996) developed the 'boundaryless career concept'. The authors sought to explain how individuals were shaping their careers in the complex and fluid working world of today. Essentially their work identified a major change in career form. On the one hand they identified the bounded or organisational career, which sees people in orderly employment arrangements, achieved through vertical co-ordination in mainly large stable firms (Arthur, Rouseeau, 1996). On the other hand the boundaryless career was conceived to recognise the unfolding of varying employment arrangements, where the individual takes their "skill set" into different work environments.

In the 1990s and 2000s the understanding of careers and career management underwent huge changes and growth. Whilst acknowledging the contribution of the boundaryless career concept and its effect on career research, it was time for a re-examination of the career literature to look more closely at boundary focused career scholarship. The quest to look again at the recognised boundaryless career model underlined the need, always, to interrogate the status quo. This is both healthy and necessary, for the advancement of research and allows the possibility of the emergence of new and better theories (Ganesh, Roper, 2012).

With this in mind, it is appropriate in reviewing the literature on career theory and to better understand its evolution and the influences on the careers of professional women, to begin to narrow the review. The following section will look at women's career models in a more complete, balanced and integrated way focusing on influences on the careers of professional women.

2.3 WOMEN'S CAREER MODELS

As part of the changing understanding of work and career reflecting the generational changes and the different pressures on men and women in the

workplace, a growing branch of research has focused on the drivers of a women's career trajectory. Woodd (2000) has made the case that the older career theories, often based on the male perspective, do not properly fit women's experiences. Women follow different career patterns from men and further, changes in the workplace emulate these female patterns of behaviour. The attributes women bring to the workplace are in increasing demand by employers (Woodd, 2000).

Earlier career models such as the Life Career Rainbow, Protean Career and Boundaryless Career models previously mentioned, although widely accepted for their insights into adult behaviour and career decisions (Gallos, 1989), tended to negate the female perspective or make the assumption that male career characteristics are transferable to women. The entwinement of career and life development for women is infinitely more complex than in traditional concepts and is captured to some extent in the following comment: "Men build careers whilst women compose lives" (Bateson 1989 p.3).

It is apparent a disconnect exists between traditional career models, characterised by continuous full time, long term employment, and the needs and paths of women throughout their career. Traditional concepts of career success have been based on male models with women's deviations interpreted as deficiencies (Gallos, 1989). In order to understand the influences on the careers of professional women and in the search to understand this disconnect and comprehend the career choices women make, it is worth examining the relational context in which choices occur.

The underlying assumptions in the more traditional career theories do not fit with the lives of women. The expectations on which these earlier career models were based, such as occupational choice being made freely without barriers, limitations or stereotypes, do not work when applied to the influences on a women's career. These limitations for many women do actually exist. In order to explain the behaviour of women's career development and career influences, her relational identity needs to be linked to her career

development. As the combination of work and family has become a reality, the management of multiple life roles needs to be analysed further. Career decisions can be understood more fully if the context or relationship identity in which the decision is made, is taken into account (Crozier, 1999).

Women's career decisions can also be explained as a reaction to outdated work structures and policies and cultures that do not fit their lives (Cabrera, 2009). In mid-career the desire for upward progression can diminish. Instead the focus begins to shift towards authenticity and balance (Maddox- Daines, 2016). When a woman is the primary caregiver, she may have more non work responsibilities and interests, making it difficult to look after her wider interests and needs and adhere to the norms of traditional career models.

In looking at the influences on the careers of professional women, it is useful to consider career models which recognise women are crafting their own careers in response to their personal values and their particular life situation (Valcour, Bailyn & Quijada, 2007). By the 1980s women represented almost half the British labour force (White, 1995). In depth interviews with successful women done at that time derived a stage career model career development depicting schematically the amount of identity invested is each life role over time. The majority of the women displayed high career centrality. They worked continuously and full time, fitting their domestic responsibilities around their work.

The kaleidoscope career model (Maniero & Sullivan, 2005, 2006) is a later attempt to more clearly describe and understand women's lives and career development. It seeks to explain the talent drain of highly trained women, who choose not to aspire to the corporate executive suite and posits an explanation as a means to understand how women operate relationally to others in both work and non-work realms. Like a kaleidoscope that produces changing patterns when the tube is rotated with its glass chips falling into new arrangements, women shift the pattern of their careers by rotating different

aspects of their lives to arrange their roles and relationships in new ways. The model has three interacting parameters with respect to career choices:

- authenticity: being true to oneself
- balance: making decisions so that the various aspects of one's personal and working life form a coherent whole
- challenge: engaging in activities to enable autonomy, responsibility and control (Mainiero & Sullivan, 2005 p 109).

The model is depicted here as a Venn diagram with all elements in balance and their overlapping nature of the parameters in Figure 1.
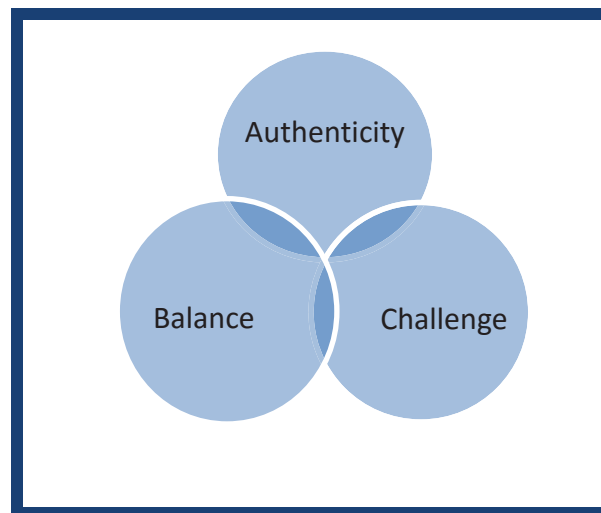
FIG 1   KALEIDOSCOPE CAREER MODEL   (MAINIERO & SULLIVAN, 2005, 2006)

The model incorporates the concept of these facets moving into the foreground or the background as orienting factors during a woman's career, depending on the life context and associated obligations and responsibilities at any one point. Cabrerer (2009) observes these kinds of competing elements fit within a protean career orientation, first described by Hall in 1976 and again later in 1996, and is the repackaging of knowledge, skills and abilities, in relation to changing aspects throughout a woman's career.

The model is a means of understanding how women operate relationally to others in both work and non-work realm. It offers an informative lens to view the multiple dimensions and complexities of women's lives and career development and is used to examine the complex interplay between non-work demands and lack of advancement opportunities for women. It offers an explanation for understanding the exodus of women from large organisations and corporations. This alarming drain of highly talented women who choose not to aspire to the corporate executive suite has been described as "the opt out" revolution. The complications of balancing work and non-work demands have lead some women to make the choice to voluntarily exit this environment (Mainiero & Sullivan, 2005, 2006).

The influences on a woman's career are normally part of a larger and intricate web of issues, people and situations that have to come together and are delicately balanced to allow a particular situation to work. So there is actually more to the career constraints of women than work/family conflict, with family being narrowly defined as a husband and children. Recognition must be given to non-work issues such a woman's own wellbeing, wider family issues, elder care and volunteerism. These must be considered as much more than career constraints. For women making career decisions the impact on others may be inherent. Women tend to make decisions through a lens which takes account of relationships, factoring in the needs of their children, spouses, aging parents, friends, co-workers and clients. Men on the other hand tend to examine career decisions from the perspective of goal orientation and independent action acting first for the benefit of the career often doing so because the women in their lives manage the interplay between work and non-work issues.

This can be explained if one considers a kaleidoscope; as one part moves the other parts change. Women understand any decision they make for themselves creates a change in the lives of others (Mainiero & Sullivan, 2005, 2006). As one decision is made it affects the outcome of the kaleidoscope pattern so instead of a singular drive for a career goal a woman will determine the set of

options that are the best fit at the time, always considering how the decision is going to affect the lives of others.

The three parameters in the model; challenge, balance and authenticity, are active signpost throughout a woman's life and her career. However, as particular issues predominate at different points during her life span, they cause the pivot to alter and the remaining aspects take on a secondary role at that time. At the beginning of her career a women might take on a position requiring more responsibility because *challenge* is key, whilst issues of balance and authenticity are of secondary concern. In mid-career the issue of *balance* and the needs of her family predominate. In late career women are asking "is that all there is?" and the desire for *authenticity* and being true to oneself come to the forefront of career and life decisions. In late career women are interested in challenges and making authentic decisions, often on their own terms, and the issue of balance whilst still active, moves to the back ground

So this is the ABC (Authenticity, Balance, Challenge) model of the kaleidoscope career and, just as a kaleidoscope has infinite patterns, the model has three parameters that combine in different ways over a woman's life reflecting the unique pattern of her career. The colours of the women's personal kaleidoscope at any point reflect the three parameters and as one aspect takes on greater intensity or brightness at any given point, the colours shift in response, with one colour moving in to the foreground and intensifying in colour as it take priority at that time in her life. The other colours lessen and recede into the background but are still present and active. So 'opting out" becomes a natural decision based on the fit of the colours of her kaleidoscope at that time. Her career does not dictate her life. Instead she shapes her career to fit her life (Mainiero & Sullivan, 2005, 2006).

Studies of women's lives have repeated themes around managing relationships, attachments and accomplishments (Hulbert & Schuster 1993). Pringle and McCulloch-Dixon (2003) recognised women's career models as being an 'amalgam of personal development '. They looked at sketching a model of personal career development based on the factors of exploring,

focusing, rebalancing and reviving and recognised these considerations as being interspersed with periods of reassessment, inclusive of internal and external influences.

The kaleidoscope career model seeks to explain why women opt out of the work place but little attention is given to the reshaping of the career itself to take into account how a woman might incorporate the aspects of challenge balance and authenticity into her life whilst still actively pursuing a professional career, albeit in a different way.

There is no research on how professional women planners manage their careers whilst negotiating these parameters which are influencing their choices and career path.

2.4 AUTHENTICITY

Hall & Mao (2015) argue that when a person is fully present in their work it would suggest the self that is presented in that context is the same as the self as perceived by the individual. The personal congruence implies a person is comfortable in themselves whilst they are undertaking their work. Given that authenticity is one of the facets in the kaleidoscope career model (Maniero & Sullivan, 2005) a look at the literature exploring authenticity as a driver of the influences on a women's career follows.

Erickson (1995) defines authenticity as knowing and acting in accordance with ones values. Personal authenticity is a consistency between one's self - knowledge and one's actions. In organisational life where many careers are played out, Hall and Mao (2015) identify three levels where the issue of authenticity can be examined. In relation to career and the choices people make, the levels are first, the personal level, it is self-referential and is about the internal consistency or congruence between ones thoughts, beliefs and emotions and ones actions. The second is relational authenticity; here the level at play is interaction with others in ways that are true to ones experience

without being influenced by the risk of disapproval and relationship instability. The third is the macro level and authenticity here is the degree of congruence or fit between the enacted values of those in leadership positions in an organisation and the extent to which all members of the organisation are aware and committed to these values.

Types of Authenticity	Definition	References
Intra-Individual	Authenticity refers to owning one's personal experiences, be they thoughts, emotions, needs, wants, preferences, or beliefs and to processes captured by the injunction to know oneself and implies that one acts in accord with the true self, expressing oneself in ways that are consistent with inner thoughts and feelings.	e.g., Avolio & Gardner, 2005; Harter, 2002; Erickson, 1995
Relational	A relational schema that favors the benefits of mutual and accurate exchanges of real self-experiences with another over the attendant risks of personal discomfort, partner disapproval, or relationship instability.	e.g., Lopez & Rice, 2006
Organizational	The degree of congruence or fit between the espoused and enacted values of organizational leadership as well as the extent to which all members are aware of and committed to these values.	e.g., Liedtka, 2007

FIGURE 2 LEVELS OF AUTHENTICITY (HALL & MAO 2015 P 4)

The level of desire for authenticity may be linked to the generation one was born into (Sullivan, Forret, Carraher & Mainiero, 2009). The potential differences in the career needs of boomers (1946 – 1964) and Xers (1965-1983) may explain the conflicts and the differences in attitudes towards work-non-work balance. Xers have a significantly higher desire for authenticity than Boomers which suggests Xers are more focused on obtaining a job they enjoy, one that allows then to express their personal values (Calanan and Greenhaus, 2008).

Three aspects concerned with authenticity are, firstly being true to oneself, secondly making autonomous decisions and thirdly achieving consistency (Baugh and Sullivan, 2015). The concept of authenticity helps understand the career choices people make, and although a person should not necessarily

bring all of themselves to work, a good fit between a person and their career lies at the heart of what it means to be authentic in the work place (Hall and Mao, 2015).

The complexity of authenticity is examined in terms of the means by which 'people find the self at work and find work in the self' and the ongoing process of reflecting on personal beliefs and comparing these with the values placed on these attributes in the external world. At an individual level the move towards authenticity at work can occur through a general process of personal learning which can happen as a series of learning cycles over a career (Hall 2004, Pringle and McCulloch Dixon, 2003). This differs from the traditional view of career stages (Super, 1957) and fits more within the kaleidoscope model (Maniero and Sullivan 2005, 2006). In the kaleidoscope model there is room to examine an evolving concern for authenticity as a person's career develops and the self- awareness of the emergence of personal values begins to necessitate self-directed decisions and actions, consistent with the boundaryless mind-set or protean work orientation. (Briscoe, Hall, & DeMuth, 2006)

In looking at a career choice, and the decision to stay in a particular position or make a change, the concept of authenticity or being true to one's own personality, spirit or character (Merriam-Webster, 1993) can be at play. Because it is a real but intangible influence at the core of many career decisions it is useful to look at the literature around this factor. Mainiero and Sullivan (2005, 2006) indicate that over a woman's career there is a predictable progression and that later in her career authenticity becomes a focus; with the desire to make decisions solely due to one's own needs rather than the needs of others becoming increasingly important. The self becomes the focal point of decision making rather than the context surrounding the self. The reason this manifests later in a career goes back to the heart of the multiple demands on a professional career woman and is captured well in the following quote:

"If you are going to be a good wife and mother and career woman, you have to be an extremely good manager… Because in all that, there has to be time for the private self. That's a fourth role. And I don't think people really address that. Certainly you are somebody's spouse and you're somebody's mother, and you have a career, but you don't stop developing yourself. And that fourth role, I think, many women forget about. And then when they realise it, they feel so frustrated and angry that they haven't given themselves that time. They haven't been "selfish" enough to give themselves that time…." (August, 2010, p. 219.)

For women in later life, authenticity shows in a number of ways although at some level generally revolves around focussing on ones needs. There are general themes that emerge including, firstly: *taking care of the self* and paying attention to physical concerns such as getting more exercise or better looking after themselves emotionally by shedding beliefs such as feeling responsible all the time for all their client's needs. Secondly, *self-acceptance:* as an older woman holding true to ones beliefs is not as tension filled as possibly it used to be, it is natural and rewarding choice; the realisation of one's mortality becomes a guide for decision making and allows for authenticity as one negotiates of life's issues. Thirdly*, finding a deeper level of meaning in one's work,* and allowing discovery of the true purpose in life (August, 2010).

Mainiero and Sullivan (2005, 2006) suggest one of the reasons a person might start to explore new career possibilities is that their needs and life interests may perhaps be shifting as their career and life develop. In their kaleidoscope career model the shift from challenge at the beginning of one's career to balance in mid-career, where integrating the demands of work and life assume importance. In late career and after a person has become established, more confident and relaxed, the need for authenticity could come more into focus.

The question of how a person creates this change to move towards authenticity is examined by Mao and Hall (2015) who suggest the change is a general process of personal learning or learning cycles during the course of a career (Hall, 2002). First a young adult might engage in a period of exploration where they gather information about the range of work that might suit their interests. Then they would engage in a trial period where they take jobs to see if they fit. After mastering the job he or she would engage in maintenance mode. These career stages were originally defined by Super (1957) and took the whole of a career to play out. Now they can happen in a much more compressed form occurring perhaps every three to five years. As the years go by one of the reasons a person may explore new career possibilities is because their needs and life interests may change as shown in the kaleidoscope career model (Mainiero & Sullivan, 2005, 2006.). These shifts change over time.

Hall & Mao (2015) suggest there is value for individuals and employing organisations for people to experience a feeling of authenticity in their work. If an individual experiences a good job person fit they experience greater job satisfaction, commitment and loyalty (Schneider, 1985). These outcomes are important for all involved. Helping people to cultivate authenticity is about assisting them to become aware and taking action to align their career path with their interests and deeply held values.

2.5 HISTORY

An important factor in this transformation of professional women's careers from linear to multi directional, and the influences on career decisions of planners in particular, is the back drop of generational change. My mothers' generation was described as the Greatest Generation or Traditional employees (Kupperschmidt, 2000). Born between 1922 and 1945 and influenced by the Great Depression and the Second World War, it was a generation characterised by taking what life throws at them and remaining stoic no matter what the circumstances. The women of this generation generally (although

there were exceptions) worked until marriage, they stayed at home and looked after the family and the home. My own generation, Boomers, born between 1946 and 1964 and witness to the women's movement, the civil rights' movement and man landing on the moon, were instilled with the values of work and the belief it leads to success (Hankin, 2004). Boomers placed huge value on independent thinking and extrinsic signs of success and were not afraid to work long hours to obtain rewards (Calanan & Greenhaus, 2008). Those born between 1965 and 1983 are termed Generation X and lack the solid traditions of earlier years (Hankin, 2005). They have been influenced by rapid social change, tend to dislike hierarchy and believe less in the importance of work. Many Xers were latch key kids and financial, family and social insecurities dominated their childhoods (McDonald & Hite, 2008). The characteristics of Generation Y born between 1984 and 2002 are less clear, as the events binding and forming this generation are still happening today. It is a generation that cannot remember a time when people have not been connected to the internet every hour of the day and is the most technologically adept generation in the workplace (Calanan & Greenhaus, 2008).

Running alongside the generational differences influencing women's careers, or more specifically the ability to have a career, have been significant changes in the ability to control fertility, affecting women in particular and society in general. Goldin and Katz (2000) present a collage of evidence from the mid-1950s to the mid 1990's showing the impact of the contraceptive pill on women's careers and marriage rates, the direct effect being the decreasing cost to women of remaining unmarried whilst at the same time investing in a professional career. Effective contraception of itself has not resulted in social change for women, but the ability to control fertility is part of the wider mosaic of social change experienced from the 1960s through to the present day.

A further influence on women's ability to have a career and the shape of their specific career paths has been legislative change. Women were given the vote in 1893. Nolan (2000) explores the ideology and practice of domesticity and

of a male "breadwinner" wage as it shifted in relation to changing legislation from 1890 to 1980. The effect of specific protective labour legislation at the end of the nineteenth century was gendered: anti sweatshop legislation tried to some degree to improve working conditions for women, and the recognition of the effect of industrial accidents and the introduction in 1911 by the then Liberal government of a limited widow's pension is evidence also of a growing recognition of women's rights. The Equal Pay Act 1972, the Domestic Purposes Benefit 1973 and the Property Relationships Act 1976 (also referred to as the Matrimonial Property Act) have all contributed to some extent to women's ability to function in the workplace. Like oral contraception these incremental changes in the fabric of society, though incredibly important, have in a small way influenced the ability of women to have a career, but have not resulted in women and men making their career decisions in a similar way.

2.6 INFLUENCES

The career models previously described look at interrelationships and seek to describe and explain observable facts and events throughout a career. Digging a little deeper; it is quickly apparent there are a wide range of influences on careers which these models seek to encapsulate in order to better understand the influences on the career choices of women. The following is a brief scoping of the key themes that emerge in the literature.

2.6.1 INFLUENCE OF FAMILY

In terms of the influence of family, the literature looked at the effects of the family one was born into, sometimes called the family of origin, and secondly the family one creates as an adult comprising of one's partner and children. Of course in many situations these overlap and are not mutually exclusive. Turning first to the influence of the family one was born into: Palmer (2000) identifies the concept of birth right gifts. Young people are often surrounded by expectations of how they should lead their life and social pressure can

move an individual far away from their true self in a bid to gain the approval of others. These pressures manifest for the best of reasons. Family, teachers and respected colleagues hold expectations around the child they are responsible for gaining a high level of objective success and culturally valued objective career outcomes, forgetting the importance to the individual of psychological success. So begins a career of pursuing not one's own dreams, but the "hand me down dreams" of others (Jacobson, 1999). The family one is born into and perceived parental behaviours can affect early career choices.

Keller, Whiston (2004) have documented the influences of the family on career development and conclude career decision making and selection need to be understood within a systemic perspective (Carr, 2000). The family establishes certain patterns and principles that attempt to keep a sense of homeostasis within a family and these rules and patterns influence behaviour, including career decision-making behaviour. Some family interactions assist effective career decision making whilst other can contribute to career indecision (Lopez, Andrew 1989). Children's occupational choices can be influenced by their aspirations. If these are low, then the breadth of occupational choice is constricted. The crystallization of values is also considered a part of the emergence of vocational identity having the most significant influence on career development and choice. With some individuals parental support was positively associated with the degree to which a person valued that career (Lapan, 1999).

As the interest and understanding of women's career development has increased, there have been studies examining the relationship between family and adolescent girls' career orientation (Keller and Whiston 2004). Career orientation in this context is influenced by a complex interplay of ability, agentic characteristics, gender role attitudes and relationship with their mother. The mother daughter relationship and a healthy movement towards individuation contribute to girls' career orientation Career confidence, commitment to achievement and realistic choices were associated with similar attitudes to those of the mother and emotional independence from the father (O'Brien, Fassinger, 1993).

Now, looking at the influences on career decisions of the family one creates i.e. with one's partner and children, the research indicated certain family factors, such as attachments and conflict seem to contribute to career commitment. Other family factors such as family dysfunction or the absence of positive familial characteristics may contribute to career indecision but there is no research regarding career indecision and the influence of family variables. Whiston (1976) found that for women, low levels of career indecision were associated with families that tended to be highly organised and controlling.

Most work structures are still based on the traditional view of the ideal worker who does not let outside responsibilities interfere with hours on or commitment to the job (Cabrera, 2009). The workplace has changed very little to accommodate the changes in the workforce. Whilst a large part of the workforce is made up of women societal norms still expect women to shoulder the brunt of household and care giving responsibilities. This can make it difficult to conform to the expectation of the ideal employee.

Women tend to place a high value on personal relationships and connectedness with others (Gilligan, 1982). This leads them throughout their career and when making choices to think carefully about the potential impact of their career decisions on the lives of their family and friends (Powell & Mainiero, 1992). This explains in part the slow progress women are making advancing to higher –level executive jobs (Burke & Vinnicombe, 2005). Many women decide the sacrifices they have to make to get to the top are not worth the rewards. The cost in terms of the negative impact on their family life is perceived to be too high (Grady & McCarthy, 2008). The inflexibility and demands of so many jobs today leave women searching for alternatives.

Women are often choosing to be "career self-agents" rejecting the traditional work is primary model, that is often unworkable in their lives and instead setting their own terms of employment (Shapirow et al, 2008). Rather than opting out of work, women are opting out of the traditional career model,

becoming free agents creating careers that allow them to fulfil their changing needs across the course of their lives (Mainiero & Sullivan, 2006).

The protean career concept described earlier, with its two central elements of being self-directed and living in a way that is congruent with one's personal values (Briscoe et al 2006), mirror the career of women who become career self-agents accommodating their career and family responsibilities. A protean career encompasses the concept of career success being internal and based on fulfilment of one's personal values and psychological success as characterised by a sense of personal accomplishment. These intangibles are of greater value than more traditional measures of success, like monetary rewards or progression up the corporate ladder. The protean career model is well suited to developing an understanding of a woman's career and the influence of family on woman's career choices (Valcoura, Ladge, 2008).

2.6.2 INFLUENCE OF RELATIONSHIPS

Once established on a career path, a recurring influence on the careers of women can come as the result of the dynamics of their individual personal relationships, namely their personal relationship with their partner and the responsibilities of childcare. Recent qualitative work (Stone, 2008) has supported the link between the male partner's (husband) demanding career and a female partner's (wife) career sacrifice, noting that the exemption of the male partner from domestic responsibilities and the prioritising of their careers was a common underlying feature of women's stories. There are two important ways in which husbands effect wives labour force exit: firstly a wife's hourly wage relative to their husbands, and secondly the number of hours a husband works. The wives of men who work long hours are more likely to exit the labour force than women who are with men who work regular full time hours (Scahfer, 2011). In order to better understand why women have not reached parity with men in terms of employment, it is important to understand how women make labour-market decisions in terms of their relationships (Stone 2008).

The work-family interface and the reciprocal relationships between beliefs, behaviours and outcomes play out at the societal, organisational and individual level. Two particular phenomena, part time work and flexibility in time and space for work are relevant. On the one hand policy making or law making on these matters might be viewed as a good thing for individuals, households, couples, organisations and society as a whole, in looking at how best to deal with the twin responsibilities of managing a career and caring for others. On the other hand, if normative gendered beliefs are not exposed and challenged, part time work and flexibility, generally being the norm for women only, can actually pose a challenge to maintaining a long term career and caring for significant others in one's life. This can manifest for example in less training opportunities or less advancement and less promotion. (Vinkenburg, van Engen, Peters 2015)

As dual earner couples and families have increased and new challenges have emerged, such matters as couples postponing or declining having children at all and leading to lower levels of fertility. In OECD countries family size fell from an average of 2.7 children per woman in 1970 to 1.97 children per woman in 2009 (OECD 2011), well below replacement levels. In combination with this low fertility, low mortality rates are leading to aging populations in most developed countries (Christiansen, 2009). These demographic developments make it even more important to create a way to combine managing a career and caring for family. The only true way forward is to encourage social policies supporting a true individual adult carer model and work-home arrangements allowing customisation, depending on individual needs. This may in turn lead to positive outcomes, not only for the carers and those still working, but also for dependents (Vinkenburg, van Engen, Peters 2015).

If women insist early in their relationship each partner share the domestic load equally, including children, they can operate in the home and in the work place on an equal footing to their male counterparts (Sandberg, 2013). However the 'choices' of individuals, couples, organisations and policy makers regarding the combination of career and care responsibilities are

strongly grounded in gender norms about the role of men and women and bending of normative beliefs to enhance sustainable careers for women is no simple task. To begin to break these norms down their first must be an acknowledgement that beliefs are not set in stone across time and place, but are contextual and subject to change (Luck, 2006). Once this can be established there is value in focusing attention on the trailblazers; people who share career and care responsibilities and the positive consequences of these choices. By putting these people in the spotlight it enables others to "learn by seeing" and popularises their choices by the increased use of language and narrative describing these experiences (Vinkenburg, van Engen, Peters 2015).

2.6.3 INFLUENCE OF CARE-GIVING RESPONSIBILITIES AND RE-ENTERING THE WORK FORCE

For some professional women, taking time out of the workforce to care for their children can result in a change in priorities influencing their career. The break may have been something they have subconsciously been planning from very early in their career. Sandberg (2013) identifies this phenomenon and argues women in the workforce should "lean in", take what is on offer and not hold back out of fear, self-doubt or a vague feeling the job might one day clash with family commitments.

One of the recurrent findings in the small but growing literature on professionals returning to work is that women can undergo a major shift in their career orientation, often resulting in a redirection away from former employers and careers (Hewlett and Luce, 2005). The research finds that when professional women redirect they often transfer from the corporate to the social service sector and from traditionally male dominated or mixed-gender occupations to traditionally female-dominated professions. (Hewlett and Luce, 2005). Those who had the greatest continuity had been working in female dominated professions such as nursing, teaching or social work before their career break (Shaw, Taylor, Harris, 1999). This career orientation may be linked to a new found desire (after having children) to "give back" or it may be related to an increased preference for part time work (Healy, 1999). Either way this can result in redirection, with factors relating to negative experiences

in family inflexible occupations, skill deprecation and perceived age discrimination all having some effect. The adaptation to new constraints and opportunities sometimes engenders an aspirational career shift towards working from home and allowing the needs of the family to revolve around work or new care oriented professions of lower pay and lower status. This change in focus can be linked to the moving facets of the kaleidoscope career model as an example of how balance and authenticity come into sharper focus and challenge becomes less of a dominating force.

Caring for children and the state of motherhood affects career progression. (Mutter, 2013). The literature relating to motherhood and its impact on work place performance, generally reaches a consensus view that motherhood is an ongoing penalty for working mothers (Ridgeway & Correll, 2004). The penalty appears to consist of two parts: ongoing lower levels of remuneration (Budig, Mirsa, & Boeckmann, 2012) and constraints in terms of career progression (Peus & Traut - Mattausch, 2008). There are continued calls to rectify gender discrimination and close the gender gap (World Bank, 2012) and in New Zealand, despite decades of legislative action aimed at 'fixing' gender inequality, discrimination still exists (Parker & Arrowsmith, 2012). There is a suggestion these employment outcomes may not necessarily be gender related but rather attributed to motherhood (Gibb, Fergusson, Horwood & Boden, 2013). In New Zealand, although over the last ten years the institutional landscape has evolved to encourage increasing mothers' workforce participation; up to 90% of the gender pay gap can be attributed to the penalty of motherhood (Gibb et al., 2013).

It is a matter of debate (Brown, 2010) as to whether the choice to work shorter working hours instead of pursuing career progression is one of personal agency or one of being constrained by factors ranging from domestic and organisational support, the cultural environment and the institutional framework (Baker, 2011).

2.6.4. A Sustainable Career

Sustainability or sustainable development refers to meeting present or current needs without compromising the ability to meet future requirements. The concept of sustainability is only beginning to be applied to the management of a career and would imply that employers could look at taking the present and future well-being and performance of their employees and their dependents into account (Oskamp, 2000). Building a sustainable career characterised by employability, physical health and mental well-being is primarily the responsibility of the employee (Arthur & Rousseau, 1996). The way choices relating to career sustainability and care play out are based on gendered norms relating to the roles of men and women in relation to work and care. Society, organisations and individuals can contribute to bending these norms and promoting sustainability by including focusing on people who are trail blazers in this area, encouraging public debate around careers and care and creating in the work place individual adult worker models rather than gender specific arrangements. (De Vos & van der Heijden, 2015)

A sustainable career is one where employees remain, healthy, productive, happy and employable throughout its course and are able to fit their career into their broader life context (Greenhaus & Kosek, 2014). This has advantages for individuals and organisations as workers seek to remain employable by developing the necessary expertise to secure their job and employers promote physical and mental health by creating opportunities for breaks and working towards ensuring job and career fit with the core values of their employee's lives.

 As the working population ages and workers have moved towards an expectation of lifelong employment it becomes increasingly important to acknowledge elements contributing to sustainable careers for all workers and for the purposes of this study, professional women planners in particular. The notion of sustainability needs to be added to the current understanding of what constitutes a career. Work scenarios where professional women can remain healthy, productive, happy and employable need to be created to fit with an

individuals' broader life context. Van der Heijden and De Vos (2015) outline the empirical work they have done on careers, both in terms of organisations and individuals, and suggest the perspective of sustainability should be incorporated into future research.

2.6.5 INFLUENCE OF LEADERSHIP

The nature of the work undertaken by professional women and for the purposes of this study, planners, can provide opportunities to step into leadership positions. For some insight into the effect of the non-linear pathways of women's careers it is interesting to explore literature examining the composition of boardrooms. Terjeson, Sealy and Singh (2009) look at the effect of gender diversity or lack thereof on corporate boards and its impact on the performance of the particular company. Their research found there is a substantial body of literature considering the demographics of women in corporate governance and consistent findings showing women hold fewer directorships have less powerful titles, and earn less than men (Zelechowski, Bilimoria, 2004).

It seems that although the opportunities for leadership roles for professional women do exist in the corporate world and the community at large, the competing elements highlighted in the career models discussed earlier means these opportunities in the current societal and workplace structure, largely designed by men acting in the "male as breadwinner" mould, are not always attractive to women. In a recent article in the *New Zealand Herald* (Thursday January 14 2016 pp 10) Minister for Women Louise Upton observes:

> "There is an unconscious bias in the way we see and evaluate men and women and create invisible barriers for women to enter and progress in their chosen field. Highlighting and educating people about stereotyping is key to addressing barriers that limit women's potential and until women have equal rights, equal choice, equal opportunities, equal expectations, and are valued more equally, there is more work to be done."

In terms of the careers of professional women planners there is little research to show how they fare in terms of leadership positions in either corporations, local authorities or their own businesses.

Maddox - Daines (2016) explores the mid-career experience of female managers and in relation to the dearth of women in senior management and leadership positions offers valuable insight into the constructs of the management experience and how women negotiate these mid- career. The decisions made in mid-career possibly affecting either how women create or walk away from leadership positions later in their career. Historically much career theory looked at set career patterns and the striving of individuals towards vertical movement. There was an implicit assumption of linear development without career interruption. The ability of professional women to manage work and home was not well understood, nor integrated into these models. The kaleidoscope career model (Mainiero & Sullivan, 2005) emerged as a model that recognised the evolving and fluid nature of a career and explains how the three motivators of authenticity, balance and challenge evolve and take into account the internal and external demands that impact on career decision making.

Maddox- Daines (2016) used a framework which she described as having two components. One component is the "process of discovery", the other being the "established manager".

Process of discovery	Established manager
"Growing in confidence"	"You gather confidence"
"Desire for authenticity"	"I need to be me or what is there?"
"Negotiation and compromise"	"There are many potential draws on my time"
"Re-evaluation of priorities	"I want to do other things"

FIGURE 3 NARRATIVE FRAMEWORK FOR THE PROCESS OF DISCOVERY AND ITS ASSOCIATED ELEMENTS (MADDOX - DAINES, 2016 P 49)

This provided a construct which used to explore how managers "manage themselves in mid-career".   Her research shows that for many of the

participants the desire to follow the upward trajectory of the traditional linear "upward' model is not as important as gaining a sense of authenticity and balance. The female managers in the study emphasise the juxtaposition in managing self, career and life in mid-career and the challenges this provides. The findings corroborate the findings of Heraty et al. (2008) who found although women identified a deep sense of commitment to family and life beyond work, they also perceived their career to be highly significant facet of their lives and sense of self, providing intellectual stimulation and creativity.

2.6.7 INFLUENCE OF AGING

Turning now to older workers and the influence of aging on a women's career, the proportion of New Zealand's labour force aged fifty-five and over is likely to grow from about one in six in 2007 to around one in four in 2020 (Department of Labour 2009). Whilst labour force growth has been a prime driver of prosperity, growing by 500,000 between 1991 and 2006 this is expected to slow as a result of an aging population to 15,000 per year after 2016, less than half the present rate (Department of Labour 2009). At the same time the proportion of older workers compared to younger ones will dramatically increase. The report identifies the unique features of older workers and the difficulties they may face, such as switching their skills into new work areas.

Whiston, Fledwisch, Evans, Blackmans & Gilman (2015) acknowledge further research is needed to understand the working lives of older professional women in the labour force and undertook a qualitative analysis to explore the experiences of this group to identify emerging themes describing their working lives. Along with identifying positive factors, including high levels of adaptability and concern at leaving their work in a good shape for tomorrow's workers, one of the prominent findings of the study was the complexity and bifurcation in which participants viewed the aging process. An equal number cited both the positive and negative aspects of aging. August (2011) explores the relevance of the model in women's later life career development, finding all three parameters have relevance with authenticity and balance having a

greater weighting or shade of meaning than challenge, when compared with studies focusing on similar drivers for younger women.

In conjunction with literature on the late career period, a time experienced more commonly as a result of the growing proportion of the work force being in the older population cohort, Rachel August (2010) has identified research looking at bridge employment. Feldman (1994) has identified this form of participation in employment following official retirement from a long term job. As professional women and planners in particular traverse the career pathway, the way they work is likely to change. The effect of aging and maturity on their careers is a question for further study.

2.7 THE CONTEXT OF PLANNING AS A PROFESSION

Taking in to account career models and women's career models in particular, and the challenges facing professional women against the backdrop of the literature on sustainable and authentic careers. The purpose of the proposed qualitative research is to examine influences on the careers of women working in the planning profession. This research looks at how the concepts of the kaleidoscope career model (Mainiero & Sullivan, 2005. 2006) being, challenge balance and authenticity, play out in the careers of six professional women planners.

Planning is a broad area of work involving a wide array of evaluative skills. In general key planning activities include: (Prospects www.prospects.ac.uk)

- developing creative and original planning solutions to satisfy all parties;
- consulting with stakeholders and other interested parties and negotiating with developers and other professionals, such as surveyors and architects;
- assessing planning applications and monitoring outcomes as necessary;
- researching and designing planning policies to guide development;

- researching and analysing data to help inform strategic developments, such as increases in affordable housing provision;
- designing layouts and drafting design statements;
- using information technology systems
- attending and presenting at judicial hearings and at the environment court;
- keeping up to date with legislation associated with land use;
- promoting environmental education and awareness;
- helping disadvantaged groups express their opinions about planning issues and proposals, and visiting sites to assess the effects of proposals on people or the environment;
- scheduling available resources to meet planning targets;
- writing reports, often of a complex nature, which make recommendations or explain detailed regulations. These reports may be for a range of groups, from borough councils to regional assemblies, or members of the public.

The New Zealand Planning Institute established in 1949, delivers training, advocacy and accreditation of tertiary planning in New Zealand. To become a planner usually require a degree in planning or resource management, although some people enter the profession by doing another degree (such as science) and include some planning, law and resource management papers. Diversity is encouraged so that specialist knowledge becomes available to the planning profession. This means that in addition to the core planning skills, expertise in areas, such as geographic information systems, engineering geology, natural ecology, Maori language and culture and landscape architecture is encouraged. The work of planners helps shape the natural and built environments in which we all work live and enjoy our lives (Miller, 1998).

Since 1965 the professional body representing planners, the New Zealand Planning Institute, has had a regular publication to provide a forum in which planners can report their work, test their theories and generally interact with

their colleagues, initially known as TPQ an abbreviation for Town Planning Quarterly and more latterly known as Planning Quarterly. The March 1981 issue was dedicated to covering planning issues of interest to women and women planners. A range of subjects relating to the feminist perspective of the planning process through to discussion on the percentage of female town planning graduates between 1959 to 1980 appeared in that one journal, but (in discussion the author has had with Dr Caroline Miller Associate Professor in the Resource and Environmental Planning Programme at Massey University, Palmerston North) there appears to have been little research in the career paths of planners in New Zealand or the influences on the career decisions of women working in the planning profession. There is little scholarship on the history of planning (Miller, 1998) and even less on the career paths of those that practice in the area. It is considered this is a "gap" and worthy of more study. There are many men and women who practice planning and are academically qualified to do so yet are not members of NZPI, however NZPI advised me on the 16th of May 2016 it had 2124 members and of these 50.6% or 1074 are women.

Planning is my profession. I have practiced since 1981. I am married and with my husband, have brought up three children. The primary objective of this study is to better understand the influences that are at play in my own career and the careers of other professional women like me. I have done this by undertaking thematic analysis on data obtained from six semi structured interviews with female planners working in New Zealand.

CHAPTER 3 RESEARCH METHODOLOGY

In the previous chapter, relevant literature was critically analysed and research questions were identified from the gaps in knowledge that emerged. In this chapter, the research design and methodology is outlined. To restate, the research question identified from the literature is: What are the influences on the careers of professional women planners?

3.1 EPISTEMOLOGY

When considering the influences on the careers of professional women planners and how best to structure this research, it is useful to state the philosophical aspect, or ontology, behind the chosen research method and methodological approach. Although ontological assumptions embrace all theories and methodological positions, this research is undertaken with a subjectivist view and the subsequent position that reality is how an individual or a group interprets it to be (Eriksson & Kovalainen, 2015).

Reality, when viewed through this lens is based on the position that experiences and perceptions specific to a particular individual or group or social entity, are social constructs built from the interactions of others. Emergent from this, is the belief that conceptual understandings coming from this type of research have value, and can be shared (Bryman & Bell, 2015).

The sources of information and the findings of this research and how it is produced, described and justified, reflect my personal orientation and interest (Eriksson & Kovalainen, 2015). It reflects my personal values, and my historical and cultural background. This will undoubtedly have a bearing on the findings, and as there is this subjectivity, it is important to reflect on the forces of socialisation and cultural background at play during the research process.

In addition, epistemological issues concerning questions of what constitutes knowledge and the sources and limits of knowledge also require consideration.

The epistemological position taken in this research is associated with the position called interpretivism.

3.2 RESEARCH PARADIGM - INTERPRETIVE

Interpretive enquiry "focuses on understanding meanings, purposes and intentions people give to their own actions and the actions of others" (Given, 2008, p. 459). It is grounded in social construction and is a means of striving to comprehend the social world and its constructs and a way of seeking to understand human action. Concerned with an empathetic understanding of human behaviour, interpretivism seeks causal explanation to interpret it (Bryman & Bell, 2015). Interpretivist researchers collect evidence using this empathetic approach and the description of a person's world, expressed by them. Seeking to understand the influences of career decisions of professional women by researching their social world and its constructs, interpretivism is an appropriate methodological fit.

3.3 RESEARCH METHOD - QUALITATIVE

This study has adopted a qualitative inductive approach to building knowledge, through interpretivism. Qualitative research is not based on the gathering or use of statistics; rather it is derived from words and descriptive accounts. The data collection technique frequently employed in this regard involves in-depth investigations within small samples (Guest, Bunce, & Johnson, 2006). This research includes specifically looking at the effects of early influences, relationships, children, advancement and sustainability on career influences of six professional women planners and how well this reflects the premises of the kaleidoscope career model of Mainiero and Sullivan (2005). A qualitative approach to researching these differing influences ensures the participants narrative is at the centre of the research.

There are a number of reasons qualitative research is considered appropriate for this study. Firstly, the technique enables a first-hand account from the women studied in relation to the influences on their career and makes it possible to view the events and the social world through the eyes of the participants (Letherby, 2003). Secondly, where there is little or no existing

knowledge, qualitative research techniques help develop understanding around the issue and potentially generate further questions for study. Thirdly, qualitative research takes into account the position that although there can be no one universal experience, a collection of their narratives allows for the identification of common themes in their individual experiences to emerge (Letherby, 2003). The study of professional women planners and the influences on their career rely on a narrative structure and the power of women telling their stories. It is from the collection of these individual experiences that common themes can be identified.

Given qualitative research tends to be concerned with words rather than numbers, the theory arises from the research and understanding the world comes from interpreting it through the experiences of those who participate in it. Qualitative researchers are more inclined than quantitative researchers to describe in detail what their research has found.

3.4 RESEARCH TYPE – EXPLORATORY

The range of influences at play on the careers of professional women is an emerging area of research, with more to understand and explore. There is no known research about the influences on the careers of professional women planners. This research is therefore exploratory. It is open and undertaken in a flexible, pragmatic style with the aim of delving into the topic with the possibility of identifying common themes, or a concept, leading to greater understanding and the possibility of theory building - the *raison d'etre* of all research (Stebbins, 2001).

Because of the focus on women in this research, a feminist framework was adopted. Derived from the early seminal work by Oakley (1981), this approach ensures that the participants being interviewed feel validated in terms of their own experiences. This seemed a natural fit to the research questions and the themes uncovered in the literature review.

3.5 SEMI STRUCTURED INTERVIEWS

Semi-structured interviews were chosen as the data collection tool, due to the exploratory nature of the research questions. In semi-structured interviewing, the researcher has a thematic framework in place, but is also open to respondent direction in terms of the topics discussed and their sequence ((Bryman & Bell, 2015). An interview guide was developed which covered general themes identified from the literature (see Appendix A for details) but participants were encouraged to both take their own paths, and to provide specific examples of career influences. The interview questions are attached (see Appendix B for details).

3.6 SAMPLING

Criterion sampling was used to determine which participants to approach. The criteria used were professional women planners, in the mid to late stage of their professional careers and hence, over the age of 40, currently working in New Zealand. I knew of these women through prior professional interaction and hence, as Bryman & Bell (2015) suggest, they formed a convenience sample.

The following table outlines details of the participants (Names have been changed to protect the privacy of the participants):

Participant	Number of Children	Type of Employment	Position	Years graduated	Age
Hazel	1	Local Authority	Senior Planner	38	65
Michele	3	Self Employed	Principal	36	60
Virginia	3	Local Authority	Manager	21	51
Beth	2	Self Employed	Principal	22	44
Amanda	0	Self Employed	Principal	33	60
Kathleen	0	Local Authority	Manager	16	40

TABLE 1: PARTICIPANT DETAILS

3.7 LIMITATIONS OF THE APPROACH

It is acknowledged, as with any research, that there are weaknesses in this approach. The sample will not be representative of the population of all professional women planners. It will lack external validity and not be generalizable (Bryman & Bell, 2015). However, as qualitative research, the aim will be to draw inferences out of the observations and to investigate the data which results from the interview (Stenbacka, 2001). A key component of any research is to ensure that the assessment tool being used adequately reflects the issues being explored and the semi structured interviews are considered to meet this objective.

The sample size is not large and although this restricts generalizability, it is considered adequate to obtain rich in-depth data (Kvale & Brinkman, 2008), and to identify themes that may be transferable to other populations. Research indicates that this small number of interviews can provide the basic elements for a thematic analysis (O'Leary, 2010).

Overall, given the research being undertaken and notwithstanding possible weaknesses, the choice of method is one that will best "wring" the information being sought from the participants and provide a start, at least, in evaluating the influences on the careers of professional women planners.

3.8 OTHER APPROACHES CONSIDERED

There are a number of ways research of this nature could be undertaken and strengthened. A survey could be designed or focus group meetings organised. The data set could be consolidated and if an element of longitudinal design was incorporated and participants were sampled on more than one occasion the findings would be stronger.

3.9 PROCEDURE - PILOT STUDY

Potential participants were contacted through email and Linked In and when they agreed to take part in the research, a consent form introducing the aims of the interview and the series of questions to be discussed in a semi-structured interview style was sent to them. The participants were also advised of the

anticipated length of the interview, the audio-recording of the interview and detailed consent and confidentiality requirements.

Prior to initiating the study, a pilot interview was completed with one person who fitted the sample criteria. This interview took the longest of all the interviews lasting 1 hour 49 minutes and was chronological in nature. The participant outlined the story of her career and a range of valuable information was obtained. It indicated that although the influences on the participants' career could definitely be seen from the information gathered, a series of focused questions pinpointing my particular area of research would give the interview process greater focus. A refined series of questions were therefore developed and these were used as the basis for the further interviews.

3.10 PROCEDURE - INTERVIEWS

The participants all agreed to participate, and face to face interviews were undertaken, ranging in time from 35 to 85 minutes. In each interview detailed notes were taken and four of the interviews were recorded. Recordings were not possible in the other two situations due to background noise, but detailed notes were taken in these instances.

Each interview began with a brief social discussion which served to put both the parties at ease. It was an opportunity for the researcher to briefly outline again the area of research and the process of the interview and remind participants of the questions already sent to them.

The questions were designed to be open ended and ensured that similar topic areas were covered with each participant. At times the participants talked of matters outside the scope of the study. Because these matters were part of their experience, they were not interrupted. On occasions where participants seemed to be moving further from the topic area, they were gently returned to the focus of the interview by asking the next question. However it was always the participants' narrative that was the central part of the process.

3.11 ANALYSIS

Each tape and set of handwritten notes was transcribed and in so doing allowed me to look especially closely at the material and what had been said giving me maximum exposure to the information.

The actual method of analysis is inductive as it is concerned with 'discovering' categories after the data is collected. Through the process of coding and constantly comparing results, the connections between the data and conceptualisation can occur, and through the iterative process a theoretical elaboration of a category can emerge (Bryman & Bell, 2015).

The data generated from the interviews is detailed and rich and every effort has been made to enable clarity in the analysis phase. The first step involved reviewing the transcribed notes, picking out themes and undertaking what is referred to as thematic analysis.

Thematic analysis is the process of identifying patterns in the information and encoding the qualitative data, with the ultimate goal of better understanding the influences on the careers of professional women planners. This involved tracking back and forth between the data and the literature to better inform emerging concepts. In practice this meant the analysis of the data was completed in three stages.

- Firstly, a review of the information where each recorded interview was transcribed.
- Secondly, the information was analysed into themes and recurring ones were identified. Similar themes identified in the transcripts were grouped together to form the emerging themes on the influences on career of professional women.
- Thirdly, a comparison of the themes identified from the data and the commonalities of the influences on careers form the basis of the thematic analysis in Chapter 4.

3.12 RELIABILITY AND VALIDITY

The aim of qualitative research is to draw inferences out of observations and undertake grounded research in the data generated from the semi structured interviews (Kvale & Brinkman, 2008). In any research the assessment tool being used, in this case structured interviews, should adequately reflect the issues being explored. There are three important criteria for evaluating the dependability of management and business research; reliability, replication and validity (Bryman & Bell, 2015). Reliability means the results of a study should be repeatable. Replication is concerned with a researcher being able to replicate the findings of the research; therefore an understanding of the procedures used to acquire the data is necessary. Validity is concerned with the integrity of the conclusions. The study will aim to perform on these three counts. The aim being, the research is as objective as possible, with no intrusion of personal values (Lincoln & Guba, 1985).

Qualitative research is based on interaction and observations between the researcher and the participant. The underlying assumption is that reality can always be interpreted in various ways and can be influenced by unrecognised biases and the perspectives of the researcher. Granheim and Lundeman (2004) suggest decisions regarding the focus of the study, the selection of context, choice of participants and the approach to gathering data all contribute to its credibility. Credibility lies in how well categories and themes cover the data gathered and whether relevant data has been inadvertently or systematically excluded. It includes judgement exercised by the researcher regarding the similarities and differences between categories. The data is presented in such a way it allows the reader to look for alternative interpretations, increasing transferability and hence trustworthiness.

3.13 ETHICS

The research is covered by the Massey University Code of Ethical Conduct for Research, Teaching and Evaluation involving Human Participants. Under this code, the research project as identified as low risk, having a minimal impact on either participants or the researcher. A copy of the low risk notification is attached. (see Appendix C for details)

In line with Massey University requirements, the confidentiality of participants was assured by the researcher being the only person to have access to readings and transcripts. The participants were not identified and any specific identifying source, such as the name of the workplace or geographical location was removed from quotes used in the thesis.

3.14 CONCLUSION

In summary, this exploratory research into the influences on the careers of professional women planners is grounded in the epistemological position which views reality as being socially constructed. The knowledge gained using this research paradigm arises from people and their actions and from a position described as interpretivism. The data collection tool chosen was semi-structured interviews. The rationale behind the epistemological and methodological choices has been given in this chapter, and the data collected during the evaluation is presented in the following chapter.

CHAPTER 4 FINDINGS AND DISCUSSION

As noted in the previously thematic analysis, the generating of broad themes through coding interview data (Braun & Clarke 2006), was undertaken on data obtained from six semi structured interviews with the objective of developing an understanding of the influences on careers of professional women planners practicing in New Zealand and to look at these in relation to the Mainiero and Sullivan's kaleidoscope career model (2005, 2006). The following chapter presents the main themes arising from the data.

This study looks at five key influences on women's careers;

- Family of origin
- Relationships (Partner)
- Caregiving responsibilities and re-entering the workforce
- Career advancement
- Sustainability

The findings will be discussed with respect to the existing literature to identify elements of similarity and difference. The themes that emerge will be illustrated using quotes, and the findings will be discussed with respect to the existing literature to identify any elements of divergence.

4.1 FAMILY

Young people are surrounded with expectations that may have little to do with who they really are, expectations held by people who are not trying to discern their selfhood but to fit them into slots often with the best of intentions. It may be how their parents or their teachers have lived their lives or it may be that they want the 'best' for their children.

All of the participants came from backgrounds where their parents valued education. In the lives of all participants there appeared to be an expectation from an early age they would go to university or alternatively they grew up in families where they could see for themselves the value of education.

Three of the participants came from families where one or both parents were professionals. Two of the participants came from families where one or both of the parents were immigrants to this country, leaving war torn Europe shortly after the Second World War. Virginia spoke of how hard her parents worked to bring up their family.

> "My parents were immigrants. I was the youngest one of seven kids, mum and dad worked in a fish and chip shop seven days a week. They knew education was important. We were bought up presuming we would go to university, get a qualification".

Beth spoke of how her mother always taught them to question everything that went on around them.

> "Mum would sit at the table with us and ask why we thought about things the way we did, She extended us and encouraged us to always question what went on around us" .

Kathleen had what she described as a 'poor' childhood, her mother becoming pregnant with her before she finished high school but had worked hard during those years,

> "I saw my mother sit at the kitchen table, finish her high school education and study extramurally to get her degree. My dad was a mechanic and they both went to Training College together. I saw the difference that money made to how we lived when they both started teaching and from a young age I understood the value of education"

There was some evidence of 'hand me down dreams" (Jacobson, 1999) of attempting to please loved ones expectations. Hazel stated:

> "I did not really know what I wanted to do, I got a degree in psychology and my father and my then husband thought I should go to Teacher's College. I went for one term and hated it. My marriage

broke up and I was interested in environmental issues so I enrolled in my Planning Master's Degree"

Amanda alluded to some parental pressure when she said:

'I didn't want to disappoint Dad. I always knew I wanted to do something from quite a young age but didn't quite know what. I finished my degree and travelled. I wanted to be a lawyer but enrolled in Town Planning instead. Friends were doing it. Once I started working I was disappointed. It was only when I started into management and completed my Masters of Business Administration that I knew this was what I wanted to do. '

Four of the participants identified that having a professional qualification was very important to them and their career choice. A planning qualification meant they went to University, worked for their degree and came out with a skill set that was recognised as a profession and was immediately marketable. Hazel who went to training college after getting her first degree, was flatting in Auckland and stated:

"I realised the assignments my flatmate was doing were so much more interesting than my own. I decided to do a Diploma in Town Planning and managed to complete that while working part time at the Ministry of Works"

All the participants grew up in families where in one way or another education was valued but each was drawn to the specific discipline of a town planning degree or diploma, often circuitously. The participants mentioned being interested in geography or environmental issues, they had friends doing the degree and they saw it as a marketable skill. Virginia stated:

"I was 30 by the time I realised I needed to settle into something that would earn me a living. I was interested in law but sustainable development and the principles of the Resource Management Act 1991

interested me so I decided to go to Otago and complete a Masters in Planning".

Two participants spoke of being interested in law, two spoke of being interested in teaching, both alternate professions involving working with people and communities. All were drawn to planning as a professional qualification through a combination of varying interests and influences.

The data shows parents play an important part in encouraging or normalising educational achievement. These findings are in alignment with the literature showing that parental education and a warm social climate and specific behaviours such as reading and playing in the home are all important in predicting children's achievement (Davis- Kean, 2005).

There was a little evidence suggesting parents wanted university education for their daughters which gives some support to the "hand me down dreams" idea (Jacobson, 1999) but overall, each participant appeared to make an autonomous career choice.

This convoluted path to making that early decision to become a planner can be partly explained by the relatively short life Town Planning has as both a discipline and a profession, with the first planning legislation being passed in England in 1909 (Miller, 2007), and Auckland University offering the first planning degree in the early 1970's. It is a profession that few people, either participants or their parents, knew about. It is rarely the focus of public acclaim despite its work helping to determine the natural and built environments in which we all live and work and play in amongst.

4.2 RELATIONSHIPS (PARTNER)

Women and men in general lead very complex lives. For women personal relationships and career pathways are often closely intertwined. Although it is difficult to pull these strands apart, the influence of the relationship a woman has with her partner and the effect this has on her professional career is at the heart of this part of my study. The literature points to the choices couples

make regarding career and relationships. It suggests these choices are strongly rooted in gendered yet contextualised norms about the roles of men and women (Vinkenberg, Van Engen & Peters, 2015)

Maniero & Sullivan (2005, 2006) used a kaleidoscope to illustrate how over a women's career the desire for challenge, balance and authenticity moved and changed over time.

Five of the participants in the study had partners. The older participants, who coincidentally were still with their first partner, appeared to "fit" their careers around their relationships, with the husband's career being the 'principal' one. The other participants and those either in their second relationship or single at the time of the interview, appeared to view their career as more of a major defining force in their lives.

Two of the participants had been with their partners over 30 years and in both cases these men are professionals. The husband's career and working influenced these participants and their career trajectories. Michele stated:

> "One of us running a business and putting their all into it was enough for one household. Besides I wanted, (as well as my career) to be involved in my community, have time to have my children's friends come back to our house and time to look after my aging parents".

In this case Michele had worked as a self-employed planner enabling her partner to work in his business fulltime. She was able to juggle both work and the things that were important to her. The influence of the other woman who had been in a long term relationship was a little different, Hazel stating:

> "My husband had a totally different career to me, and this allowed me to develop in a way that has suited me".

These professional women planners felt their partners had a positive effect on their ability to shape their professional careers. A successful career to them

was about being able to both work as a planner and participate in other parts of their lives. They saw both these aspects as important.

Two of the participants had been in relationships where their partners had looked after their young babies whilst they went back to work. Both of these relationships had broken down after those early years of child care, with the participants forming new relationships. Virginia was early in her career when she had her first child and went back to work soon after its birth. Her partner looked after their baby and bought her into work to be breast fed.

> "I always thought relationships should be based on equality and when we decided to have baby number two I felt it would be good to ease back into home life for a while, feeling it was his turn to go to work. But he had started to enjoy being at home and was not keen to return to work".

This mirrored the situation of Beth whose partner would not work as the children got bigger and she told me:

> "I essentially lost respect for him and realised I was earning enough to support myself and my children. I didn't need him and that saw the end of our relationship"

Kathleen chose to work in a location her husband wanted to be, possibly at the expense of her career stating "All of life is essentially a compromise and there comes a time when it is good to stop". Amanda, who was not in a long term relationship at the time of the interview stated that once she got into a serious relationship, she often felt that she was seen as a threat, "I think men see me too much as a handful, scary and seem to want to pull me down"

In the women interviewed it is apparent personal relationships do affect career and vice versa. Because the unstructured interviews and the conversations that arose were reflective it appeared there was an element best described as a continuum with some of the participants seeing their partner's career as having greater importance through to others who viewed their own careers as being

primary. The emphasis on career versus relationships had moved and changed over time and of course was different for each participant. The participants in relationships took a holistic approach. The balance between work and relationships affecting career decisions means trade-offs were made between their husbands' needs and family demands and their own work motivation.

It appeared that although the literature emphasised the complexities women face in pursuing their career, each of the participant interviewed had some autonomy in terms of how she chose to structure her life. The participants had choices and were either in relationships or living alone in a way that suited their professional lives.

4.3 CARE-GIVING RESPONSIBILITIES AND RE-ENTERING THE WORK FORCE

Four of the participants in the study had children and two did not. For these professional women with children it appeared that being a planner allowed flexibility in terms of accommodating the dual responsibilities of motherhood and career.

Three of the participants were employed by Local Authorities, Virginia stating:

> " I always said at the outset of any discussions about any job I was interested in that I would work hard but sometimes this might be outside "normal' office hours as there would be times I have to look after the needs of my children"

Hazel and her partner together sorted a strategy which worked for their family and said:

> "It was important to us that one of us be there when our son came home from school. My husband did shift work at that time and my employment meant that one of us was able to be there at 3pm when he walked in the door"

These participants were able to negotiate with their employers creating employment scenarios that worked for both parties. From these examples it is evident there is a range of employers involved in the planning profession who seem to be open to flexible working relationships.

Two of the participants with children who were self-employed spoke about the advantages of being their own "boss". This made it easier when it came to managing the intersection between work and family responsibilities, Beth gave an example of this and stated:

> "Because I am my own boss I can always arrange to be there for my children's swimming sports or their doctor's appointment. Having said that I have always had a really good support network of friends and my mother close by, all of whom have been able to step up after school and in school holidays if I am held up unexpectedly, say by the Environment Court working late".

Michele said,

> *"*I went to all my children's school camps and was able to be mother help in their class rooms"

Kathleen spoke of her choice to not have children, or to be a mother.

> "I do not want to *not* have enough money. I am the main income earner. What would be the point of having kids if I didn't stay at home and look after them?"

Three of the participants held senior positions in the organisations they worked for and the three self-employed women were consultants with as much or more work than they needed. The literature suggested that for some professional women taking time out of their careers to give birth and look after small children could result in a redirection in their career path (Hewlett and Luce, 2005), particularly if prior to the break they had faced negative experiences in their occupations or they were involved in "family inflexible"

organisations. This did not appear to be the case for the planners interviewed for this study. The women interviewed were able to craft their working lives to accommodate a wide range of situations and their own personal preferences. This is in a manner similar to the protean and boundaryless career models describing individual agency and emancipation from the constraints of the "traditional" career (Inkson, 2006a).

Planning is a relatively young profession, as has been identified, and those engaged in it, be they male or female, have not been part of an entrenched 'male as breadwinner' culture. This also could account for the relative ease the participants experienced in managing a career and bringing up children. The women interviewed are practicing career planners and have not opted out of their careers. They may not be representative of women as a whole, and as stated by Virginia:

> "At one stage when two of my children were teenagers the pressures of working and bringing them up was such that I had to ask for help and take time out to recover and regain my energy, Even now I know when I am at the point where I am overdoing it and have to step back, put boundaries in place and look after myself "

There is a high degree of resilience and strength exhibited in the group of women interviewed and a feeling of success as identified by Michele:

> "I feel proud of how I have managed my career and my family. I am now a grandmother and it is as important now as it ever was to be able to continue working and have the time to spend with the next generation as well"

4.4 CAREER ADVANCEMENT

A planners' job is about evaluating conflicting demands and information and working out a solution. This skill set could be a spring board into a range of opportunities. Some people use this as a step into management. Others either make choices in their career in a way that leaves room for other important

aspects or are arguably constrained by these factors to "advance' their career. Amanda initially found her town planning career disappointing but was able to use it to step into management and leadership positions. "I discovered I enjoyed management and completed a Masters of Business Administration and was eager to succeed in my chosen field"

It was when exploring this question that the components of the kaleidoscope career model (Maniero & Sullivan, 2005' 2006) came into focus. So although career advancement was a choice, there were examples of how other factors came into play. Virginia touched on this in her statement *"My career has always had to fit around my children, so this and wanting to live in a small town have definitely been constraints on career advancement."

This limit on career advancement relating to the desire not to move to chase the higher paying senior level jobs was also touched on by Kathleen:

> "The opportunities for advancement in New Zealand are few. We are a rigid, small, cash poor country with few opportunities for career advancement. There comes a time when you have to decide whether moving to chase career advancement is actually worth it."

Apart from Auckland, where there is a wider range of jobs, most provincial cities and towns in New Zealand have a finite range of opportunities. When family and community, important facets in the totality of a life experience are weighed against career advancement, the constant managing of relationships, attachments and accomplishments is evident (Hulbert and Schuster, 1993).

Michele a self-employed planner talked about forgoing the opportunity of buying into an existing business. "Maybe this is something I could have done, but looking back I am glad I didn't. I feel I have gotten to the top of what I wanted to do"

When asking Beth a self-employed planner, about restraints on career advancement she was unable to identify any and said:

> 'In actual fact I would say I have only ever received encouragement from other professionals, in particular planners I have worked with and a local engineer who has encouraged me and sent work my way"

Amanda talked about competing with men.

> "When I wasn't a threat to them they were charming but when I started competing with them in the work place things became brutal. Although I would never say it unless directly asked, because there is no point I would say that being a woman has hindered my career advancement."

For the group of professional women planners interviewed there was a high value placed on family and\or personal relationships. All these women managed the interplay of career and family and were able to create situations that worked for them. At the time of the interview, advancement in terms of climbing the career or corporate ladder did not stand out as something that had been 'sacrificed'. Rather, as captured in the kaleidescope career model (Mainero & Sullivan 2005, 2006), it was an aspect that was of lesser significance at the time of the interview.

4.5 SUSTAINABILITY

Essentially the choice to remain healthy both physically and mentally and look after family and personal needs over the longer term whilst continuing with their career reflects the concept of sustainability. In the wider sense, sustainability in this context is about best understanding the skills of the workforce and working out the best way of utilising these skills whilst taking into account the broader life context in which that individual is operating. At an individual level it is about being able to work to accommodate both one's personal desires in amongst one's other responsibilities.

The career decisions that different participants made were rooted in different dynamics. Michele for example decreased her career responsibilities, taking into account her husband's career demands and stated:

'My husband's work and business, especially when a deadline is looming, takes all his focus. It would not have worked in our family for both of us to have been like this. I stood back and let him do that while I focused on our kids and what was happening at home"

One of the issues around women's career decisions identified in the literature was economic theory which predicts that husbands' absolute earnings reduce wives' employment. In other words, a woman whose husband earns enough money for her to focus only on unpaid work inside the home is more likely to exit the labour force (Schafer, 2011). Although in the structured interviews undertaken, this issue was not explored, partners earnings or lack thereof, did influence the participants' careers. Kathleen stated:

"The income imbalance in my relationship has seriously influenced my decision to have children I earn at least twice what my husband earns and I cannot imagine how we could survive if he was the principle income earner"

The kaleidoscope career model (Maniero & Sullivan 2005, 2006) identifies authenticity as an emerging and important component in the career trajectory of women and suggests that it assumes greater importance perhaps in the later stages of a women's career. Amanda is at present working part time, "It provides social contact and financial reward and freedom to do other things. This is something I can do for the foreseeable future." The choice to work part time means Amanda can do things which are important to her, she no longer has to compromise herself and her time through all of the working week and has the ability to live in a way that suits her and allows her the authenticity that was not possible earlier in her career.

Beth wanted financial security and felt this would enhance her ability to a sustainable career in her later years and said:

"My aim is to have my mortgage paid off by the time I am fifty. This will allow me to wind down a bit and enjoy more of a work life balance"

4.6 SUMMARY

Each professional woman planner was interviewed at a particular point in her career path. Each woman's career had different influences and relational aspects. At the time of the interview each participant was working as a professional planner and managing the key influences of family, relationships, caregiving responsibilities, career advancement and sustainability according to their own particular set of circumstances. Although totally subjective, the relative weight each participant is giving to the individual relational aspects of the kaleidoscope career model is illustrated pictorially (see Appendix D for details).

Two of the planners who have been in practice longest, Michele and Amanda, are able to continue in their careers working less hours or on smaller projects and pursuing other interests in their lives of importance.

Two of the planners in the mid-point in their careers with teen age children, Virginia and Beth, are striving for balance or able to manage their lives where they can enlist the help of family and friends to assist in manging the multiple demands of career and family.

Kathleen the planner with the least number of years of experience and no children, is challenging herself running the resource consents division of a local authority.

The interviews show professional women planners experiencing challenge, balance and authenticity and how their professional skills can be developed, created and utilised to suit their particular objectives, needs and life criteria.

The diagrams pictorially show, using the three facets of the kaleidoscope career model (Mainiero & Sullivan, 2005, 2006), how these professional women planners have been able to continue to practice as planners, in a range of ways, integrating the work and non-work facets of their lives.

Chapter 5 Conclusions, Practical Implications, Future Research

This thesis explores the influences on the careers of professional women planners and the relationship of their career pathways to the kaleidoscope career model (Mainiero & Sullivan, 2005, 2006) created in an effort to explain the interplay between the key drivers at play in both a woman's personal and work life and further to explain why successful women 'opt out" or change careers. The following topics were covered in wide ranging interviews with six professional women planners:

- the influence of family of origin
- the influence of personal relationships
- the influence of caregiving and motherhood
- the influence on career advancement
- the influence of managing a sustainable career.

Based on the literature review and themes gathered from the interview the following findings emerged.

5.1 Early Influences

All participants came from families where one or both parents were professionals and or families that valued education. All spoke of growing up in a family where going to University was understood to be the natural progression.

5.2 Influence of Relationships

The older participants seemed to fit their careers around their husbands possibly exhibiting a privileging of their husbands career which was not prevalent in the younger participants. Two of the participants whose husbands stayed at home and looked after their new babies when their mothers went

back to work experienced a breakdown in their relationships. All spoke of the need to compromise to maintain both a career and a relationship in their lives.

5.3 INFLUENCE OF CHILDREN

Four of the participants had children. Those with children had all at some stage worked part time or in positions that allowed them flexibility. Employers of planning professionals seemed open to flexible working arrangements and the women themselves open to creating their own ways of working as planners. For example, three of the participants were self-employed and running their own planning consultancies. There was no evidence of the penalty of motherhood in the participants interviewed.

5.4 CAREER ADVANCEMENT

Career advancement was difficult because of the constraints of location, partners working arrangements, wanting children to have a stable childhood and New Zealand being small rigid and cash poor. Only one participant felt that being a woman had been an adverse influence on her career advancement.

5.5 INFLUENCE OF AGING AND SUSTAINABILITY

The participants showed a desire for time to pursue other interests and the ability to work flexibly to allow for this. The participants all exhibited a strong feeling of ability to use their planning qualification in a flexible manner to suit their individual circumstances.

5.6 OVERALL

The influences on the careers of professional planners have been looked at in this report and the kaleidoscope career model (Mainiero & Sullivan, 2005, 2006) which has as its parameters the ever moving interplay of authenticity, balance, and challenge to explain how women craft their careers. This has

been used to look at understand the career pathways of six professional woman planners.

This exploratory research shows women planners have the ability at any time in their career:

- to challenge themselves,
- to continue in their professional practice when there is a need balance competing demands
- to reshape their careers and live in a way that is authentic to them.

There did not appear to be the need to "opt-out" of the planning profession rather it seemed a career well suited to take into account the moving relational dynamics of the professional woman.

5.7 IMPLICATIONS FOR MANAGEMENT

From the literature and data analysis some implications for management can briefly be discussed.

Negotiating the responsibilities of a career and care giving and living an authentic life are ongoing challenges for professional women. The planning profession is open to women working in differing ways to take into account the changing relational parameter of a woman's career and life. This may in part be due to the relatively short time "planning" has been a profession and less opportunity for more traditional workplace structures to take hold. There is not a sense of "opting-out" mid-career.

The New Zealand Planning Institute should draw on knowledge of the flexibility the profession offers when promoting the planning profession as a career choice.

5.8 FUTURE RESEARCH CONSIDERATIONS

This report presents an exploratory study of a range of influences on the careers of professional women planners practicing in New Zealand at this point in time. A limitation of this study is the ability to generalise the findings. The number of participants is relatively small and research would benefit from a wider variety of participants.

Future research could be done to widen the number of participants or set up a longitudinal study to follow over a period of time the career path allowing a more critical look at the parameters of challenge, balance and authenticity as outlined in the kaleidoscope career model (Mainiero & Sullivan, 2005, 2006).

Research could look more closely at the influences in mid-career and at cross cultural factors in the planning profession and the careers of New Zealand Planners living abroad and the influences this has on their career and the profession as a whole.

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Appendix A: Interview Guide

Influences on the Careers of Professional Women

INFORMATION SHEET

Researcher Introduction

My name is Phillipa Campbell I am undertaking a qualitative research project for my thesis as partial fulfilment of the requirements for a Master of Business Studies at Massey University

Project Description and Invitation

I am researching 'The Influences on Careers of Professional Women'

My focus is looking in particular at the influences on the careers of women involved in the planning profession. I would be delighted if you could answer a series of open ended questions.

Your responses will assist my research.

Participant Identification and Recruitment

I have identified you through a prior working relationship as a professional woman with experience in planning profession who can assist with my research.

Project Procedures

The research will involve me asking you a series of open ended questions which should take approximately an hour.

Data Management

I will record and take notes during our conversation and later transcribe the information looking for common themes among all the participants involved in the research. All data will be securely stored until the thesis is published then destroyed. A summary of the findings will be available upon request. Your name or the name of the organization you work for will not be included in the findings and anything you tell me will not be attributed to you personally.

Participant's Rights

You are under no obligation to accept this invitation. If you decide to participate, you have the right to:

☐ decline to answer any particular question;

☐ withdraw from the study before 31st of March 2016

☐ ask any questions about the study at any time during participation;

☐ provide information on the understanding that your name will not be used unless you give permission to the researcher;

☐ be given access to a summary of the project findings when it is concluded.

☐ ask for the recorder to be turned off at any time during the interview.

Project Contacts

Researcher Phillipa Campbell phillipa.c@xtra.co.nz 094346805 021986800 606 Kara Rd RD9 Whangarei 0179

Supervisor Dr Kaye Thorne MSc (Hons) Cant., PhD Massey. phone +64 9 4140800 x43395 email K.J.Thorn@massey.ac.nz address School of Management, Albany mail Private Bag 102 904, NSMC, Auckland, New Zealand

☐ Please feel free to contact me or my supervisor if you have any questions about the project.

"This project has been evaluated by peer review and judged to be low risk. Consequently, it has not been reviewed by one of the University's Human Ethics Committees. The researcher(s) named above are responsible for the ethical conduct of this research.

If you have any concerns about the conduct of this research that you wish to raise with someone other than the researcher(s), please contact Dr Brian Finch, Director, Research Ethics, telephone 06 356 9099 x 86015, email humanethics@massey.ac.nz

Influences on Careers of Professional Women

PARTICIPANT CONSENT FORM - INDIVIDUAL

Full Name Printed _____

Date of Birth _____

Years since Graduation_____

I have read the Information Sheet and have had the details of the study explained to me. My questions have been answered to my satisfaction, and I understand that I may ask further questions at any time.

I agree/ to the interview being sound recorded.

I wish/do not wish to have my recordings returned to me.

I agree to participate in this study
under the conditions set out in the
Information Sheet.

Signature:

Date:

Appendix B: Interview Questions

What I am particularly interested in understanding are the **key influences** on your career.

Early Influences
Can you tell me about any person/s or situation that influenced you to pursue a career/profession?

Relationships
Can you tell me whether or how personal relationships (ie husband or partner) have affected your career?

Family
Can you tell me how/whether caregiving responsibilities (children or another family member) have affected your career?

Advancement
Can you tell me about constraints or encouragement you have encountered advancing your career and how there have affected you?–(Pursuing management or leadership positions)

Aging/Sustainability
Have you noticed any changes in your own personal drivers over the duration your career and if so how have these affected your career?

Appendix C: Ethics Approval

MASSEY UNIVERSITY
ALBANY

17 September 2015

Phillipa Campbell
606 Kara Road
RD9
Whangarei 0179

Dear Phillipa

Re: **Influences on Career Decisions of Professional Women**

Thank you for your Low Risk Notification which was received on 17 September 2015.

Your project has been recorded on the Low Risk Database which is reported in the Annual Report of the Massey University Human Ethics Committees.

You are reminded that staff researchers and supervisors are fully responsible for ensuring that the information in the low risk notification has met the requirements and guidelines for submission of a low risk notification.

The low risk notification for this project is valid for a maximum of three years.

Please notify me if situations subsequently occur which cause you to reconsider your initial ethical analysis that it is safe to proceed without approval by one of the University's Human Ethics Committees.

Please note that travel undertaken by students must be approved by the supervisor and the relevant Pro Vice-Chancellor and be in accordance with the Policy and Procedures for Course-Related Student Travel Overseas. In addition, the supervisor must advise the University's Insurance Officer.

A reminder to include the following statement on all public documents:

"This project has been evaluated by peer review and judged to be low risk. Consequently, it has not been reviewed by one of the University's Human Ethics Committees. The researcher(s) named above are responsible for the ethical conduct of this research.

If you have any concerns about the conduct of this research that you wish to raise with someone other than the researcher(s), please contact Dr Brian Finch, Director (Research Ethics), telephone 06 356 9099, extn 86015, e-mail humanethics@massey.ac.nz".

Please note that if a sponsoring organisation, funding authority or a journal in which you wish to publish requires evidence of committee approval (with an approval number), you will have to provide a full application to one of the University's Human Ethics Committees. You should also note that such an approval can only be provided prior to the commencement of the research.

Yours sincerely

Brian T Finch (Dr)
**Chair, Human Ethics Chairs' Committee and Director (Research Ethics)**

cc   Dr Kaye Thorn   Dr Jo Bensemann
      School of Management   Head of School of Management
      Albany Campus   **Palmerston North**

Massey University Human Ethics Committee
Accredited by the Health Research Council

Appendix D: Diagram for each participant for showing possible relative importance of Kaleidoscope Career Model parameters.
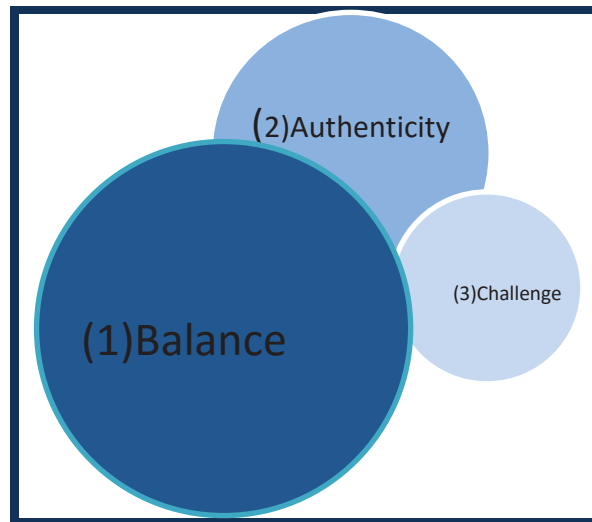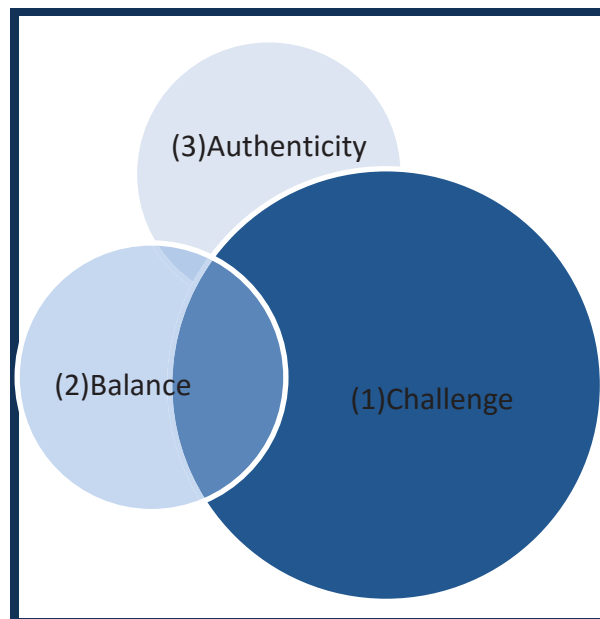

Hazel has been practicing as a planner for 38 years she is working full time for a local authority and has responsibilities for her mother who is living in a nearby retirement village
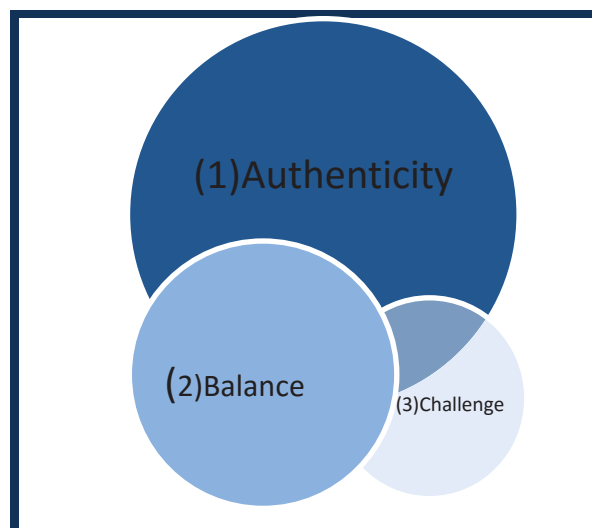

Michele has been practicing as a planner for 36 years she works in a flexible way in her own consultancy, she is a grandmother with a grandchild living nearby and is involved in the life of her parents and parents-in-law and her community.
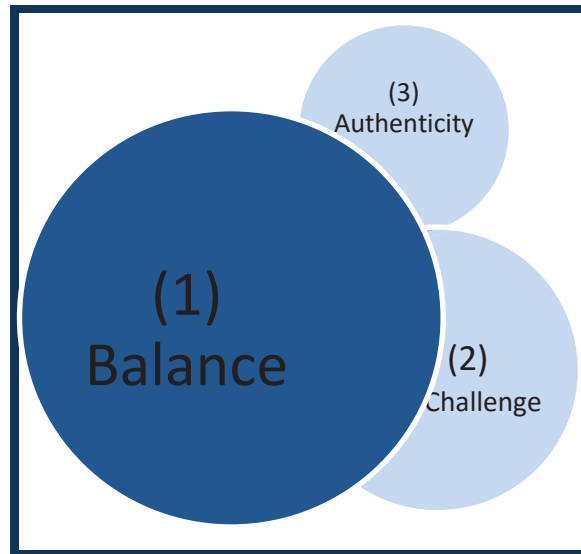
Virginia has been practicing as a planner for 21 years she works in a local authority and has three teenage children two of whom are living at home. She lives on a lifestyle block with animals and is involved in her community.

Beth has been practicing as a planner for 22 years. She has her own consultancy practice, employing another planner and support staff and two teenage children. She is very involved in her career and works closely with family and friends to help manage family responsibilities.
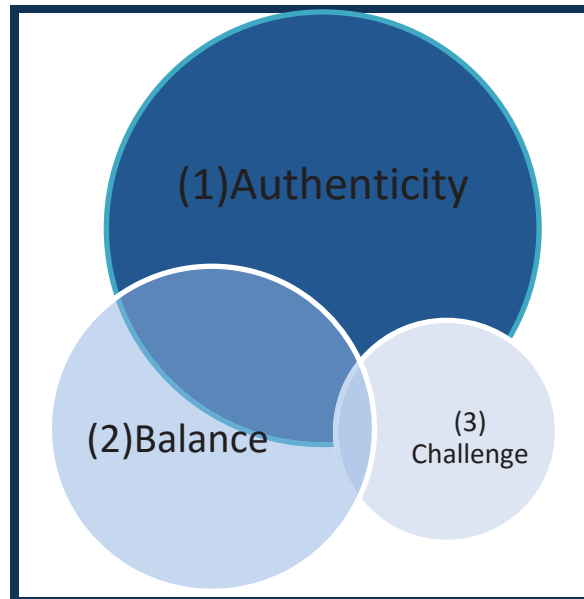
Amanda has been a planner for 33 years she has spent a large part of her career in management positions and now runs her own planning consultancy practice working three days a week giving her time to pursue other interests.
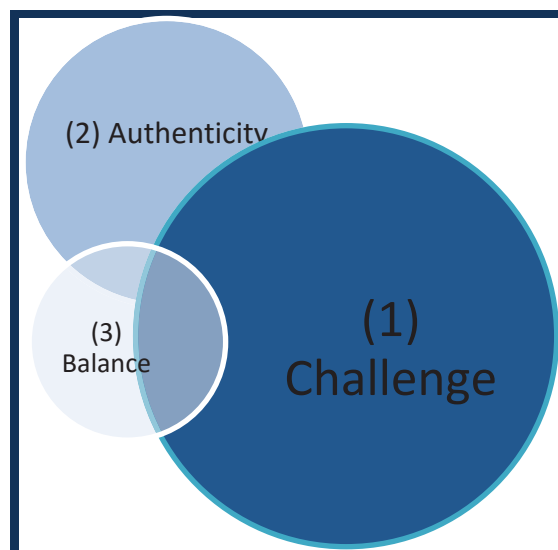
Kathleen has been a planner for 16 years she is in the middle of her career. She has no children and is experiencing a reasonably high degree of challenge managing the Resource Consents Division of a Local Authority.