ORGANIZATION MANAGERS:
A CAREER STUDY

BY

WILLIAM O. ALBERTINI

B.S., University of Notre Dame, 1965
M.B.A., Lehigh University, 1967

SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE
DEGREE OF
MASTER OF SCIENCE
AT THE
MASSACHUSETTS INSTITUTE OF TECHNOLOGY

June, 1982

Signature of Author . . . . . .
Alfred P. Sloan School of Management
April 30, 1982

Certified by . . . . . .
Edgar H. Schein
Thesis Supervisor

Accepted by . . . . . .
Alan F. White
Director of Executive Education Programs

ORGANIZATION MANAGERS:
A CAREER STUDY

BY

WILLIAM O. ALBERTINI

Submitted to the Alfred P. Sloan School
of Management on April 30, 1982, in
partial fulfillment of the requirements
for the degree of Master of Science

ABSTRACT

This research is an attempt to better understand the career evolution process and how individuals go about the task of choosing and managing their careers.

Twenty mid-level managers who are career employees of the Bell System were studied using an interview and questionnaire in an effort to uncover the dominant elements that tended to act as overriding central issues in the evolution of their careers as reflected in rational career decisions and choices.

The research findings strongly support the existence of "career anchors" as outlined by Dr. Edgar H. Schein of M.I.T. and would suggest that persons gradually develop an occupational self-concept through interaction with the work environment. This self-concept or career anchor, as defined by Schein, consists of self-perceived talents, motives, and values which eventually function as a set of driving and constraining forces on a person's career decisions and choices.

Fifty percent of the individuals surveyed were anchored in managerial competence, 35% in technical/functional competence, 10% in autonomy, and 5% in security/stability.

The recognition of career anchors is important for both the organization and the individual. As organizations increase the focus on human resource planning and development, greater understanding of the human component of today's complex social systems can increase both organizational and individual effectiveness by better matching organizational and individual needs. Similarly, individuals armed with career anchor insights are better positioned to self-manage their careers.

Thesis Supervisor: Edgar H. Schein
Title: Sloan Fellows Professor of Management

Acknowledgements

My sincere appreciation is extended to my advisors, Professor Edgar H. Schein and Professor Lotte Bailyn, of the Sloan School of Management, for the inspiration, advice, and encouragement given to me in the course of this project. Both gave generously and graciously of their time, energy, and wisdom and truly made this endeavor an excellent learning experience.

I am also deeply indebted to the twenty Bell System managers who agreed to discuss their careers with me and so willingly shared their life stories.

To my typist, Cleo Wolter, whose dedication and expertise will not soon be forgotten, a most deserved thank you.

And finally, to my wife, Kate, and my children, Beth and B.J., please know that your patience, support, and understanding made all the difference in the world and I am forever grateful.

Table of Contents

CHAPTER

CHAPTER

List of Tables

CHAPTER I

INTRODUCTION

They are not the workers, nor are they the white-collar people in the usual sense of the word. These people only work for The Organization. The ones I am talking about belong to it as well. They are the ones of our middle class who have left home, spiritually as well as physically, to take the vows of organization life, and it is they who are the mind and soul of our great self-perpetuating institutions. Only a few are top managers or ever will be. In a system that makes such hazy terminology as "junior executive" psychologically necessary, they are the staff as much as the line, and most are destined to live poised in a middle area that still awaits a satisfactory euphemism. But they are the dominant members of our society nonetheless. They have not joined together into a recognizable elite -- our country does not stand still long enough for that -- but it is from their ranks that are coming most of the first and second echelons of our leadership, and it is their values which will set the American temper.[1]

- William H. Whyte, Jr.

---

[1]William H. Whyte, Jr., The Organization Man, (New York: Simon & Schuster, 1956), p.3.

BACKGROUND

If one accepts the premise that the life blood of an organization is its people, then it follows that attracting, developing, and retaining qualified personnel is one of the most critical tasks facing any organization. Yet despite apparent widespread recognition and acceptance of the value of human capital, recent trends would indicate that both job and career changes are becoming a more frequent occurrence in our society.[1]

People do not automatically join organizations, choose careers, or come to work every day. People make conscious decisions about these matters. Morevover, these decisions are voluntary. The chief difference between job and career decisions, according to Lawler, appears to be in the order in which they are made and the degree of permanency attached to them.[2] Lawler asserts that career choices tend to be made first and are more lasting whereas in job choices the emphasis centers on choosing among organizational

---

[1]U.S. Department of Labor, Special Labor Force Report 235, "Job Tenure Declines," Washington, D.C., U.S. Government Printing Office, December 1979.

[2]Edward E. Lawler, III, Motivations in Work Organizations, (Monterey, Calif.: Brooks/Cole Publishing Company, 1973,) p.94.

alternatives.[1]

Recently, social scientists have directed an increasing amount of research at the psychological world of the adult worker and have demonstrated that the adult years are literally filled with constantly changing experiences that reflect many complex and interrelated concerns involving identity, work, and family issues. This period has become commonly recognized as mid-life crisis, a time of turmoil, of questioning life's purpose and meaning, and for prioritizing or reprioritizing one's goals. Its drama is heightened by its place in the life cycle between the relative peace of the preceding period and the calm of the resolution that frequently follows.[2]

G. E. Vaillant has argued in his book, Adaptation to Life, that many career changes are closely associated with adult life changes.[3] D. J. Levinson has reached and presented similar conclusions in The Seasons of a Man's Life.[4]

---

[1]Ibid.

[2]David L. Krantz, Radical Career Change, (New York: The Free Press, 1978), p.4.

[3]George E. Vaillant, Adaptation to Life, (Boston: Little, Brown and Company, 1977).

[4]Daniel J. Levinson, The Seasons of a Man's Life, (New York: Ballantine Books, 1978).

Gail Sheehy in her bestseller Passages also offers substantial evidence for the increased likelihood of career change during the mid-life transition phase.[1]

In his book, Career Dynamics: Matching Individual and Organizational Needs, E. H. Schein suggests that just as organizations are dependent on human resources for growth and survival, people are equally dependent on organizations for jobs and career opportunities.[2] As Schein so aptly states, the real problem is how to match the respective needs of people with those of the organization throughout their corresponding life histories.[3] Improvements in this area could lead to substantially reduced economic and non-economic penalties for both the organization and the individual.

Career decisions and changes, however, are not confined to mid-life. Similarly, many people go through life without altering their initial or early career choices. It would therefore seem quite logical that while life crises or transitions may add impetus for change, there are more

---

[1]Gail Sheehy, Passages, Predictable Crises of Adult Life, (New York: Bantam, 1977), pp.394-412.

[2]E. H. Schein, Career Dynamics: Matching Individual and Organizational Needs, (Reading, MA: Addison-Wesley Publishing Company, 1978), p.1.

[3]Ibid.

basic and fundamental reasons that influence and prompt occupational choices and adjustments.

In studies of organizational behavior, it has long been concluded that personal needs of hourly workers must be taken seriously and at least partially satisfied as a means of securing the productive effort for which wages are paid. It should also come as no surprise that all levels of management also arrive at work with similar needs and values, to say nothing of their relatively greater power to see that these characteristics are taken into account.

REASONS FOR THIS THESIS

In part, this thesis is the result of a personal endeavor to more fully understand the matching process cited by Schein and how individuals and organizations can improve their interactions to both parties' mutual benefit. An attempt has been made to focus on the individual side of the employee-employer relationship in an effort to determine how people go about managing their careers. The rationale behind this approach suggests that if an employing organization can better grasp the process by which individuals make their career choices, then the organization will be in a better position to improve its career planning and development mechanisms.

This study has also been undertaken for a more fundamental reason -- to gain additional insight into human behavior as it relates to career issues and concerns. As a manager of a large corporation, the chance to pursue a practical line of inquiry that offerred the possibility of yielding increased awareness equated to an opportunity to improve business and personal relationships with co-workers, friends, and family and to enhance self-understanding.

A final objective that inspired this effort was the potential to replicate or add to research findings in the occupational arena of organizational psychology, a field that has only lately experienced substantial interest and attention. In this regard, Schein's recent developmental work involving "career anchors"[1] offered an excellent model for further field application and testing.

---

[1]Ibid., pp.124-172.

CHAPTER II

THE CONCEPT OF CAREER ANCHORS

INTRODUCTION

Schein has recently put forth a concept and model which appears to offer enormous value and a practical methodology in addressing the areas of interest previously identified. Schein proposes that self-images of motivation, talent, and value are gradually formed through life experiences including interaction with the work environment.[1] In turn, these self-perceptions begin to function both as driving and constraining forces in the career decision process.[2] Over time, this view eventually develops into an occupational self-concept which Schein has labelled as a person's "career anchor."[3]

The career anchor concept, as defined by Schein, has three basic components:

---

[1]Ibid., p.125.

[2]Ibid.

[3]Ibid.

1. Self-perceived talents and abilities (based on actual successes in a variety of work settings);

2. Self-perceived motives and need (based on opportunities for self-tests in real situations and on feedback from others);

3. Self-perceived attitudes and values (based on actual encounters between self and the norms and values of the employing organization and the work setting).[1]

In formulating his career anchor concept, it would appear that Schein has constructed a logical extension to some earlier efforts by Super and Holland which attempted to relate personal orientation more directly to occupational environments. The concept also has a firm foundation in life cycle theory as viewed by Schein and numerous other social scientists.

In 1957, D. E. Super and others described three types of factors that they suspected to have an influence on a person's vocational development:

1. Role factors imposed by the norms of society;

2. Personal factors which originated within or were internalized by the individual, including a self-concept.

---

[1] Ibid.

3. Situational factors external to the individual and over which the individual exercised no control.[1]

Their investigations led to the proposition that through a continuous, normally patterned, dynamic process involving interaction of these factors, the individual gradually developed a personalized vocational preference and interest. Career satisfaction, in turn, related to the degree to which the individual was able to implement or integrate this developed self-concept into his or her work environment.[2]

Holland's general theory grew out of studies and testing prior to 1973 which suggested that personalities and orientations could be classified into six categories which paralleled a duplicate categorization of work environments: realistic, investigative, artistic, social, enterprising, and conventional.[3] The resulting interaction of personality with the work setting would lead to a "pairing process" in which people identified the work environment that permitted them to exercise their skills, abilities, attitudes and values

---

[1]Donald E. Super et al., Vocational Development, (New York: Teachers College Press, 1957), p.53.

[2]Ibid., pp.95-96.

[3]John L. Holland, Making Vocational Choices: A Theory of Careers, (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1973), p.2.

in greatest concert with their surroundings.[1]

Careers are also closely linked to life cycles which affect every human being. Schein's concept, as discussed in his book, Career Dynamics: Matching Individual and Organizational Needs, identifies three interactive and overlapping cycles which exert influences on the career evolution process: the biosocial cycle, the family cycle, and the work/career cycle.[2]

The biosocial cycle encompasses biological and social aging factors that dictate certain emotional and physical influences on our lives as well as cultural and societal expectations that can play a significant part in the self-development process. The family cycle contains those issues and problems that emanate from family relationships. These influences derive from the obligations, constraints, demands, and opportunities imposed by child, parent, and spouse roles. Finally, the work/career cycle is dominated by issues which emerge from and are an intricate part of the educational, occupational, and employing organizational influences which one encounters in life.

---

[1] Ibid., pp.3-4.

[2] Schein, Career Dynamics: Matching Individual and Organizational Needs, pp.17-61.

At any given point in time, the individual is confronted with various tasks from each cycle that require coping mechanisms. How the individual copes and the effectiveness with which he or she deals with the tasks will be a function not only of the relevant cycle influences, but also of the socialization and experience process that the person has undergone previously.

THE CONCEPT

Schein's concept of career anchors builds on these prior "developmental type" of theories but significantly places increased emphasis on the crucial influence of self-perceived talents and abilities based on actual work experience in addition to retaining the importance of motives and values. The concept of career anchors is not a predictive theory, but rather one that affirms the evolution, development, and discovery aspects of self-identity through interactions with the early work environments. Over time, the integration of motives, talents, and values forms a self-concept that progressively stabilizes within the person but never ceases to have the potential for further growth.

The metaphor of "anchor" is used to illustrate the tendency to be "pulled back" into ability, need, and value congruent positions whenever the individual is faced with

an organizational setting that threatens to compromise these components which are centrally important and an integral part of the person's self concept.

> The career anchor functions in the work life as a way of organizing experience, identifying one's area of contribution in the long run, generating criteria for kinds of work settings in which one wants to function, and identifying patterns of ambition and criteria for success by which one will measure oneself.[1]

ORIGIN OF THE CAREER ANCHOR CONCEPT

Schein's concept evolved from a longitudinal study of 44 M.I.T. Alfred P. Sloan School of Management alumni.[2] These subjects were studied intensively prior to graduation and once again approximately 10 to 12 years following graduation.

While initial perceptions of motives and values served as good predictors of first jobs, ultimate career choices demonstrated that discoveries about matches and mismatches between one's own needs, values, and talents and the requirements of the organization played a strong role in

---

[1] Ibid., p.127.

[2] Ibid., pp.126-172.

redefining and clarifying self-image. Thus, only through actual occupational experience is one able to arrive at a valid total self-concept which integrates abilities, motives, and values.

In conducting his investigations, Schein collected detailed job history information and focused on the reasons and explanations for the career choices and decisions made by the study panelists. In examining these reasons, a pattern of responses became evident that provided a logical rationale for the reasons cited. The concept of a career anchor thus emerged as a means of explaining the patterns of responses.

In summary, Schein states:

> Career anchors clearly reflect the underlying needs and motives which the person brings into adulthood, but they also reflect the person's values and, most important, discovered talents. By definition there cannot be an anchor until there has been work experience, even though motives and values may already be present from earlier experience. It is the process of integrating into the total self concept what one sees oneself to be more or less competent at, wanting out of life, one's value system, and the kind of person one is that begins to determine the major life and occupational choices throughout adulthood. The career anchor is a learned part of the self-image, which combines self-perceived motives, values and talents.[1]

---

[1] Ibid., p.171.

CAREER ANCHOR CATEGORIES

In the study dealing with 44 M.I.T. Sloan School graduates, five anchors or common themes in what people sought most in their careers became evident. The anchors and the distribution were:

Career Anchor	#	%
1. Managerial Competence	8	18
2. Technical/Functional Competence	19	43
3. Security and Stability	4	9
4. Creativity	6	14
5. Autonomy and Independence	7	16
Total	44	100

The same categories were also sufficient to classify 37 M.I.T. Sloan Fellows (mid-level, high potential managers from industry and government) informally studied by Schein in 1975, 20 executive level managers in attendance at the M.I.T. Sloan School Senior Executive Program in a 1976 investigation performed by Hopkins and 28 program managers in the aerospace industry examined by Hall and Thomas in

1976.[1]

Schein has also suggested the possibility of additional anchors and has proposed that prime candidates may well include:

- Basic Identity
- Service to Others
- Power, Influence and Control
- Variety

In a 1980 study of 20 women executives, Huser found evidence for a tenth anchor which she labelled "family."[2] Persons in this classification place family concerns in the top position of their need hierarchy and frequently view their career endeavors simply as "jobs" with family always taking precedence when conflict threatens their "internal" order or value.[3]

---

[1]Arthur D. Hopkins, "Managers at Mid-Career: Where Are They Going?" Master's Thesis, M.I.T. Alfred P. Sloan School of Management, June 1976; and Grover W. Hall, Jr. and Frank Joseph Thomas, "The Impact of Career Anchors on the Organizational Development of Program Managers in the Aerospace Industry," Master's Thesis, M.I.T., Alfred P. Sloan School of Management, June 1976.

[2]Eleanor Ann Ward Huser, "The Motivation of Managers: A Study of the Basic Motivations that Determine the Career Decisions of Female Executives," Master's Thesis, M.I.T., Alfred P. Sloan School of Management, June 1980, pp.12-14.

[3]Ibid., pp.12-13.

CAREER ANCHOR DESCRIPTIONS

- MANAGERIAL COMPETENCE

People in this category exhibit a strong desire to climb the corporate general management ladder. Their ultimate objective is management per se and the responsibility which accompanies general management positions. Technical or functional competence is viewed only as a necessary interim stage while their perception of required competence lies in a blend of analytical, interpersonal, and emotional skills. They are willing to accept challenge, crisis, group conflict and work under conditions of incomplete information and high uncertainty. Success and achievement is measured by advancement, rank, responsibility, leadership opportunities, control of an organization, and income.

- TECHNICAL/FUNCTIONAL COMPETENCE

For individuals anchored in technical/functional competence, actual work content becomes a primary concern and chief area of interest in formulating career decisions. Feelings of well being and competence are more closely aligned with subject or discipline proficiency rather than management per se. As a result, recognition of expertise

and the satisfaction obtained by overcoming increasingly challenging work in one's chosen area are great sources of pride and achievement and key measures of success along with advancement and monetary rewards.

- SECURITY AND STABILITY

The primary concern of people in this anchor category is career stability and/or security. This need can be manifested in at least two ways. For some, the central theme involves the security and stability that accompanies membership in the firm or organization. For others, the needs tend to be more geographically based and involve the feelings and comfort associated with settling down, stabilizing family, and establishing community ties. In both instances, the driving or constraining forces are tied to a personal sense of security, certainty, and future predictability.

- CREATIVITY

Individuals anchored in creativity are dominantly influenced by a motivation to build, create, invent or produce something of their own. In essence, they are entrepreneurial by nature and are driven by the need to demonstrate

self-extension through their occupational efforts. Their measure of success is personalized independent accomplishment, whether it be a product, process, wealth, or enterprise so long as it is of their creation.

- AUTONOMY AND INDEPENDENCE

In this category, emphasis is on personal freedom which can be expressed in any number of ways. Members of this group manifest an overriding desire to be on their own, establish their own lifestyle, set their own pace, work habits, and schedules. The autonomy seeker will strive to minimize organizational constraints in pursuit of his or her perceived competences. Success and achievement is related to being the master of one's own fate and in total control of personal and occupational efforts.

Schein has described the dominant characteristic of his hypothesized anchors in the following manner:

- BASIC IDENTITY

The need to be associated with a firm or occupation which externally or visibly enhances or substitutes for self-definition.

- SERVICE TO OTHERS

The drive to express needs, talents, and values through efforts designed to assist others; high dedication to cause.

- POWER, INFLUENCE AND CONTROL

The requirement to be in a position that has strong influence on others, simply for the sake of exercising that influence.

- VARIETY

The centrally important theme would involve the diversity of challenges and the need to maintain flexibility of responses.

CHAPTER III

MANAGERS AND ORGANIZATIONS

MANAGERS

Until recently, the most widely held views of organization managers were those provided by David Reisman and William H. Whyte, Jr. in their respective books, The Lonely Crowd and The Organization Man.[1] Although their analyses differed somewhat as to cause and effect, both found that managers of the late 1940's and early 1950's in the United States were, remarkably, of a single type: other-directed, security and stability seeking, people-oriented, conforming bureaucrats quite content to preserve the status quo of their establishments.

Other researchers such as Erich Fromm, C. Wright Mills and Alan Harrington reached similar conclusions about

---

[1]David Reisman, The Lonely Crowd: A Study of the Changing American Character, (New Haven, CT: Yale University Press, 1950) and William H. Whyte, Jr., The Organization Man, (New York: Simon & Shuster, 1956).

the relative homogeneity of this group upon which were based gloomy predictions that business and government managers of the 1960's were likely to be even more devoid of individualism, highly risk averse, non-innovative, fearful, submissive and definitely unwilling to rock the organization boat.[1] However, Michael Maccoby's study of managers in fast growth, technologically driven, highly competitive national and multinational corporations conducted in the early 1970's, revealed results substantially different than his predecessor's forecasts.[2] Whether sparked by societal changes, the new wave of technological innovation, increased competition, or other factors, the 250 managers surveyed by Maccoby did not fit the tight mold of the previous generation.

What Maccoby found were four distinct types of managers, each with their own individual orientation to work, a unique value system, and a particular sense of self-identity. Maccoby names these four psychological types: the "company man," the "craftsman," the "jungle fighter,"

---

[1]Erich Fromm, The Sane Society, (New York: Rinehart, 1955); C. Wright Mills, White Collar: The American Middle Class, (New York: Oxford University Press, 1951); and Alan Harrington, Life in the Crystal Palace, (New York: Knopf, 1959).

[2]Michael Maccoby, The Gamesman, (New York: Simon & Shuster, 1976), pp.46-49.

and the "gamesman."[1]

- THE COMPANY MAN

Similar to Whyte's Organization Man in many respects, the company man's primary sense of identity is derived from being part and parcel of the organization. Individuals in this group tended to be very concerned with security and stability, displayed keen interest in the people side of issues, were usually extremely loyal and dedicated to the organization's goals, and demonstrated high levels of co-operation in working with peers, subordinates, and superiors.

- THE CRAFTSMAN

The craftsman, as described by Maccoby, is primarily interested in the process. Such individuals know or sense their technical and functional limits and as a result tend to work only in areas that are of high self-interest. They are creative and professional within their selected disciplines and appear more comfortable in small groups or working independently. In large organizations they frequently seek out a niche which is congruent with their beliefs and values.

---

[1]Ibid., pp.50-120.

- THE JUNGLE FIGHTER

Individuals who fit this category tend to be extremely progressive and display strong entrepreneurial drives. They admire and strive for power and control, like to dominate, exude self-confidence, and have a strongly independent sense of identity. Life is viewed as a jungle and survival is the prime motivation. As a result of this perspective, the jungle fighter is a calculating, risk taking, highly aggressive and frequently ambitious individual who sees the end as justification for the means. In organizations, such individuals often represent negative and destructive forces if they are allowed to function without checks and balances.

- THE GAMESMAN

Maccoby describes the gamesman as the new breed of organization manager who is motivated and stimulated by the challenge, variety, and competitive aspects of the "game" of management. These people thrive on leadership, delight in strategy formulation and implementation, are willing to take risks and normally demonstrate an enthusiastic and energetic approach to their work. Often impatient with others, they relish creativity, enjoy team building, and are capable of flexible behavior in adjusting to change. Success is

measured by winning.

Perhaps Maccoby's key finding is not in the identification of the types of managers or their characteristics, but rather in convincingly establishing that managers are not a homogeneous commodity. Individuals exhibit differing self-images which, to use Schein's concept of career anchor, are based on their perceptions of their own motives, talents and values.

Most large organizations require a blend of inputs. In this regard, the organization that recognizes that individuals are complex organisms with varying needs, will be in a better position to identify those needs and design and implement a matching process to yield maximum individual and organizational effectiveness.

ORGANIZATIONS

Western society is dominated by organizations which are complex social systems. The vast majority of people in our country work in formal organizations which have been defined as the "planned coordination of the activities of a number of people for the achievement of some common, explicit purpose or goal, through division of labor and function,

and through an hierarchy of authority and responsibility."[1] Organizations result whenever an objective calls for the joint effort of two or more individuals. Formal business and government organizations develop structure based on their internal characteristics and their relationship with the environment.

Organizational situations, goals, and tasks are today, more than ever before, complicated, technical, and unpredictable. Actions and responses which are the objectives of organizational coordination, require the collaboration of many persons and cannot flow from any one person. This requirement for collaboration leads, in turn, to larger scale organizations which are often accompanied by feelings of remoteness, impersonalness, isolation, and conformity.

As Argyris has noted:

> As one observes them (large organizations) they seem to be composed of human activities on many different levels of analysis. Personalities, small groups, inter-groups, norms, values, attitudes all seem to exist in extremely complex multidimensional patterns. The complexity at times seems almost beyond comprehension. Yet it is this very complexity

---

[1]Edgar H. Schein, Organizational Psychology, Third Edition, (Englewood Cliffs, N.J.: Prentice Hall, Inc., 1980), p.15.

> that is, on one hand, the basis for understanding organizational phenomena, and on the other, that makes life difficult for the administration.[1]

Cox indicates that modern organizations are characterized by four attributes:

- The organization is flexible
- The organization is future-oriented
- The organization is secularized
- The organization makes only a limited claim on its members.[2]

The second characteristic listed above would suggest that organizations are not bound or strongly influenced by ritual or tradition and that organizations use capabilities as dictated by the situation. Yet Van Maanen, Schein and others have found indisputable evidence of organizational socialization processes that perpetuate organizational cultures and sub-cultures.

---

[1]Chris Argyris, Integrating the Individual and the Organization, (New York: John Wiley & Sons, 1964), p.11.

[2]Harvey Cox, The Secular City, (New York: Macmillan Company, 1966), p.173.

Such cultures

> ...consist broadly of long-standing rules of thumb, a somewhat special language, an ideology that helps edit a member's everyday experience, shared standards of relevance as to the critical aspects of the work that is being accomplished, matter-of-fact prejudices, models for social etiquette and demeanor, certain customs and rituals suggestive of how members are to relate to colleagues, subordinates, superiors, and outsiders, and a sort of residual category of some rather plain "horse-sense" regarding what is appropriate and "smart" behavior within the organization and what is not.[1]

Although organizational culture can change over time, it also possesses a certain amount of stability which can last throughout the organization's life cycle. This culture is as much a part of the organization as its structure and is an important factor in an individual's socialization process that eventually leads to a perceived self-image. This perceived self-image, in combination with the perspective that one forms toward the organization, can have significant career implications.

This chapter and the preceding ones have attempted to provide a rationale and theoretical framework for

---

[1]John Van Maanen and Edgar H. Schein, "Toward A Theory of Organizational Socialization," Research in Organizational Behavior, Vol. 1, ed. Barry Stow, (New York, JAI Press, Inc., 1979), p.210.

examining the career behavior of organization managers. The following chapter outlines the research methodology utilized in studying 20 mid-level managers from the world's largest corporation.

CHAPTER IV

METHODOLOGY

INTRODUCTION

This chapter describes the reasoning and judgment applied in selecting the personal interview technique as the primary data collection vehicle employed in the study and coupling it with the use of a Career Orientation Inventory Questionnaire[1] to enhance the career evolution fact finding process. It also outlines the rationale for designating the study population and choosing the study sample of 20 individuals from among the population. Finally, the chapter includes a review of the actual interview procedures followed in refining and administering the interview and questionnaire phase of the thesis endeavor.

---

[1]The Career Orientation Inventory Questionnaire was developed jointly by T. J. DeLong at Brigham Young University and E. H. Schein at the Massachusetts Institute of Technology during 1979-1981.

DATA GATHERING ALTERNATIVES

Faced with the challenge of obtaining detailed information on the career evolution of individuals in the designated study population and recognizing the need to pursue the reasons, judgments, and perceptions that guided and influenced their career choices, four major alternative methods appeared to offer possible data collection means consistent with the thesis intent and time frames available. These included:

1. Questionnaires
2. Personal Interviews
3. Telephone Interviews
4. Some combination of the above vehicles

While each possibility offered a number of advantages and disadvantages, the personal interview technique was eventually selected as the primary data gathering mechanism for the following reasons:

- Although a smaller sample size could be adequately investigated within the time constraints imposed, the use of an interview offered the immediate ability to probe responses in order to confirm understanding,

obtain clarification, and, in general, better explore the motivations, values, perceptions, and thought processes behind any themes or patterns that emerged in the course of discussions.

- Personal experience strongly suggested that face-to-face interviews which permitted the opportunity to observe "body language" or kinesics[1] could add significant informational content (in the form of physical information) to verbal messages received.

- On-site interviews would permit direct observation of the individual on his or her "home turf" and the normal career setting might also provide additional insight as well as a more relaxed atmosphere for the exchange of often highly personal information.

- Purely subjective reasoning supported the concept that greater openness and candor could be achieved through personal contact but this

---

[1]R. L. Birdwhistell, An Introduction to Kinesics, (Louisville, KY: University of Louisville Press, 1952).

conclusion is admittedly open to conjecture and debate.

- The personal interview appeared to present a superior learning mechanism because of the interactive, first-hand nature of the contact.

- Perhaps the overriding factor in selecting the personal interview was the previous success reported by Anderson and Sommer[1] in their 1980 research involving the career evolution of Sloan Fellows.

THE INTERVIEW GUIDE

Having selected the personal interview as the primary data collection vehicle, an interview guide was prepared based largely on materials developed by E. H. Schein in his book, Career Dynamics: Matching Individual and Organizational Needs.[2] While this approach relied heavily on

---

[1]Matthew E. Anderson and Frederick F. Sommer, "Career Evolution of Sloan Fellows," Master's Thesis, M.I.T., Alfred P. Sloan School of Management, June 1980.

[2]E. H. Schein, Career Dynamics: Matching Individual and Organizational Needs, (Reading, MA: Addison Wesley, 1976), pp.257-262.

structured questions designed to obtain raw biographical career data, it also permitted the flexible and liberal use of open-ended inquiries and listening responses that could be inserted by the interviewer to elicit additional information that might provide insights regarding self-image or concept that had exerted a significant influence or constraint on a person's career choice.

In addition to the interview guide, certain demographic data requirements were identified by a panel of students who had opted to engage in similar career evolution research.[1] By mutual agreement, each student agreed to obtain similar data in his or her efforts and pool the results. This information would then be available to the Organizational Studies Department of M.I.T. for additional analysis. The interview guide can be found in its entirety in Appendix A.

TRIAL OBJECTIVES

The initial version of the interview guide was tested on two manager acquaintances who, by personal knowledge and

---

[1]Approximately 12 graduate students at the Sloan School of Management of M.I.T. were engaged in similar research as part of a structured thesis option.

experience, could be relied upon to provide constructive criticism and feedback as required. The testing phase was designed to determine the appropriateness, clarity, and flow of the questioning process, especially as it applied to single employer/career employees and to assess the interviewer's ability to obtain the desired type of career information. In addition the trial also afforded the opportunity to become more familiar and comfortable with the interview process, develop some expertise in leading and guiding discussions, and gauge the amount of time required for future interviews. To aid the analysis, the trial sessions were tape recorded for review and critique. However, consensus among the participants suggested that the actual sessions would be less inhibited if taping were omitted.

TRIAL RESULTS

The results of the trial interviews were informative and encouraging. Although a number of minor changes in question wording and sequencing were suggested and incorporated into the interview guide to improve continuity, the test interviews produced relevant data that strongly supported the existence of career anchors as depicted in Schein's classification. In both instances, the discussions revealed a set of self-perceived talents, motives, and values that appeared

to exert a dominant influence or constraint on the respondent's career decisions. Furthermore, the respondent and interviewer were able to mutually agree, after reviewing the career history summary information, on the dominant career anchor classification.

Although the trial interviews exceeded two hours, respondents and interviewer agreed that two hours would allow sufficient time for the task without trial-related discussions.

THE CAREER ORIENTATIONS INVENTORY

Neither trial respondent had previously been exposed to Schein's career anchor theory and, by design, no discussion regarding this material was held with either person prior to the interviews. The interviewees were told only that the thesis involved a study of managerial careers (i.e., how they evolved, individual preferences, requirements, satisfactions, etc.).

At the conclusion of the interview phase (but before any trends or patterns were discussed) each trial participant was asked to complete a brief document entitled "A Career Orientation Inventory." The Orientation Inventory (Appendix B) exercise was developed jointly by E. H. Schein of M.I.T. and T. J. DeLong of Brigham Young University in 1979-1981.

It is designed to assist an individual to determine the criteria by which they have evaluated previous career decisions and which they are likely to identify and rely upon in the future in making similar career choices. It directs an individual to assign a scaled numerical value to each of 41 career decision criteria and can be scored in a matter of minutes following completion.

Both respondents expressed the opinion that this exercise helped to crystallize the career anchor concept and facilitated follow-up discussions. At their urging, the Inventory was incorporated into the data gathering phase. Its inclusion would also permit a comparison of results in an effort to validate the interview findings or explore areas of inconsistencies.

STUDY POPULATION CRITERIA

To provide greater focus to the investigation, the study population was defined using three basic parameters. These were:

1. Employer
2. Employee classification
3. Duration of employment service

A discussion of each is presented below.

- EMPLOYER

Since a primary thrust of the study was to examine how careers evolved when individuals opted to remain with a single employer throughout their life's work, it seemed logical to confine the population to a single firm that displayed a high incidence of career employment. In this regard the Bell System enjoys a widespread reputation in American business circles for retaining its personnel.

The Bell System is also the world's largest corporation in terms of employees and assets. In addition to the parent company, American Telephone and Telegraph, the System consists of twenty-two operating telephone companies, Long Lines, Western Electric, Bell Laboratories, and several smaller subsidiaries. However, despite its diversity of disciplines and geography, the homogeneity of its culture, people, and personnel practices are well established.

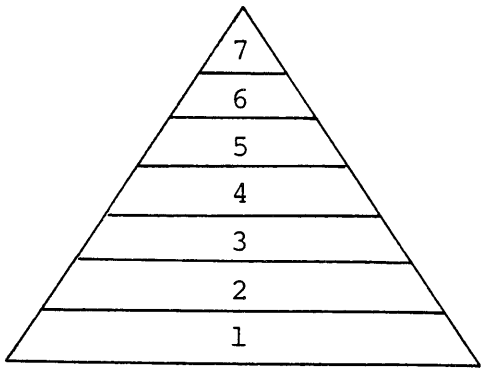
For the above reasons and because, as a fellow employee, access to people would be facilitated, the study population was confined to Bell System personnel. To limit travel and time requirements, the population was further narrowed to two of the 22 operating telephone companies, and to personnel from those companies who were presently assigned to the parent firm on a rotational (2-5 year temporary) basis. Restricting the population to two companies was done

with the full recognition that any findings would not be necessarily indicative of the population as a whole, but such was not a primary matter of concern.

- EMPLOYEE CLASSIFICATION

The population was further delineated by including only managerial personnel who were currently in positions classified as "Division Manager" assignments according to Bell's management hierarchy. This restriction served several purposes.

First, it permitted a clearer focus on management personnel who had been successful in attaining an upper mid-level management position. In both companies, management jobs were structured according to a seven level hierarchy as illustrated below, with selected levels encompassing more than one salary grade.



President
Vice President
Asst. Vice Pres.
Division Manager
District Manager
Manager
Supervisor

Because the targeted population was managerial in nature, a few employees were excluded from the group because their primary function did not correspond with the desired selection criteria. Examples were doctors and lawyers who were classed as fourth-level managers but were engaged exclusively in the practice of medicine and law.

The second factor which strongly influenced the choice of this group of managers was the variety and richness of their occupational experiences. Typically, each person would have had at least two assignments at each subordinate level. Personal knowledge also suggested these assignments often varied considerably and encompassed several different business and functional disciplines.

A third rationale for the management selection criterion was the possibility of comparing findings with that of previous research conducted by faculty and students at M.I.T.

- DURATION OF EMPLOYMENT

In order to confine the study population to those individuals who demonstrated career employment tendencies, a period of 15 years of continuous service was arbitrarily designated as a sufficient period of time to satisfy this criterion. The population was therefore limited to those

managers who commenced employment with Bell no later than the end of 1967 and would achieve at least their 15th service anniversary in calendar 1982.

THE STUDY POPULATION

Applying the criteria previously outlined to the fourth-level management organizations of the designated companies resulted in a study population of 214 individuals. Of these, 120 were from Company "A", while the remaining 94 were employed by Company "B". Tables IV-1 and IV-2, on the following pages, depict a breakdown of the population by company, age, and department.

SAMPLE SELECTION

A sample of 24 individuals was selected at random from the population of 214 managers. Each individual chosen was contacted by telephone at his or her place of employment and asked if he or she would participate in a thesis research project dealing with managers and the career evolution process. The potential respondents were informed that their involvement would be limited to an interview of approximately two hours in duration in which they would be asked to describe their careers, identify various major career decisions

TABLE IV-1

POPULATION DISTRIBUTION BY DEPARTMENT AND AGE

COMPANY "A"

DEPARTMENT	AGE						
	39 & Under	40-44	45-49	50-54	55-59	60 & Over	TOTAL
1	0	5	3	2	3	0	13
2	0	1	2	3	6	3	15
3	1	3	3	5	6	3	21
4	2	8	6	1	4	2	23
5	0	0	1	5	6	2	14
6	0	1	2	4	2	2	11
7	2	3	1	2	5	2	15
8	2	1	0	3	1	1	8
TOTAL	7	22	18	25	33	15	120

TABLE IV-2

POPULATION DISTRIBUTION BY DEPARTMENT AND AGE

COMPANY "B"

DEPARTMENT	AGE						
	39 & Under	40-44	45-49	50-54	55-59	60 & Over	TOTAL
1	1	3	1	2	3	2	12
2	0	1	2	2	2	1	8
3	0	4	2	2	2	1	11
4	3	7	4	4	2	0	20
5	0	1	2	4	1	3	11
6	1	0	2	2	2	3	10
7	2	1	2	2	2	3	12
8	2	2	1	2	3	0	10
TOTAL	9	19	16	20	17	13	94

or choices they had made, and talk about the reasons for the choices. The respondents were further promised that responses would remain anonymous and confidentiality would be strictly maintained.

Two individuals declined to participate citing current business pressures and 22 accepted without reservation. However, in two of these cases, mutually convenient appointments could not be arranged. As a result, 20 interviews were scheduled.

Table IV-3 on the following page provides an overview of the study sample by department and age.

INTERVIEW PROCESS

Interviews were conducted over a span of three weeks with 12 managers representing all eight departments in Company "A" and 8 managers from five departments in Company "B". In 18 instances the interviews were held at the respondent's office location. On two occasions, neutral sites were selected to ease travel and scheduling arrangements which normally demanded two interviews per day. This schedule permitted adequate time for reviewing notes and preparing summary reports which served as the base documents for data analysis and findings.

TABLE IV-3

STUDY SAMPLE
DISTRIBUTION BY DEPARTMENT AND AGE

DEPARTMENT	AGE						
	39 & Under	40-44	45-49	50-54	55-59	60 & Over	TOTAL
1	1	1			1		3
2		1		1	1		3
3					1		1
4	1	1				2	4
5				1			1
6			1				1
7	1	2		1	1		5
8	1	1					2
TOTAL	4	6	1	3	4	2	20

CHAPTER V

FINDINGS

ANCHOR ASSIGNMENT METHOD

The primary basis for assessing the respondents' career anchors was the data gathered in the interview sessions. In conducting the interviews and in analyzing the resultant data, it was necessary to be ever-mindful that subjective reports are highly susceptible to reactive biases.[1] Certainly the respondent is aware that he or she is the focus of research and it is only logical and prudent to assume that individuals may select roles that they feel are socially or culturally appropriate. For this reason, every effort was made during the interview to constantly search for clarification and understanding, to check initial hypotheses, and to ask additional questions to resolve doubts about meanings of statements especially those dealing with

---

[1] Philip J. Runkel and Joseph E. McGrath, Research on Human Behavior, (New York: Holt, Rinehart and Winston, Inc., 1972), pp.183-184.

emotional or motivational content. To further minimize the effect of bias, neither the concept of career anchors nor the proposed categories were discussed with the respondents during the interview and questionnaire process.

In analyzing the interview data, emphasis was directed at discerning consistent themes or patterns that would serve as viable and defensible explanations of the respondents' career behavior especially as it related to career decisions and actions. Only when such themes became evident was the individual's Career Orientation Inventory Questionnaire scored to determine if it confirmed or conflicted with the anchor assessment supported by the interview record.

In 15 of the 20 cases, the questionnaire score supported the interview finding. In the five remaining cases the specific questionnaire responses were reviewed to ascertain the areas of inconsistency and these were then discussed with the respondents via telephone calls.

Three of the five cases were easily resolved in favor of the interview assessment when it was determined that high scorings in the geographic security/stability component were the result of either temporary mobility constraints (e.g., child in senior year of high school) or recently finalized retirement plans. In none of these instances were the scorings attributable to a career anchor influence.

In the remaining two cases, discussions with the respondents also suggested that the interview supported findings were more accurate assessments. In each of these cases, conflicting questionnaire scores were attributed to statement misinterpretations or ambiguity.

INTERVIEW FINDINGS

Of the nine previously proposed career anchor classifications, only four were found to be represented in this study of 20 mid-level managers. The interview data indicated that 50% of the sample possessed managerial competence anchors, 35% possessed technical/functional competence anchors, and 10% and 5% were anchored in autonomy and security/stability respectively.

As expected, based on the amount of work experience of the sample population, no incidence of an undetermined anchor was evident. This finding would support Schein's contention that career anchors are formed relatively early in the occupational experience cycle.

INTERVIEW ANCHOR INCIDENCE

Anchor Classification	Frequency	% of Sample
Managerial Competence	10	50
Technical/Functional Competence	7	35
Creativity/Entrepreneurship	0	0
Autonomy	2	10
Security/Stability	1	5
Service to Others	0	0
Basic Identity	0	0
Variety	0	0
Family	0	0
Undetermined	0	0
Total	20	100

CASE STUDIES

The following pages contain four case studies drawn from the 20 interviews conducted during the thesis investigation. They are presented to illustrate the type of source data obtained and to demonstrate the anchor assessment

process. The cases presented were further selected to depict the four career anchors evidenced in the study.

To insure confidentiality, names and other unique details have been changed or omitted and, in certain instances, intentionally loose or general descriptions have been used to maintain the respondent's anonymity. However, in all cases, every effort has been made to preserve relevant career data and the participant's feelings and perceptions have been supported by specific comments whenever appropriate and possible.[1]

---

[1]Similar case summaries were prepared for each respondent. Those not included in the text of the thesis have been forwarded to Professor E. H. Schein for future reference and analysis.

CASE STUDY I -- MANAGERIAL COMPETENCE

"JIM"

PRESENT SITUATION

Jim is a very intense individual who is quite candid about his desire to progress through the management hierarchy and attain "at least a vice presidency." At 39 years of age, he is married, has two children, and lives in a fashionable suburban setting. He is currently a division level manager in charge of a centralized staff support group for field operations. He describes his job as not one of his favorites because "it's not where the real action and glory is" but a necessary interim step to "bigger and better things."

BACKGROUND AND COLLEGE

Jim grew up in a city environment where he "learned the survival game at an early age." His father worked for a small engineering firm and while the family "lived comfortably" he knew funds would not be forthcoming for a college education. To obtain money, he held a number of part-time

jobs through high school and still managed to finish third in his class of over 500. He was awarded a partial scholarship to an Ivy League university where he majored in political science with the intention of going on to law school. By the time he was a senior, however, he was "tired of school" and "anxious to do something productive." He interviewed with a number of firms and selected Bell for two reasons which he outlined as follows. First, they did not seem to place heavy emphasis on a technical background and, secondly, the idea of a "one year high risk/high reward" mutual evaluation process had "definite appeal."

WORK HISTORY

His first assignment was in the company's traffic department which he described as a "fun learning experience" because of the projects that he was given which involved analyzing force data and staffing requirements to improve and computerize operator scheduling. While he recalls liking the "practicality" of his work and the feeling that he was "making a contribution," he was also disappointed that he did not get an opportunity to "supervise and manage people" which is "what business is all about."

At the end of his "trainee year," he made his feelings about supervising known to his boss and the personnel

people and also his impressions that the traffic organization was not the "route to the top" because automation was decreasing its importance.

Jim is not certain that his input was responsible, but his next assignment was as a foreman in a residence installation and maintenance group. After a six week school to "learn the fundamentals," he was put in charge of eight installer/repairmen. Although he remembers "being a little apprehensive" because of a lack of technical knowledge, he claimed that "self-confidence was never a question." From the first day on this assignment he was "determined to be number one in terms of results" in his peer group of seven foremen -- a task he accomplished within six months.

During the 1967-1980 time frame, Jim moved through seven different line assignments in operations obtaining three promotions in the process. He received his initial district level assignment in 1974 and a division manager title in 1978. In reflecting on these jobs, Jim notes that he "loved the management game from the start." The whole process of "identifying problem areas, analyzing what had to be done, deciding on a plan of action, and implementing it was a real turn-on." He feels to have "impact and satisfaction," it is necessary to have "implementation responsibility coupled with decision making." He admits to "relishing power

and influence" and the "status" that goes with advancement.

In his second year with the company, Jim established a "time-table for measuring his progress." To date, he has met each objective and he now is working toward a general management title which he "fully expects" to achieve within the next four to five years. He stated emphatically that he "knows he is good at what he does" and would probably leave Bell if he cannot realize a vice-presidential level.

In appraising his strengths and weaknesses, Jim notes that he has been accused of "lacking sensitivity" in dealings with peers and subordinates. He counters this charge with the observation that many managers "aren't demanding enough of their subordinates." He feels that most people "want and need structure" and it's the leader's function to recognize such people and provide the necessary direction."

He also mentioned that he does not like "highly technical subject matter" and thrives on variety. He views management as a "game" with win-lose outcomes. Winners are those that "seize authority" and can "exercise power and control" in influencing others.

ANCHOR ASSESSMENT

Jim is clearly anchored in managerial competence.

Gaining increased responsibility through constant advancement is of central importance to his identity.

CASE STUDY II -- TECHNICAL/FUNCTIONAL COMPETENCE

"DAVID"

PRESENT SITUATION

David is a 58 year old Bell division manager with responsibility for engineering the outside plant cable facilities in one of his company's three operating territories. His organization consists of approximately 175 engineers, 25 supervisors, and 40 clerical and support personnel in five field offices and a regional headquarters location. He has been in his current assignment for almost nine years and had a similar assignment for six years in another territory before obtaining this job. He has been married for 35 years and has three children, all of whom are now married. He "loves his work," finds it "very challenging and satisfying" even after 35 years and really "couldn't imagine doing anything else."

BACKGROUND AND COLLEGE

David grew up in a small town in the Midwest. He

was the younger of two children. His father was a salesman and manager of an automotive dealership and his mother worked during his school years as a bookkeeper/secretary in a local insurance agency. He recalls that sometime during his high school years he became interested in engineering and decided to pursue his education at colleges that were known for their engineering schools. His first choice was Purdue but he received a partial athletic scholarship to Lehigh University and headed East in 1941. A subsequent wrestling injury kept him out of the war and in school studying electrical engineering. It was during this period that he met his "wife to be" at a neighboring college. Upon graduation, he interviewed with a number of firms, all located in the East because of his fiance's close family ties. He selected Bell Telephone because he felt it would provide "secure employment, a comfortable living standard, and an opportunity to use my newly acquired talents."

WORK HISTORY

David started with Bell in November of 1945. He recalls being one of a number of new hires in the Engineering Department but few had his "solid qualifications." His initial assignment was in a large central office design group where he quickly gained recognition for being "quite

competent and the group expert." He remembers enjoying working on "complex transmission problems" and soon became the group's chief "trouble shooter" and asked to head-up a group of transmission specialists in solving difficult field maintenance problems.

In 1950, he was approached by his boss and the division manager and told that they felt he had the potential for high level management but to progress he would need cross training in other departments. Accordingly, he was to be promoted to a second-level position in the Construction Department in charge of building and maintaining a portion of the Company's outside plant cable and wire facilities. His group consisted of 6 foremen and about 50 vocational employees.

In recalling the situation today, David admits that he had misgivings about leaving the "comfort and security" of engineering and entering the "management arena" but the opportunity was "simply too good to pass up." In describing his experience in the Construction Department, David referred to a number of problems that he encountered for the first time. "All of a sudden, I wasn't the expert and while I was capable of designing the facilities, constructing and maintaining them was a whole new ball game." David also admitted to having problems making the transition to manager. "Every

day there were people or vehicle or supply or weather or expense problems that just didn't go away -- and I didn't have the answers. In engineering, people sit down with a slide rule and paper and solved the problems. In operations, you learned quick fixes or lived with them." He remembers spending a lot of time "having to re-engineer jobs" in the field and being critical of the engineering plans he was furnished.

He remained in this job for three years. While he professes to have enjoyed it and also learned a great deal, one gets the distinct impression that he would have preferred the task of managing the design of the facilities rather than constructing and maintaining them.

In 1954, he was given a supervisory position in the outside plant engineering group which he described as "homecoming." He feels his tour in the Construction Group made him a better engineer because he was now able to combine first hand knowledge of "field operations with his knowledge of engineering." He describes his four years in this position as probably the "most rewarding of my life" in terms of career. He remembered "trying new engineering approaches," utilizing new "methods and procedures" and "using new materials," all with great success.

In 1958, he was promoted to district level and given

responsibility for the installation and maintenance of customer equipment and oversight of the central office complexes in a large metropolitan area. The job was "a very prestigous one but not my cup of tea." Although results were "certainly satisfactory," David remarked that he "always felt that the job was controlling me" and "I just didn't get the same sense of satisfaction from it that I experienced in the previous job." As he put it, "there always seemed to be 100 obstacles in the way of getting the job done right. It just wasn't something I could get my arms around and I felt removed from the action."

In 1962, company-wide reorganization created the opportunity to return to an engineering assignment at the same level. "I jumped at the chance and have never looked back." In 1965, his boss suffered a severe heart-attack and David was appointed to an acting fourth level position. Upon his supervisor's subsequent retirement, less than a year later, David was given a permanent title.

He feels the Telephone Company has been very good to him and he has "no complaints." He feels "no regrets" about not reaching officer level and is quick to suggest that his "efforts at managing outside of his real areas of competence, while interesting, weren't very satisfying."

He is a member of two organizations for professional

engineers and plans to do some limited engineering consulting work after retirement.

He is now at a point in life where relocation is "out of the question." He and his wife are well established in the community and he feels the four relocations in his career were enough.

ANCHOR ASSESSMENT

David is anchored in technical/functional competence. His central interest is engineering and managing in the engineering discipline.

CASE STUDY III -- AUTONOMY

"CARL"

PRESENT SITUATION

Carl is presently 38 years old, divorced, and the father of two children whom he sees about six times a year. He is an instantly likable, outgoing individual with a good sense of humor. He now lives alone in a fashionable suburb of a large city and maintains a vacation home at the shore where he can "get away from it all." In his present position, he is responsible for defining, selling, implementing and supporting a new mechanized sales and financial results system to be used in conjunction with a major new product line about to be introduced. In his words, "I'm doing my own thing -- combining several areas of interest in a project over which I've really been given complete freedom. Of course accountability accompanies the charge, but that doesn't bother me as long as its something that's under my direction." His organization includes about 20 subordinates.

BACKGROUND

Carl grew up, as an only child, in an upper middle class family in a large city. His father, a civil engineer by training, owned and managed a small contracting company engaged in the construction of office complexes and light industrial plants. Carl's mother worked part-time in the business doing bookkeeping and secretarial tasks.

COLLEGE

Upon graduation from high school, Carl recalled that he really had no idea of what he wanted to do in life, but he knew "I could not work for my father. I needed to do something on my own and as long as my father ran the business, I'd never get that opportunity."

At his father's prodding and insistance, he enrolled in an electrical engineering curriculum at a college not far from home but "far enough for freedom and independence" and graduated with a B.S. degree in 1964. By his sophomore year, however, he knew there was "no chance I'd stick with engineering as a career."

Married during his senior year in college, he received job offers from both his father and his wife's father who was also a successful independent businessman. He turned down

both and went to graduate school because "I don't like taking orders or being told what to do. If you couple those items with family ties, the situation would be intolerable."

WORK HISTORY

After receiving his MBA degree from a prestigious Eastern University in 1966, he accepted a position with Bell in the firm's management development program. His first assignment was in the Accounting Department as a supervisor in charge of a billing unit. He admits to hating the work because it was so "regimented and routine." Every conceivable problem had already been encountered and "there was a procedure for handling it." He recalls that he often wonders why they kept him on the payroll because "I was a definite smart-ass, always questioning why we had to do things the same way. My only redeeming quality was my ability to produce results. Subordinates seemed to like me and responded accordingly." He was able to implement a "lot of changes that worked better than the old system." He recalls having problems with bosses but eventually reached an understanding with them. "As long as I gave them results, they would stay out of my hair."

After several Accounting Department assignments in field and staff jobs, Carl was transferred to Marketing in

the early 1970's. He recalls that "it was a real break because it was an area where it was perfectly acceptable to be different and try new approaches." Inventiveness and creativity were positive characteristics and "I had the freedom to run the organization my way." He noted that he probably would have left Bell if such an opportunity hadn't become available stating that "I was really beginning to feel constrained by the organization and its structured methods."

Carl has remained in the Marketing arena since 1971 and has basically been satisfied with his assignments and his career progression. Whether in staff or line assignments, he has found the jobs to be stimulating and "free from prescribed ways of doing things." The jobs have afforded an opportunity to be "independent" and are without "much direction" or "hovering supervision."

He's convinced the divorce situation was predominantly his fault. "I get caught up in things and it really didn't matter that my wife didn't understand or share my enthusiasm." He admits to being selfish in many respects, somewhat of a loner, and having a fairly wide range of interests.

After his divorce, Carl went through a period of soul searching in which he spent a lot of time trying to understand himself. He now feels that he has a "handle on life."

He has readjusted his goals. "Getting to the top isn't very important any more." He feels he has been quite fortunate in having had recent "project type" assignments that permit a lot of freedom, the ability to travel, and "do things that are interesting." He hates being "tied down" and feels that he would leave the Bell System if "really constrained" by the job, boss, or organization. While he has thought of starting his own business (consulting), he occasionally has doubts about the self discipline required for such a venture.

He likes the ability to establish his own priorities and schedules and summed up his present life philosophy in the following manner. "Right now I enjoy what I'm doing. If things change tomorrow, I have enough confidence to look for something else. I have few obligations and I want to spend my life doing things that appeal to me. That's how I get true satisfaction."

ANCHOR ASSESSMENT

Carl is strongly anchored in autonomy. His over-riding concern is the freedom and independence to pursue those things that appeal to him at the moment.

CASE STUDY IV -- SECURITY/STABILITY

"MARK"

PRESENT SITUATION

Mark is a 55 year old division manager in his company's public relations department and is responsible for internal and external corporate communications. He has been married for 30 years, has two married daughters and has lived in a beautifully refurbished 18th century farmhouse on the outskirts of an eastern city for the past 13 years. He approaches his job with a great deal of "dedication, integrity and company loyalty," and with the "full realization that further advancement is not in the cards." He feels very positively about his career and "the way the company has treated him."

EARLY YEARS

Mark and his wife spent their childhood years within a few miles of their present home and actually met during grade school. Mark's parents both worked for "the company"

and he felt it was "just natural that he should as well." He attended a small private college not far from home where he majored in psychology, graduating in 1947. After three years in the Army, he applied for a job at Bell and about "three other major firms with solid credentials as stable employers." He selected Bell over two other offers because they were "a known commodity" and had a good "reputation for treating people fairly."

WORK HISTORY

Mark was placed in the company's student management program and spent his first two years rotating through four or five departments where he was "exposed to the workings of the business." During this period he observed that district level managers "really had made it" in the sense of achieving responsibility, respect, status and a comfortable standard of living. Accordingly, he established one of these assignments as his "personal career objective."

His first real jobs were in the commercial and traffic departments as a first level group manager. He describes both of these initial attempts at management as very "satisfying" because of the realization that he "related well with people" and the jobs were "structured in such a manner that results were quickly available as feedback."

In 1954, he was reassigned to a staff position as an assistant manager of a "methods and procedures" group whose sole purpose was to provide field support. In reflecting on this job, Mark mentioned that it was a "real let-down" after his line jobs. "The impact of actions and decisions just weren't as noticeable or satisfying" but he "realized the job was important to the company."

In 1958, Mark was promoted to a district level assignment that required a relocation. He noted that he had realized early in his career that transfers would probably be required but the "impact didn't sink in until he told his wife." He recalls that the adjustment to their new surroundings was "difficult" for both of them, but especially for his wife whom he described as a "rather shy, non-outgoing individual."

While Mark enjoyed the status and responsibilities of his new job he regretted the amount of time that it required. Travel commitments to outlying locations kept him away from home and he "felt guilty" about not spending more time with his wife and family.

It was at this time that he "made a conscious decision "that he was not" willing to make the sacrifices "required to reach the top echelons of management." He also admitted to having some doubts about the "desire and drive"

necessary for such jobs now that he had attained a middle management position and was making a "very comfortable living."

In 1961, when a similar position became available "closer to home," he actively pursued it but found "the company had other plans which he readily accepted."

In 1964 mark returned to an assignment at the headquarters location which he described as "homecoming" for him and his wife. Since that time he has had four different assignments, the third being a promotion to a division level which came as "kind of a surprise" considering "I had clearly told the hierarchy that I was no longer mobile."

Mark continues to work hard at his job in an attempt "to do right by a company which has been very good to me." He and his wife have established deep roots in their community, are members of several civic, social, and charitable organizations, and are "quite comfortable."

In looking back over his career, Mark indicates the key factor was "coming to grip with what I really wanted out of life." Once I realized that things like family and stability were more important than titles and power, life has been much easier "for all of us."

ANCHOR ASSESSMENT

Mark's career anchor is stability.

A WORD OF CAUTION

It should be noted that while the sample population has been classified for purposes of findings by dominant career anchor category, such typing or classification can be extremely misleading. The reader should keep in mind that all human beings share certain traits and characteristics and all of the managers studied possessed a high degree of managerial competence just as they similarly possessed certain technical/functional skills, and psychological needs for security, stability, independence, etc. Career anchor classifications cannot be equated with "goodness" or "badness" nor do they imply anything about the individual's performance level. No typology of character is fully satisfying or sufficient as a means of truly understanding any particular individual. While typologies may increase understanding, they should be recognized as conceptual tools and not serve to limit capacity to experience the uniqueness of people.

QUESTIONNAIRE RESULTS

Table V-1 on the following page shows the Career Orientations Inventory Questionnaire scores of the 20 study panel participants. While the distribution differs somewhat from that identified in the interview process, the managerial

TABLE V-1

SAMPLE POPULATION DATA

PARTICIPANT	AGE	SEX	YEARS OF SERVICE	CAREER ANCHOR INDICATION: INTERVIEW ASSESSMENT	CAREER ORIENTATIONS INVENTORY SELF-RATING: T/F	MGR	AUT	SEC 1	SEC 2	SER	I/O	VAR	ENT
1	61	M	35	Managerial	2.2	5.6	2.8	4.0	1.3	4.8	4.2	4.8	3.6
2	42	M	19	Tech/Funct.	4.4	4.6	3.0	2.7	1.0	4.4	3.4	4.0	4.0
3	38	M	16	Autonomy	1.2	4.4	4.6	2.0	3.3	4.2	3.0	3.8	3.6
4	50	M	27	Tech/Funct	4.4	4.2	3.6	3.3	3.7	4.4	3.0	4.0	3.6
5	44	M	21	Managerial	1.0	5.4	4.8	3.7	3.3	3.8	3.2	3.8	3.2
6	47	M	23	Autonomy	3.2	4.6	4.4	4.3	2.3	4.0	4.0	4.0	3.8
7	41	F	20	Managerial	1.4	5.6	2.8	1.7	4.0	4.8	3.8	4.8	4.4
8	60	M	34	Managerial	2.2	5.2	3.6	4.3	2.3	3.9	4.2	3.6	3.0
9	38	M	16	Managerial	1.4	5.8	3.4	3.0	3.0	4.0	4.0	5.4	4.2
10	41	M	19	Managerial	1.6	5.0	3.8	2.0	5.3	4.6	3.6	4.8	3.8
11	55	M	31	Stability	2.4	4.4	3.6	3.0	6.0	4.4	3.8	4.8	4.6
12	42	M	17	Tech/Funct.	3.8	4.8	2.8	3.0	2.0	4.0	3.0	3.8	3.8
13	44	M	21	Managerial	3.8	4.8	3.6	3.7	3.0	3.8	3.2	4.2	4.2
14	39	M	18	Managerial	2.0	5.0	1.8	3.0	1.0	2.6	2.8	2.6	2.0
15	57	M	32	Tech/Funct.	4.4	4.4	3.4	4.3	5.0	3.2	2.8	3.8	3.0
16	54	M	30	Managerial	3.2	4.8	3.2	3.0	3.3	3.2	2.6	3.8	2.6
17	56	F	32	Managerial	2.8	4.2	3.4	3.0	3.3	4.0	3.4	4.0	2.6
18	54	M	29	Tech/Funct.	4.0	3.8	2.8	4.0	4.0	3.0	3.4	3.0	2.4
19	58	M	34	Tech/Funct.	4.2	4.2	3.0	4.0	4.7	3.8	3.2	3.4	2.8
20	39	F	15	Tech/Funct.	4.2	4.0	3.2	3.7	4.0	3.0	3.2	2.8	2.2
				Average Score	2.9	4.7	3.4	3.3	3.3	3.9	3.4	4.0	3.8

LEGEND:

T/F - Technical Functional
MGR - Managerial
AUT - Autonomy/Independence
SEC 1 - Security/Job Stability
SEC 2 - Security/Geographic Stability
SER - Service/Dedication to a Cause
ENT - Entrepreneurial/Creativity
I/O - Identity/Occupational-Organizational
VAR - Variety

competence anchor was again dominant and 12 of the respondents exhibited their highest score in this category. One individual scored highest in autonomy, one in technical/functional competence and four listed security/stability as their highest ranked category. The remaining two individuals had multiple categories with equally high scores; one person assigning identical values to technical/functional competence and service to others while another attributed equal values to technical/functional competence and organizational and geographic stability/security.

- VARIETY ORIENTATION

No individual recorded his or her highest career orientations score in the basic identity (individual or organizational), variety, or entrepreneurship/creativity categories. However, it is interesting to note that the overall variety average score was 4.0 across all 20 respondents which was second only to the average managerial competence score of 4.7. Furthermore, the average variety score of the ten managerial competence anchored individuals was 4.2 versus a 3.8 average variety score for those with all other anchor dispositions. Seven of the managerial competence anchored individuals rated variety as their second highest orientation category.

These statistics would appear to strongly support a high positive correlation between managerial competence and variety and lend additional credence to DeLong's findings that variety is closely clustered with managerial competence and, hence, individuals may be pulled toward general management partly because management provides greater job variety.[1] On the other hand, individuals in this study who were anchored in technical/functional competence exhibited a much lower variety orientation, averaging only 3.5 or nearly 17% below their managerial competence counterparts; indicating a lower need for variety in their occupational endeavor.

- SERVICE TO OTHERS ORIENTATION

A rather surprising finding was the high scores of the respondents in the "service to others" category. Although only one individual recorded a highest score in this category, the average for the group as a whole ranked third overall at 3.9, just below the 4.0 average for variety and 4.7 for managerial competence.

---

[1]Thomas J. DeLong, "The Career Orientations of MBA Alumni: A Multidimensional Model," Career Issues In Human Resource Management, ed. Ralph Katz, (Englewood Cliffs, N.J.: Prentice Hall, Inc., 1982), pp.59-61.

In postulating the "service to others" anchor, Schein considered that this category might well apply to social workers and individuals associated with certain aspects of medicine, teaching, and the ministry where people are often highly dedicated to causes and helping others.[1] The high scores of Bell System Managers suggests that this category might also encompass individuals from institutions with long standing records of a high "service commitment" to customers and the public such as utilities. It would certainly appear that the managers sampled have absorbed a portion of the Company's culture epitomized by Normal Rockwell's famous painting of Angus MacDonald in "The Spirit of Service." This would also suggest that organizational culture is transmitted through a socialization process and can influence the formation of career anchors.

---

[1] Edgar H. Schein, Career Dynamics: Matching Individual and Organizational Needs, (Reading, MA: Addison-Wesley, 1978), p.170.

DEMOGRAPHIC DATA

- AGE

Nine of the respondents interviewed were 50 years of age or more. Of these, four exhibited managerial anchors, four demonstrated technical/functional anchors, and one was anchored in stability/security. As a group, these indivi-viduals scored higher in both organizational and geographic stability than their younger counterparts. The average organizational security rating was 3.7 versus 3.0 for the under 50 age group and the corresponding scores on the geographic stability component were 3.7 versus 2.9.

The above data would appear to indicate that the career anchor concept has application at the later stages of one's career. However, the higher security/stability scores may not be truly reflective of security/stability career anchors but may be more of a function of retirement plans or other constraints that have resulted from re-evaluating career aspirations.

- SEX

Three of the panelists interviewed were women. One displayed a technical/functional career anchor while two were solidly anchored in managerial competence. Although the

sample size was extremely small, no discernable motivational distinctions were apparent in the observed data. This would seem to suggest that women managers' self-perceptions are not radically different than men's even though the non-career socialization process may be quite dissimilar.

- MARITAL STATUS

Of the 17 males in the sample population, 14 were presently married, two were divorced, and one had never been married. Two of those presently married had previously been divorced.

Two of the three females in the sample were married and one was single. None had experienced a divorce.

- CHILDREN

The average number of children resulting from first marriages was 2.2. If the three couples without children were excluded from the calculation, the average number of children increased to 2.7.

- EDUCATION

Seventeen of the 20 study respondents had bachelor degrees. Seven of these had obtained advanced degrees and

four others had completed some graduate degree courses. Two participants had no formal college training although both had taken a few college level courses. One individual had received an associate degree.

- MILITARY EXPERIENCE

Eleven of the 17 males had served in the military. Four of these had joined Reserve or National Guard units as enlisted men. Three of the seven who served on regular active duty were officers.

None of the women had military experience.

- RELIGIOUS PREFERENCE

Six of the respondents stated their religious preference as Roman Catholic, 12 identified various Protestant denominations, and two gave no response.

- PARENT'S EDUCATION

In three instances, both parents of the study participants had received college degrees. In six additional cases, at least one parent held a degree. In the remaining 11 cases, neither parent had graduated from college although three individuals had one parent who had taken some college

courses.

- FATHER'S OCCUPATION

Six of the respondents had fathers who were either skilled or semi-skilled laborers and craftsmen. Eight held some type of administrative or managerial positions, one was a teacher, and two were independent businessmen.

- MOTHER'S OCCUPATION

Ten of the participants' mothers had been primarily housewives although three held some form of employment on a part-time basis or full-time basis only after the children were in the latter stages of their educational pursuits. Six mothers worked full-time as secretaries or clerks, two were teachers, and two others worked in semi-skilled positions with large firms.

- SPOUSE'S EDUCATION

Of the 16 participants who were currently married, seven had spouses with college degrees and two of these had attained advanced degrees.

- SPOUSE'S OCCUPATION

Only six of the participants had spouses who were actively employed throughout most of their marriages. Two of these were spouses of the female respondents.

Based on the above analysis, no discernable connection could be established between a person's career anchor and the demographic data profiles obtained. Undoubtedly, the small sample size limited demographic analysis and may have prevented the identification of relevant data. However, if the development of career anchors is truly an experienced-based process, one would not expect to discover many predictive or correlated demographic factors.

COMPARISON OF QUESTIONNAIRE AND INTERVIEW FINDINGS

All ten of the respondents who were seen as being anchored in managerial competence during the interviews were among the 12 individuals who scored highest in the managerial competence component of the Career Orientation Questionnaire. Of the seven persons identified with technical/functional anchors in the interview findings, three awarded this same component of the questionnaire their highest scores and four assigned it a value equivalent to a second position in their

hierarchy.

One of the two individuals viewed as autonomy anchored in the interview phase also scored highest on the statements relating to autonomy needs while the other awarded a second place weighting to this category. Finally, the individual considered to be anchored in security/stability supported the interview assessment by ranking geographic stability as his dominant career orientation.

As demonstrated above, the Career Orientation Inventory Questionnaire results generally reinforced the interview findings but should not be relied upon as a totally valid mechanism for assessing career anchors. For this purpose, a detailed career history interview provides a far superior process.

ANCHOR COMPARISON WITH OTHER DATA

In 1980, M. E. Anderson and F. F. Sommer conducted a comparable study of 40 males who were graduates of the M.I.T. Sloan Fellows Program between 1956 and 1972.[1] At the time

---

[1]M. E. Anderson and F. F. Sommer, "Career Evolution of Sloan Fellows," Master's Thesis, M.I.T. Alfred P. Sloan School of Management, June 1980.

of their study, the respondents, whose ages varied from 42 to 62, represented a cross-section of mid and upper level managers in both the private and public sectors. Because of certain similarities in the composition of the samples, the distribution of career anchors were analyzed for comparability.

TABLE V-2

ANCHOR INCIDENCE FROM INTERVIEWS

	Per Cent Composition	
Anchor	Present Study	Anderson-Sommer Study
Managerial Competence	50	25
Technical/Functional Competence	35	25
Entrepreneurship/Creativity	0	15
Autonomy	10	10
Security/Stability	5	25
Total	100	100

The Anderson-Sommer data reflected a more even distribution of anchors across five categories as might be expected from a less homogeneous group of individuals engaged in a wide variety of occupations in a diverse set of employing organizations. However, four of the five anchor categories found in their study were also represented in the present findings. The lack of any entrepreneurship/creativity anchors in the present study was not surprising considering that the sample consisted of employees who had at least 15 years of service with a large organization and none had demonstrated actual behavior consistent with the themes and patterns of a person anchored in this category.

Similarly, the existence of a higher proportion of managerial and technical/functional competence anchors in this study was somewhat expected in light of the singular recruitment and advancement process utilized by the Bell System. Sixteen of the 20 individuals studied were recruited with the expectation that they would be capable of achieving middle or upper level management positions. The Bell System management recruitment process stresses the identification of persons with managerial abilities and records of achievement. It also places emphasis on technical competence and aptitude testing. Advancement is primarily a function of demonstrated performance in broad, general management type

assignments or in positions with a definite requirement for technical or functional competence such as engineering, finance, or marketing.

LINE VS. STAFF JOB PREFERENCE

Fifteen of the 20 individuals interviewed expressed a definite preference for line type assignments as opposed to staff assignments or no specific preference when asked to describe the type of assignment they would most like to have in the future. Perhaps not surprisingly, all ten respondents who were viewed as anchored in managerial competence were part of this group.

CONTINUED BELL SYSTEM EMPLOYMENT

Only two of the participants thought there was a significant chance (50% or greater) that they would leave the Bell System prior to retirement. One of these was autonomy anchored and the other was anchored in managerial competence. In each case, the respondents felt the decision to leave would be based on an inability to pursue a career consistent with their values, needs, and talents as identified in their respective career anchors.

OTHER STUDY OBSERVATIONS

Although not specifically designed to obtain such data, the interview process revealed some interesting generalized observations about work attitudes of today's mid-level managers in large organizations:

- All of the managers interviewed expressed negative feelings about relocating because of job transfers or promotions. While 12 out of 20 would probably or definitely agree to a relocation, all indicated that the economic and emotional costs of moving seem to be increasing and they view relocating less favorably today than five years ago.

- The process of realigning career aspirations with the realities of the organization seem to occur gradually and begin early in the work experience cycle. While 15 of the managers interviewed had initially established officer level career goals, by the 10th year all had re-evaluated their chances and/or desire for such positions and only three felt they now had at least a 50% chance to attain that level.

- Those managers apparently destined to remain at their current managerial level appeared to have accepted their career plateaus without experiencing any personal "crisis" situation.

- Age did not appear to influence job motivation in terms of performing to the best of one's ability.

- Those managers who clearly perceived themselves to be still in the running for upper-level management jobs indicated they devoted about 60 hours a week to their jobs versus about 50 hours for those who felt that their career progression had stalled.

- All but one manager indicated that they were more involved in other aspects of their lives today as opposed to ten years earlier in their careers. Other activities included family, community service, recreation and physical fitness, religious, and social involvement.

Chapter VI

Summary and Conclusion

SUMMARY

This thesis has focused on the concept of career anchors in which a pattern of self-perceived talents, motives, and values serves to guide, constrain, stabilize, and integrate a person's career. Research was conducted through interviews with 20 mid-level managers from the Bell System. In summary, the study findings suggest:

- The concept of career anchors appears to provide a logical and defensible explanation for the rational career choices and decisions exhibited by the individuals in the study during their work/career life cycle.

- The evidence obtained during the interviews indicates that career anchors are definitely experience-based and involve not only motives, talents, and values developed prior to

adulthood, but also are heavily dependent on early work opportunities and feedback.

- Career anchors are formed at a relatively early point in the work/career cycle and appear to remain fixed throughout the career span. While no anchor changes were indicated in the course of this non-longitudinal investigation, certain security/stability constraints (as opposed to anchors) seemed to emerge as individuals neared retirement age or abandoned the dream of reaching the top of the organizational ladder.

- Anchors are clearly present and evident during the latter stages of one's career. Because they exist throughout the course of a career, they probably play a significant role in triggering so called "mid-life crisis" career changes if organizational and individual perceptions are non-synchronous.

- While the Career Orientations Inventory Questionnaire proved to be a valuable screening and validation device, the face-to-face interview process provides a far superior vehicle

for uncovering a person's career anchor. Misleading questionnaire scores can easily result from weightings attached to temporary constraints or statement misinterpretations.[1]

- The manageerial competence anchor appears to be positively correlated with variety needs. This may suggest an overlap or clustering of these categories.

- No definite connections were found between career anchor categories and the recorded demographic data. While the lack of findings may well be attributed to the small sample size, it might also offer additional support for the experience-based hypothesis of the career anchor theory.

- The high incidence of managerial competence anchors (50%) and technical/functional competence anchors (35%) found in the study is probably highly indicative of the recruitment,

---

[1]Questionnaire statements #26 and #34 which were designed to measure managerial competence are also highly applicable to the technical/functional competence manager.

assessment, and advancement process utilized in the Bell System.

- The lifetime career employment tendencies of Bell managers seems to suggest that the Corporation has been quite successful in matching individual and organizational needs. At the time of the study, only four individuals appeared to be in the type of assignments not particularly well suited to their anchor classifications. Three of these cases involved interim or transition assignments and in the fourth case, the incumbent manager had restructured the job to emphasize his anchor congruent needs.

- The managers studied appeared to attach a high weighting to the statements designed to measure the "service to others" anchor category. This finding may be explained by the Bell System's organizational culture which has traditionally placed extremely strong emphasis on customer service and public interest issues. In any event, this finding attests to the influence that the organizational socialization process

has on the gradual and on-going career anchor development process.

CONCLUSION

In an industrialized society, most people spend the bulk of their working lives in organizations. In entering a work organization, the individual and organization attempt to establish a relatively stable relationship in which both parties agree to exchange something of value as a means of continuing the association. Similarly, both parties bring to the relationship certain expectations. If a match exists in these exchange and expectation processes, it is quite likely that a strong psychological contract can be executed and maintained between the employer and employee.

The findings from this research can have significant implications for both the individual and the organization in increasing the likelihood of this mutually beneficial occurrence. In this regard, career anchor insights can provide a means of expanding self-understanding and also lead to improvements in organizational career development planning and implementation.

All of the managers studied began their career in their early to mid-twenties. In most instances, they were equipped with training in some specific area of expertise

such as engineering, accounting, or marketing. Within several years each had developed a career anchor which was to strongly influence future career decisions and choices and serve to stabilize his or her career orientation.

For some, the desire to grow and progress within an area of expertise became a driving force while others opted for the challenge involved in the broader arena of general management. In still other cases, the need for autonomy and independence became centrally important and to another, the security and predictability afforded by family and geographic stability became a dominant constraining mechanism. Yet despite these differences in career anchors, each was able to demonstrate proficient performance and progress through the organizational hierarchy and attain an upper mid-level management position.

Large organizations require the services of many individuals, each with his or her own unique blend of talents, motives, and needs. If the organization is to grow and prosper, it must continually strive to improve its effectiveness. To do so, it must first seek to maximize individual effectiveness.

While it may be unlikely that a human resource system can be created to satisfy the needs of all people, the recognition of career anchors can be a vitally important step

in the linkage between organizational and individual effectiveness goals. It would therefore seem quite appropriate that future research should be undertaken in an effort to more fully explore the human resource organizational implications of career anchors.

Appendix A

Career Anchor Interview Guide
Optional Background Data

AGE _____ SEX _____ MARITAL STATUS _____

NUMBER OF CHILDREN _____ RELIGIOUS PREFERENCE _____

PRESENT TITLE _____

PRESENT ORGANIZATION _____

FORMAL EDUCATION:

DEGREE _____ YEAR _____ COLLEGE _____

MAJOR FIELD OF STUDY _____

DEGREE _____ YEAR _____ COLLEGE _____

MAJOR FIELD OF STUDY _____

DEGREE _____ YEAR _____ COLLEGE _____

MAJOR FIELD OF STUDY _____

MILITARY EXPERIENCE:

BRANCH OF SERVICE _____ YEARS _____

FIELD OF WORK _____ RANK _____

	EDUCATION	OCCUPATION	NATIONALITY/ETHNIC BACKGROUND
FATHER	_____	_____	_____
MOTHER	_____	_____	_____
SPOUSE	_____	_____	_____

YEARLY INCOME:

BELOW 25K ___	45K - 54K ___	OVER 75K ___
25K - 34K ___	55K - 64K ___	
35K - 44K ___	65K - 74K ___	

NAME/CODE _____

APPENDIX A

CAREER ANCHOR INTERVIEW GUIDE

EDUCATION

PRE-COLLEGE:

High School _____

Year Graduated _____ Course _____

UNDERGRADUATE:

University _____

Year Graduated _____ Degree _____

Field of Study _____

Reasons _____

_____

Present Feelings About Choice _____

_____

GRADUATE:

University _____

Year Graduated _____ Degree _____

Field of Study _____

Reasons _____

_____

Present Feelings About Choice _____

_____

GRADUATE/OTHER:

University/Other _____

Year Graduated _____ Degree _____

Field of Study _____

Reasons _____

_____

Present Feelings About Choice _____

_____

WORK HISTORY

FIRST JOB:

Year _____ Company _____

Title _____

Job Content/Responsibility _____

_____

Why Chosen _____

_____

Likes _____

_____

Dislikes _____

_____

Career Ambitions/Long Range Goals _____

_____

NEXT JOB:

Year _____ Company _____

Title _____

Job Content/Responsibility _____

_____

Why Chosen/Who Initiated _____

_____

Likes _____

Dislikes _____

NEXT JOB:

Year _____ Company _____

Title _____

Job Content/Responsibility _____

_____

Why Chosen/Who Initiated _____

_____

Likes _____

Dislikes _____

NEXT JOB:

Year _____ Company _____

Title _____

Job Content/Responsibility _____

_____

Why Chosen/Who Initiated _____

_____

Likes _____

Dislikes _____

NEXT JOB:

Year _____ Company _____

Title _____

Job Content/Responsibility _____

_____

Why Chosen/Who Initiated _____

_____

Likes _____

Dislikes _____

NEXT JOB:

Year _____ Company _____

Title _____

Job Content/Responsibility _____

_____

Why Chosen/Who Initiated _____

_____

Likes _____

Dislikes _____

NEXT JOB:

Year _____ Company _____

Title _____

Job Content/Responsibility _____

_____

Why Chosen/Who Initiated _____

_____

Likes _____

Dislikes _____

NEXT JOB:

Year _____ Company _____

Title _____

Job Content/Responsibility _____

_____

Why Chosen/Who Initiated _____

_____

Likes _____

Dislikes _____

NEXT JOB:

Year _____ Company _____

Title _____

Job Content/Responsibility _____

_____

Why Chosen/Who Initiated _____

_____

Likes _____

Dislikes _____

NEXT JOB:

Year _____ Company _____

Title _____

Job Content/Responsibility _____

_____

Why Chosen/Who Initiated _____

_____

Likes _____

Dislikes _____

NEXT JOB:

Year _____ Company _____

Title _____

Job Content/Responsibility _____

_____

Why Chosen/Who Initiated _____

_____

Likes _____

Dislikes _____

NEXT JOB:

Year _____ Company _____

Title _____

Job Content/Responsibility _____

_____

Why Chosen/Who Initiated _____

_____

Likes _____

Dislikes _____

CAREER INSIGHTS

1. Looking back over your career, what job or position have you most enjoyed? Why?

2. What assignments have you least enjoyed? Why?

3. Can you identify any major transitions that have occurred in your career? Please describe.

4. What were the reasons? How were you influenced?

5. Have your career ambitions and goals changed since you started work? When? Why? Describe.

6. Has any individual or event been particularly influential in shaping your career? Describe.

7. Have you ever refused a job change, relocation, promotion? Why or why not?

_____

_____

8. In considering your future career, what are the things that you most look forward to? Why?

_____

_____

9. What are the things you most want to avoid? Why?

_____

_____

10. Are you likely to remain with the Bell System? Why or why not?

_____

_____

11. If you could alter history, what in your career evolution would you most want to change? Why?

_____

_____

12. How would you describe your present occupation to others? What is it that you really do? What part of your occupation do you most readily identify with personality?

_____

_____

_____

13. What are the key requirements for success in your job/ career path in the Bell System?

_____

_____

14. How do you assess your own strengths and weaknesses with respect to these requirements?

_____

_____

15. What do you really believe will happen to you in the course of the next five, ten, fifteen years of your career?

_____

_____

16. Is there anything else about your career that you feel I should know? That you would like to comment on?

_____

_____

17. What are your hobbies, interests, spare time activities?

_____

_____

18. Excluding sleeping hours, estimate the percent of time that you spend:

A.	On Yourself	____
B.	On Your Job	____
C.	On Your Family	____
	Total	100%

19. How would you like to spend your time on these same categories:

A.	On Yourself	____
B.	On Your Job	____
C.	On Your Family	____
	Total	100%

APPENDIX B

CAREER ORIENTATIONS INVENTORY QUESTIONNAIRE

Think about the most recent years of your career. By what kinds of criteria have you made decisions about job moves, company moves, whether or not to accept new assignments, and other career decisions? Think also about the kinds of criteria by which you judge how satisfied you are with a given job, and about the kinds of criteria which are important to you as you think about future career decisions.

The items listed on the following pages are designed to help you identify those criteria you have used in the past and which may be important to you in the future.

For each criterion, circle the number which best describes how important that criterion has been and continues to be in your career decisions.

If you feel that your present or future criteria are different than those used in the past, please answer in terms of the present or future. We want to understand how you look at these criteria now and how they will influence future career decisions, even though some statements are worded in terms of the past.

There are no right or wrong answers, except in terms of their importance to you. So be honest with yourself.

How Important Is Each Of The Following Statements For You?

		OF NO IMPORTANCE			CENTRALLY IMPORTANT		
1.	To build my career around some specific functional or technical area is	1	2	3	4	5	6
2.	The process of supervising, influencing, leading and controlling people at all levels is	1	2	3	4	5	6
3.	The chance to pursue my own life-style and not be constrained by the rules of an organization is	1	2	3	4	5	6
4.	Any organization which will provide security through guaranteed work, benefits, retirement program, etc.	1	2	3	4	5	6
5.	The use of my interpersonal and helping skills in the service of others is	1	2	3	4	5	6
6.	Being identified with and gaining status from my occupation is	1	2	3	4	5	6
7.	An endless variety of challenges in my career is	1	2	3	4	5	6
8.	To be able to build or create something that is entirely my own product or idea is	1	2	3	4	5	6
9.	Remaining in my specialized area as opposed to being promoted out of my area of expertise is	1	2	3	4	5	6
10.	To be in a position of influence and leadership is	1	2	3	4	5	6

		OF NO IMPORTANCE					CENTRALLY IMPORTANT
11.	A career which is free from organization restrictions is	1	2	3	4	5	6
12.	An organization which will give me long run stability is	1	2	3	4	5	6
13.	The process of seeing others change because of my effort is	1	2	3	4	5	6
14.	To be recognized by my title and status is	1	2	3	4	5	6
15.	A career which provides a maximum variety of types of assignments and work projects is	1	2	3	4	5	6
16.	The use of my skills in building a new business enterprise is	1	2	3	4	5	6
17.	Remaining in my area of expertise rather than being promoted into general management is	1	2	3	4	5	6
18.	To rise to a position in general management is	1	2	3	4	5	6
19.	A career which permits a maximum of freedom and autonomy to choose my own work, hours, etc. is	1	2	3	4	5	6
20.	Remaining in one geographical area rather than being prompted into moving because of a promotion is	1	2	3	4	5	6
21.	Being able to use my skills and talents in the service of an important cause is	1	2	3	4	5	6

		OF NO IMPORTANCE			CENTRALLY IMPORTANT		
22.	Being identified with a powerful or prestigious employer is	1	2	3	4	5	6

How True Is Each Of The Following Statements For You?

		NOT AT ALL TRUE			COMPLETELY TRUE		
23.	The excitement of participating in many areas of work has been the underlying motivation in my career	1	2	3	4	5	6
24.	I have been motivated throughout my career by the number of ideas or products which I have been directly involved in creating	1	2	3	4	5	6
25.	I will accept a management position only if it is in my area of expertise	1	2	3	4	5	6
26.	I would like to reach a level of responsibility in an organization where my decisions really make a difference	1	2	3	4	5	6
27.	During my career I have been mainly concerned with my own sense of freedom and autonomy	1	2	3	4	5	6
28.	It is important for me to remain in my present geographical location rather than move because of a new assignment	1	2	3	4	5	6

		NOT AT ALL TRUE					COMPLETELY TRUE
29.	I have always sought a career in which I could be of service to others	1	2	3	4	5	6
30.	I would like to be identified with a particular organization and the prestige that accompanies that organization	1	2	3	4	5	6
31.	An endless variety of challenges is what I really want from my career	1	2	3	4	5	6
32.	Entrepreneurial activities are an important part of my career	1	2	3	4	5	6
33.	I would leave my present company rather than be promoted out of my area of expertise	1	2	3	4	5	6
34.	I want to achieve a position which gives the opportunity to combine analytical competence with supervision of people	1	2	3	4	5	6
35.	I do not want to be constrained by either an organization or business world	1	2	3	4	5	6
36.	I prefer to work for an organization which provides very secure employment	1	2	3	4	5	6
37.	I want a career in which I can be committed and devoted to an important cause	1	2	3	4	5	6
38.	I want others to identify me by my organization and my job title	1	2	3	4	5	6

		NOT AT ALL TRUE					COMPLETELY TRUE
39.	I have been motivated throughout my career by using my talents in a variety of different areas of work	1	2	3	4	5	6
40.	I have always wanted to start and build a business of my own	1	2	3	4	5	6
41.	I prefer to work for an organization which will permit me to remain in one geographical area	1	2	3	4	5	6

Appendix B

Career Orientations Inventory

Scoring Summary

Under each of the orientation headings listed, transfer your answers to the items indicated. Then add the total score for the column and divide by the number of items in that column to get your average score for that orientation.

	T/F	MGR	AUT	SEC 1	SEC 2	SER	I/O	VAR	ENT
	1____	2____	3____	4____	XX	5____	6____	7____	8____
	9____	10____	11____	12____	XX	13____	14____	15____	16____
	17____	18____	19____	XX	20____	21____	22____	23____	24____
	25____	26____	27____	XX	28____	29____	30____	31____	32____
	33____	34____	35____	36____	XX	37____	38____	39____	40____
					41____				
Total	____	____	____	____	____	____	____	____	____
Divide By	5	5	5	3	3	5	5	5	5
Average	____	____	____	____	____	____	____	____	____

CODES:

T/F - Technical/Functional
MGR - Managerial
AUT - Autonomy/Independence
SEC 1 - Security/Job Stability
SEC 2 - Security/Geographical Stability
SER - Service/Dedication to a Cause
ENT - Entrepreneurial/Creativity
I/O - Identity/Occupational-Organizational
VAR - Variety

NAME/CODE _____

SELECTED BIBLIOGRAPHY

BOOKS

Argyris, Chris. Integrating the Individual and the Organization. New York: John Wiley and Sons, 1964.

Birdwhistell, R. L. An Introduction to Kinesics. Louisville, KY: University of Louisville Press, 1952.

Cox, Harvey. The Secular City. New York: Macmillan Company, 1903.

DeLong, Thomas J. "The Career Orientations of MBA Alumni: A Multidimensional Model." Career Issues In Human Resource Management. ed. Ralph Katz. Englewood Cliffs, N.J.: Prentice Hall, Inc., 1982.

Fromm, Erich. The Sane Society. New York: Rinehart, 1955.

Harrington, Alan. Life in the Crystal Palace. New York: Knopf, 1959.

Holland, John L. Making Vocational Choices: A Theory of Careers. Englewood Cliffs, N.J.: Prentice Hall, Inc., 1973.

Krantz, David L. Radical Career Change. New York: The Free Press, 1978.

Lawler, Edward E., III. Motivations in Work Organizations. Monterey, CA: Brooks/Cole Publishing Company, 1973.

Levinson, Daniel J. The Seasons of a Man's Life. New York: Ballantine Books, 1978.

Maccoby, Michael. The Gamesman. New York: Simon & Shuster, 1976.

Mills, C. Wright. White Collar: The American Middle Class. New York: Oxford University Press, 1951.

Reisman, David. The Lonely Crowd: A Study of the Changing American Character. New Haven, CT: Yale University Press, 1950.

Runkel, Philip J. and McGrath, Joseph E. Research on Human Behavior. New York: Holt, Rinehart and Winston, Inc., 1972.

Schein, E. H. Career Dynamics: Matching Individual and Organizational Needs. Reading, MA: Addison-Wesley, 1978.

Schein, Edgar H. Organizational Psychology. 3rd edition. Englewood Cliffs, N.J.: Prentice Hall, Inc., 1980.

Sheehy, Gail. Passages. New York: Bantam, 1977.

Super, Donald E., et al. Vocational Development. New York: Teachers College Press, 1957.

Vaillant, George E. Adaptation to Life. Boston: Little, Brown and Company, 1977.

Van Maanen, John and Schein, Edgar H. "Toward a Theory of Organizational Socialization." Research in Organizational Behavior. Vol. 1. ed. Barry Stow. New York: JAI Press, Inc., 1979.

Whyte, William H., Jr. The Organization Man. New York: Simon & Shuster, 1956.

REPORTS

U.S. Department of Labor. Job Tenure Declines. Special Labor Force Report 235. Washington: U.S. Government Printing Office, 1979.

UNPUBLISHED MATERIAL

Anderson, Matthew E. and Sommer, Frederick F. "Career Evolution of Sloan Fellows." Master's Thesis, Alfred P. Sloan School of Management, M.I.T., 1980.

Hall, Grover, W., Jr. and Thomas, Frank Joseph. "The Impact of Career Anchors on the Organizational Development of Program Managers in the Aerospace Industry." Master's Thesis, Alfred P. Sloan School of Management, M.I.T., 1980.

Hopkins, Arthur D. "Managers at Mid-Career: Where Are They Going?" Master's Thesis, Alfred P. Sloan School of Management, M.I.T., 1980.

Huser, Eleanor Ann Ward. "The Motivation of Managers: A Study of the Basic Motivations that Determine the Career Decisions of Female Executives." Master's Thesis, Alfred P. Sloan School of Management, M.I.T., 1980.