WORKING PAPER
ALFRED P. SLOAN SCHOOL OF MANAGEMENT

PROCEEDINGS of the
Career Research Conference

April 30-May 2, 1978
M.I.T. Endicott House
C. Brooklyn Derr
Edgar H. Schein
Co-Chairpersons

June 14, 1978

#1004-78

MASSACHUSETTS
INSTITUTE OF TECHNOLOGY
50 MEMORIAL DRIVE
CAMBRIDGE, MASSACHUSETTS 02139
PROCEEDINGS of the
Career Research Conference

April 30-May 2, 1978
M.I.T. Endicott House

June 14, 1978

C. Brooklyn Derr
Edgar H. Schein
Co-Chairpersons

#1004-78
PROCEEDINGS
of the
Career Research Conference

April 30-May 2, 1978
Massachusetts Institute of Technology
Conference Center
Endicott House
Dedham, Massachusetts

by
C. Brooklyn Derr
and
Edgar H. Schein
Co-Chairpersons

Funding Agent
The Organizational Effectiveness Research Program
Office of Naval Research
INTRODUCTION

A small group of conference participants first gathered in Sun Valley, Idaho, to present a career symposium at the Western Academy of Management meeting, March 31-April 2, 1977. Gene Dalton, Paul Thompson, Michael Driver, Dianne Sundby and Peter Graves were present (see Appendix A), along with Ray Mayhew (Brigham Young University), Tom Olson (California State College at San Diego) and Don Miller (IBM). Brooklyn Derr chaired that session. Ed Schein was the discussant. The group found the informal discussions among the presentors to be stimulating and informative and searched for another opportunity to interact, hoping to include some other leading reseachers at the next meeting. They decided to meet in Ed Schein's hotel room at the American Psychological Association Convention in San Francisco on August 28, 1977. At that session were Schein, Derr, Dalton, Graves, Olson, Driver, Sundby, and John Van Maanen (see Appendix A).

Again the meeting was provocative. We sensed the field was growing in importance and knew many others (especially younger scholars) were involved in as yet undiscovered research in the area. Moreover, the field lacked some coherence and direction. We decided, therefore, to attempt to assemble the leading scholars of various career research frontiers. Those present in San Francisco believed that twenty or so researchers could, in fact, represent much of the state of this young and dynamic field and to help guide its course.

Brooklyn Derr, then a professor at the Naval Postgraduate School and a recipient of an Office of Naval Research grant to study Naval
officer career patterns, and Edgar Schein, who had conducted much of his earlier studies on careers with the sponsorship of ONR, contacted Dr. John Nagay and Dr. Bert King of the Organizational Effectiveness Research Program, ONR, to explore the idea. Nagay and King and ONR itself became interested and later funded the proposal. The Career Research Conference was then a matter of finding twenty or so key researchers, inviting them to an organized seminar and letting it happen.

OBJECTIVES

The conference had three major objectives around which the work agenda was constructed:

1. to ascertain the state of the field, defined as the behavioral-human aspects of careers
2. to address needed areas of research and critical issues requiring clarification in the field
3. to build an informal colleague network of researchers interested in this new but expanding area of inquiry

ATTENDEES

Appendix A lists all those who attended the Career Research Conference. A total of twenty-three persons were present. All were actively engaged in research, although many were also interested in how such knowledge relates to policy and practice. All were conducting research or about to publish their findings and, in that sense, their work was somewhat unknown and at the "cutting edge." Below is a photograph of those who attended the Career Research Conference.

TIME and SETTING

The meeting was held at the MIT Conference Center, Endicott House, in Dedham, Massachusetts from seven o'clock in the evening on April 30 to four o'clock in the afternoon on May 2, 1978. The spacious and isolated
housing was ideal for an intensive residential seminar. It provided a comfortable yet intimate living room for the large group discussions (chairs arranged in a circle), rooms for small group sessions, gardens and woods for exercise and casual conversations, and accommodating quarters for sleeping and lounging. The Endicott staff was supportive of scheduling and other conference needs. Newsprint, markers, easels, pencils and notepads and media were provided, and the food was excellent.

WORK AGENDA

The work agenda or design for the conference was to (1) introduce one another and describe how the conference was conceived, its purpose and proposed agenda, (2) consider reports by individuals and teams regarding their ongoing research, (3) raise issues about the current state of the field, (4) work in subgroups on needed areas of research and critical issues requiring future attention, (5) attempt to pull together some of the major ideas of the seminar, and (6) evaluate the effectiveness of the conference, whether it should be held again next year and any other business of interest to the group.

INDIVIDUAL/TEAM REPORTS

Following is a brief synopsis of the individual and team research currently in progress by those who attended the conference. More comprehensive descriptions written by the participants themselves are found in Appendix B. We believe that these reports represent the current state of the field (the issues, problems, settings, populations, methods).

Lotte Bailyn

Currently studying mid-career issues in technical careers, alternative models for organizational careers, issues facing men and women in dual career families, and other non-work concerns at various career stages. Population: engineers, MIT alumni.
Fernando Bartholome and Paul Evans

Emphasizing the relationship between the work and private lives of managers, a life investment model (work v. self/family), correlations between time and energy devoted to work and the quality of family life, multi-cultural factors, understanding of business executives as total human beings (Bartolome) and the transition from junior to middle management (Evans).

Gene Dalton and Paul Thompson

Continuing to work on several issues related to the career stages of professional employees (accountants, scientists, engineers, professors) in large organizations and developing an instrument to identify career stages; evaluating the extent to which career issues are central in organizational diagnosis (Dalton).

Brooklyn Derr

Completing a study of the career patterns of Naval officers; interested in career transitions from current to second career, career politics, and the peculiarities of less known careerists (e.g. school principals, medical personnel).

Mary Ann Devanna, Bill Dowling and Tom Ference

Working at the Center for Research in Career Development, Columbia, on a bibliography of critical issues in the field and a quarterly journal; studying mid-career problems (plateaus) for industrial managers and professionals, productivity throughout the career, developing a related questionnaire; undertaking an MBA panel study (Ference); studying men and women career success patterns and the use of the career to gain power and influence in society, especially for women (Devanna).

Michael Driver

Continuing a thrust in the area of career concepts, decision styles supporting those concepts, nature of interaction between work and cognitive maps, training for shifting career maps and styles to correspond with life changes. Population: managers, accountants, financial analysts, Air Force officers, underwriters and claims agents.

Peter Graves

Assessing the role of managers in one's career, the gap between organizational measures of career success (performance appraisals) and how to actually advance up the hierarchy, how to create career growth.
opportunities within the context of the present organization and job, organizational roles and responsibilities in employee career development. Population: R and D organizations, engineers and scientists.

Francine and Tim Hall

Studying dual career management, corporate career development programs (a survey), career paths using job analysis data, career decisions and couple/family concerns; developing a career planning instrument (especially for women).

Anne Harlan

Identifying career success predictors; comparable differences in the careers of men and women MBA's; career conflicts, adaptations, motivations, and socialization processes for women. Population: MBA's.

Dave Kolb and Don Wolfe

Adult development and life-long learning; career planning, development, change over the life cycle; relationships between preparatory professional education and long-term career development; mid-life transitions; the professional career mentality and corresponding conflicts and matches in the work environment. Population: engineers, social workers, and managers.

Meryl Louis

Studying career transitions, the entry or newcomer phase, how to understand and experience new situations, adaptation of survey techniques to include feedback and refinement. Population: MBA's.

Bob Morrison

Studying early career decision-making and planning by Naval officers, the role of a "detailer" (career assignment person) in career management, factors enhancing and constraining role adaption in the career: organizational and personal, and the role of structural rewards and punishments. Population: Navy personnel.

Robert Rapoport

Looking at the role of leisure as an important aspect of life involvement (perhaps with an interactive impact on the career), how changing roles of men and women in the family affect the development of
new forms of career structures, how other life sectors impact on the
career and concomitant interactions, sex differences.

Ed Schein

Continuing study of the Sloan School graduates panel; stability of
career anchors; how mid-career and mid-life problems are worked out; a
focus on total life space: career, family, work setting; studying with
Bailyn and Snyder the MIT class of 1965.

Ben Snyder

Analyzing "decision space" or mental representation of factors
influencing a particular decision (e.g. about the career); external factors,
marginal conscious factors subject to change, unconscious factors;
significant metaphors; continuing study of the MIT class of 1965 to see
how cognitive and adaptive style measured while undergraduates influenced
the evolution of career and family patterns, and how actual life
experiences influenced cognitive and adaptive style. Population:
university personnel and students.

Dianne Sundby

Studying decision style, emotional style and personality character-
istics predicting success in financial analyst positions, mid-life and
mid-career crises, the career quad patterns (his career, her career,
maintenance and family).

John Van Maanen

Studying the substance, process and social consequences associated
with long-term commitment to a given career; how information about the
career feeds into understanding work life; the meaning people attach to
the working experience; work settings and their impact: police careers,
public sector careers, fisherman careers; ethnographic and anthropological
methods for studying careers.

THE STATE OF THE FIELD: SOME CRITICAL QUESTIONS

Issues are listed separately here in the order they arose in
response to one or several of the individual/team reports. This is not
a transcript of the discussion, but a highlighting of critical questions
raised.
The concept of "private" life is complex and has numerous dimensions. Personal growth, family life, leisure, community involvement and religious activity all encompass different orientations and activities, but they have been lumped together in research as a monolithic idea. Some people make essentially non-career and non-family investments—perhaps because they fail in the other two domains.

One underlying question is whether the family is the enemy or ally of the organization. Related to this question is that of what happens to senior executives who may, through their own family experience, change their perspectives and behaviors vis-a-vis the balance between work and family. Will this change how they act towards others when in an organizational role? Is the organization governed by senior policy makers who can set the standards and norms, or is it more than the sum of its parts? Can we study both the person and the organization by exploring this personal work-role interplay in senior managers?

We need to know more about the socialization of senior executives and its impact. Socialization and innovation seem to work at cross-purposes. In career policy-making, for example, senior executives would perhaps be more innovative and current if they had not been so socialized to maintain the status quo. Is it possible to socialize for innovation?

It is critical to understand the "personal underground" or personal agendas and self-interests when investigating career decisions. Moreover, it is important to understand the underlying motives of career researchers and their biased lenses of analysis in order to comprehend the complexities and realities of these decisions.
A better understanding of the dynamics of the mentor-mentee relationship is essential. This seems central to much of the mid-career-mid-life fathering/mothering experience.

Another important idea is to conceive of the career and its many interfaces and complex parts in terms of systems. For example, how can we begin to match commensurate individual-career systems and not family-work systems? How can we relate systems that are incommensurate? How can we systematically map all of the many complexities that are being uncovered?

There are trade-offs to be made between studying careers from a normative point of view and taking an empirical perspective. In terms of evaluation of a career development program, for example, should we be normative/descriptive (e.g. we should all be more "accommodative") or normative/empirical (e.g. studies conclude that organizations reward careerism and this is what is important or at least we must cope with this fact).

We need case studies of social and organizational innovations in the work/family area to support some of the normative/descriptive models.

The developmental orientation to career research (career stages, life stages, family stages) sees the pattern as latent and unfolding over time. The physiological perspective says that new events in careers, in life, in the family cause realignments and changes. Which point of view seems to have the most conceptual credibility and power?

One area of interest is how people feel at all stages of life about the career choices they have made. That is, how to measure longitudinally the unfulfilled versus the fulfilled expectations.
Maybe there is a figure/field shift. Organizations used to provide stability for individuals in post-rural (small town) America. One's relationship with an enterprise was seen as long-term. One's career and professional roots were tied to a particular company. Now occupational and professional structures and one's career are the dominant anchors and loyalty and security is tied to them. The figure is no longer the organization and the field the career, but vice versa.

Where are the alternative strategic intervention points for career issues: in the person, the organization, the society?

We could use more research on making career transitions.

We should know more about diverse groups and settings. Much of the research to date has investigated males, MBA's, professionals, business executives (managers), the military. Other populations and settings need to be investigated.

We need more research on gender and cultural differences and social changes which might be caused by cohort changes.

We still require paradigms, typologies, theories and frameworks—but on a more specific and narrow set of variables. Nevertheless, we also need data. It is encouraging to note that most of those at the Career Research Conference will by next year have some findings to share. Our theories can then become more empirically based.

THE SMALL GROUPS

After hearing the individual/team reports and raising critical questions about the ongoing research on careers, the participants subdivided into working groups according to their primary areas of interest.
One group addressed the subject of the interaction between work and family life. Another dealt with career management and career stages. A third worked on career transitions. Those whose interests did not fit in any one of these three areas comprised a fourth group. The groups met in two two-hour sessions and people were free to change groups as per their interests.

In one of the later two-hour sessions, a number of participants united and tackled a lively topic: Using any of the concepts introduced at the conference, how would you describe your own career? The discussants were motivated by a desire to better understand the perspectives of those researchers who study and report on other careers.

These sessions were stimulating and allowed for high involvement. Many of the issues seemed to overlap. We were ready, following the small group sessions, to reconvene and consider future needs.

FUTURE NEEDS

The participants raised four major concerns regarding further career research: (1) In what areas do we need theoretical refinement? (2) In what areas do we need methodological refinement? (3) What variables (content areas) need refinement? and (4) What other issues should be addressed in the future?

I. Four theoretical issues captured our attention. First, what is mentoring? All described it as a multi-faceted relationship. It is reciprocal: the mentor needs the mentee to accomplish important work and the mentee needs a mentor from whom to learn and develop. It is a voluntary relationship and while it can occur within a work role, it is often part of the informal organization. The relationship may be family-like: many present saw their mentors as uncle/aunt or big brother/sister,
whereas some viewed them as father/mother or grandfather/grandmother figures. It is an important and emotional relationship with psychological attachments and stress. Mutual identification is usually associated with this phenomenon. The mentor gains loyalty and an extension of his own work (self) after he has otherwise left the scene. The mentee gains on identity through the mentor and becomes known for being part of the profession/organization.

**Mentors are different from sponsors.** The latter role is more oriented to a mutual influence and support relationship. In this regard, the more influential sponsor exchanges support and influence-brokering to the less powerful protegee for loyalty and other favors. A sponsor is more like a "godfather," a "Rabbi," or a "Guru." Sponsorship may result from the mentor/mentee relationship or it may be a separate interaction free from the intensity of mentoring.

Problems of women in the typical mentor/mentee relationship were discussed. Many women at mid-life who return to work encounter mentors their same age or younger than they. How much is age a factor? Must the mentor be older and if so, by how much? The scarcity of female role models presents another problem for working women. Moreover, many male-female mentor/mentee relationships have sexual overtones which further complicate an already intense interaction. Some research indicates that a sexual relationship often accompanies the mentoring one. This may happen because persons in positions of power (mentors) are attractive. Additional problems can occur among jealous co-workers, spouses, and, of course, the mentor and mentee when the sexual dimension is introduced.

For both men and women being a mentor may be emotionally based in mid-life development. Female mentors may be transiting from the
mothering role and the relationship provides a way to invest intensively in a younger person without being his/her mother. For the male the relationship may be a medium for finding his "soft" side during the mid-life crisis as he struggles to balance his needs for productivity (in this instance through others) and nurturing.

We sketched some of the boundaries of this important concept and we recognized the need to put some of these issues within a framework relevant for studying careers. Following are some of the questions that need to be addressed:

- What do mentors do to promote/hinder adult growth?
- What is this concept of growth?
- What are some dysfunctions of the mentor/mentee relationship a) for the individuals involved and b) for the organization?
- What is a good working definition of the concept?
- Is there such a thing as "bad" mentoring (normative) or is mentoring like parenting a reality to be understood and coped with?
- What roles do mentors and sponsors really play in organizational life?
- What do newcomers need?

II. A second theoretical issue considered was, what is the mid-life crisis? It is a shift in one's inner state, a "turning point" sensed if not understood. One experiences this transformation task without the adaptive resources to deal with it. One's former dreams, illusions and other internal guidance systems come to an end or fail. One loses direction and energy, and must search for something new. Some self-renew and experience an exciting growth adventure. Others become listless and withdraw and their lives seemingly decline thereafter. The
Mid-life crisis is also associated with aging. For many it is a fear of being beyond one's peak. Hormonal changes are accompanied by physical signs of decay. One must deal with mortality, the ultimate vulnerability. In this state one's fundamental pillars of support (e.g. the career) no longer work or function in the same way. For example, legitimate authority figures lose their force and one feels alone. No substitute support or life-line is available. Now supports must be created.

An operational definition of the concept may be the following sequence of events: (1) some maladaptation or major lack of resources is experienced and this triggers a feeling of crisis, (2) one senses a change in his internal subjective state (feelings), (3) one searches for a new sense of direction, and (4) one then tries to select a new response or cope in a basically different way.

We raised some basic questions associated with the concept for career studies:

- How can those approaching this condition be helped by the organization (access to information, new skills)?

- How can persons in this condition be helped to self-renew (broaden perspectives, find a new direction, connect with new values, replace external identities with internal ones) instead of withdraw?

- How can some who withdraw after experiencing a mid-life crisis be helped to re-enter work activity?

- How can the organization use the wiser, newly energized persons who have successfully passed through the crisis?

- Do women experience this crisis differently than men? How?

III. A third theoretical question dealt with models of work-family-self development. Families of the future are much less likely to be quiescent to organizational demands. The two-person role (the worker and his supportive "wife") which has served organizations long and well is likely
to become obsolete as more and more educated wives tend to be less happy with this conventional marriage arrangement. The large system (organization) is likely to clash in the future with the goals and nature of these smaller systems (families). Dual career families will likely cause trouble for organizations and get attention. The family itself experiences diverse stages and we need to sort out where the demands of the family (e.g. with young children or adolescents) are most incongruent with the demands of the organization.

Role sharing between spouses in dual career families appears potentially quite difficult; it may even be unrealistic. Some sort of differentiation between careerists as to whose job is more important may be necessary. Some research shows that until about age 35 finding one's career path subsumes all other problems and displaces the salience of family and self issues, which may eventually lead to conflicts. Non-traditional families need more attention. For example, in the United States the stepparent family is predominant and we don't know enough about its major needs.

Many organizations are experimenting with programs designed to facilitate current family life. We need more case studies about these efforts. We are moving toward a more pluralistic society where a large variety of career options will be needed to accommodate traditional and non-traditional families.

Some questions for this theoretical issue are:

- What are the implications of the changing society for the career (legal changes, women's roles and expectations, more working couples, consciousness-raising)?

- When does a wife become dissatisfied and put demands on the husband?

- What are the changing expectations of work in marriages? Will there be many traditional "wives" in the future?
- How stable are initial career contracts between employer and employee given the importance of life experiences and organizational inputs?

- Does a higher family investment reduce work effectiveness and success?

- Does a higher work investment reduce family effectiveness?

Two other theoretical issues were listed but limited time prevented the group from addressing them. They were (1) How do you conceptualize life/career change, growth and development and (2) What is our underlying model of the person, the organization (setting), the career and the occupation?

IV. The group moved on to methodological concerns, focusing first on the populations currently being studied.

These seem to fall into relatively few categories: university alumni in the early career, alumni at mid-career, longitudinal panel studies (often done on alumni groups), cross-sectional samples at mid-career, cohorts (comparable samples at different times), company groups, occupational groups of various sorts, referred groups (e.g. persons in mid-life crisis), retirees, dual career families, gender difference comparisons, various authority and power levels in organizations and diverse socio-economic classes. We need to know more about other populations and need to find better ways to integrate our understanding of these diverse sample segments.

Methods in vogue for studying careers among given populations include the following:
<table>
<thead>
<tr>
<th>Method</th>
<th>Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questionnaires</td>
<td>Alumni Groups</td>
</tr>
<tr>
<td></td>
<td>Cross-Sectional Samples</td>
</tr>
<tr>
<td></td>
<td>Company Groups</td>
</tr>
<tr>
<td></td>
<td>Longitudinal Panel Studies</td>
</tr>
<tr>
<td>Interviews</td>
<td>Alumni Groups</td>
</tr>
<tr>
<td></td>
<td>Cross-Sectional Samples</td>
</tr>
<tr>
<td></td>
<td>Company Groups</td>
</tr>
<tr>
<td></td>
<td>Referred Groups</td>
</tr>
<tr>
<td></td>
<td>Longitudinal Panel Studies</td>
</tr>
<tr>
<td>Ethnographic Methods</td>
<td>Occupational Groups</td>
</tr>
<tr>
<td></td>
<td>Company Samples</td>
</tr>
<tr>
<td></td>
<td>Families</td>
</tr>
<tr>
<td>Personnel Files</td>
<td>Retirees</td>
</tr>
<tr>
<td>Case Studies</td>
<td></td>
</tr>
</tbody>
</table>

Some critical methodological questions are:

- What are the limits of such heavy reliance on questionnaires and interviews?

- Is there a data contamination problem when so much of our work depends on in-depth interviews about sensitive issues and on almost clinical interpersonal relationships with the subject?

- What are the benefits of longitudinal v. cross sectional v. cohort studies?

- How can we better account for historical, social and contextual conditions?

- How can we get at unconscious institutional data (e.g. through metaphors)?

- What are the pluses and minuses of using alumni samples?

- What are the costs and benefits of "snow ball" sampling?

- Are our data reliable? What is missing?

- How can we make better use of archival data sources such as personnel files?
The lack of time prevented the group from considering the two other issues, besides theoretical and methodological refinements, originally listed under future needs: (1) what variables (content areas) need refinement and (2) what other issues should be addressed. Many of the ideas from the conference pertaining to these concerns can be gleaned from the earlier discussion following the individual and team reports.

The Careers Research Conference ended much as it had begun. At the appointed time, in the midst of heated discussion and continual intellectual energy, the participants parted company and returned to their respective institutions. There were, however, some critical differences as a result of the meeting. Perspectives had been broadened, questions raised, insights sharpened and better collegial relationships had been built. We are all indebted to the Office of Naval Research for having made this event possible.

**POSSIBLE NEXT STEPS**

Michael Driver announced that he would chair a special session on careers at the National Academy of Management meeting forthcoming in San Francisco. He invited all to attend that presentation. He will also host at that time an informal "rap session." He will notify the group about the specific arrangements.

An edited volume is planned featuring the research of many at the Careers Research Conference. Some collaboration will ensue around this undertaking.

Most present expressed keen interest in another similar meeting next year. It was felt that an active network was developing and that much could be gained from further discussions. In particular, many of
those present this year could share by next year the results of their data analysis.

In general, there was an expressed need to interact more with practitioners who are also active in this area. Some present also believed that much of the popular literature and prescriptions (especially interventions) lacked a firm research base and that consultants and journalists could be influenced if scholars and scholarly findings were made more available to them. It was also felt that a scholarly journal in the field was needed (perhaps the Columbia periodical will fill the bill), and that we all need to know which related journals are most vital.
Appendix A

Attendees At The Career Research Conference
ADDRESS LIST
CAREER RESEARCH CONFERENCE
ENDICOTT HOUSE
APRIL 30-MAY 2, 1978

1. Lotte Bailyn
Sloan School of Management
M.I.T.
50 Memorial Drive
Cambridge, Mass 02139
(617) 253-6674

7. Michael Driver
Department of Management
Graduate School of Business
University of Southern California
Los Angeles, California 90007
(213) 741-5765

2. Fernando Bartolome
Department of Organizational Behavior
INSEAD
Boulevard de Constance
F-77305 Fontainbleau, France

8. Paul Evans
Department of Organizational Behavior
INSEAD
Boulevard de Constance
F-77305 Fontainbleau, France
(1) 422-4805 or 422-4827

3. Gene Dalton
Department of Organizational Behavior
Brigham Young University
Provo, Utah
(801) 374-1211, X-2664

9. Tom Ference
Graduate School of Business
Center For Research In
Career Development
Uris Hall
Columbia University
New York, New York 10027
(212) 280-2211

4. Brooklyn Derr
Dept. of Management
University of Utah
Salt Lake City, Utah 84112
(801) 581-3383 (until 7/1/78)
(801) 581-7676

10. J. Peter Graves
School of Administration
California State College
5500 State College Parkway
San Bernardino, California 92407
(714) 883-0592

5. Mary Ann Devanna
Graduate School of Business
Center For Research in
Career Development
Uris Hall
Columbia University
New York, New York 10027
(212) 280-3431

11. Francine Hall
Organizational Research, Inc.
512 Roslyn Road
Kenilworth, Illinois 60043
(312) 251-4731

6. Bill Dowling
Graduate School of Business
Center for Research in
Career Development
Uris Hall
Columbia University
New York, New York 10027

12. Tim Hall, Chairman
Department of Organizational Behavior
Northwestern University
Evanston, Illinois 60201
(312) 492-3470
13. Anne Harlan  
Department of  
Organizational Behavior  
Harvard Business School  
Soldiers Field, Mass 02163

14. David Kolb  
Department of  
Organizational Behavior  
Sears Library Building  
Case Western University  
Cleveland, Ohio 44106  
(216) 368-2137

15. Meryl Louis*  
1806 Corinth #7  
Los Angeles, Calif. 90025  
(213) 825-2503  
*soon to become Assistant Professor, University of Illinois.

16. Robert Morrison, Director  
Project on Careers  
Naval Personnel Research and Development Center  
Point Loma, Calif. 92106

17. Robert Rapoport  
Institute of Family and Environmental Research  
7a Kidderpore Avenue  
London NW3 7SX, England

18. Ed Schein  
Sloan School of Management  
M.I.T.  
50 Memorial Drive  
Cambridge, Mass 02139  
(617) 253-3636

19. Ben Snyder  
Room 20C-125  
M.I.T.  
Cambridge, Mass 02139  
(617) 253-7364

20. Dianne Y. Sundby  
416 N. Bedford Drive  
Suite 301  
Beverly Hills, Calif. 90210  
(213) 274-3423

21. Paul Thompson  
Department of Organizational Behavior  
Brigham Young University  
Provo, Utah  
(801) 374-1211, X-2664

22. John Van Maanen  
Sloan School of Management  
M.I.T.  
50 Memorial Drive  
Cambridge, Mass 02139  
(617) 253-3610

23. Don Wolfe  
Department of  
Organizational Behavior  
Sears Library Building  
Case Western University  
Cleveland, Ohio 44106  
(216) 368-2137
Appendix B

Descriptions of Ongoing Research
Projects:  
1. Mid-career issues in technical careers  
2. Alternative models for organizational careers (with particular emphasis on the issues facing women and men in dual career families)  

Issues:  
A. The relation between work and family (and other non-work concerns) at different career stages  
B. The relation between individual needs and expectations in a given position and the organizational policies and procedures (both formal and informal) that govern that position  

In the study of careers of different kinds of people in different organizational settings, two general approaches have been used: those based on the study of employees of a particular organization (e.g., the engineers in a given lab or company) and those based on "lives in progress" (e.g., the study of M.I.T. alumni). By allowing different sets of factors to vary, these two approaches tend to emphasize different questions. And though everyone would agree that both individual and situational issues are important in order to understand careers, the combination of these two approaches is no easy task. Up to now my work has mainly involved "lives in progress" data, i.e., data from people who share certain occupational characteristics but are employed in a variety of organizations and settings. I am now turning to the relation of findings from these studies to more specific organizational procedures, and thus am facing the problems that arise from trying to bridge these two approaches.

For example, analysis of the mid-career difficulties encountered by some of the M.I.T. alumni we have studied, has led to the formulation of a different model for the early career, which I have called the apprenticeship model. It is a model which also fits better the needs of new kinds of people (particularly women and men in dual career families) now entering organizations. But this model needs to be tested against organizational policies that threaten to constrain its implementation. Hence a detailed analysis of procedures of performance appraisal and "career pathing"; of the classification of jobs and the pay and benefits connected with them; and of the expectations surrounding the performance of specific organizational tasks is necessary in order to evaluate the potential value of such a model for individual lives.
A. PROJECTS

THE RELATIONSHIP BETWEEN THE PROFESSIONAL AND PRIVATE LIVES OF MANAGERS
(With Paul Evans)

This project, started 1/2 years ago, tries to map how the professional and private lives of managers interact. It started as an effort to find out if the commonly held assumption that executives often jeopardize their private lives and particularly their family lives through an excessive dedication to work was confirmed by an empirical study.

In order to do this we started from a life investment model where the main inputs observed were time and energy respectively devoted to private life and professional lives. A questionnaire was designed measuring these inputs as well as some other inputs that a literature research made us think could be relevant such as behavioral expectations. Outputs were measured in terms of actual behaviors and feelings reported by our respondents with respect to different aspects of their professional and private lives. Additionally interviews were conducted with 22 couples in the UK to explore in greater depth the issues that interested us. Twenty-one couples in France have also been interviewed with the hope of conducting a cross-cultural exploration of our data.

Our questionnaire data is today 500 questionnaires completed by European managers attending executive development programs at INSEAD.

PRELIMINARY RESULTS: Our analysis has not confirmed clearly our hypothesis that the amount of time and energy devoted to his professional life would correlate negatively with the quality of the executives' private life. This hypothesis seems only confirmed for those managers in the 35 to 42 age group. Thus a life stages phenomenon seems to be suggested by the analysis of our data. It is important to note, however, that what we are researching is not objective reality but the subjective perception by managers of private and professional life phenomena at different times in their life development.

B. PRIMARY INTERESTS

To understand the executive as a total human being. To explore how different aspects of his life interact, with the hope of finding more synergistic life styles and of providing individuals with analytical tools that will help them manage better their total lives.
A fundamental hypothesis inspires this search namely that a great deal of pathology is caused by the splitting of fundamental aspects of the self, strong-weak, rational-emotional, dependent-independent, masculine-feminine, private-professional, emotion-cognition etc. and that the individual has much to gain by reintegrating these artificially split aspects of his self. In order to do this the interrelationships among them have to be studied.

In more concrete terms my research interests are individual growth, development and change; stress, conceptualised in terms of excessive internal tension created by internal splitting and the interaction between such strained self and its environment; and the relationship between professional and private life in the content of man's developmental sequence.

C. SETTINGS AND POPULATION STUDIES

Mostly executives and executives to be. These men of action provide a great opportunity for studying the ways man tries to direct the course of his life and the effects of such efforts.
I. Agenda

Issues to be covered in presentation

1. Center for Research in Career Development

2. Focus of this study; relation to Center; relation to participating organizations

3. Rationale for chosen direction and focus of research

4. Action steps of research

5. Anticipated outcomes: pertinence to management in general, to AMCOU, to participating divisions

II. Center for Research in Career Development

1. Origins and character

2. Agenda
   a. focus and goals
   b. procedures; studies, Advisory Board, outputs

III. Focus of this Study

1. Adjustment (organizational performance and individual satisfaction/mental health; of managers and professionals (individual contributors) to personal career experiences (achievements, progress, prospects)

2. Particular emphasis on mid-career, mid-level manager who is seen by the organization as having likelihood of further advancement and who are seen as performing at different levels of quality.

IV. Rationale/Why Have We Gone This Way?

1. Our research in organizations (field study and follow-ups), consulting, and observations show us that:
   a. little is known about relation of managerial effort and performance with career experiences and expectations;
b. external trends and forces in economic growth and the demographics of the managerial/professional group indicate that career patterns are changing rapidly.

2. Key managerial task for the future -- to serve organizational performance needs -- to maintain motivation and performance of managers at all career stages

V. Action Steps/What We Will Do

1. Administer large questionnaire to samples of managers at all career stages

2. Administer short questionnaire to managers of individuals in first group

3. Structure of Large Questionnaire
   a. Objective Career Experiences and Aspirations (Section I, II)
   b. Subjective Career Experiences and Perceptions of How Organization Really Works (Sections III, IV)
   c. Personal Views of the World of Work (Section V-IX)
   d. Adjustment Patterns (Sections X, XI)
   e. Views on Career Management in the Organization (Sections XII-XIII)
   f. Personal Background Information (Section XIV)

4. Structure of Short Questionnaire
   a. Performance
   b. Promotion potential
   c. Promotion likelihood
   d. Personal aspirations and satisfaction
   e. Feedback

5. Feedback to AIRCO, divisions, individuals

VI. Anticipated Outcomes

1. General Issues:
a. Identification of determinants of performance/contributions and satisfaction/adjustment of managers at all career stages;

b. Why do some individuals maintain high performance/high personal satisfaction throughout their careers while others do not?

c. What organizational approaches are likely to be effective in maintaining high levels of performance by managers at different career stages?

1. Patterns of communication, supervision, training/development, work assignment.

2. Outputs for AIROC/participating divisions
   a. Full analysis of general issues
   b. Detailed report of how AIROC managers
      1. evaluate organization and its procedures
      2. describe their job behavior and career aspirations
      3. believe they are seen by the organization
   c. Comparison to career management process in other participating organizations/divisions
   d. Identification of present and potential problems
TO: Brooke Derr and Edgar Schein
FROM: Gene Dalton and Paul Thompson
Brigham Young University
302 JKB
Provo, Utah 84602

DATE: April 24, 1978

We are currently working together on two research projects on careers.

1. Career Stages of Professional Employees.

   The objective is to identify and describe career stages of professionals in large organizations. We are interested in such questions as:

   a. What factors tend to block or facilitate movement from one stage to another?

   b. What are the forces in organizations that shape the careers of individuals?

   c. What are the roles of mentors and sponsors in shaping careers?

   d. How can supervisors facilitate career development?

   The people settings include: accountants in CPA firms and industrial organizations, engineers and scientists in R & D organizations, loan officers in banks, and professors in large universities.

2. Development of an Instrument to Identify Career Stages.

   We are currently working on an instrument that will be used to locate people in career stages. There will be two versions of the instrument: one for self-assessment and one for assessment by peers and/or superiors. The instrument is being developed in the organizations described in the first research project.

   This project is still in the early stages of development, so we would welcome ideas from the participants at the conference.
INDIVIDUAL REPORT

THE CAREER RESEARCH CONFERENCE

ON-GOING CAREER RESEARCH PROJECTS:

1. A study of U. S. Naval Officer career patterns
2. A study being conceived of school principals' career stages-life stages
3. A study being designed on career conflicts for nurses

ISSUES OF PRIMARY INTEREST:

Naval Officer Study

a) how career concepts conflict with "linear" assumptions
b) career anchors: which predominate in what communities? Are there special ones for Naval officers? problems with non-managerial/technical anchors?
c) life stage-career stage interface problems
d) the extent to which the spouse's own career plans are critical
e) what role career politics play
f) second-career orientation and planning

SORTS OF PROBLEMS, POPULATIONS, METHODS

Naval Officer Study

a) a critical problem is the drop in officer reenlistment rates
b) 25 officers in five different communities being studied: Surface, Subsurface, Aviation, Supply, Civil Engineering Corps. Lieutenants through Lieutenant Commanders
c) some wives being queried
d) interview and questionnaire methods

PRELIMINARY RESULTS:

Naval Officer Study

a) in addition to confirming some of the career concepts uncovered by Driver, especially the "linear" pattern, many Naval officers were discovered to be second-career oriented
b) the career anchor concepts of Schein were also found to be prevalent in various degrees among the diverse officer communities. Each community has its own set of values, talents and attitudes. In addition, a new career anchor was uncovered for a relatively small proportion of the officers: that of "warrior". Such a person tends to be motivated by life-death adventure (including physical combat). He feels most
skilled operating defense-related technology. His attitudes towards work have a strong sense of purpose and idealism (e.g., patriotism).

c) few Naval officers 35 years old or younger have fully experienced the "questioning" life stage unless they have also experienced a major personal crisis.

d) each officer community has its own career "tickets" to be punched and the career stages are quite structured and explicit. They leave little space for accommodating other life stage or family stage problems. Thus, these latter issues are frequently deferred until after retirement.

e) Naval officer wives tend to fall into three categories: blind supporters who subordinate themselves completely to their husband's career, qualified supporters who are willing to place his career first for the present but anticipate pursuing a career following his retirement, and dual careerists who are attempting to pursue a career right now. The latter group of women are the most frustrated.
Michael J. Driver  
Department of Management  
Graduate School of Business Administration  
U.S.C.

Projects


2. Educational "Profiles" as predictors of job effectiveness. (with D. Sundby) Our (M.D. & D.S.) previous research delineated educational "profiles" of high school drop-outs, high school graduates, college graduates, and a college graduate control group of the same age but non-college attending persons.

3. Decision Style, Emotional Style, and other predictions of success in Underwriting and Claims Adjustment. (with D. Sundby)

4. Decision Style, Emotional Style, and other personality characteristics predicting success in Financial Analyst positions. (assisting D. Sundby)

5. A case study of a successful commodities trader and an analysis of key traits predicting career success in this position. (with D. Sundby)

6. Development & Validation of a Career Concept Questionnaire. (with B. Prince)

7. Development of a Job Position Description Questionnaire (with D. Sundby, W. Testerman, and T. Olson)

8. Analysis of Personality Bias in Job Description inventory responses. (with K. Brousseau and B. Prince)

9. Use of Position Description Questionnaire to determine "complexity sags" in linear job paths. (with K. Brousseau)

Preliminary Findings

1. a) of 913 respondents to a mail survey using a modified Self Renewal Questionnaire:

   630 were in a Linear career path  
   183 were in a Spiral career path  
   64 were in a Steady State path  
   36 were in a Transitory path

b) Many people showed mixed patterns

c) Both Linear & Spiral path people valued Achievement, Income

d) Status and Power were uniquely important for Linear path persons
e) Status but not Achievement or Interesting work were central for Steady State people. Steady State people claimed that Security was central in 1st major job change.

f) Two types of Transitory concepts emerge:
   1: high income type - motivated by challenge, positive self-concept.
   11: low income type - confused motives, low self concept.

g) Linear & Spiral type had the highest self concepts.

h) almost not Transitory or Steady State persons plan careers; only 1/3 of Linear or Spiral plan.

j) Promotion and new job assignments are primary triggers for self renewal for Linear or Spiral persons.

k) Termination is a key Renewal determinant for Steady State persons.

l) self renewal resulted in closer ties to family and friends in all cases.

2. Multiple correlations using college related personality traits (e.g., high data use, positive self concept, high social skill) predict work proficiency in underwriting and claims adjuster jobs to a very significant degree. Inference is that college education is related to successful performance in at least these job areas. Our education "profile" research indicated that the above mentioned traits increase with education.

3. Among a battery of measures, Decision Style and Emotional Style merged as among the most consistent and powerful success predictors for Insurance jobs.
   a) For simpler jobs, more complex decision styles were negative predictors.
   b) for more complex jobs, the high data using but structured Hierarchic style predicted success when the job was structured, whereas in more unstructured complex jobs, the high data using, fluid Integrative Style predicted success.

4. see D.S.

5. Key Traits for success as a commodities trader appear to be a high level of information processing, very high verbal and arithmetic reasoning abilities, very high level of original thinking, a reflective "introvertive" orientation, a strong theoretical interest, a stronger data than people orientation, and an extremely high tolerance for ambiguity.
6. A variety of instruments for measuring both Career Path (objective job pattern) and the cognitive map or Career Concept are being studied and tested. The simple resume with a few key subjective questions seems to show promise.

7. Development of a Job Position Description Questionnaire (with D. Sundby, W. Testerman, and T. Olson).

8. Analysis of Personality Bias in Job Description inventory responses. (with K. Brousseau and B. Prince)

9. Use of Position Description Questionnaire to determine "complexity sags" in linear job paths. (with K. Brousseau)
A. PROJECTS

1. THE RELATIONSHIP BETWEEN THE PROFESSIONAL AND PRIVATE LIFE OF MANAGERS
(with Fernando Bartolome)

The investigation, launched 1½ years ago, has the objective of conceptually defining how career and family interact, and empirically exploring this interaction in the context of (i) the life stage development of the manager, (ii) the development problems of his wife and children, and (iii) different company and national cultures.

Our data base is currently as follows: 500 questionnaires completed by managers attending executive development programs, predominantly of British, French and Scandinavian nationality; formal interviews with 22 British managers and their wives and 21 French managers and their wives.

The questionnaire is designed on the basis of a "life investment" model: how does the manager invest his limited time and energy in his three careers - his work career, his career as a husband, and his career as a father? This 1½ hour questionnaire focuses on his investment behavior and investment outcomes such as career success, marital behavior and subjective feelings about the careers.

PRELIMINARY RESULTS: Our analysis so far has focused on the manager's feelings about his investment behavior at different stages in the life cycle. The results indicate that until age 34, the manager is dominantly preoccupied with launching his work career, whereas from age 35 to 42 he becomes increasingly sensitive to his private life development. The life investment model appears to capture essential life dilemmas up until age 42, but less clearly so thereafter. This is outlined in two unpublished papers.

2. THE TRANSITION FROM JUNIOR TO MIDDLE MANAGEMENT

This project, to be launched next year, pursues my earlier Ph.D research at MIT which indicated that managers who have a strong "Technical-intrinsic orientation" to work may be more rapidly promoted into middle management, and then have growing thoughts of leaving to join small companies: this represents adaptive behavior on their part - they find themselves now in positions demanding a "managerial-extrinsic" orientation to work.
On the basis of these results and also using Schein's concept of a "career anchor", the project aims at conceptualizing and measuring the work orientation that is most adapted to technically-based jobs in junior management and that most adapted to managerially-based positions in middle management. This conceptualization will then be applied to examining the transition problems of persons advancing from one type of position to another.

B. PRIMARY INTEREST

The transitions and developmental conflicts experienced by managers, particularly in the years until the early or mid-forties.

C. SETTINGS AND POPULATIONS BEING STUDIED

European managers of different nationalities. My research has an explicitly cultural dimension - I am ultimately interested in exploring the extent to which different cultural norms and structures impede and facilitate development through career and life transitions. Since my teaching and research are very inter-related, the populations I study are participants on executive programs - a restriction on the generalizability of findings.
Name: Thomas P. Ference, Ph.D.

Institution: Graduate School of Business
Columbia University

The major project that I have undertaken with my colleagues at Columbia is a survey of mid-career managers in three major organizations. The study is a follow-up to a conceptual study that we did several years ago (see enclosed paper, "Managing the Career Plateau"). The structure of the study and the research objectives and focus are outlined in detail in the attached summary; I have also included copies of the two questionnaires that we are using. All of these materials may be reproduced for distribution to Conference attendees.

The research is presently being conducted in three major corporations, Airco, Aetna, and RCA; the study population will be mid to upper level managers and their organizational superiors. The broad definition of eligible participants is "manager of managers" and comparable senior professionals. Further details on the study are contained in the attached outline. Preliminary results will be available in early summer.

A second project which is underway is an on-going study of careers over time being conducted with Professor R. Richard Ritti of The Pennsylvania State University. We began collecting data on MBA candidates at Columbia in 1968 and are presently following up on that study by re-surveying these individuals 10 years into their careers as well as gathering data on new entrants to the MBA program. Experienced managers participating in Columbia's executive Master's Degree Program represent an additional study population. The long-run purposes of this study are to monitor career experiences over time and to compare these experiences with attitudes and values towards the organizational system and towards personal career goals. Some preliminary results were presented at the Academy of Management meetings in August, 1977; additional results will be available later this year.
Name: J. Peter Graves

Affiliation: Assistant Professor of Business Administration
California State College, San Bernardino
5500 State College Parkway
San Bernardino, CA 92407
(714) 887-7711, 883-0592

Ongoing Research Projects:

Following the recent research on career stages, in which I participated with Gene Dalton and Paul Thompson, I began to consider the optimal supervisory approach for individuals in the four career stages. It was clear that a different set of managerial attitudes and behavior was necessary for dealing effectively with each subordinate depending upon his or her stage of career development.

In a recent study of behavioral correlates of managerial performance, a distinction was made between Successful and Effective Management. At the outset of the research, two measures of managerial performance were gathered. One was a measure of salary growth rate, a reflection of organizational success. The other index was an evaluation by others of the manager's effectiveness in the managerial role. In comparing managerial behaviors to these indices of performance, two distinct approaches to supervision emerged.

Some behaviors were positively related to success and negatively related to effectiveness. A different group of behaviors was positively related to effectiveness, but negatively associated with organizational success.

Successful Management stresses individual, unilateral action by the manager toward short-term goals of his own work unit. Verbal and reasoning abilities are important as well as a controlled public image, not given to much emotion or excitability.

Effective Management embodies such behaviors as delegation, team building, goal setting, honesty with subordinates and keeping them informed on job-related matters.

The model of career stages provides a helpful perspective from which to view one's own career and the careers of others. But even without an explicit model, Effective Management will positively aid the development of subordinates' careers. Sensitivity to subordinates' concerns, meaningful goal setting, and the delegation of challenging work are behaviors which create a climate favorable to growth and development.

On the other hand, Successful Management, by focusing on short-range objectives and unilateral decision-making, creates a climate generally unfavorable to subordinate growth. Important job-related decisions are typically made with little input from those affected. Long-range concerns, of which employee development is an example, are sacrificed for short-term objectives.

Other research in progress examines the managerial experience as a part of the larger career, as it is in such careers as science and engineering. The investigation seeks ways of optimizing the transition from individual technical work to management and, in many cases, back to technical work.
Name: Douglas T. (Tim) Hall
Institution: Graduate School of Management
Northwestern University

A. Ongoing research:

1. Managing dual careers

   a. Fran Hall and I are studying dual careers and the effects they have on career management, for both the couple and their employing organizations.

   b. The issues studied are major career decision points, relative importance of various factors (e.g., organization, family, job, personal preferences) which affect career decisions, effects of spouse's career on own career decisions, effective means of coping with dual career issues, and effective of career stage on career stage management.

   We are also studying ways companies deal with problems presented by dual career employees, such as unwillingness to accept job transfers.

   c. People studied are Northwestern University graduates in early and middle career stages.

   Organizations studied are companies based in the Chicago area.

   Preliminary results: Companies seem aware of the problems raised by dual careers, but handle them on a case-by-case basis. No provisions for dual careers seem to be included in career development programs. Companies and couples seem to see dual careers as the couple's problem, rather than the organization's. Interviews with couples are just getting started.

2. Design of effective career paths in Sears, Roebuck & Co.

   In contrast to the traditional method of studying career paths (identifying the career paths of successful managers), this project is attempting to construct "rational" career paths, based on job analysis (using Hay job points.) The job analysis data permit us to identify job moves which will provide development for the employee. In this way, we can construct job paths which can provide fast advancement or slow advancement with high-development lateral moves, or even downward moves which will provide career growth.

3. Survey of corporate career development programs. Based on interviews with personnel VP's of 55 companies. (Copies will be sent to participants upon request.)
Research activities have centered on examination of managerial careers. One project has focused on the identification of success predictors and comparative differences in the careers of men and women MBAs. The sample for this project included approximately 1100 graduates of the Harvard MBA program from 1960-1975 who received an eleven-page questionnaire. Of the original sample, 700 MBAs returned usable data.

Strong differences were found in type of career chosen and success variables for men and women graduates. Differences were also found in role conflict patterns between women receiving their degrees in the 1960's and women in the 1970's. Summary results are now being written for publication.

A second study, longitudinal in nature, focuses on patterns of conflict, adaptation and coping mechanisms, motivational patterns, organizational socialization and success prediction. A group of 50 women currently finishing their first year in the Harvard MBA program is the primary sample with some data also being collected from a sample of first year MBA men.

Some data have been collected in the form of biographical information, in depth interviews, TAT, Bem Sex Role Inventory, Incomplete Sentences and Strong Campbell Interest Inventory. These data are currently undergoing analysis. It is envisioned that this project will continue for a ten year period.
A Research Program on Career Development, Personal Growth, and Experiential Learning

David A. Kolb
Donald M. Wolfe
Case Western Reserve University

A. Current Research Projects. About a year ago we launched an extensive research program on adult development and life-long learning. Processes of career planning, development and change over the life cycle constitute a central thrust in this research. An integration of experiential learning theory, role theory, and ego-development theory provides the conceptual foundation for this program. At present, the following three research projects are underway:


II. Learning Processes in Adult Development: A Study of Cognitive and Social Factors in Mid-Life transition.


B. Central Issues and Objectives: All these share a common goal of further development of the experiential learning theory of adult development. But they each have a special focus and methodology, addressing complementary objective.

I. Key objectives of the professional education project are:

1. Developing a more systematic understanding of relationships between preparatory professional education and career development.
2. Developing a means for assessing genotypic adaptive competencies through which one manages changing career requirements.

3. Exploring such career problems as dead-end plateaus, stagnation, burn-out and re-direction in alternative careers.

4. Expanding our understanding of relationships between careers and adult development.

II. The Mid-Life transition project addresses the following objectives:

1. To begin a longitudinal study of adult lives with special attention to adaptational processes over the course of major life transitions.

2. To identify the causes and consequences of crisis and stress in mid-life transitions.

3. To develop an early warning system for impending career crises that will help individuals, organizations, and educational programs anticipate and prepare for the continuing challenges of adult life.

4. To identify effective coping strategies for mid-life transitions and to develop educational interventions to assist individuals in learning these strategies.

5. To explicate the contributions of various role dynamics to processes of learning and growth in the middle adult years.

III. Objectives of the third project are:

1. Development of a system for describing and assessing the demand characteristics of work situations commensurate with adaptive styles identified in experiential learning theory.

2. Identification of the dominant characteristics of professional mentality in engineering and management which may influence the learning press of work environments in those fields.
3. Exploration of the satisfactions, frustrations, and tensions associated with matches and mismatches between personal adaptive style and environmental learning process.

C. Research Settings, Subjects, and Designs. The first phase for all 3 projects involved an intensive period of conceptualization and instrument development, lasting through December '77. Successive phases for each project are as follows:

I. Data collection for the professional education project begins with a questionnaire survey of alumni from CWRU schools of engineering and social work who graduated in 1955, '60, '65, '70 and '75, to be followed by an interview survey of a selected subsample from each group. The second data collection phase involves an observational study of various learning contexts in the two professional degree programs augmented with interviews with current students and faculty. Feedback of alumni survey and observational data lends on action-research component to the design.

II. The sample for the mid-life transition project consists of men and women in the 35-50 age range from many fields who are currently facing substantial transitions in career, family, or life style. Data collection begins with in-depth interviews and completion of a battery of personality inventories, leading up to an intensive 3 day self-exploration workshop (patterned after a life/career planning workshop). Follow-up interviews over the next 18-20 months leads to a second workshop aimed at collecting final data on the process and outcomes of the transition. Three or four iterations of this design, using different samples (one all Black) will be undertaken.

III. Subjects for the third study are practicing engineers and managers with engineering education at two major corporations in the Cleveland area. Data are collected via questionnaires and interviews, focused both on the experience of the person and on the role pressures sent to him by others.
D. Preliminary Results. We are now deeply into initial data collection in all three studies, so empirical results are not yet available. Results of our conceptual exploration cover a very wide range. Initial validation of some new instruments and assessment procedures is now available.
From: Meryl Louis

C. Brooklyn Derr
65 East 100 South
Alpine, Utah 84003

Dear Brooke:

Here is the information you requested about career research interests, etc. for the Boston conference. I hope this is not too late and I appreciate the opportunity to participate in these discussions.

MERYL LOUIS, UCLA (as of AUGUST, 1978, UNIVERSITY OF ILLINOIS, URBANA-CHAMPAIGN)

I am currently researching career transitions, the experiences of individuals entering new systems. Types of transitions include returning to school for professional training to change career focus, a change in organization and job, retirement, returning to labor force after an extended absence. Embedded in organizational socialization phenomena, my work focuses on the entry or encounter phase, on newcomers' copings with early experiences in the new system or organization.

I am completing a four-wave panel study of 1100 MBA graduates during their first year out of MBA programs to examine graduates' responses to early job experiences; the role of unmet expectations in newcomer disillusionment has been a central issue. The study provides a theoretical explanation for this relationship; tests it against alternative explanations; and identifies mediators in this unmet expectations-disillusionment relationship as potential change targets toward facilitating newcomer adaptiveness through entry processes.

A theoretical thrust of this work has been an attempt to integrate attribution and expectation concepts from social psychology and assess their applicability in studying OB phenomena. A methodological feature of the panel study has been the adaptation of traditional survey techniques to exploratory and clinical purposes and to measurement development; inclusion of open-ended questions in each questionnaire in the series was designed to elicit important features of respondents' experiences; responses were content analyzed, categories developed and fed back in subsequent questionnaires in a cumulative refinement process. Respondents became participants through this mutual refining process, and 4(0) of them will continue in a 7 year follow-up study.

Other studies planned to converge on organizational entry phenomena include: the 3 year follow-up with MBA graduates in semi-annual questionnaires and depth interviews of all who changed jobs in the first year; a live-in participant/observation of entry and orientation followed by a controlled field experiment...
in the same setting. The populations possible for the latter studies include accounting firm recruits, Navy enlistees, academic administrators. Potential targets for restructuring/testing organizational entry practices include: feedback topics, timing, methods, sources; information access and exchange norms; cohort networks; forms and purposes of links with insiders.

A separate issue in the larger area of career research of interest to me is the need to develop a classification scheme of career topics, a taxonomy for integrating work across application areas and between perspectives. At this point, career research appears to be epiphenomenal, rather than focal. Definitional issues and disciplinary approaches need to be made explicit; premature rigor in methods or measures as well as exploration unbounded by eventual testing seem equally undesirable -- albeit, near invisible to the individual researcher. A map of the territory, one that continues to unfold and be redrawn as we learn the landscape, and exchange with other explorers for support, critique, and perspective seem essential. I would like to work with others in developing such a map, a classification of career issues, topics, perspectives, approaches, application areas...

Comments/reactions to my career transitions work or the more general needs/concerns expressed in the paragraph above will be welcomed.

Brooke, let me know if other information is needed. I look forward to seeing you -- I believe we met once at UCLA when you made a presentation to the Human Systems group, and Carson Eoyang has mentioned you and your work in discussions of the Navy school. Until Boston.

Best Regards,

Meryl

Meryl Louis
RESUME OF ONGOING CAREER RESEARCH

ROBERT F. MORRISON
NAVY PERSONNEL RESEARCH AND DEVELOPMENT CENTER

During past years career research program in the Navy has concentrated on the design of performance appraisal systems for allocating and promoting enlisted personnel, the establishment of enlisted occupational structures and standards, the development of skill and knowledge testing programs for use in enlisted promotion systems, and skill and knowledge training for enlisted personnel. Some work has been done in establishing means to select navy enlisted career counselors. The research has focused on developing solutions to current problems, primarily with enlisted personnel. Thus there has been limited opportunity to use career theories in the design of projects and little work has been done with civilian personnel or commissioned officers.

However, the navy has some unique opportunities to serve as a site for career research which is theory-based and longitudinal. In addition it can be comparative since both military and civilian personnel are present and serve under completely different career policies, practices and systems. For example, the Navy has a career system for military personnel which is much more formalized than found in non-military organizations. In some ways the formalization of the system allows the researcher to establish a modicum of control over the variables which are to be investigated. Under special circumstances we are able to set up experimental and control groups to test the effect of a specific change in policy and practice.

The projects described below are just being initiated. The professional/technical/managerial portion of both the civilian and military component of the navy will be the population studied in the research. Rather than being listed in order of significance, they are listed in the order in which they will be programmed.

1. Early Career decision making and planning

The navy rotates officers from position to position every 1-3 years in a programmed time period and general category sequence. Specific jobs and locations are negotiated. A central assignment officer represents a group of field officers via their qualifications and desires to a function which fills open positions.
The assignment officer obtains data on his constituents from several formal and informal sources, including the constituent. The constituent obtains information about career planning from several formal and informal sources, including peers, family and superiors. The research is designed to establish better information about the quality of the interaction between the assignment officer and constituent and to determine what might be done to improve it. The first 4-5 years in the career of a commissioned officer will be studied initially with a follow-up scheduled 2-5 years later.

2. Career Development: Adaptivity to role changes

The roles which both military and civilian managers participate in change materially over time. Often this is a result of the mobility of the incumbent, but it is also the result of changes in organizational structure. The research is designed to identify those factors which enhance or constrain the ability of managers to adapt. In addition, an attempt will be made to classify the factors as organizational and personal. The latter will be sub-grouped according to their static or dynamic nature, assuming that dynamic, personal factors are developmental in nature.

Issues of primary interest are differential career stages, role changes required within a stage and between stages, and the development of individuals to achieve effective adaptation to such changes. The effects of the organization, occupation and family are also of interest.

RFM: 24 Mar 78
A. Ongoing Career Research

1. Leisure provision and human needs (LPHN).

While occupational career as such is relevant to this study only in relation to the specific research formulation (cf. below), the project is mentioned because it illustrates our general approach to the career topic; namely, as one strand of life involvements which must be understood in counter-point to others.

2. Family structure and career.

This is a set of topics, loosely related and in various phases of formation. It involves an interest in how changing roles of men and women in the family are affecting the development of new forms of occupational career structures such as flexible work time, multi-careers, job sharing and the like. It also involves possible research into the different meanings and implications of unemployment in the life-careers of women as compared with men, and the impact on young women's career achievements of new family structures being produced by increased participation of workers in the workforce.

B. Issues

Both of these topic areas are meaningful in the context of the larger issue of how involvement in other life sectors affect a person's career development pattern. To what extent and under what conditions can family factors be

/Continued...
To what extent and under what conditions can leisure needs and interests be a determining influence? We know from women's studies that for women, particularly women with low power in the workplace and with husbands who are highly involved in their careers or in inflexible jobs, that family factors are powerful determinants. We know that for middle aged men in affluent situations leisure and recreational factors may be important, e.g. in choosing a mid-career work situation which is transitional to retirement. Some areas which are high in recreational amenities though low in remunerative or other returns, seem to recruit people by emphasizing the attractiveness of the milieu as a recreational environment, e.g. Florida, California, Utah.

The core issue is how to assess the interactions between occupational career, family process and leisure/recreational need. One approach is to conceptualise personal involvements in all three spheres of life as undergoing careers.

In the second set of topics, the implications of sex-differences are more in focus, operating through the different structures as described. Whether men's and women's differences are primarily biological or socio-cultural, they seem to operate differently in the current world, and affect, for example, whether women are more or less likely to be demoralized and alienated if they suffer unemployment than are men in comparable situations.

C. Problems and settings being studied

1. LPHN involves sub-studies in a metropolitan borough of London (Brent). The sub-populations particularly in focus are Black Youth, Old women living alone, and Young Housewives full time at home with children. These sub-populations were chosen as at high risk for low life satisfaction. But they have career relevance as well: the first in relation to the launching stage (and associated issues, such as unemployment); the second has some bearing on intentionally interrupted work careers (for women with children); and the third has implications for retirement.

2. The second set of topics are in discussion stage, but may involve follow-up studies of a national survey of university graduates done a decade ago, and some specific case studies of organizations which are experimenting with alternative career structures.

/Continued...
D. Preliminary results

Results are not yet available on this round of studies. The form of the results will be propositions about process, e.g. specifying the interplay of three life careers for different sub-groups at different life-cycle stages. For Black Youths, for example, career potentials are often subjected to a shunting-off process whereby school, family and employers become involved in a vicious cycle discouraging career development potentials. This may lead to the channelling of energies into anti-social activities. For young housewives, the process is different. The housewife role is supported and rewarded, but often does not provide sufficient development of interests outside the family. This may lead to blockage and channelling of energies against the self, resulting in depressive and phobic symptoms. For older people, at the ends of their occupational careers it has become apparent (particularly for men in the past, but for women increasingly) that for some people other interest careers have atrophied because of the degree to which they have been involved in developing occupational interests. This has important repercussions for that age group, and implications for organisational policy during earlier career development phases.
Career Research Conference Abstract

Edgar H. Schein
Professor of Organizational Psychology and Management
Sloan School of Management
52-583, MIT, Cambridge, Mass. 02139

My current research interests revolve around the further study of career development through an intensive study of a longitudinal panel of 44 Sloan School graduates who were first interviewed and surveyed in 1961, 1962, and 1963, and then re-interviewed in 1973. The first re-survey suggested that people evolve a stable self-image which consists of self-perceived 1) talents; 2) needs; and 3) values, and that this syndrome of perceptions, called "career anchors" function to guide and constrain the career. Anchors are developed through actual experience and form during the early part of the career. My main hypothesis is that once they are formed they remain stable.

I am currently interested in re-surveying my panel at the 15 year-out mark to determine whether anchors do remain stable and how this group enters and works out the problems of mid-career and mid-life. The research method continues to be intensive interviews supplemented by a battery of attitude and value surveys to determine how these change (or don't change) as a function of career and life experiences.

This research is increasingly focused on the total life space of the panel members, so future data gathering will also involve the family and the work setting. I am working on related research with Lotte Bailyn, Ben Snyder, and John Van Maanen. The overall focus is to work out how careers evolve and how the settings into which people move are influenced by and, in turn, influence the career.

ADDENDUM ON "DECISION SPACE"

In order to manage the complexity of our task, I have found it useful to speak of the individuals "decision space", a metaphor for the individual's mental representation of various factors influencing a particular decision. There will be factors affecting their decisions that cannot be altered, whether recognized or not. There will be other factors which if acknowledged would be subject to some influence (just how much is often critical).

The "decision space" is also affected by unconscious factors which shape the individuals mental representations of the decision. While often highly idiosyncratic, these representations may also become shared in a powerful metaphor and thus achieve a public as well as private significance. By 1970 Howard Johnson had made it "mandatory" that a search be made for all faculty positions and if equally qualified women or minority candidates were found they were to be hired or promoted. The then head of a science department responded to the quarterly request of documentation of adequate search with a letter in which he reported an extensive search has been carried out and no woman of sufficient ability had been found, save one and she lived in Greece in 300 B.C. The focus shifted from search to "quality". This became the covert conceptual, political battle ground where individuals with their conflicting appreciative systems waged their extended guerrilla campaigns from well prepared positions.
ADDENDUM ON "DECISION SPACE"

Considerably more work is needed in order to suggest how trends, patterns, contraction or expansion, or other changes in the shape of the "decision space" can be further tested for validity. We will need to have some judgement about the extent that these observations were "really" existing in individual minds or in institutional practice. These judgements have their origin in a subjective effort, by this observer, to make sense of multiple cues in a continuing engagement with the data. We are speaking of an iterative process, a constant honing in on the most plausible model, the significant metaphor.
Projects

In addition to the projects enumerated by Mike, the following projects have been undertaken since September, 1977.

1. Decision Style, Emotional Style, and other personality characteristics predicting success in financial analyst positions (with Mike Driver)

The results of this study indicated that high performing financial analysts show the following characteristics: They see themselves as being high information users, making decisions both quickly and adaptively in an open-minded and analytical style. They indicate a strong interest in problem-solving, particularly problem-solving with data. Emotionally, they tend to keep their feelings to themselves, but say that they do not experience a great deal of anxiety. While neither curiosity about social situation dilemmas or personal reinforcement or attention from others seem to be strong motivators for them, they do not indicate strong feelings of hostility or resentment toward others. They show high capabilities in reasoning and abstract thinking and feel that they are clear-thinking, responsible, conscientious, and efficient people who basically feel good about themselves.

2. Development of Career Counseling and Assessment Associates (with M. Driver and T. Kendrick)

This is a professional team endeavor in which we have integrated our various skills and research findings to assist others (young adults selecting or developing a career, mid-life career crises persons, and women returning to the work-world). Basically, what we do is interview, assess through a specially determined battery of inventories, interpret and integrate the results, and counsel.

3. Preparatory work for a book on the Career Quad (his career, her career, marriage, and family). Focus is on a variety of career quad patterns with intensive interviewing and psychometric assessment as bases for conclusions.

Earlier (prior to Sept., 1977) career-related research

1. Decision-style characteristics of creative counselors-in-training:

The results indicated that creative counselors-to-be (as determined through a creativity assessment procedure developed with M. Driver) are either Integrative or Flexible decision-makers.

2. Decision-style characteristics of master's degree students in counseling and business management:

The results indicated that the Integrative decision-style is far more characteristic of counseling than business management students.
A basic premise informing my work is that an occupational career (or, for that matter, a leisure or family career) provides an informational resource from which characteristic ways of thinking, feeling, and acting can be devised by a person. To be sure, a work career offers only a potential orientation toward the world and is most certainly not determinative of one's stance, but, in many cases, I suspect the work career as a perceptual scheme for interpreting the experiences of one's life is an altogether seductive and natural one. Much of my work turns on this potential and seeks to display the substance, process, and social consequences that are associated with an individual's long-term commitment to a given career.

In terms of substance, I am concerned with the meanings individuals attach to their work. In particular, I try to focus on the shared meanings which grow from sustained and everyday interaction in a particular work setting. This presumably leads to an empathetic understanding of the on-going and ever-changing social concerns to which a person must gear his behavior and may include non-work as well as work related matters. It is, in short, a choice of cultural context (the workplace) that is at stake here.

In terms of process, I have been most interested in the ways newcomers to particular work settings make sense of their immediate situation. Such sense-making procedures seem reasonably universal and firm though the phenomenological forms such procedures lead to demonstrate great empirical variation. Individual orientations of course explain some of this variation but the social information conveyed through particular socialization mechanisms also differ from setting to setting and is therefore also a potential explanation for observed variations in the sense making and maintaining standards followed by individuals in a given setting. These mechanisms (and the information they transmit) can be thought of as "people processing devices" and through thoughtful research they can be made visible both to those who are responsible for their presence as well as those who are subject to their sometimes powerful, though capricious, influence.

Finally, the social consequences that flow from the substantive and process considerations deal with ideational concerns such as occupational or organizational ideologies, myths, accounts, claims, and so on and with structural matters such as organized patterns of behavior and the rules of social conduct followed by those embedded within a given career. The central notion here is that occupational and organizational careers unfold within a cultural context which provides people with "proper forms" of behavior of which some are obligatory and some are not. To get at these various forms of behavior and the claims on which they are premised for any specific career is a fundamental task facing researchers in this area and a task quite likely to be very revealing of the kinds of performances given off by those who follow a particular line of work.
Some lines of research presently being followed:

1. Police careers: A project begun in 1969 concerned initially with how one learns to be a policeman ... This study has involved well over a year's participant-observation work in the field and several interview based probes in situ. A ten-year follow-up study is presently being planned to produce both more observational and interview data. The most comprehensive ethnographic report of this study is Van Maanen's "Working the streets: A developmental view of police behavior," in H. Jacob (ed.) The potential for reform of criminal justice (Sage Publications, 1974). See also several readings in Manning and Van Maanen (eds.) Policing (Goodyear Press, 1978).

2. Public Sector Careers: Questionnaire data pertinent to a number of careers (professional, managerial, craft, etc.) in five governments were collected in 1974-75 and have been partially analyzed in terms of such "dependent variables" as job satisfaction, performance, cognitive orientation, turnover and so on. Perhaps the most intriguing finding (as yet unpublished) is that certain careers seem to promote a rather remarkable perceptual homogeneity among those who follow the career line no matter what organizational context surrounds the career whereas other careers do not. Among other things, this finding suggests that researchers must consider the cutting edge separating occupational and organizational factors when examining the various social influences upon which work behavior is based. Of the published work available based on this study, perhaps the most relevant is Van Maanen and Katz, "Individuals and their careers" Personnel Psychology, 29, 1976, 601-616.

3. Fishermen careers: A study just getting underway and necessarily concerned right now with the ethnographic description of fishing as an occupation. This research offers potential insight into the way people manage considerable risk and uncertainty over long periods of time. Furthermore, since fishing appears to be an occupation undergoing rapid social and technological change, the effects of such change upon the careers of fishermen can be longitudinally explored. To date, one paper is available on request which deals with certain occupational and cultural rules shared and followed by Gloucester fishermen.

4. Theory: Several theory construction papers have been written which attempt to frame my general approach (and, to some extent, the "MIT approach") to the study of careers. A book of original essays on various aspects of the career is available (Van Maanen (ed) Organizational Careers: Some New Perspectives, Wiley, 1977) as well as two rather long analytic papers by Van Maanen & Schein ("Career Development" in Hackman and Suttle (eds.) Improving Life at Work, Goodyear Press, 1977; "Toward a theory of organizational socialization" in B. Staw (ed.) Research in Organizational Behavior, JIP Press, 1978). An article focusing exclusively on the structural side of career socialization is forthcoming in the next issue of Organizational Dynamics ("People Processing").
Appendix C

Relevant References From The Conferees
RELEVANT REFERENCES

Lotte Bailyn


Fernando Bartolome


* See other collaborative work with Paul Evans

Gene Dalton


Orientation and Conflict in Careers (Division of Research, Harvard Business School, 1971), with Abraham Zaleznik and Louis B. Barnes.

Brooklyn Derr


Mary Ann Devanna

Ph.D. thesis on differences between male/female opportunity networks within organizations.

Michael Driver


"The Loss of Expertise in the Personnel Field--And A Possible Corrective," (Unpublished paper, 1977)


*See other joint articles with Dianne Sundby.

Paul Evans


Peter Graves


Tim and Francine Hall


D.T. Hall, "A Theoretical Model of Career Subidentity Development In Organizational Settings," Organizational Behavior and Human Performance, 6, 1971, 50-76.


Anne Harlan

"Career Development: An Organizational Perspective" (unpublished paper).

"A Comparative Examination of Male and Female MBA Career Differences," (unpublished paper).

"Reassessing the Mentor-Protoge Relationship For the Woman Professional," (paper in progress).

"Prediction of Managerial Career Success," (paper in progress).

Dave Kolb


Meryl Louis

Ph.D. thesis on a one-year, four-wave panel study of MBA's in the first year of their jobs, to examine career transiting.

Bob Morrison


Robert Rapoport


"Men, Women and Equity." The Family Coordinator, October, 1975 (with Rhona Rapoport).


Introduction to Special Issue on Family and Work." Human Relations Vol. 24, No. 6, 1971 (edited with Rhona Rapoport and Peter Willmott).


Ed Schein


Ben Snyder


Diane Sundby


Paul Thompson

*See articles with Gene Dalton.

"Tear Down the Pyramids," BYU Graduate School of Management, Fall/Winter, 1976.


"Factors Contributing to the Effectiveness of the Older Engineer," (unpublished paper).


John Van Maanen


John Van Maanen and Ralph Katz, "Individuals and Their Careers." Personal Psychology. 29, 1976, 6-1-616.


