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CAREER ASPIRATIONS OF MID-LEVEL ADMINISTRATORS IN HIGHER EDUCATION: AN ANALYSIS BASED ON SCHEIN'S CAREER ANCHORS

The Ohio State University

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CAREER ASPIRATIONS OF MID-LEVEL ADMINISTRATORS IN HIGHER EDUCATION: AN ANALYSIS BASED ON SCHEIN'S CAREER ANCHORS

DISSertation

Presented in Partial Fulfillment of the Requirements for the Degree Doctor of Philosophy in the Graduate School of the Ohio State University

By

Margaret M. Bogenschutz, B.A., M.A.

*****

The Ohio State University 1987

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College of Education
To My Father, Who Understood the Meaning of Endurance.

To My Mother, Whose Patience is Inspiring.
ACKNOWLEDGMENTS

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CHAPTER I
INTRODUCTION

Higher education is a labor intensive field in which the character of the worklife has a direct impact on the vitality of the enterprise and the quality of its services (Baldwin, 1982; Hipps, 1982). Yet in recent years, the literature on the work environment for mid-level administrators in colleges and universities has characterized an environment of questionable quality, with limited career mobility for employees, vague and undefined career paths and economic cutbacks which have led to hiring freezes, few new positions, and limited resources for professional development (Austin and Gamson, 1984; Kanter, 1979; Miner and Estler, 1985). These conditions call for research focusing on colleges and universities as "workplaces"; especially scholarship that examines the career experiences of its employees.

Too little attention has been given to the academic work environment, the kinds of career decisions being made by those who work there and the relationships
between employees and the academic institution. One segment of university employees in particular has received relatively little systematic study. These are professionals without faculty status. They are primarily located in administrative positions, many at the middle management level; that is, they are in positions in which they report to and provide support for individuals in higher executive level positions. Research about their career experiences is a desirable prerequisite for administrative leaders to be most effective in enhancing the professional lives of mid-level administrators and for meeting human resource requirements.

The number of mid-level administrators has increased exponentially during the past two decades. Influences within and outside higher education, such as the decrease in the pool of traditional college-age students, an increase in the use of marketing techniques for program development and enrollment management, affirmative action, and increasing government involvement in higher education, have contributed to a large increase in the number of mid-level administrators (Brown, 1981; Scott, 1978). Administrative growth has been documented. The ratio of administrators to faculty in 1970 was approximately 1 to 70; in 1976, 1 to 36; and in 1983, 1 to 32 (College & University Personnel Association, 1984-85; National Center
for Education Statistics, 1985). The decline in the ratio is due to the rapid growth of administrators during the past twenty years. Although the numbers of faculty have increased as well, they have not grown proportionately as fast as administrators. Between 1968 and 1976 the number of administrators in the United States increased by almost 150%, while there was a 33% increase in the number of faculty in this country during the same period. Between 1976 and 1983, there was approximately a 50% increase in the number of administrators, compared to less than a 20% increase in the number of faculty (College & University Personnel Association, 1984-85; National Center for Education Statistics, 1985).

Much of the administrative growth has occurred at the middle-management level, in positions which support the institution’s goals and control its activities (Scott, 1978). Mid-level administrators are essential for governing and managing higher education institutions. Mid-level administrators carry substantial responsibility for coordination of resources and activities. They support academic functions and represent the university to a variety of constituents, such as faculty, students, business and industry, community and government (Kraus, 1983; Miner and Estler, 1985; Scott, 1978). Further, mid-level administrators carry substantial responsibility
for day-to-day implementation of decisions made by senior administrators, who bear official authority in the institution.

Despite increases in the number of administrators and the importance of the functions performed by mid-level administrators, this group has received relatively little study. There is an emerging body of literature on mid-level administrators, which emphasizes career advancement and principally describes patterns of job changes. The studies seldom address internal perceptions of opportunity for career growth or motivations about work life. This is a serious omission, because a better understanding of motivators that influence career decisions and how administrators perceive future career growth may enable higher education institutions to develop organizational responses that will improve the quality of worklife. Although the work environment has been characterized by limited opportunity and resources, cutbacks in salary and vague career paths, there is some evidence that administrators in higher education are satisfied (Austin and Gamson, 1984; Solmon and Tierney, 1977). However, further knowledge is needed about the internal perceptions of career growth held by these administrators in order to fully understand the potential long term effects of the negative aspects of the work life
in higher education institutions.

The purpose of this study is to examine the perceptions of career growth and aspirations of mid-level administrators in higher education. The study emphasizes future oriented perceptions - anticipated career decisions that may involve changing or remaining in a position and/or career-enhancing activities, such as opportunities for professional development or increased responsibilities in a position. An important methodological assumption undergirding this study is that career aspirations can be understood by analyzing the motivating factors and values that underlie individual career choices. These factors and values emerge from knowledge about previous career decisions and anticipated career moves (Schein, 1971). Schein argues for the importance of examining internal career experiences: "the unfolding of one's talents and the discovery of one's values in ongoing work experiences play major roles in shaping the occupational self-image; this self-image in turn becomes a powerful predictor of future career decisions" (1971, p.362). This is an important dimension for understanding both quality of worklife as well as an individual's attitudes toward work since career aspirations usually reflect both the opportunity for career advancement and professional development in the organization and personal feelings about one's work.
STATEMENT OF THE PROBLEM

The Context of Higher Education Organizations

The opportunities in an organization for growth, advancement and skill development influence the career aspirations of individual mid-level administrators. However, opportunity for career growth, advancement and development for middle managers in higher education organizations is constrained. Several factors contribute to this. One factor is that in colleges and universities there is not a clear hierarchy of status and prestige and career paths are vaguely defined and unclear (Kanter, 1979). In colleges and universities, opportunity is influenced by such characteristics as the tenure system, which enhances opportunity solely for those holding tenure track appointments. Also, the "pyramidal squeeze" of positions, which accounts for a declining number of positions at the senior level, and the flat formal structure of the organization, which implies relatively few levels in the hierarchy and short career ladders, are generally held to contribute to an individual's perceptions about the extent to which possibilities for future career movement exist. Opportunities for career growth and skill development depend often on the willingness of the
organization to sponsor individuals and provide financial resources.

Although career growth and advancement is an issue for many higher education administrators (Moore, 1983), it is especially important for mid-level positions held by non-teaching administrators, because these positions are likely to offer fewer opportunities for growth and development than for senior-level administrators (Austin and Gamson, 1984; Kanter, 1979; Kraus, 1983; Miner and Estler, 1985; Scott, 1978). Moreover, a boundary which is nearly impermeable exists between senior administrators who hold faculty status and tenure, and non-teaching staff, who are not considered qualified for positions requiring faculty membership; thus many senior administrative positions are closed off (Kraus, 1983; Miner and Estler, 1985). Related to this division between those holding faculty status and tenure and non-teaching staff, are the goals and reward structures in higher education, which seem to revolve around the traditional academic activities of teaching, research and service. Since most mid-level administrators do not primarily spend their time teaching or conducting research, they are operating in a system whose reward structure may not give legitimacy, status or prestige to their roles, and thus may limit resources for growth and development. This factor contributes to
administrators' attitudes about their work and perceptions of the relationship of their position to the larger organization, which may have some impact on career aspirations.

There are other factors constraining opportunity for mid-level administrators in higher education organizations. The apparent lack of emphasis on discovery and personal growth for staff employees limits opportunities for professional development (Miner and Estler, 1985). Opportunity is also restricted because many senior level administrators remain in their positions for a long time. This has been found in studies of chief student affairs officers (Harder, 1983; Sherburne, 1970) and restricts the accessibility of senior level positions. The skill and expertise of mid-level administrators is often perceived to be tied to a specific function in the university, such as admissions or development, therefore lateral movements across functions may also be constrained (Austin and Gamson, 1984; Kraus, 1983). Thus, many conditions in colleges and universities may limit career growth or development for middle managers, which in turn, may influence their aspirations.
Perceptions of Career Growth and Motivators

The aforementioned literature suggests that opportunities for career advancement and skill development for mid-level administrators in colleges and universities is constrained by the structure and nature of higher education organizations. Identification of the perceptions of career aspirations held by mid-level administrators is necessary to understand the impact of such constraints on them. These perceptions may be crucial to determining those aspects of the work environment that are growthful and encouraging employees to stay and those aspects that are having a negative impact, potentially leading to termination, low productivity or similar outcomes. Identification of the positive and negative aspects of the work environment is necessary before organizations can initiate remedies to quality of worklife issues in higher education institutions.

To examine the perceptions of career plans, it is important to identify the forces and values that motivate individual administrators to do what they do. This is important for two reasons. First, individual perceptions of career aspirations are influenced by and only make sense in light of the motivating forces and values upon which individual career decisions are based. For example, upward
mobility, that is, continual movement to higher level positions in an organization, may not be important to individuals whose major motivation is the actual work they do and skills they use. Second, quality of employment depends on the extent to which organizations determine employee needs and create opportunities for their satisfaction (Bailyn and Schein, 1976; Wheeless and Howard, 1983). Thus, although upward mobility may be constrained in colleges and universities, this will only adversely affect quality of employment to the extent that mid-level administrators value and are motivated by upward movement opportunities. Individual career behaviors, decisions and aspirations are guided by the outcomes that are valued and desired by the individual and one's expectations for attaining them (London, 1983). Hence, the motivating forces behind career decisions for those individuals must first be identified, in order to understand the impact of the constraints of the organizational structure of a university on perceived career aspirations of mid-level administrators.

Once the needs of employees, which are value-driven, are identified, organizational responses such as training and development programs, career path information and career counseling can be developed to meet those needs, and thus increase the quality of employment in the organization.
Schein's Research on Career Development

Edgar Schein, in his extensive work on employee career development, has formulated the concept of "career anchors", which are patterns of self-perceived talents, motives and values. The idea is conceptually broader than the typically used concepts of job values or motivations to work (Schein, 1978). Schein contends that individual career anchors influence career choices, affect decisions to move or stay, shape what individuals look for in life and color their views of the future (1975). He hypothesizes that, once developed, career anchors remain stable over life (1978). Career anchors function as a way of organizing experience - they serve to guide, constrain, stabilize and integrate the person's career (Schein, 1978). Thus, career anchors will influence perceptions of organizational and personal factors that facilitate and constrain careers.

Schein's career anchor concept may have applicability to research on higher education administrative employees as it provides a useful analytic tool for identifying the major factors motivating career decisions. However, there
is a need to test the appropriateness of Schein's concepts specifically for college and university administrative employees. Although Schein identified five career anchors from his work with MBA graduates, the intent of this study will be to attempt to develop a typology of career anchors for mid-level administrators in higher education, and further, to examine the organizational facilitators and limiting factors that influence career plans. Once this typology is developed, an analysis of perceptions of future career aspirations can be undertaken. The following questions will guide this research:

1) What are the perceived career aspirations of mid-level administrators in higher education?

2) What are the motivating forces that influence career decisions for these administrators?

3) What are the organizational facilitating and inhibiting factors of career development associated with each of the career anchors?
Theoretical Framework

The analysis in this study will be framed by career development theory, the essence of which is the interaction of the individual and the organization over time and which conceptually links people and their employing organizations (Schein, 1978). The perceptions of career aspirations held by mid-level administrators in higher education will be analyzed from data collected on the career needs of individual administrators, which are influenced by talents, motives and values; and on the institution's efforts to meet those needs.

The career development perspective has grown out of the human resources school of management, which emphasizes a social view of workers and contends that workers are motivated by social needs (Wheeless and Howard, 1983). The principles of human resources management hold that effectiveness of the organization depends on the identification of employee needs and the extent to which those needs are met by the organization (Bailyn and Schein, 1976; Wheeless and Howard, 1983). Better management of human resources, which begins with needs assessment and development of organizational responses to meet needs, may benefit the organization through increased retention and productivity, and the individual who may find greater
satisfaction in a work environment of high quality.

Needs can be determined by finding out what is motivating and important to people in their careers. Edgar Schein's work on career dynamics provides a useful tool for understanding personal motivators, through his concept of career anchors. Schein, in his work with alumni from the Sloan School of Management at MIT, developed a typology of five career anchors: managerial competence, technical/functional competence, autonomy, security and creativity. Schein found these career anchors among a fairly homogeneous group, by conducting intensive interviews with men holding MBA's from MIT as they began their careers and four years later, and through subsequent studies with the same population. His ideas are rich in potential for application to other studies concerned with career decision-making, as he provides a mechanism for identifying the factors that influence career decisions. Most of Schein's work on career anchors focuses on the internal factors of motives, talents and values. Yet Schein emphasizes the importance of linking these personal factors with the organization and to examine the ability of the organization to meet individual career needs. Career anchors will influence changes or moves if the organizational context does not allow expression of the individual's motives, values and talents. This is how
Schein conceptually links people with their employing organization and this has formed the basis of his work on human resources planning and development.

Another way to view the interaction between the individual and the organization is through the concept of the "psychological contract". Hall (1976) asserts that most individuals have a career history (past experiences, behaviors) and a career plan (perception of the future), no matter how vaguely thought-out that plan is. He argues that:

this career history and career plan will influence your expectations, your attitudes toward work and your work performance. As you know, there exists a sort of 'psychological contract' between the individual and the organization, a set of mutual expectations for anticipated inputs and outputs. And a key factor influencing the individual's side of the contract is the way he feels about his career

(p. 171)

Individuals can be found at different points in their individual career plans, while holding similar positions. The reason for this is that individuals have different career anchors influencing their career choices. Thus, it is, according to Schein, the anchor that keeps a career stable over time as it forms the basis for this psychological contract. The anchor will influence an
individual to pull out of the organization if he or she perceives that the contract is not being carried out. At the same time, the anchor will influence the individual to stay with the organization if the perception is that the contract is being fulfilled.

Since the organization plays a significant role in the psychological contract, the concept of career anchors holds several implications for organizations, which are consistent with human resources management principles. In order to effectively manage its human resources, the organization must design jobs, moves, etc., that are appropriate to individual anchors, and as multiple anchors are identified, the organization must develop multiple reward systems and multiple career paths to allow for the full development of all employees (Schein, 1975). Thus, in higher education organizations, systems need to be created that will develop administrative careers, as well as those of faculty. The identification of factors that motivate career decisions of mid-level administrators is the first step in creating responsive career development programs.

SIGNIFICANCE OF THE STUDY

This study will provide both theoretical and practical contributions. Several theoretical benefits can be
identified. First of all, the application and refinement of Schein’s career anchors concept provides a typology of career anchors motivating mid-level administrators in higher education. Second, potential links are identified between career anchors and: anticipated career decisions, organizational identity, and the factors perceived to facilitate and inhibit career development. Finally, the assessment of the quality of employment in higher education organizations for mid-level administrators is rich in potential for further empirical research.

Quality of employment has been linked to organizational responses to employee career needs. One of the practical contributions of this study is the determination of career needs for mid-level administrators in higher education, which are identified once the career anchors are established and career aspirations are defined. From this, organizational responses are identified to meet the career needs of these administrators and potentially increase retention. In the identification of career needs, it can be determined whether this particular sample is characterized by a diverse set of anchors, which would imply a need for several types of responses, or by homogeneity among career anchors influencing these administrators, which holds implications for more focused training to meet similar needs. Finally, according to the
principles of human resource management, a cost savings to the organization through increased retention potential (less hiring and training costs) and through increased productivity from satisfied workers, is a benefit whose ultimate outcome is a better quality of worklife for this important segment of university employees.

This study is organized into six chapters. Chapter II provides a review of related literature. The research design and methodology are presented in Chapter III. Each of the remaining chapters will address the three research questions. Chapter IV presents the findings on career aspirations of mid-level administrators. In Chapter V, a modification of Schein’s career anchor concept is presented. Chapter VI addresses the organizational implications of the findings on aspirations and orientations.
CHAPTER II
REVIEW OF THE LITERATURE

INTRODUCTION

Research on careers is voluminous. A vast and rich literature explores the many aspects of careers, including occupational selection, career development, career transitions, intracareer-role analysis, and intracareer comparisons (Hall, Hall & Hinton, 1978). The literature in two of these areas, career development and career transitions, is relevant to this study.

The literature on career development and career transitions focuses on changes in career experiences, usually after the person enters a work setting and the common, regularized changes which occur in a given career role (Gutteridge, 1983). The focus on changes in career experiences is appropriate to this study, which is concerned with mid-level administrators' perceptions of their careers over time. This review will focus on literature concerned with career development and transitions, since the study is conceptually linked to theories in both areas.
An important focus of career development research, espoused by several researchers (Driver, 1979; Gutteridge, 1983; Hall, 1976; Schein, 1978, 1983), is the individual-organization interaction. This perspective holds that career development is not viewed as a sole responsibility of either individuals or organizations, but as a dynamic process of interaction between individuals and the organizations in which they work. In this regard, it is seen as the basis of a human resources management system, which recognizes that the organization has a significant role in developing careers of its employees. This, in turn, may result in improved employee morale, increased productivity and retention, and other outcomes which benefit the organization.

The integration of career development concepts into human resources management is particularly significant for this study, which is concerned with the relationship between perceptions of career aspirations and perceptions of the organization's role in career development. Findings from this study have the potential to be used for improving the work environment for mid-level administrators in higher education, by identifying administrators' perceptions of the organizational factors which enhance and inhibit their career development. Knowledge of these factors is instrumental in the development of responses to employee
career needs. Improving the quality of the work environment may also benefit the organization by increasing productivity and retaining employees.

This review of literature is divided into three parts. The first part focuses on the adult/career development literature that has practical or theoretical relevance to the study. The second section reviews Schein's work and related research which have utilized his "career anchors" concept. Finally, the third section examines work that has been done on career experiences of personnel in higher education organizations.

**LITERATURE ON ADULT/CAREER DEVELOPMENT**

Studies on career development have addressed career choice, career progress, life values and career and self-concept. However, undergirding all studies of career development is an examination of the ways in which the lives, attitudes, behaviors or careers of individuals evolve over time (Gutterdige, 1983). This central theme of evolution emerges from the assumptions upon which the research is generally based: 1) that one's career motives, values, interests and developmental needs are dynamic rather than static, that is, people change over the course of their lives; 2) that people have some degree of control over their destiny and can manage their careers; and 3)
organizations can play a part in maximizing career success of employees by acknowledging career development needs and assisting employees with developmental tasks (Gutteridge, 1983).

The concept of developmental change, which is apparent in most career development theories, holds important implications for analyzing careers. Career research should recognize the variability in career experiences. For example, Tausky and Dubin (1965) note that "aspirations" differ because people value different things, thus perspectives on careers will vary among individuals and even in the same individual over time. Similarly, a study on motivation (Raynor, 1978) reveals that the determinants of motivation are based on the expectations and values which constitute the instigating forces moving individuals in certain directions, and that what is an effective "extrinsic motivator" for one person may not be for another. These ideas support Schein's notion of career anchors, which will be examined later.

The crystallization of modern career development theory was influenced by two major factors: a broader conceptualization of career development and the need for research on adults. During the 1950's, the occupational choice focus of early vocational theory was giving way to a broader, more comprehensive view of individuals and their
occupational development over the lifespan (Gysbers, 1984). During the same period, developmental theorists were beginning to recognize the lack of research on adult lives—most developmental theories focused on the early life period. Thus, research on adult development began to grow and expand, and many of these studies held relevance for career development, as they began to identify and examine the roles in which individuals are involved, the settings in which they find themselves and the events that occur over their lifetimes (Gysbers, 1984). However, Stumpf (1984) points out a significant difference between adult career development theories and the general adult development theories, namely, the move from the focus on self-development to that of a dynamic, interactive process between individuals and organizations. This latter perspective is consistent with the assumptions underlying career development theory, described earlier. The influence of adult development theories, however, has been significant in establishing theoretical frameworks from which to analyze careers.

Adult development theories

There are several models of adult development. Schlossberg (1981) categorized these models into five classifications: age-linked transitions (Levinson, 1978;
Sheehy, 1976); stage theories of adult/career development (Erikson, 1963; Gould, 1978; Hall, 1976; Schein, 1978; Super, 1957); the individual view of development; life-span theories and transition theories. Erikson (1963) was one of the earliest developmental researchers to pose stages for adult life. His three stages of intimacy, generativity and integrity introduced the idea of adult developmental stages, although they were very vague and developed less fully than findings from subsequent studies on adults. Daniel Levinson (1978) provided one of the best known developmental studies of males between the ages of 18 and 45, from which he identified relatively common, age-linked developmental periods. Both of these theories have received wide attention and some applications have been drawn from the theories to different areas of practice, such as career development and management. For example, Harry Levinson (1977) applied Erikson's adult stages to management development and Hodgkinson (1974) used Levinson's theory to identify career demands in various stages for faculty and administrators in higher education.

Age-linked theories, such as Levinson's and Sheehy's, are somewhat limited. The issues associated with each chronological period do not always apply to people at the same age periods, rather there is variability in when adults confront these issues.
On the other hand, stage theorists, such as Erikson, identify stages and associated developmental tasks that men and women face in their adult lives, but argue that the stages and tasks are met at different times. These theories generally identify a sequence of developmental stages, which are not age-linked. Each stage is characterized by a set of "tasks" and in order for developmental progress to occur, each task must be mastered. Roger Gould (1978) described adult development as a "sequence of process fluctuations that define the posturing of the self to its inner and outer world over time. The fluctuations are time-dominated, but not necessarily age-specific for any one individual" (p.531). Gould's description implies that the timing of stages in adults' lives is variable.

Two studies have attempted to test stage theory empirically. Lipsett and Rodgers (1980) tested aspects of career stage hypotheses by attempting to identify job-related factors ("tasks") perceived by individuals at different stages in a particular occupational group. They found some support for the notion of stages. Krausz (1982) tested the idea of vocational life stages by examining differences in the importance of work-related values for persons at different vocational life stages. He compared organizational choice of people at different life stages
and found overall differences in expectations of work roles and work-value preferences among adults in different life stages.

The third category in Schlossberg's classification is the "individual" view, which argues for variability in adult lives. Schlossberg contends that this view is supported by Neugarten's (1979) "fanning out" concept, that is, as individuals grow older, lives grow more different from each other. Vaillant's (1977) longitudinal study of 200 men, spanning 35 years, also supports the individual view. Vaillant studied the lives of men with similar socioeconomic and educational backgrounds. Vaillant found much variability in these men's lives and concluded that "the life cycle is more than an invariant sequence of stages with single predictable outcomes" (p. 373).

Schlossberg's fourth category of adult development is the "transition" view, which argues that life stage is more important than chronological age, and that common transitions in different life stages are more important than the stage itself. This is the view taken in the longitudinal study of Lowenthal and Chiriboga (1975). Lowenthal and her associates looked at four groups of men and women, each beginning a major transition. Findings indicated differences in general outlook on life, perceived stresses and attitudes toward stress. Lowenthal and
Chiriboga use "stage" and "transition" synonomously.

Schlossberg's fifth category is the "lifespan" perspective, which assumes developmental change and aging as a continual process from birth to death. This approach, taken by Brim and Kagen (1980) and Holmes and Rahe (1967), is opposed to theories involving adult stages because stages imply that development is hierarchical and sequential (Schlossberg, 1981).

Models of career development

Many of the theories and models of career development focus on stage theory perspectives. The central theme of career-development theories is how role-related issues change over time and many theorists postulate that individuals confront different tasks during different stages in a career. Hall (1976) identified four distinct career stages: entry (exploration); building (trial and establishment); mid-career (maintenance/transition); and disengagement. VanMaanen and Schein (1977) identified important developmental tasks for these same four career stages. Through their identification of tasks, the relationship between the organization and the individual becomes clear. Managers and supervisors can provide support and professionals within the organization can design practices that allow for successful completion of
these tasks. Gutteridge (1983) discussed the tasks as well as the emotional needs associated with each of these four stages, to identify for managers important issues which employees confront at different stages. Schein (1978) later presented another conceptualization of career stages, which seems to be an elaboration of Hall's. He also identified related issues and tasks and his model spans the time from entry into and exit from the world of work. Schein's stages include: entry; basic training; full membership in early career; full membership in mid-career; mid-career crisis; late career in either a leadership or non-leadership role; decline and disengagement; and retirement. Dalton, Thompson and Price (1977) developed a four-stage career model of professionals, from in-depth interviews with engineers, scientists, accountants and college professors. The four stages are: Apprentice, Colleague, Mentor and Supervisor and they differ from each other in tasks, types of relationships engaged in and psychological adjustments required.

Researchers have focused on specific career stages to identify the tasks that must be mastered for successful development. Hall and Lerner (1980) have cited research on specific tasks related to particular career stages. Wanous (1975) established a method to ease entry for newcomers by encouraging realistic job previews before a position is
accepted. Other researchers examined developmental tasks of the early career stage, specifically considering socialization processes and how these help individuals adjust to new work settings (Bray, Campbell and Grant, 1974; Feldman, 1976; and VanMaanen, 1975). Several researchers have examined the mid-career phase, (Levinson, 1978; Gould, 1978; Vaillant, 1977 and Sarason, 1977) to identify the tasks and coping strategies of individuals who are at the mid-point of their career. Finally, Hedaa (1978) examined the later career stage, looking at retirement versus retention through demotion.

Since research has identified developmental tasks and strategies for successfully mastering the tasks for each career stage, the career stages model has utility for human resources management. Although there is not solid empirical support for a defined model of adult career development, there is much support for the idea of distinct stages. These stages allow for the identification of issues and tasks to be confronted by individuals. It is also important however, that researchers develop organizational policies and practices to help individuals manage these tasks (Gutteridge, 1983; Gysbers, 1984; Hall and Lerner, 1980; Schein, 1978; Stumpf, 1984).

Hall and Lerner (1980) argued that the last ten years has brought a great deal of learning about career
development processes, but little research on career development interventions. They argue that the interventions being used need to be systematically evaluated for their effectiveness as stage-specific programs and that theorists need to become more involved in theory-testing. However, Gysbers (1984) argues that we have witnessed an expansion and increased diversity of programs, tools and techniques to assist with career development. Further, these are better organized, are more frequently theory-based and are used more systematically than before.

One contention of Hall and Lerner (1980) is that, except for initial occupational choice decisions, very little is known about how people make important decisions that affect their careers, such as choosing to move from or stay in a position. Schein (1978) contends that it is the various career anchors that play a significant role in these decisions. Although his work has received relatively little theory-testing, Schein's concepts begin to address these internal experiences of career by individuals. His work will be reviewed next.
Edgar Schein's work relates to adult development in that he identifies the factors which he believes guide individual career decisions through life stages. Schein's conceptualization of career anchors is drawn from an evolutionary perspective of "career". His belief is that as careers develop, individuals in those careers are guided by a set of motivators, needs and values - or a career anchor - which serves to maintain a consistency in the developmental process.

Schein's career anchor concept evolved from a longitudinal study of alumni from the Sloan School of Management at Massachusetts Institute of Technology. The study began in the 1950s and included follow-up interviews 4 years, and again 10-12 years after the participants graduated (Schein, 1968, 1971, 1975). Schein's study of the 44 Sloan alumni was based on interviews which focused on reasons behind actual career decisions. These interviews, in almost all cases, generated a clear pattern of responses (Schein, 1978). Patterning of responses indicated the presence of five sets of motivators, values and skills, which Schein identified as career anchors: 1) managerial competence, 2) technical/functional competence, 3) autonomy, 4) security and 5) creativity.
After his initial interviews, Schein hypothesized several relationships between anchors and other variables, such as selection of school and career aspirations. For example, Schein hypothesized that individuals with more "technical types" of anchors would be attracted to MIT than to other MBA programs. Schein also postulated that the upwardly-mobile, high-achieving MBAs who exhibited self-confidence would be less attracted to the security anchor than others. Schein also believed that while those with managerial and technical anchors would dominate the MBA population, there would be good representation of all five anchors among the Sloan alumni. Derr (1980), in writing about the career anchor concept, contends that Schein's hypotheses were confirmed through his continued studies.

In his early work, Schein attempted to "test" his concept of career anchors. He eventually developed a self-analysis biographical form (1975). This enabled a group of 50 middle managers to develop a clear picture of their own anchors (Schein, 1978). Hopkins (1976), in an interview study of 20 senior executives found that it was possible to sort them into anchor groups based on interviews of career history and aspirations. Most recently, Schein has published Career Anchors: Discovering Your Real Values, a self-assessment inventory (1985),
intended for human resource planning and development. In a separate effort to empirically test Schein’s concepts, DeLong (1982) developed a self-report instrument to determine whether the data would cluster around Schein’s 5 career anchors. In his work with male alumni of the MBA program at Purdue University, he found that a strong conceptual typology emerged similar to Schein’s anchors. From his work, DeLong developed a questionnaire, the Career Orientations Inventory, which he subsequently tested with rural and urban educators (1982, 1984). Although he found support for Schein’s concept, DeLong identified three additional career variables: identity, service and variety. He added these to Schein’s five anchors, identifying eight types of career orientations in his inventory.

The career anchors typology has been used in several other studies. Schein’s work was done solely with male graduates of an MBA program. Some of the work conducted applying Schein’s concepts has included or focused on women and some have utilized different occupational groups, although the majority of the studies involved business-related occupations. These studies have the potential for applying Schein’s concepts more broadly. At least fifteen masters’ theses from the Sloan School of Management at MIT have been generated using the career
anchors concept. Similar to Schein's work, some of this research focused on Sloan alumni (Anderson & Sommer, 1980; Grzywacs, 1982). Many studies explored the career anchors concept further with managers (Albertini, 1982; Fowble, 1982; Hall & Thomas, 1979; Heller, 1982; Hopkins, 1976; Huser, 1980), while others applied the concept to specific occupational groups within business, such as strategic consulting (Applin, 1982; Burnstine, 1982); finance (Crowson, 1982); aerospace programming management (Hall and Thomas, 1979); banking (Kanto, 1982); and field service engineering (Senior, 1982). The results of these studies offer evidence of identification with all five anchors in all groups studied. However, certain patterns across groups, such as managers, provide evidence of the predominance of one or more anchors that reflect a particular career path. For example, a study with general managers (Hall & Thomas, 1978) found a preponderance of managerial anchors, with very few autonomy anchors. These studies are particularly useful as they indicate that Schein's career anchors can be applied to different types of occupational groups, yet further research is necessary to identify the predominance of certain anchors in specific occupational groups. One major criticism of Schein's work is that it was limited to males. Some of the theses applied Schein's concepts to women professionals in
business (Grzywacs, 1982; Huser, 1980; Janes, 1982; Kanto, 1982) and found the following differences when compared to men: the alumnae were spread over more categories, the women were harder to categorize into one career anchor, more of the women than men were managerially anchored and fewer women than men were technically anchored (Schein, 1983).

In addition to the aforementioned studies using Schein's anchors in business, three studies have been conducted applying the career anchors concept to occupational groups other than business. VanMaanen (1973, 1974) analyzed police careers based on career anchors. In his attempt to extend Schein's concepts to a different occupation, he found all five anchors represented. The creativity anchor was the most difficult for VanMaanen to clearly identify in policemen, therefore fewer policemen may be characterized by the creativity anchor, or there may have been problems in measuring creativity as accurately as the other anchors. In another study, C. Brooklyn Derr (1980), using interviews and questionnaires, investigated the career patterns of US Naval officers. Derr found patterns representing all five career anchors and found some differences between his subjects and Schein's MIT group. Within Derr's sample of naval officers, there was a higher percentage of managerial anchors; a higher
proportion of security anchors; and a lower proportion of autonomy anchors. A third study compared career anchors with level of professional development among student affairs professionals (Wood, Winston & Polkosnik, 1985). Using DeLong's Career Orientations Inventory, which is based on Schein's career anchors, the study found that career anchors were related to levels of professional development and differentiated between those who remain in students affairs and those who leave the field (Wood, Winston & Polkosnik, 1985). These three studies support the extension and applicability of Schein's career anchors concept to other occupational groups. However, they also indicate different patterns, implying that different occupations may be characterized by certain patterns of dominant career anchors. Therefore, applying Schein's anchors to mid-level administrators in higher education may also reveal significant patterns among this occupational group.

Research on Schein's career anchors has also led to postulating new anchors. As stated earlier, DeLong identified three additional patterns in developing his Career Orientations Inventory: service, variety and identity (1982, 1984). DeLong (1982) argued that "identity" should be factored out as a separate anchor, since he found that affiliation with an occupation or
organization was a central theme for some of his respondents. However, Schein believes his data supports the notion of "identity" as a variant of the security anchor (1983). DeLong argues further that the security anchor should be divided into the need to remain geographically secure and a more general "security" orientation. Applin (1982) and Burnstine (1982), in their study of management consultants, developed two new career anchors: "pure challenge" and "lifestyle". They define lifestyle as the need to integrate career into a total way of life, and although they found the lifestyle anchor originally in females, Applin & Burnstine argue that it is being increasingly found in men. Finally, Derr (1980) actually expanded Schein's anchors and developed eight categories. Most of Derr's categories are variations of Schein's original five anchors to fit more accurately his work with naval officers. They include: upwardly mobile managers, evolutionary managers, technical, security, identity affiliation, autonomy, growth-oriented creativity and entrepreneurial creativity. Derr also identified a new anchor, which he termed the "warrior", that is, a person who is motivated by and values above everything an element of danger. In his recent work on the anchor concept, Schein (1983) recognizes three of these "new" anchors - service, challenge and lifestyle. An important research
implication draws from the work of those who have developed new anchors. Studies on career anchors should be designed to allow new anchors to emerge from the data. The study should not be limited to Schein's five anchors, which may reflect a business orientation. This study on mid-level administrators in higher education is designed to allow patterns to emerge from respondents, which may later be identified as anchors.

Schein has argued the value of his career anchors concept for organizations. Specifically, he recommends integrating organizational practices and policies with individual anchors to create an effective human resource planning and development system (1982). This has been theoretically supported by others (DeLong, 1982; Derr, 1980, 1986), who have used assessment of career anchors in designing an effective management system. Hall and Thomas (1979) investigated the implications of career anchor diversity for an organization's career management system. They hypothesized that the effectiveness and satisfaction of managers was correlated to the fit between anchor and the requirements of the program. Their findings partially supported their hypothesis, and indicated that mismatches between anchor and job requirements were likely to lead to dissatisfaction and poor performance.
In Schein's recent work on career anchors (1983) he identified, for each anchor, the "ideal" in the following managerial issues: type of work, pay and benefits, promotion systems and type of recognition. By linking career anchors to perceptions of the role and responsibilities of the organization, Schein illustrates how different organizational policies and practices may be reinforcing and motivating to different types of people. In this study of mid-level administrators in higher education, questions about perceptions of the organization's role in career development are included, so that similar links may be investigated.

The last section of this chapter will examine related literature on career development of employees in higher education.

**RELATED LITERATURE ON EMPLOYEES IN HIGHER EDUCATION**

Theories of career development have been the basis for some research on higher education organizations and the people who work there. Much of the research has focused on faculty careers, ranging from some commentaries on the declining quality of the workplace for faculty and the need for career development (Baldwin & Blackburn, 1983; Brooks & German, 1983) to the development of a stage theory for
faculty careers (Baldwin & Blackburn, 1981). However, faculty careers differ significantly from the careers of mid-level administrators, which should be examined separately.

There is a growing body of literature on administrators' career experiences. A large portion of this research focuses on the career experiences of academic administrators, such as chairpersons, deans and provosts - those who generally come from faculty ranks. Such research includes studies on hiring practices (Dingerson, Rodman & Wade, 1980; Socolow, 1978); an examination of predictors of job-change for academic administrators (Sagaria, 1984); and a study of the career paths of administrators following their participation in a national internship program (Green & Kellogg, 1982). These studies provide an important contribution to the understanding of administrative careers, but focus primarily on patterns of movement rather than internal perceptions of career.

Another group of researchers compares the experiences of men and women administrators (Bird, 1984; Sagaria, 1985) or examines specifically women's experiences (Astin & Snyder, 1982; Ernst, 1982; Hemming, 1982; Moore, 1984; Moore & Sagaria, 1979, 1981; Palley, 1978; Tinsley, 1985). Also focusing more narrowly, some research has investigated senior level administrators' career experiences (Moore,
Salimbene, Marlier & Bragg, 1983; Nicholson, 1980). These studies examine the experiences of specific groups of non-faculty administrators, identifying hiring patterns, career paths, functions of administrative roles and personal and organizational variables that shape careers. However, most do not examine administrators’ perceptions of career issues.

Research on non-academic mid-level administrators is also growing. Much of this literature is found in professional journals of specific constituent groups, such as student personnel. The student personnel literature presents the largest single body of work done on non-academic administrators, and has included research on career/professional development (Arnold, 1982; Carpenter & Miller, 1981; Lawing, Moore & Groseth, 1982) and on career patterns and paths (Evans & Kuh, 1983; Grant & Foy, 1972; Harder, 1983; Lunsford, 1984; Ostroth, Efird & Lerman, 1984; Sherburne, 1970). In addition to the student personnel literature, there has been some investigation of other professional administrative units, including admissions (Chapman & Urbach, 1984; Urbach & Chapman, 1982); financial aid (Scott, 1979); and libraries (Koenig & Safford, 1984; Moran, 1983). Most of this research has focused on an external view of the career, examining patterns and possible paths or tracks. There has been very
little work done on internal perceptions of the career. Other applications of career development theory have been utilized primarily in describing the need for career development and in recommending particular development programs or policies, such as mentoring programs, job sharing, internships, and lateral transfers (Austin & Gamson, 1984; Hodgkinson, 1974; Kanter, 1979).

In the past two decades there has been an important emergence in research on mid-level administrators, or middle managers in higher education. Although a relatively small body of literature, work in this area is increasing our understanding of the college or university as a work setting for these employees. One of the earliest studies on middle managers in higher education was conducted by Bess and Lodahl (1969) and focused on specific career patterns and satisfaction of male university middle managers. Bess & Lodahl traced career paths through job titles and used questionnaires to identify satisfaction levels. They developed a profile of mid-level administrators, identified areas of satisfaction and concluded with recommendations for higher education organizations to provide opportunities for training and career development.

In a recent study of mid-level administrators, Minor and Estler identified the concept of "accrual mobility"
(1985). For many middle managers, development and career growth are found through job evolution, accruing responsibility, and job creation, all of which make a clear pathing pattern the exception rather than the rule. This study is important in identifying sources of career growth other than upward movement.

In the past decade research began to define middle managers, describe their roles and identify the effects of the university work setting on them. Much of this work was not experimental or theoretical in nature. Rather, it presented a synthesis of the literature (Austin & Gamson, 1984), and provided anecdotal accounts of experience and interviews with mid-level administrators (Kraus, 1983; Price, 1977; Scott, 1977, 1978). These papers address some important issues for middle managers, define some problematic areas and begin to develop recommendations for change. This work is important in bringing attention to this group of university employees and to the need for further research. Comparison of the early work of Bess & Lodahl (1969) to these later papers indicates similar findings and conclusions. Bess & Lodahl found the most potential sources of dissatisfaction for middle managers to be salaries, opportunities for personal growth and autonomy. They concluded that the least satisfying aspects of the job environment are amenable to direct action by the
institution. Similar findings emerged for the authors of later papers, that mid-level administrators are dissatisfied with vertical and lateral transfer opportunities, limited time for scholarly or personal pursuits, lack of recognition and salaries (Austin & Gamson, 1984; Scott, 1977; Solmon & Tierney, 1977). Conclusions similar to Bess & Lodahl's 1969 study are also found in the well-developed recommendations presented in the papers of the more current authors (Austin & Gamson, 1984; Scott, 1977). This recognition of the institution's role in giving attention to areas of dissatisfaction for employees addresses the human resources management perspective. The influence of this perspective on the current writing about the quality of the work experience for middle managers is evident.

Although research influenced by career development theory is being conducted on employees in higher education organizations, there continues to be a need for examination of internal perceptions of career experiences and for systematically linking this information to human resource initiatives and programs for the institution.

The next chapter presents the methodology used to examine perceptions of career aspirations in this study.
CHAPTER III
METHODOLOGY

RESEARCH DESIGN

The purpose of this study is to examine the perceived career aspirations of mid-level administrators in a large higher education organization. More specifically, the study will identify the career anchors that potentially influence career decisions and identify the factors perceived to facilitate and inhibit career development. Because the intent of the study is to understand administrators' perceptions of their own careers, it is necessary to use a research design that will allow data to be generated from participants' perspectives.

This study is descriptive. Moreover, it is concerned with "meaning" in that it relies upon individual interpretations of career experiences to capture administrators' perceptions of future professional opportunities. The purpose of generating a description of mid-level administrators' career aspirations and the concern with the meaning of career experiences and career
development are especially suited to a qualitative research design (Bogden & Biklen, 1982). Miles and Huberman (1984) summarize the benefits of qualitative data:

They are a source of well-grounded, rich descriptions and explanations of processes occurring in local contexts. With qualitative data one can preserve chronological flow, assess local causality, and derive fruitful explanations. Then, too, qualitative data are more likely to lead to serendipitous findings and to new theoretical integrations; they help researchers go beyond initial preconceptions and frameworks. Finally, the findings from qualitative studies have a quality of 'undeniability', as Smith (1978) has put it. Words, especially when they are organized into incidents or stories, have a concrete, vivid, meaningful flavor that often proves far more convincing to a reader - another researcher, a policy-maker, a practitioner - than pages of numbers.

(p.15)

This study is primarily guided by the qualitative research principles espoused by Lincoln and Guba (1985). Their work is built upon the naturalistic inquiry paradigm, which assumes multiply constructed realities, interaction between the inquirer and respondent, and a context-bound phenomenon and value-bound inquiry (Guba and Lincoln, 1981). Qualitative research techniques allow the researcher to represent these multiple constructions (thereby describing meaning) with the intent of creating an understanding of the phenomenon under study.
This study is intended to create an understanding of how mid-level administrators experience their careers in a higher education organization. This includes the factors that professionally motivate mid-level administrators, their expectations of the future, and factors that both facilitate and inhibit their career development. Identification of these factors ultimately may lead to the development of strategies for increased career growth and employee effectiveness.

Lincoln and Guba (1985) identify four axioms that characterize the naturalistic inquiry paradigm. These will be discussed in relationship to the conceptualization, method and phenomena of this study. One axiom is that any phenomenon is represented by a multiplicity of complex constructions (p. 37). The concept of career is complex. It holds meanings of movement or stability or growth, and is influenced by motivators, by structural boundaries, by needs and values. Thus, derivative concepts including "career anchors" or "career aspirations" are sufficiently complex to warrant the use of description. Careers can only be fully explained through personal perceptions and meanings.

A second axiom describes inquiry as context dependent, aiming to develop an idiographic body of knowledge (p.38). The study of careers or career development is highly
context-dependent - one can only come to understand an individual's career within the context in which it has been experienced. All participants in this study are currently employed in the same university and this defines the immediate organizational context. The writer anticipates that individuals may describe their experiences within other contexts, such as other positions or organizations or personal lives beyond the organization. Nonetheless, the description will never be context-free.

A third axiom concerns explaining action (p. 38). Lincoln and Guba argue that conventional causal connections are inadequate to explain the multiple interacting factors, events and processes that shape an action; and that inquiries can, at best, establish plausible inferences about the patterns of such shaping (Lincoln & Guba, 1985). Perceptions cannot be quantified or causally connected, especially perceptions of anticipated events or decisions. They are constructions of reality; they reflect anticipations of what may lie ahead. Thus, conventional methods of determining causal connections are not well-suited to the purpose of this research.

Fourth, inquiry is described as value-bound (p. 38). Both the data collected from the participants and the framework guiding the research are bound by values. As Schein (1978) and most other career theorists (Holland,
1973, Rosenberg, 1957 & Super, 1957) have argued, career choices are heavily influenced by personal values. Therefore, perceptions and descriptions of career experiences will be influenced by respondents' values. Guba & Lincoln (1981) argue that inquiry is also influenced by the values of the researcher and by the paradigm he or she selects. In this case, the study is guided by human resource management principles, which values recognition of employee needs and considers person-organization fit to be a key determinant of organizational effectiveness. Identification of career motivators and participants' perceptions of organizational factors which inhibit and facilitate their career growth are valued by the inquirer as important linkages to organizational effectiveness. It is recognized that the inquiry will occur within a human resources management framework.

In short, the intent of this study can best be realized through qualitative research methods. The type of method chosen to provide the best means for generating data appropriate to the focus of the research is to be examined next. The interview was chosen as a means for enabling mid-level administrators to reconstruct career experiences and to construct anticipated career decisions. Use of the interview encourages participants to recount and explain these issues. Stated differently, the major advantage of
the interview is that "it permits the respondent to move back and forth in time - to reconstruct the past, interpret the present, and predict the future, all without leaving a comfortable armchair" (Lincoln & Guba, 1985, p. 272). Because this research focuses on all three aspects of careers - past, present and future, the interview presents an appropriate technique.

The interview method has other advantages that are important to this study. Interviewing, more than other qualitative approaches, has the potential to minimize misinterpretation between the researcher and the respondent (Guba & Lincoln, 1981). Misinterpretations can be minimized by checking interpretations during the course of the interview. Also, interviewing minimally interrupts an individual's career, the actual phenomenon being studied, because the career existed prior to and continues during the interview, and remains to be experienced. Thus, interviewing provides verbal reconstructions of the past and projections of the future.

Interviewing, like all research methods, also has limitations. A major limitation is that interviews are conducted within a limited time frame; thus, there is potential for incomplete responses. For example, when limited to an interview session, it is possible that a respondent may forget some of the issues or experiences
that he or she might want to discuss. However, respondents will give accurate descriptions of their own experiences and interviewing allows for the identification of common experiences and patterns that can be tested later.

Another potential limitation of the interview is interviewer bias. This may occur in the development of the interview questions, as well as in the presentation of questions to respondents and non-verbal reactions to responses. The use of pilot interviews is helpful in minimizing bias within questions and in their presentation. Open-ended questions are more likely to decrease bias by allowing respondents to elaborate on their own experiences and perceptions.

In short, according to Guba and Lincoln, the purposes of interviewing are: to obtain here and now constructions, to reconstruct entities experienced in the past, to project entities as they are expected to be experienced in the future and to verify and extend information obtained from other sources (1981). These purposes are consistent with the intent of this research.

As stated, the interview is the primary method utilized in this study. Participant resumes also were collected; primarily for three purposes: to provide background information about participants to the researcher prior to the interviews, to furnish demographic data, and to aid in
data analysis. An analysis of resumes is useful for providing information about aspects of careers such as numbers of moves, moves within and outside of higher education, and indications of promotions. However, resumes are inadequate for identifying perceptions about the reasons behind past career choices, the ease or difficulty with which changes were made, or the factors that influenced career decisions. This information is best generated by allowing respondents to describe and explain their experiences.

The interview used in this study can be described as semistructured, combining both a standardized interview guide and an unstructured open-ended interview. Lincoln and Guba (1985) indicate that the structured and unstructured interview differ on the basis of problem definition, formation and the interviewer's expectations regarding the responses:

In the structured interview, the problem is defined by the researcher before the interview. The questions have been formulated ahead of time and the respondent is expected to answer in terms of the interviewer's framework and definition of the problem. The unstructured or specialized interview varies considerably from this mode. In an unstructured interview, the format is non-standardized, and the interviewer does not seek normative responses.

(p. 155-156)
The interview guide for this study was structured to the extent that questions were formulated ahead of time to extract information about the three areas of inquiry, described earlier. However, questions were open-ended and the conversation was allowed to flow in other directions if the participant carried it that way. Further, participants were asked to define terms and to clarify concepts. Early in the interview the participants were asked to define the concept "career". This established the meaning of this term for further responses. If respondents asked the researcher to clarify a term or question, they would be encouraged to respond from their own definitions or interpretations.

The strengths of using the interview guide approach include: increasing the comprehensiveness of the data, systematizing data collection, and providing the ability to anticipate and close gaps in the data, while keeping the interview conversational and situational (Patton, 1980). The formulation of the interview guide will be discussed later in this chapter.

It has been argued in this chapter that qualitative research methods provide an appropriate design for the focus and intent of this study. More specifically, the use of interviewing provides a suitable technique for allowing participants to reconstruct their past and present
experiences and to project about future career experiences. The next three sections of this chapter will address sample selection, data collection and finally, data analysis.

SAMPLE SELECTION

The population for this study consisted of mid-level administrators at one mid-western public university. As defined earlier, the population comprised non-faculty administrators holding positions below senior-level administrators. These professionals are not tenurable and have titles such as director, coordinator, officer, or assistant-to. They are generally in support positions and implement decisions made by senior administrators or the faculty committees of university governance.

The sample was drawn from administrators at The Ohio State University. Choosing a sample within one organization was preferred to interviewing administrators from several institutions because one intent of the study is the identification of organizational factors that inhibit and facilitate career development. Use of the Ohio State population also provided a convenience sample to the researcher.
The Ohio State University Office of Personnel Services provided computerized lists of all mid level administrative employees at the university. The computer lists were generated using job classification and salary data. The population for this study included individuals from the Administrative and Professional staff and Unclassified staff classification categories of the university. These titles are classified by pay range, derived from a factoring system of six criteria for each position: knowledge, skills and abilities required, interpersonal relationships, supervision received and given, mental demand and responsibility and impact. The factoring system used to determine pay range produces a salary hierarchy of positions. The population for this study was within the pay ranges coded 60 (base salary $17,000) through 71 (base salary $75,000) and represent non-faculty administrative staff with responsibilities and impact at a level below senior administrator. The researcher examined the lists to choose a sample of mid-level administrators by title and to exclude hospital personnel, technical personnel and additional titles with faculty adjunct appointments, such as librarian, because the responsibilities, work environment and reward system for these employees differ significantly from most mid-level administrators. Thus, a total population of 358 mid-level, non-faculty
administrators was identified.

From this population a sample of 68 names was randomly selected, using a table of random numbers (Sharp, 1979). A total of sixty-eight names was initially drawn with the expectation of obtaining a total sample size of 30 to 40 participants. A 50% response rate, at least, was anticipated. If additional participants were needed, extra names could be selected from the original population. The sample was stratified by function and by gender. Function refers to one of four categories of administrators: administrative affairs, student affairs, academic affairs and external affairs. These four administrative categories were identified by the College and University Personnel Association (1975-76) and used by Van Alstyne, et.al., (1977) in conducting compensation surveys in higher education. Function for the population in this study was determined by the unit in which the position was classified and/or by the person to whom the position reported. For example, a college or academic department was considered an academic unit. Those reporting to an academic dean or other tenured administrator, such as assistant or associate provost, were considered in an academic unit. This categorization by function provides a useful means for classifying administrators by the tasks they perform and constituencies with which they work. Administrative
affairs is the unit that handles all financial, business and personnel matters in the university. Some typical positions within administrative affairs include: chief accountant, director of compensation services, director of employee relations, controller, assistant university treasurer and director of financial systems. Student Affairs is the unit concerned with non-academic support services for students. Typical students affairs' titles include director of student financial aids, director of admissions, director of international students, residence hall director and assistant or associate vice-provost for student affairs. Academic affairs is the unit concerned with all teaching and academic matters. Within this unit there are professional administrators who do not hold tenure and carry such titles as director of academic studies, assistant to the dean, coordinator of academic advisement, director of career planning and placement services and assistant college secretary. Finally, external affairs serves external audiences through public relations, alumni services and development. Examples of titles in this unit include development officer, assistant or associate director of sponsored programs for development, assistant or associate director for conferences and institutes, director of news services and director of annual funds. Student affairs at The Ohio
State University is an administrative sub-unit within academic affairs. However, for purposes of this study, student affairs was treated as a separate functional category. The responsibilities and foci of student affairs are different than academic affairs, which warrants its consideration as a separate functional category. Typically, academic affairs is concerned with courses and the academic nature of the university, while student affairs is responsible for non-academic aspects of student life.

The sampling procedure was intended to select a group of individuals that was representative of the population of mid-level administrators. However, equal numbers of men and women, as well as equal numbers from the four functional categories were drawn in order to allow for comparisons by gender and function. A sampling ratio of 1:1, men to women, in the original sample of 68 potential participants was established. In the original university population, there was a 1.5 to 1 ratio of men to women. Comparison of gender by functional category reveals nearly equal numbers of men and women in both student affairs and academic affairs in the university population. However, men outnumbered women 2.5 to 1 in external affairs and 4 to 1 in administrative affairs (see Table 1). The total number of administrators in each of the functional
categories were somewhat similar (see Table 1).

Table 1

Population by Functional Category and Gender

<table>
<thead>
<tr>
<th></th>
<th>Total N</th>
<th>Men</th>
<th>Women</th>
<th>Ratio: M:W</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Population</td>
<td>358</td>
<td>214</td>
<td>139</td>
<td>1.5:1</td>
</tr>
<tr>
<td>Student Affairs</td>
<td>82</td>
<td>41</td>
<td>41</td>
<td>1:1</td>
</tr>
<tr>
<td>External Affairs</td>
<td>91</td>
<td>63</td>
<td>28</td>
<td>2.5:1</td>
</tr>
<tr>
<td>Academic Affairs</td>
<td>90</td>
<td>40</td>
<td>50</td>
<td>1:1</td>
</tr>
<tr>
<td>Administrative Affairs</td>
<td>95</td>
<td>75</td>
<td>20</td>
<td>4:1</td>
</tr>
</tbody>
</table>

Of the initial 68 people requested to participate, 43 people responded (63%). Three of these respondents chose not to participate, yielding a sample of 40 and a response rate of 58%. A description of the sample follows.

DESCRIPTION OF THE SAMPLE

Comparison of Sample with University Population

A comparison of the number of participants with the number of employees by functional category is presented in
Table 2. As stated earlier, there were somewhat equal numbers of participants from each of the functional categories. This is also true for the university population. Within the sample, the administrative affairs category had the fewest number of participants, while this unit comprised the highest percentage of administrators in the university population. Conversely, in the sample student affairs was represented by a relatively large percentage of participants, yet within the university population this unit comprises the lowest percentage of administrators.

Table 2
Population and Sample by Functional Category

<table>
<thead>
<tr>
<th>Category</th>
<th>Population N=358</th>
<th>Sample n=40</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Student Affairs</td>
<td>82</td>
<td>23%</td>
</tr>
<tr>
<td>External Affairs</td>
<td>91</td>
<td>25%</td>
</tr>
<tr>
<td>Academic Affairs</td>
<td>90</td>
<td>25%</td>
</tr>
<tr>
<td>Administrative Affairs</td>
<td>95</td>
<td>27%</td>
</tr>
</tbody>
</table>
Gender

Within the sample there were nearly equal numbers of men and women. A total of 18 men and 22 women indicates a ratio of 1:1.25 for the sample. Within the university population men outnumbered women 1.5 to 1. Unequal sampling does not provide an accurate representation of the population, since the ratio of men to women in the sample is not the same ratio of men to women in the population. However, the intent for the study was to have equal numbers of males and females so that experiences can be compared. A comparison of the sample and population by gender is presented in Table 3.

Table 3

Population and Sample by Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Population n=358</th>
<th>Sample n=40</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n %</td>
<td>n %</td>
</tr>
<tr>
<td>Women</td>
<td>139 39%</td>
<td>22 55%</td>
</tr>
<tr>
<td>Men</td>
<td>219 61%</td>
<td>18 45%</td>
</tr>
</tbody>
</table>
Age

An examination of the sample by age range (see Table 4) indicates the participants were relatively young. Seventy-five percent of the participants were between the ages of 22 and 40. The 41 to 50 age range was represented by only 7.5% of the sample, and 17.5% of the participants were over age 50. The mean age of the sample was 39.47.

Although the university is characterized as having a flat administrative structure, mid-level administrators occupy numerous pay levels. This results in a sample that is comprised of professionals at different career stages. Some mid-level administrators are in the early stages of their career, while others are near retirement. Career stage may be related to age and will be considered during analysis.

Table 4
Sample by Age

<table>
<thead>
<tr>
<th>Age Range</th>
<th>n=40</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>22-30</td>
<td>9</td>
<td></td>
<td>22.5%</td>
</tr>
<tr>
<td>31-35</td>
<td>9</td>
<td></td>
<td>22.5%</td>
</tr>
<tr>
<td>36-40</td>
<td>12</td>
<td></td>
<td>30.0%</td>
</tr>
<tr>
<td>41-45</td>
<td>1</td>
<td></td>
<td>02.5%</td>
</tr>
<tr>
<td>46-50</td>
<td>2</td>
<td></td>
<td>05.0%</td>
</tr>
<tr>
<td>51-55</td>
<td>3</td>
<td></td>
<td>07.5%</td>
</tr>
<tr>
<td>56+</td>
<td>4</td>
<td></td>
<td>10.0%</td>
</tr>
</tbody>
</table>
Educational Background

The study sample was a highly educated group. The vast majority, 72.5%, of the sample had advanced or professional degrees (see Table 5). This is a reflection of the academic environment, which places a high value on advanced education and where the demand for a Master's degree or Doctorate is great. An advanced degree is a requirement for many of the mid-level positions.

<table>
<thead>
<tr>
<th>Educational Level</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School</td>
<td>2</td>
<td>05.0%</td>
</tr>
<tr>
<td>BA/BS</td>
<td>9</td>
<td>22.5%</td>
</tr>
<tr>
<td>MA/MS</td>
<td>15</td>
<td>37.5%</td>
</tr>
<tr>
<td>PhD/Professional</td>
<td>14</td>
<td>35.0%</td>
</tr>
</tbody>
</table>

A comparison of educational levels by functional category indicates the requirement for an advanced degree differs by functional area (see Table 6). The external affairs area seems to have the least demand for advanced degrees. The majority of individuals employed in external affairs have a BA or MA, and none has a doctorate or professional degree. The administrative affairs unit has a very similar
profile. The majority of administrators in the administrative affairs unit have either a BA or an MA degree. The other two functional units show more highly educated individuals. Administrators in academic affairs are the most highly educated. Seventy-five percent of this group have earned the Ph.D. Student affairs presents a similar profile, with 91% of student affairs administrators having earned a graduate or professional degree. The predominant degree in the student affairs unit is the Master's. These trends reflect the educational requirements of positions in the various units and will be explored further in the analysis.

Table 6

<table>
<thead>
<tr>
<th>Functional Unit</th>
<th>High School</th>
<th>BA/BS</th>
<th>MA/MS</th>
<th>PhD/Professional</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n  (%)</td>
<td>n  (%)</td>
<td>n  (%)</td>
<td>n  (%)</td>
</tr>
<tr>
<td>External Affairs</td>
<td>n=9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Affairs</td>
<td>n=11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Affairs</td>
<td>n=12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrative Affairs</td>
<td>n=8</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The careers of many of the participants are characterized by employment in organizations other than the Ohio State University, and/or by positions at Ohio State other than their current position. Participant careers at the Ohio State University range from 29 years to 1 year, with the average number of years at this institution for all participants being 8 years. The number of years in the current position ranges from 15 years to .1 year, with the average number of years in the current position being 3.8 (see Table 7). Thus, other organizational contexts are part of participants' careers for the majority of administrators in this sample. As stated earlier, the administrators in this sample are relatively young. This may explain the low number of years spent at Ohio State: 28 of the 40 participants have been at Ohio State less than ten years and 30 of the 40 participants have been in their current position 5 years or less.

Table 7

<table>
<thead>
<tr>
<th>Years at Ohio State</th>
<th>Years in Current Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.15</td>
<td>3.8</td>
</tr>
</tbody>
</table>
In summary, the participants differ by age and educational background. Yet some general trends emerge. The sample is relatively young and highly-educated. On average, they have spent twice as many years at the university as in their current position. The process of data collection will be described next.

NON-RESPONDENTS

A sample of non-respondents was contacted to obtain demographic data in order to investigate possible patterns among those who chose not to participate in this study. Ten names (40% of all non-respondents) were randomly selected. These individuals were phoned and asked questions about age, educational background, title of position held and title of supervisor when the individual was contacted. The latter two questions were asked to determine functional category. Gender was determined by name and voice. These individuals were also given an optional question, asking for the reason they chose not to participate.

Among the ten individuals contacted, one had retired and one had left the university since they were originally requested to participate in the study. Comparison of demographics among the remaining eight non-respondents
revealed no patterns (see Table 8), other than reason for not participating. Six individuals (75%) felt they did not have the time when requested to participate. One could not remember the reason for not participating and another said he tried to contact the researcher after a period of time, but was unable to make contact. There was variation in the factors of gender, age, educational background and functional category, revealing no patterns among the demographic data to explain non-response.
<table>
<thead>
<tr>
<th>Gender</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>3</td>
<td>(38.0%)</td>
</tr>
<tr>
<td>Female</td>
<td>5</td>
<td>(62.0%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Age</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>22 - 30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>31 - 35</td>
<td>2</td>
<td>(25.0%)</td>
</tr>
<tr>
<td>36 - 40</td>
<td>1</td>
<td>(12.5%)</td>
</tr>
<tr>
<td>41 - 45</td>
<td>2</td>
<td>(25.0%)</td>
</tr>
<tr>
<td>46 - 50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>51 - 55</td>
<td>2</td>
<td>(25.0%)</td>
</tr>
<tr>
<td>56+</td>
<td>1</td>
<td>(12.5%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Educational Background</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School</td>
<td>2</td>
<td>(25.0%)</td>
</tr>
<tr>
<td>B.A. Degree</td>
<td>2</td>
<td>(25.0%)</td>
</tr>
<tr>
<td>M.A. Degree</td>
<td>4</td>
<td>(50.0%)</td>
</tr>
<tr>
<td>PhD/Professional</td>
<td>0</td>
<td>(00.0%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Functional Category</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Affairs</td>
<td>3</td>
<td>(37.5%)</td>
</tr>
<tr>
<td>Student Affairs</td>
<td>2</td>
<td>(25.0%)</td>
</tr>
<tr>
<td>External Affairs</td>
<td>2</td>
<td>(25.0%)</td>
</tr>
<tr>
<td>Administrative Affairs</td>
<td>1</td>
<td>(12.5%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reason For Not Responding</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Time</td>
<td>6</td>
<td>(75.0%)</td>
</tr>
<tr>
<td>Doesn't Remember</td>
<td>1</td>
<td>(12.5%)</td>
</tr>
<tr>
<td>Too Late</td>
<td>1</td>
<td>(12.5%)</td>
</tr>
</tbody>
</table>
DATA COLLECTION

As previously mentioned, the data for this study were collected through interviews. The approach to data collection for this study corresponds to Lincoln and Guba's (1985) outline for designing a naturalistic inquiry. The first step is to establish the focus of the inquiry; this establishes the boundaries. This study focuses upon perceived career aspirations and career anchors of higher education administrators and the perceived facilitating and inhibiting factors of career development. This focus defines the nature of the questions developed for the interview. Once the study focus is determined, the next steps for data collection include the determination of where and from whom the data will be collected, the determination of the successive phases of the inquiry, the determination of instrumentation and the planning of data collection and recording modes (Lincoln & Guba, 1985). Descriptions of these aspects of data collection follow.

The initial tasks of data collection included seeking approval of the techniques and materials used for data collection by the university's Human Subjects Review Committee; developing the interview guide; conducting pilot interviews to refine the interview guide; and selecting the sample. These activities occurred during January, 1986. On January 31, approval from the Human Subjects Review
Committee was received. Once the initial sample of 68 names was selected, a cover letter was sent to each of these administrators, explaining the study and requesting their participation (see Appendix A). Included with the cover letter were two copies of a consent form (see Appendix B), both to be signed by the individual if he or she were willing to participate. One was to be retained by the participant and the other was to be returned to the researcher, along with a copy of the participant's resume.

To enable the researcher to schedule interviews within two weeks after a participant responded, letters were mailed on a rolling schedule. Twenty-four letters were sent to potential respondents in mid-February; another 24 letters were mailed to potential respondents in late-March; and another 20 letters were mailed to potential respondents in late-April.

When a participant returned the consent form with a resume, the researcher then phoned that individual to schedule an interview. All interviews took place in participants' offices, except one which was conducted in the participant's home. The length of the interviews ranged from 50 minutes to two hours, with most lasting about one and one-half hours. All the interviews were tape-recorded. The first interview was conducted in February, 1986 and the final interview took place in May,
1986. The transcribing of interviews was completed by June, 1986.

An interview guide was established (see Appendix C) and utilized for each of the interviews. Some of the interview questions were influenced by Schein's self-analysis guide to career anchors (Schein, 1978). Schein's intent, to identify those factors that motivated career decisions and maintained people on a certain career track, was similar to the intent of this study. The factors he identified through his research established his "career anchors". He utilized questions about the rationale behind past career decisions, work values, motivating factors and perceptions of future decisions - all of which were used in the interview guide for this study. Before the interviews with the participants, the researcher developed potential interview questions focused on the three areas of inquiry for the study. One major area of focus is the career aspirations of mid-level administrators in higher education. This generated a series of questions about goals, professional identity and plans for the future. Examples of these questions include:

- What were you looking for in your first professional position?
- Please describe the career goals, if any, you set for yourself at that time.
- Discuss any decisions concerning your career that you anticipate making in the future, and identify the factors that will influence your decisions.

The second area of inquiry is motivating forces (career anchors), and this inspired a set of questions about past career decisions and the reasons behind them, career needs, motivators and perceptions of the most important aspects of work to the participant. Some of these questions were:

- Please describe other positions you have held since your first professional position and tell me the reasons behind each of the decisions you have made.
- What makes you want to do your job?
- What would you consider to be those aspects of your work that are most important to you?

Finally, the third area of focus is the factors perceived to inhibit and facilitate career development. This suggested a series of questions on perceptions of facilitating and inhibiting factors, both past and future, and those linked to the university, where all participants were employed. Examples of these questions include:

- As you think about your career history, can you identify any factors that prevented you from doing things you may have wanted to, but couldn't?
- What factors will facilitate your career decisions?
- What would you identify to be the factors about this university that have facilitated your career development? Inhibited career development for you?

Three pilot interviews were conducted with mid-level administrators identified from the university population. The interview guide was refined after each pilot interview based on assessment of the responses by the researcher and on feedback from the pilot interview respondents.

The researcher conducted all 40 interviews, thus assuring consistency in the kind of information gathered. Before each interview, the researcher reviewed the participant's resume to gather background information. At the beginning of each interview, before the questions began, the researcher introduced herself, discussed the anonymity of the participant's responses, briefly stated the focus of the questions and assured the respondent that he or she did not need to respond to any question he/she felt uncomfortable with or did not have a response for. Then, the researcher requested permission to tape record the interview.

Following each interview, the researcher wrote down summary notes on a "contact summary sheet" developed by the researcher, as suggested in Miles and Huberman (1984) (see
Appendix D). This enabled the researcher to write down notes about the interview while it was still fresh in her mind. Within one week of each interview the researcher transcribed the tape into a typed format, then disposed of the tape. The contact summary sheet and other techniques which were utilized for data analysis will be discussed in the next section.

DATA ANALYSIS

Processing the Data

The process used to analyze the data in this study is an inductive one. This process begins with the data, which are the constructions offered by or in the sources, and uses inductive reasoning to arrive at theoretical categories and relational propositions (Lincoln & Guba, 1985). An inductive strategy involves scanning the data for categories and relationships, and developing and modifying working typologies or hypotheses (Lincoln & Guba, 1985).

Miles and Huberman (1984) advocate an inductive process of data analysis which consists of three flows of activity: data reduction, data display and conclusion-drawing/verification. This is an interactional process and involves inductive analytic choices to organize the data so that final conclusions can be drawn.
Figure 1. Three-flow process of data analysis. (Miles and Huberman, 1984)

The approach of Miles and Huberman guides the analysis for this study. Data reduction is defined as the process of selecting and focusing, choosing emerging themes from the "raw data", in this case, interview transcripts (Miles & Huberman, 1984). The process occurs throughout the entire study, beginning with anticipatory data reduction, which occurs even before the data are collected, as the conceptual framework is developed (Miles & Huberman, 1984).

The career development perspective guides the analysis in this study and was utilized as a framework to determine the three major areas of inquiry and to develop the interview questions. Thus, data reduction began at an early stage as the researcher chose which concepts would be explored through the development of interview questions, and the selection of participants and sites. As data were
collected, themes for each participant were noted on a contact summary sheet (see Appendix D). This use of memos allowed the researcher to make initial notes concerning emergent themes and hypotheses. The major data reduction occurred once all the data were collected. Responses to each interview question were filed together. In addition, responses to interview questions designed to address each of the major research questions were separated for analysis. There was some overlap because a few questions, such as those concerning career histories, were relevant for more than one area of inquiry. Data were analyzed for patterns, themes, relationships and typologies.

Data display is defined as an organized assembly of information to be used for conclusion drawing (Miles & Huberman, 1984). The narrative text is the most used form of display for this study. However, as analysis took place, use of graphs, charts and illustrations helped the researcher explore relationships and typologies. For example, as factors which influence career aspirations began to emerge, it was useful to illustrate the influence of these factors on aspirations (see Figure 2). To understand the role of career orientations on aspirations, Figure 2 was modified to include orientation (see Figure 10). Tables were used to illustrate the analytic process behind some of the findings, for example, the responses
examined and emergent themes which led to identification of factors influencing aspirations were charted in Table 8. Often as the researcher displayed relationships between concepts, the raw data were examined again to see if such relationships were true descriptors of actual experiences. This led to an occasional refinement and revision of relationships and changes in displays. Data display is also an analytic activity which interacts with reduction and conclusion-drawing.

Conclusion-drawing and verification is the process of deciding what things mean, noting regularities, patterns, explanations and propositions, and verifying the "confirmability" of findings (Miles & Huberman, 1984). Several techniques were used for verification, including review of transcripts for "second thoughts", and presentation, review and argumentation over conclusions among colleagues. Member-checking, that is, going back to respondents to check the accuracy of interpretations, is another form of verification. In addition to these techniques, which will be discussed later in this section, Miles & Huberman suggest several strategies to use in data analysis. These will be reviewed next.
Data Analysis Techniques

Most of the techniques suggested by Miles & Huberman were used during data collection. The strategies were helpful in initiating the analysis process during collection and in organizing material and thoughts for analysis after data collection.

First, a contact summary sheet (see Appendix D) was used to note initial impressions, themes, and characteristics of each respondent after the interview, and to note methodological issues. The summary sheet was useful in reducing data to the individual respondent level by identifying patterns, relationships or themes within each participant's responses. The summary sheet also provided a means to note concerns as data collection progressed. In addition to making notes on the summary sheet, reflective remarks were also made in the form of memos and on the transcriptions as the tapes were being transcribed. Transcribing each tape allowed the researcher to hear the responses a second time and to note new ideas. Memos were actually "notes to self" primarily concerned with ideas about emerging themes or ideas to explore or methodological considerations.

Miles and Huberman (1984) also suggest storing text to keep accurate accounts of all data collected. This was accomplished by putting all interviews into written form.
through transcription. Copies of the transcriptions were made and cut apart so that responses to related questions could be stored in folders.

Two techniques are related and were used at the mid-way point of data collection. These are the data accounting sheet and interim site summary. The data accounting sheet (see Appendix E) was designed as a quick check to determine if the major research questions were being answered. Twenty-four transcriptions were checked individually to ascertain whether each of the respondents provided information regarding each of the three major areas of inquiry. From this accounting, an interim site summary was written, which allowed the researcher to reflect upon gaps in the data, concerns, themes and strategies to avoid gaps in the remaining interviews.

A coding scheme, suggested by Miles and Huberman was used after all data were collected. With a cut and paste system, responses to each interview question were collected together and examined for repeated themes and patterns. These were coded by theme, then compared to responses to other questions to explore relationships. For example, responses to some of the questions about past career decisions were compared to questions about anticipated decisions, to determine if decision-making processes were consistent over time. The codes often were eventually used
as labels in data display to identify a particular theme or phenomenon.

In addition to coding, other techniques recommended by Lincoln & Guba (1985) were used for analysis to ensure trustworthiness. This will be examined next.

TRUSTWORTHINESS

A study that is trustworthy is one in which confidence in the "truth" of the findings is established; context-relevant findings are produced which are transferrable to like contexts; the findings are consistent and should remain stable if the study is replicated; and the findings are neutral and reflect perceptions and experiences of the respondents, not the inquirer (Lincoln & Guba, 1985). Guba (1981) identified these four criteria of trustworthiness as: credibility, transferability, dependability and confirmability. Lincoln & Guba (1985) suggest a variety of techniques to meet the trustworthiness criteria. Each criterion will be reviewed with a description of the techniques used to meet it.

Credibility

The techniques used for credibility are activities that make it more likely that sound findings and interpretations will be produced; that provide an external check on the
inquiry process; and that provide a test of findings and interpretations with the human sources from which they were derived (Lincoln & Guba, 1985).

To increase the probability that credible findings are produced, two major techniques are used: prolonged engagement and triangulation. Prolonged engagement is the investment of sufficient time to achieve certain purposes (Lincoln & Guba, 1985). What is "sufficient" is an analytic choice of the researcher. In this study, forty participants was deemed to be sufficient to generate enough data to address the research questions. The most important technique for credible findings is the use of triangulation which may involve multiple sources, methods, investigators and theories. In this case, multiple sources and methods were used. Multiple sources may include multiple copies of one type of source, such as interview respondents (Lincoln & Guba, 1985). Thus, perceptions were collected from more than one individual; in this case, 40 administrators employed in the same organization. Although interviewing was the primary method used in this study, other methods were used during analysis to check findings. These include resume analysis and comparisons of final interpretations with initial interpretations documented on the contact summary sheet. For example, the professional organizations listed on participant resumes were reviewed as an indicator
of field identity. Initial themes identified on the contact summary sheet were compared with themes identified after reading transcribed responses to specific questions for consistency in interpretation.

As an external check on the inquiry process, peer debriefing was used primarily for two purposes: to help keep the inquirer "honest" by playing the devil's advocate, probing biases and exploring meanings so that interpretations could be clarified; and to provide an initial and searching opportunity to test working hypotheses which emerge in the inquirer's mind (Lincoln & Guba, 1985). For the first purpose, one peer who is familiar with the area of inquiry and is knowledgeable about methodological issues was used in the protagonist role. For the latter purpose, three peers who are familiar with the area of inquiry were used to discuss, explore and formulate thinking about the emerging themes. In three instances, after discussion with peer debriefers, the researcher reviewed the data again to identify precisely what patterns were accurate reflections of participant responses and to revise initial descriptions and labels.

Finally, member checking was used to provide a direct test of interpretations with the participants of the study. This occurred three ways. First of all, checking interpretations took place during the interview as the
interviewer summarized and re-phrased responses to check for accuracy. Secondly, in some instances, after the tape was transcribed, respondents were phoned and asked additional questions to clarify responses or to check initial interpretations. Finally, a random selection of respondents was phoned after the analysis of data to check interpretations and findings, such as the identification of career orientations, in order to determine how accurately respondents' experiences were portrayed.

**Transferability**

Lincoln & Guba argue that it is the responsibility of the researcher to provide the data base that makes transferability judgements possible on the part of potential appliers (1985). This is accomplished through the use of thick description, which involves using relevant descriptors and the widest possible range of information. This study utilizes actual quotes from respondents to exemplify findings and to describe the experiences that resulted in any given interpretation. In addition, displays are used to summarize typologies or patterns and to show how findings emerged. This is an attempt to provide not only descriptions of respondents' experiences, but also of the cognitive processes used in analysis.
Dependability

The technique espoused by Lincoln & Guba for stable and consistent findings is the inquiry audit. This can be as extensive as hiring an auditor to check on the process and product of the inquiry or may involve only a paper audit trail established by the researcher. An extensive audit requires hiring an individual who is familiar with the research topic and qualitative methodology. It involves a significant time commitment by both researcher and auditor, as well as a financial investment on the part of the researcher. An audit trail was chosen for this research because of the difficulty of finding a uniquely qualified auditor, limitations on time and resources and the adequacy of the audit trail for the purpose of this study. An audit trail is basically a paper trail of data, documented notes, findings, inductive processes and sessions with peer debriefers. The paper trail thus makes it possible for an auditor to review both the processes used in analysis and the final product.

Confirmability

Techniques to ensure confirmability have already been described and include the audit trail, triangulation, member checks and a reflective journal. In this case, memos were used as a journal, combining information about
self and method.

In summary, Miles & Huberman's (1984) three-flow process of data reduction, data display and conclusion drawing/verification was utilized to guide data analysis in this study. Several techniques were used to organize the collection of data for analysis and to ensure trustworthiness in the interpretations and findings. The next chapter will address the findings related to career aspirations.
A major focus of this study is the career aspirations of mid-level administrators in higher education. Aspirations are career plans or intentions - perceived future career decisions, moves, goals or options. One finding of this study is the identification of factors influencing aspirations, and the confirmation of the process of formulating aspirations as a developmental one. This chapter will begin with a description of the general patterns of aspirations of the mid-level administrators in this study.

To understand the differences that exist in the general patterns of aspirations, knowledge of the reasons undergirding career intentions and information about the factors influencing aspirations is necessary. After a description of general patterns, the chapter will focus on the forces influencing career aspirations to generate an understanding of the concept.
GENERAL PATTERNS

The perceived career aspirations of mid-level administrators provide information regarding patterns of intended movement or non-movement, within and outside of the organization and the field of higher education. The general patterns of career plans articulated by the participants of this study are presented here.

The majority of participants (N=26 or 65%) intend to remain at the university for the short term, the next one to five years. Within this group however, more than half anticipate eventually leaving the university. This includes several people who will be retiring within the next five years (N=5 or 19%) and others who anticipate leaving in the near future (N=9 or 35%). In addition to those participants who anticipate leaving the university, there is a small number who actually plan to leave within this period (N=6 or 23%).

There is also a small number of the sample (N=8 or 20%) who plan to stay at the university for a long-term period, more than five years, most of whom do not have defined next steps.

These patterns of intended behaviors suggest a propensity to move, with a significant number of participants perceiving future moves out of the university. One reason these administrators may be
planning to leave the university is their desire to stay within their current professional field. Many of the professional fields that participants identified with have employment opportunities outside higher education. This will be fully discussed in a subsequent section of this chapter. The number of administrators planning to stay in a higher education environment (N=12 or 30%) is similar to the number of those considering moving to other work environments (N=13 or 32.5%). Further, some participants (N=6 or 15%) did not have plans and therefore were unable to speculate about future career decisions. A closer examination of the dynamics behind these patterns will now be presented.

THE FORCES INFLUENCING CAREER ASPIRATIONS

Developing career aspirations is a complex process influenced by a variety of factors which interact with each other. To describe a complete picture of the influence of these factors on career aspirations, profiles of two participants of this study are presented. Their names, as well as all the names used in this report, are fictitious. In addition, job titles and the names of schools or organizations in which participants may have previously
worked or to which they refer are also fictitious. However, the experiences of participants are real and reflect the complex nature of career aspirations. As the profiles are presented, the interactional influence of several factors on the development of career aspirations is clear.
Ms. Jordan has aspirations of moving toward a high-level position in higher education. Her plans are fairly well-defined, and this has been a characteristic factor affecting her aspirations throughout her life. Ms. Jordan has had specific career goals from an early point in her career. She was able to describe commitment to a particular field and aspirations toward a particular position as an end goal, when she was in her first professional position. Although she views her early goals as very general, she has defined them as striving towards a specific position.

"I don't know that I had real strict goals except that I had wanted to be a vice-president for student affairs. My career goals were very general: number one, I wanted to stay in higher education and administration, and I had somewhat narrowed it down to a vice-president for student affairs at that time. And so looking at, therefore, a lower-level of management and then moving upward."

Ms. Jordan is a long-term planner, having an idea of where she wants to move professionally and how to get...
there. Her first professional position was, for her, an opportunity to test out her initial goals, which she found to be a good fit. From there she made conscious decisions to move into administrative positions and to higher-level managerial positions within higher education. These involved moves to several institutions. For Ms. Jordan, they were perceived steps toward an end goal.

"I was looking for a position that would clarify for me 'is student personnel number one?'. And I found that residence halls was a good experience, but that was not something that I wanted to do long-term. But I still enjoyed working full-time in a higher education institution. I was looking for a more administrative position than a staff counselor, which positions in residence halls are. And so I made the switch into administration and then I wanted to get into a higher-level, decision-making, management position in an institution. So, after a few years, I began to look specifically for a move up. I mean, although I liked Illinois, it was strictly ... you know, after you're in the job a few years, there's no more challenge. I guess I wanted to move up because, again, I really felt my strengths and my interests were going into management and upper decision-making positions. So, naturally I'd been looking for steps up. My decision to come to this position was because it gave me an opportunity to enhance my management skills, in that it was a larger position with a larger staff. It also gave me a change in type of institution, which I hoped would broaden my experience and my working life."

As Ms. Jordan reflects upon her future, she anticipates moving out of this institution, to a higher level position. She strongly identifies with higher education administration, and as all of her experience is in this
field, she prefers to move to an organization that is related to higher education. Thus, field identity and accumulated experience in higher education are contributing factors to her defined aspirations.

"I will probably not stay in this position for more than five years. I think I’ll stay on this job as far as my learning the job and making changes. At the point where I can no longer lead it in a new direction, which will probably be 5 or 6 years, then I would look to another position upward. I think that getting the exposure to a different type of institution and stronger management skills should enable me to look to positions in student affairs administration. It might be in an organization or agency related to higher education, like a higher education association. I don’t see myself going into the business world. It could be dean of students or dean of admissions and financial aid, or some cross-combining of areas. It probably would not be a faculty position."

Very closely related to her active style of planning, Ms. Jordan’s career is oriented by her need to impact the organization, which has been a key determinant in selection of positions, and affects her perceptions of future opportunities. The major career motivator for Ms. Jordan is the opportunity to make an impact and to participate in something that is recognized as important and credible to the system. She values being in a leadership role, creating change to improve the system within which she works. Thus, she views managerial positions at high levels of an organization as ultimately the best way to accomplish her goals. This orientation affects the way Ms. Jordan
will assess future opportunities — looking for something that will promote her advancement. Part of her orientation is feeling recognized, for it is the recognition that validates the impact she has on the organization. Ms. Jordan emphasized this in her description of the characteristics necessary for her to seriously consider a job offer.

"For me to seriously consider another job, it must be at a certain level of decision-making. It must be, therefore, closer to the top than I am now — equal to or higher up. It would have to be in administration of staff, a line position, not a staff position. I would have preference for a stable institution, financially stable, fully accredited, fully recognized. I wouldn't care if it were a small, private school or a large public one, but it has to have that stability and credibility."

Ms. Jordan perceives her talents as making an impact on the system through leadership. She values change and improvements of systems. Ms. Jordan's aspirations have significantly influenced her perceptions of the organization. She defines career development as advancement through the organization. When reflecting upon organizational factors that have inhibited her career development, she identifies the blocked opportunities for upward movement due to the length of stay of top-level administrators in their positions: "Where do you go if nobody at the top, above you, is moving? That has been a
concern and it would be a concern here. I would have to say that there really wasn't anywhere to move upward, so I've had to make changes to other institutions." When she considers her level of satisfaction with opportunities in her field, she again criticizes the lack of mobility: "in the last several years at least, people aren't moving in higher education. So, for example, I might have to wait a lot longer than I want to for the right job, because of the lack of mobility." Finally, as she thinks about her current organization and whether or not it is responsive to her career needs, her perceptions are based upon her capability to advance in the organization. This becomes her measurement for organizational responsiveness and will also determine her satisfaction with an institution. It will ultimately influence the ability of the organization to retain her.

Ms. Jordan's career has not been constrained by personal factors. She has not felt a need to tie herself to a geographic location. She has found it necessary to move around in order to advance her career and has been very free and willing to do so. To a great extent, she meshes her personal and professional life: "I guess I don't separate my career person from my personal person". Ms. Jordan spends much time in her career, usually working up to sixty hours per week. Since it is likely she will
remain single, Ms. Jordan's career will continue to be a major priority in her life, and the constraints that will affect future decisions will be primarily organizational.
Mark Meekers

Personal data: Age range: 36 - 40
Educational background: Ph.D.
Functional category of current position: Academic Affairs
Marital status: Married, with children
Current position: Director of a support program in a college; reports to the Dean of the college

Mark is uncertain about his future. His career history reflects a pattern of related positions in different institutions. His current position is also related to previous positions, although he is now in an academic unit reporting to a college dean, whereas his previous positions were in a particular division of student affairs. Although Mark's career seems like a logical progression, it does not reflect a long-range plan. Mark is a short-term planner. He has taken positions and not considered next steps until he reached a point of "readiness" to make a change or until a new opportunity presented itself. Mark is ready to make a change, thus he was ready to discuss his thoughts about an anticipated career move. Without ever having an end goal to strive towards, Mark is looking at several options. There are a number of factors impacting his perceptions of career opportunities.

Mark identifies professionally with student affairs. His educational background is in this area, as is most of
his experience. However, his current position of providing support services in an academic unit has generated a great deal of frustration for him. He feels that his superiors, who have faculty backgrounds, do not understand or appreciate the role of a student services position. This lack of understanding, Mark thinks, has created a situation in which he does not receive the recognition that he deserves, and has generated attitudes about the legitimacy of his role:

"This college basically looks at people like me—student personnel types or purely administrative types, anybody who's not faculty—as disposable, replaceable parts. And, not that they don't value individual contributions in some ways, but in their overall schema of things, you're not what it takes to run the ship. You're just a staff function, and if you won't do the job or can't do the job, we'll find somebody else to do it".

Thus, Mark considers one of his options as moving back to a role within a student services unit.

"It's really tough. I suspect, in terms of being viewed as a non-replaceable part rather than a replaceable one, that I need to get back into the student personnel side of the business, so that my colleagues and the people I work for are of a similar bent to myself. Thus, my career pathways are not artificially blocked by the fact that I'm not really within the club."

Mark's previous work experience also influences his perceptions of the future. He has discussed moving back to a student affairs unit, yet his recent departure into a
position which is in an academic unit concerns him.

"Well, one thing I don't know and don't really have an easy way of assessing, is what people read into my resume when they look at it. I don't know, for example, when I came over to an academic unit that the title, even though I think I've written it in a way that I think shows it is very student personnel oriented ... I don't know if that looks like I've chosen a career direction that's taken me out of that kind of field. That potentially is a problem. And it's just real frustrating not to get beyond the paper. I know what the materials look like that I've sent prospective employers and I know what my references look like, and they're all very good. Which says, everything you've done, you've been able to do well, but you still don't surface enough. I think a lot of what happens is that, rather than look at people in terms of the skills and experiences they have, in the paper screening they look for whose experience is more directly related to the position. And that hurts me, because my titles, my job swing has not been necessarily within the field."

Another constraining factor for Mark is salary. Since he has been at this university for several years, and has moved into a senior-level position within the college, Mark is earning a good salary. He is supporting a wife and children, thus he desires to maintain a similar standard of living. Although Mark's family has eventually adjusted to the idea of relocating, his concern is the possibility of having to take a salary reduction in order to move back into student affairs. This has led Mark to also consider a position similar to his current position in another institution. He has little way of assessing, however, whether or not the same frustrations might exist in another
college or university. Mark's family is his highest priority and his work provides the ability to provide a good lifestyle for them.

Mark's career is oriented by the desire to have an impact on people. He is motivated by the sense of contributing to society as, in this case, to the university community. Mark has developed strong helping skills in counseling, providing information and supervising staff. Because of his orientation, Mark values recognition - both for his efforts and that which he provides his staff. The lack of appreciation and credibility given his role has been a source of great dissatisfaction for Mark and is part of the reason he is looking for a new position. As he considers new opportunities, he is seeking to find an environment in which "the reward system within the structure indicates that you are appreciated". He wants the opportunity to make a contribution and to be recognized for it. Mark views recognition as affirmation that he is making a social contribution. This becomes an important motivator for him. Without this, Mark finds the organization to be very constraining.

Mark is ready for a new position. Due to his orientation of making a social contribution, Mark values recognition for his contributions. As Mark considers his options, he realizes that he needs to move to an
environment that will provide this recognition. The implication for his current organization of employment is the loss of a productive employee. Mark finds additional frustrations as he considers his options outside the university, but within student affairs.

"To me that means either taking a step laterally, which is an attractive option, or applying for a position as assistant dean of students or dean of students. Career wise I'm at a disadvantage in those two positions because I have no residential life background. And a lot of the positions, especially at the assistant dean level, are advertised as requiring that background. A lot of the deans' positions will be filled by assistant deans, sort of by natural consequence. I haven't knocked over some of the blocks or have as firm a foundation as I need."

Mark is an example of an individual who feels stuck in his career. It is the source of a great deal of frustration. Mark not only deals with his own struggle of a next career move, but needs to balance that with family demands and concerns. Mark's experience and orientation lead him to perceive the organization as lacking in its responsibility to promote his career development. The organization is likely to lose Mark's contributions as he seeks an environment that is more conducive to meeting his needs.

"The real tough hurdle I'm trying to get over is that my wife and children and I all like this area very much. Overall, I like this school a lot, I actually like my job a lot. It's the attitudes and environmental factors that surround it that are problematic. I think I just recognize
the attitude within the college and the attitude within the university is not one geared towards the career development of non-faculty types. The faculty have a tenure process and a promotion process. They're given favorite son status to even the kinds of jobs that I would qualify for. For example, assistant dean or associate dean, which are almost purely administrative kinds of jobs as opposed to something that requires an academic background. So, by training, experience and demonstrated ability, I'm better qualified to do many of those things than faculty types. But they have more credibility and thus are given the opportunities. I just don't think that the university has a concept of what to do with people like us. We're to be used. I don't think that there's any short-term change coming, and I'm not willing to accept that so I've got to go find someplace that either has a better attitude about people like us or that hides their real attitudes better."
As the experiences of Monica, Mark, and the other participants were analyzed, it became clear that formulating career aspirations is a developmental process that changes over time. Some participants, like Monica, were able to articulate clear plans, such as moving to a chief student affairs position or starting a business. Others, like Mark, were able to offer only hunches of future possibilities. There were also some respondents who were uncertain about the future and had not identified specific plans.

Several forces emerged as influential in formulating career plans. These forces were common to the experiences of all respondents. Yet it is the variation in the influence of each force that accounts for the differences in perceptions of the future. The field with which one identifies, an individual's style of planning, previous work experience, and personal factors such as spouse, children and health influence perceived aspirations. A display of the emerging themes which led to the identification of these factors can be found in Table 9. This configuration is expressed in the following figure:
Table 9
Data Analysis of Career Aspirations

<table>
<thead>
<tr>
<th>Review of Responses to Questions About:</th>
<th>Led to Emergence of the Following Themes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Histories</td>
<td>Planning Style</td>
</tr>
<tr>
<td></td>
<td>Non-planners</td>
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<tr>
<td></td>
<td>Personal Factors</td>
</tr>
<tr>
<td>Anticipated Future Decisions</td>
<td>Anticipated movements</td>
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<tr>
<td></td>
<td>The role of experience</td>
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<tr>
<td></td>
<td>&quot;Bounded reality&quot;</td>
</tr>
<tr>
<td>Field Identity</td>
<td>Types of Field Identity</td>
</tr>
<tr>
<td>Definition of Career</td>
<td>Perceptions of meaning of career</td>
</tr>
<tr>
<td></td>
<td>Perceptions of career growth</td>
</tr>
<tr>
<td>Factors Influencing Past Decisions</td>
<td>Personal factors</td>
</tr>
<tr>
<td></td>
<td>Market conditions</td>
</tr>
</tbody>
</table>
Most noteworthy about this conceptualization, however, is the dynamic nature of all of these factors - each has the potential to change over time. Because one or more of the factors in the model can change at any time, an individual's career aspirations can also change. Perceptions of the future change as adults move through life. The changing nature of aspirations explains not only why there are differences in perceptions among participants (who are at different life stages), but also why the perceptions of an individual changes over time. The following reflections reveal these changes in perceptions.

Beth Gordon broadened the realm of possibilities for her career as she discovered talents and interests in a variety of areas:
"I guess I used to define it as a pretty specific thing. I don't do that anymore. I used to say, 'well I'll be a teacher' and that's that. That's not the case. I think I'm a person who's interested in a lot of different things, and career for me is going to mean being employed at something I really enjoy. And I think that I can, as time goes on, in some ways I'll be able to define what that might be. I think I will always be happiest if I were involved in an academic environment. So, in a very general way, I would say my career has to be academic in some way...But in terms of what specific job, that's really broad, and I don't perceive myself doing the same thing for a long period of time."

Albert Norris reflects upon how his perceptions changed after graduate school. He came to feel that his life was unbalanced as he put all of his energies into one pursuit. Albert now strives for more balance between career and personal life:

"That is a matter of changed perceptions. I will say that, when I was a graduate student, I was not married and my whole existence was focused on impressing my superiors in the department and doing an extremely noteworthy dissertation, investing all my energies, sacrificing this part of my life, sacrificing that part of my life, in the expectation that once you had achieved the academic or career goals, that you could sort of step back and fill in the rest of your life. In one sense, I think I was kind of fortunate because I found myself in the position of having reached the goal of completing the dissertation and then discovering that I had sort of allowed myself to be cheated by the academic system. The sense that you invest all your energies in the dissertation, you impress your advisor and tradition has it that the advisor will look after you and find you a nice job, a nice spot somewhere and introduce you to the right people and then your career moves on and on and your life moves on and on. I was fortunate, this is somewhat paradoxical, in the sense that that didn't happen to me and therefore I reached a point in my mid-20's where
I discovered the rewards were not there academically and financially. It was sort of a crossroads in my life in the sense that all these other things that I had purposely not allowed myself to get involved in, that things were not falling into place as they should have. So, I suppose from that point on I made a conscious effort to see my career as not the entire focal point of my existence. I do, as a matter of practice and philosophy, try not to bring work home with me...I made a very careful and conscientious decision not to let professional life and domestic life, social life interweave with each other..."

Personal situations have changed career priorities for Brenda MacIntosh. She was always very career-oriented and in a field that demanded a lot of her time. Her ideas about career have changed and were influenced by a personal relationship.

"When I was younger and starting out, my job was 99 to 110% of my total life. You come in at 7am and don't think of leaving until 7pm, and it's usually later. I always came in on Saturdays and a lot of times Sundays. It was my entire life. I traveled a lot, I had very little time for anything. I would do laundry and clean my apartment at midnight or after midnight. I was constantly on the go. But I'm at a different stage right now. I'm married to a man who has settled me down a little bit. He has made me realize that working is not everything. And now that I'm into that mindset, I don't think I could ever go back into that environment."

One of the most common experiences of the participants was that their perceptions have changed or are changing - because any one of the forces influencing aspirations has changed. For example, Beth Gordon re-considered her initial, very specific goal of teaching after she
discovered other interest areas and after she came to understand the limited employment opportunities for teaching in her academic discipline. Becoming involved in a personal relationship led Brenda MacIntosh to re-think her priorities.

This conceptualization of career aspirations also explains some of the general findings presented earlier in this chapter, such as patterns of intended movement. Many of the respondents indicated that they plan to stay at the university on a short-term basis for a number of reasons. Some are currently thinking through next steps, thus planning to stay in their current position until plans become more refined. Some are facing other life events (for example, children, divorce, retirement) that influence them to seek stability in their work lives. Others are very uncertain about the future, which was a common pattern among those who anticipate staying at the university for a long-term period. Other respondents had definite plans to leave the university environment, and yet still others identified leaving as an option for the future. The variance in aspirations is due to the changing nature of the factors influencing aspirations, and which particular factors are more influential than others at a given point in time. One participant summed it up this way:
"Ok, let me answer it in this way...18th century rationalist point of view...that right now everything seems to be fairly well in balance. However, things can get out of balance very quickly...All those disruptions of the equilibrium would have to be addressed. One obvious way of addressing them is to leave. Happens all the time."

The development of career aspirations is an interactive process. In order to explain more fully this conceptualization, each of the factors influencing aspirations will be examined. The idea of a planning style is most useful in explaining the variations in career aspirations, since it determines the amount of active thought which participants give to their careers. Individuals were able to respond to questions about career plans only to the extent that they had mentally processed ideas about the future. Planning style will be the first of the four factors to be presented.

**PLANNING STYLE**

Planning style describes both the degree of thought given to one's future and the period for which one plans (long-term or short-term). The participants in this study were asked questions about previous decisions and reasons
underlying them, and their future career. The responses to these questions yielded several patterns regarding individual planning style. Descriptions of these patterns are not intended to evaluate the appropriateness of any particular style, rather, the idea of planning presents a starting point in understanding career aspirations. Some participants were able to present well defined long-term career plans, while others claimed that they had no such plans. The researcher examined this phenomenon and found striking patterns emerging from the ways in which people planned their careers. Planning involves a thinking process. There were planners, who actively thought about career, and non-planners, who did not give active thought to career. Moreover, there were slight variations in thought processes among planners and among non-planners. A closer look at how participants approached the planning of their careers revealed several planning styles.

There appeared to be three types of planning styles: long-term progressive planning, short-term progressive planning and short-term non-progressive planning; and two types of non-planning styles: non-planners and the accommodative style. The planners will be presented first.

The first planning style is long-term progressive planning. These administrators were characterized by conceptualizing a path to achieve a long-term goal. They
precisely identified careers and planned next steps. They described logical moves to their current position and the relationship of that position to their career goal. Should unexpected opportunities arise, these individuals will evaluate them in terms of their capacity for advancement toward the goal. These administrators envision career as a sequence of logical steps, often taking them progressively upward toward their goal. Thus these administrators might be viewed as upwardly mobile.

Figure 3. Long-term progressive planning style.

In the illustration, the "P" for "position" indicates a change in activities or responsibilities. This will usually be marked by a change in job and/or title. The long-term progressive style was represented by the fewest number of planners. The following excerpts exemplify this pattern.

Paul Mauret has a career plan striving for his goal of a high level position in personnel administration. His previous decisions were made with this goal as a guide and in considering future decisions he identifies the need for movement upward.
R: "This position offered a tremendous amount of responsibility and it was a high exposure job, a high profile job. The organization is one that I liked a lot, and I knew at that point that it would be a good springboard job to bigger and better things."
M: "Did you set early goals for yourself?"
R: "At that time I felt fairly certain that I wanted to pursue to the highest point, a job in personnel administration that is a corporate level, vice-president position in human resources or director of employee relations at a large institution or something like that. And so, my goal at the time, and frankly, it's still my goal, was to get as much experience at an early stage and what I saw, what attracted me to this job...it was the kind of experience that I could get a lot of, but very difficult experience to get typically, in a normal employment setting."
M: "Discuss career decisions that you will be facing in the future and identify the factors that will influence those"
R: "As I said a little earlier, ... my initial goal and it remains my goal today as far as what I want to be when I grow up, is to be in a, to use military terms, command position in the executive level of personnel in a large organization. Large meaning anything greater than 1,000 people. I don't see myself staying in the public arena very long. I want to move, I want to move and I want to move soon towards my goal and that is a private sector, high level personnel position."

Brenda MacIntosh discusses career decisions that she made in the past. She was striving to become a partner in a Big Eight accounting firm.

R: "I was looking for a challenge, something exciting and something where I could get a lot of responsibilities very quickly. At Price-Waterhouse I definitely found it. I consider that the real stepping stone. I didn't want something where there were 15 people doing the same thing, you know, a mass of faces. I wanted to stand out and those years were absolutely the best in terms of being able to pursue that. It was exciting. I'm one that if given the opportunity, I'll take it, I'll take the risk. I just
can't say enough good about that experience.

M: "Why did you then move to another organization?"

R: "I switched because they made me an offer I couldn't refuse, essentially. In the Big Eight world, it's up or out. If you are not going to be a partner, you really don't want to stay, because there's no such thing as a permanent manager, permanent staff - it's constantly turning over. I hadn't intended to leave when I did, quite frankly, because I was still enjoying what I was doing and I wasn't ready to make partner yet. But I got a call from a headhunter and they said this organization was trying to start up a consulting practice. I was being considered to head it up. Well, that's a clear step to partnership - there's nobody there. I was brought in as a senior manager and if I had stayed there, I would have been a partner by the time I was 30. That is awfully exciting."

M: "What were your early goals when you graduated from college? Was your goal to become a partner in a Big Eight firm?"

R: "Oh, very definitely. Because of the fact that I already had a permanent job before I graduated and I knew what Big Eight was, my goal was to be partner before I was 35 and I'm sure if I had stayed, I would have made it. No question. And then obviously there were interim goals, to be senior at such a level, to be a supervisor at such an age, you know, and I exceeded all those goals."

A second planning style, which was a more common experience among these administrators is short-term progressive planning. For these people there is no end goal, thus they tend not to plan on a long-term basis. Rather, their experience is characterized by more short-term planning, that is, they reach a point where they begin to think about and plan a change, something new. This could mean a job change, or an attempt to gain new responsibilities. They often describe this experience as "I was ready for a change." Yet, they differ from long-term planners in that they do not assess the
relationship of a decision to an end goal. Rather they seek a career-related position which is logical and consistent, and linked to their experience. What is important, however, is that they reach a point where they consciously do short-term planning, and seek positions related to experience or ways to enhance their current position.

Figure 4. Short-term progressive planning style.

These administrators may or may not have a clearly defined next step, depending upon their thinking about their current position and their readiness for change. For example, someone who has recently made a change may not yet be clearly thinking about a next step. Yet someone who is ready for change is beginning to define the next step.

What leads to this feeling of "readiness" for a change? The transcriptions reveal several forces, which can act independently or in conjunction as a catalyst for change: boredom, routinization to the point of needing
something new, spouse’s career, unexpected opportunity or life event and market conditions. Many of these variables influence career aspirations. Others are linked with career orientation, which will be discussed in the next chapter. It seems that "readiness" depends, to some extent, on one’s career orientation and is also influenced by the factors in the career aspirations model presented earlier in this chapter.

Peggy Ramen is a short-term progressive planner. Her reflections about her most recent move and her thoughts about the future illustrate the short-term progressive style of planning. Peggy indicates that she took her current position because it was an opportunity to apply her skills in a larger environment.

"I guess I came here for two primary reasons: the first was all my experience, professionally had been at a small institution and as I looked at my career development, I thought it would be good to get exposure at a large university. So, having the large university experience, and also some of the contacts and the opportunities that might be open - maybe to do some teaching or to do something through continuing education, just some other opportunities to do a diversity of kinds of things. The other thing is that I had been at Classic University for nine years and basically had felt like I had gone to the level that I could there and it was time to make a move, and at that point, geographically I wanted to stay in this area. So, when this job opened, I decided to make the change."

Peggy considers future decisions and identifies opportunities that are consistent with her experience.
"Decisions that I need to make will be a question of how long will I stay in my current position? Do I want to stay in this kind of position for awhile longer and supplement income by doing some part-time consulting, part-time private career counseling, other kinds of activities that could be either simply added to my current salary or things I could be testing out that I might want to do on a full-time basis. But in terms of need to check out the market and in terms of maybe my (smiles) lower risk-taking set of mind than other people, wanting to do that slowly. And that will be part of the decision. Big decisions will also be, for me, personally, relocation, whether I want to stay in this area or not. Several factors come to play in that decision, one being family is close to this area and parents are older and not in good health...being in a relationship with another person who is career-oriented and their own career development... But first what I would do would be to explore some other career alternatives or options in this area, and if things turn out to be such where there really isn’t anything, then I’ll make the move. Because I’ve got to make the decision whether I want to stay in this direct kind of work, then there really are few opportunities because the next move for me, as far as I’m concerned would be to be the director of an office...and to be able to do that for me would need relocation given the institutions that are in this area."

Peggy is clearly thinking about the next step, yet she does not specifically mention long-term plans or any one particular goal. Several options are identified, which can be logically linked to her previous and current experiences. The influence of some of the other factors affecting aspirations, job market and personal factors, is expressed.

The third type of planning differs from the one just described, by its not being progressive. This is the short-term non-progressive planner, who also plans from one
change to another, however, these changes may not follow a straight and logically connected path. This was a common pattern among these administrators. As they assess a next step in their career, these people may consider a change as simple as a shift to a related position in the same field or as complex as a change into a new field. Most respondents moved to related positions. If a new opportunity should present itself to a short-term non-progressive planner, as with short-term progressive planners, it will be given serious consideration. In this case, however, even opportunities removed from a specific path may be considered.

Figure 5. Short-term non-progressive planning style.

The following two reflections illustrate the short-term non-progressive planning style. Mark Elysius moved from a newspaper writing career to a related field, college public relations:

"I always, in my younger days, thought I'd be a reporter. It was what I enjoyed doing from the time I was
Kevin Vincent reflects on his transition from an agriculture teaching career to work in college development. He changed his direction when offered an opportunity to work at the university.

"In some ways my professional activities really started before that. As early as high school, I was an officer in the Future Farmers of America and a state officer...it was important to me because it gave me a great deal of experience, not only with students but with adult audiences, with industry audiences, large group settings, small group settings, p.r. work on behalf of that organization. And that gave me personally a great deal of exposure to the agriculture industry in the state. So, in some ways, my career started then. Teaching vocational agriculture was a natural outgrowth of that and dealing with the same audience, so that was a natural extension. My original plan was to teach for 3 to 5 years. One, I didn’t view teaching necessarily as a stepping stone, but I wanted to prove to myself that I could do a good job teaching. As it turned out, I didn’t even give it a chance (smiles), but, an opportunity opened up to come to the university and I just didn’t feel it was something I could pass up, and so I made that switch. ... One of the points I’m at right now is trying to decide whether the rest of my career will continue to be identified with agriculture or will be more identified with development. And I’m kind of at a point where if I want to advance, I’m going to have to make a decision....I’m going to have to start defining that a little more sharply."
These three planning styles: long-term progressive, short-term progressive and short-term non-progressive, describe the experiences of those administrators who plan their careers. Yet these patterns do not describe the approach for almost half of the respondents - those who do not plan. The most important characteristic of the non-planners is that they do not plan their next step. Although their cumulative experience may reveal actual patterns similar to the short-term planners, such as progression through several related positions, non-planners appear undecided about their future, and rarely give much thought to it.

Non-planners differ from planners because they do not develop intended career paths. They make choices only when opportunities present themselves. They often attribute many of their decisions to serendipity, describing their experiences as "falling into things" and "being in the right place at the right time". For these people it would appear that being in another place at another time could possibly have led to a different career pattern, as this reflection indicates:

"For every decision you make to do something, you decide not to do other things. So, you might say, as you look at what I've done, there probably could have been other things that I could've done that would've been just as good or better, or maybe I missed some great opportunity by doing what I did. But I don't think of life that way."
Two of the non-planners reflect on their experiences. These reflections exemplify the lack of goal-setting and fore-thought to career plans common among the non-planners. Tom Morrison reflects upon early career goals and discovers that he was not goal-oriented:

M: "When you started out in the field of education and got an MA degree, you weren't really thinking higher education?"

R: "Not at all. In other words, I had nothing in my mind at that point to do anything other than what I was doing. We just bought a home, had a baby, getting the family started and all that sort of thing. So that was kind of the furthest from my mind. Thoroughly enjoyed what we were doing. That was a major decision to make - to move the wife away from her parents and all that sort of thing."

M: "Did you set early career goals at that time?"

R: "Probably none. It was just kind of fumble along to the next best thing. So, I had no long-range plans. I guess it happened more by default than design."

Sonya Teal discusses her lack of long range planning:

"It's one of those things where, because of the way my time at the university developed, I really haven't had an end goal. It's more these opportunities came up and I took them, that sort of thing. So, it's not one of those things where in 5 years this is what I want to do, because I've never done that. I see myself staying here for awhile...I just have the basic kind of feeling that whatever job you're doing, you do the best you can at it, it doesn't make any difference what the position is. And that's about it. It's not any long-range kind of thing."
Characteristic of non-planners is the lack of intentional career moves. Paul Peters explains that, although he has moved into several positions, he is not career-oriented and was not actually seeking career changes. His major focus has been supporting family and other interests.

"Until recently I didn't really consider my job here at Ohio State as a career. I mean, I enjoy the place very much. I wasn't and to some extent still am not very career-oriented. So, I didn't ...when these jobs opened up, I was the natural person to fill those and I haven't been looking elsewhere. Until the last two years I would say I held a succession of jobs, as opposed to having any set career path. Generally, jobs that I've liked. And I was willing to do them well. They provided adequate income to meet my needs. But my interests tended to lie elsewhere ...and so the job supported me and my family and these other things. I really don't know where I will be five years from now. I don't know..."

The common experience of non-planners is working without a defined career plan. They tend to wait for new positions or position vacancies, and when these opportunities arise, they evaluate the situation and make a choice. So, even though they do make career decisions, such decisions are not part of a short-term or long-term plan. Another type of non-planning style is the "accomodative" style. Those with the accomodative style are distinctive because they actually never made any decisions. Their careers have been unplanned and there is a sense of having no control over choices. Participants
with an accommodative style are in positions because other people have made choices for them and they have accommodated their own lives to the needs or preferences of others who are close to them. This style of planning was the rarest among all styles for the respondents, but it does reflect actual life experiences for some people. The following excerpts revealed this pattern. Dorothy James reveals that most of her decisions were actually made to please significant others in her life:

"I'm not sure that I really did choose this field and I'm not sure that one always has options of what they're going to do in life. I certainly did not start in my life with the idea that I would be doing nursing. I had a marked interest in history in high school. ... But anyway, I couldn't really make up my mind when I got out of high school and my mother said to me 'now, you're going to have to make up your mind, we don't have enough money for you to go and experiment. If you're going to go to school, we'll pay for it, but you've got to know what you're going to do.' Well, I couldn't give her a logical explanation at that moment, so I had to work. Now I only had six months of work and I had to do everything in the store and for all this work I did I only got paid $22.60 a week. Well, I thought 'I am going to have to go back to school, there's no other way' (laughs). So, at that moment, some way or another, I heard nursing advertised on the radio and I said 'well, mother, maybe I'd like to go into nurse's training.' And I liked it. It was not ever anything I thought I would really like, but I really enjoyed it. ... So, when I got out of nurse's training ... I thought I would get my doctorate in nursing.... And, well, I had met my future husband at this time and he said 'my goodness gracious, if you're going to get a Ph.D. in nursing, why don't you get an MD?' And he said 'if you'll look at that, I'll help you.' So, whenever opportunity knocks, I always grab it. If it's there and I can see that it will help me, I will take advantage of it, I'll try it. And I've always tried things with the idea that if it doesn't work out, I'm
not going to be unhappy about it. I just will not pine away."

M: "What were you looking for in your first professional position?"

R: "Well, I don't know. I'm not sure that I remember. I was very busy in those years with Tom. I was going to school, I was dating other men. I don't know, my whole life at that time seemed to center around dating more than it did around career. I really did not become career-oriented, I don't think, until the year after that, when I went back and picked up those pre-med courses. But even then, it was sort of, well, if I do this, fine and if I don't I'm not going to worry about it....I probably, without my husband's influence would have never left nursing. When I was in high school, I thought I'd get married and live on a farm."

M: "So the choices you made were almost because other people were willing to support those choices?"

R: "Yes. Yes."

John Orithami also has an accommodating style. His family is a major influence in his decisions. As he reflects on early experiences, it becomes evident that he did not make early career decisions, as well:

"During my last year in high school my math teacher gave all of us this very special problem to solve and I worked on it and worked on it and I sought help from a friend of mine, who turned out, I didn't know at the time, he turned out to be a Ph.D. in math. So he helped me with the problem and I was the only one in the class who got the problem right. He said 'why don't you come down to Allegheny College and take our placement tests and see what you do'. So I went down and I took the test....They said they would accept me to their college with the proviso that I be a math major. So I accepted."

M: "So you never really went through the process that a lot of students do today of 'what do I want to major in'?"

R: "Never, never gave it a minute's thought. Nor did I give any thought to going to college. If I didn't have
that math problem, I would never have run into that math teacher, I would never have heard about Allegheny College, which was only 20 miles from my house."

M: "Why did you accept your current position?"

R: "I let my wife choose and my family. I really didn't care...I said I'll go wherever you want to go. My wife and children wanted to come here, so I took the position."

M: "Do you think a lot about the future?"

R: "Not really. I think about two things: how can I make my monthly payments and my children."

M: "If you were offered another position, what characteristics must it absolutely have to have for you to seriously consider it?"

R: "Well, I think where it is. If my family isn't willing to go, I won't go. That's number one."

Although the accommodative pattern was uncommon in this sample, characterizing the experiences of only two respondents, it should be recognized as a style that affects individual career plans since some people characteristically accommodate their careers to others. Often these people value their personal relationships more than career.

There is a critical point to be recognized about planning styles. As stated earlier, each factor influencing aspirations is ever-changing. This is particularly important to recognize for planning styles - they change over time. The most common experience among these administrators is that their experiences reveal some
combination of styles over the course of their lives. The styles at the two extremes, long-term progressive planning and accommodative, seemed to remain more consistent than the other styles for this particular sample, although there is one exception. The experiences of the accountant, which were described as an example of long-term progressive planning, seem to be undergoing changes. This individual's career progress was interrupted when her husband was relocated. Because she was pushed "off track" she has had to re-think her career and has changed to a short-term non-progressive style of planning. She reflects on her future:

R: (sigh) "Boy that's a tough question, because I honestly don't know. When I moved to Columbus I had no idea. I'll tell you what things excite me. One of the things I've considered is going back into the Big 8 world as a partner and being a consultant for higher education, because I see in a university this size and in all my contacts I've made across the country already, other universities, that we need help. ... and I'm getting a lot of good insight now how somebody with my background, which is absolutely not universities, could make a significant impact in the university environment. So that's why I would consider going back into a consulting role. I would also consider having my own consulting firm ... it's always in the back of my mind. I would go into a corporate controllership. As long as it were a very large multi-national corporation, or at least nationwide. I need to be able to fill out in a large organization. I like the complexity of a large organization. So I am very inclined to continue to move ahead. I will not accept, I cannot accept at this point, a setback."

So, she has shifted from thinking in terms of a long-term
goal, which characterized her early experiences, to thinking about a variety of options, some taking different paths. Guiding her assessments of future options is her career orientation (challenge), which will be examined in the next chapter. She maintains high aspirations, wanting to be at a senior level position, but understands that her spouse's relocation will affect this.

Brenda's experience reflects a change from long-term progressive planning to short-term non-progressive planning, in other words, a shift from being planful with an end goal to planning step by step. There were others who were focused on a goal early on, but later changed their planning style. One of the reasons planning styles change is that any of the other factors influencing aspirations, such as personal factors or experience, may become more influential. In the example of Brenda MacIntosh, personal factors - a spouse's career relocation - interrupted her path and influenced a change in thinking about career. Experience often plays a role in the reformulation of planning style. Some of the participants were non-planners when they were in college or beginning their career. As they gained work experience they began to define their aspirations and have adopted a more planful style. Ruth Tomlinson was a non-planner early in her career and eventually developed a long-term career plan.
M: "At the time you were looking for your first professional position did you have specific career goals?"

R: "No I didn't. I was right out of grad school, and like I said, I'd never really held a real job before, so I just didn't know what to expect and I didn't know what it was like to work an 8 to 5 job. I wasn't that familiar with the day to day operations of working in promotions and public relations. What I knew was pretty much text book knowledge of the whole field, because I hadn't had an internship in it, I hadn't had a summer job in the field. I had no idea what to expect, so I looked for a job in PR and promotion merely because that's where my educational background was. And I just needed a job, so I was applying for anything that came down the road. Between undergrad and grad school I waitressed for a year. I was a waitress and bartender full-time, that was my job, because I just didn't know what I wanted to do. Five years from now I would like to be doing corporate relations someplace. And I don't want to focus it in, because I just don't want to focus it in, because like I said there are a couple of avenues I feel I could pursue, either staying with an educational institution, going with a major corporation or going with something in the health care industry. I want to be an administrator in the promotions/PR/marketing/ advertising - in that area, for a major organization. And it may or it may not be non-profit. Ultimately, I want to own my own agency, have a business of my own, where I'm providing communications services of some type for clients and I have people working for me. But I realize in order to succeed in my own business as a communications consultant, agency or whatever, that I need to have a diversity of experience. I think the corporate work is going to be very important. So I want to get out and work in corporate PR, in one or two other areas. I need to do some kind of agency work, so that I can go on from there and establish my own agency, which is going to incorporate all of this experience that I have. I'd like to get a little bit more involved with the business aspect of it. And that will probably happen when I move on."

Another pattern of change reflects a process of refining career goals once an individual commits to a field. For example, one administrator had a short-term planning style and eventually committed to a field in which
she developed a long-range plan toward a goal.

R: "I started out, well I have a BA degree in creative writing and history and knew at that point that I wanted to be a high school English teacher... got an MA in teaching and taught for one year. So the following year, we moved to the east. I had gotten married during that period and my husband got into a Ph.D. program and since I had finished my degree, I was ready to leave as well and I ended up being the administrative assistant to the director of education. The major focus of the department was learning disabilities and communicative disorders. ... I started taking courses one at a time, all the ones that focused on process and reading and writing and trying to learn more about what had happened, still fully intending when we would leave to go back into English teaching. Well, I took so many courses that I was asked to apply to the program and I ended up with another master's in communicative disorders. I've been accepted into a Ph.D. program in psychology. Going into this is really an opportunity for me to explore the learning process, more about child development, be involved with the brain laboratory and still have, and still continue my interest in communicative disabilities. I think at that point, and part of this is in my whole global plan, my husband will be ready to leave as well. We have really been kind of building - doing some groundwork at 3 or 4 schools in the same area and we think that it's very likely that we'll be able to leave here and go there and both find positions within a 50-mile radius. What I'd like to do ideally is teach on a faculty in a small college. I'm very focused. I mean, I feel very comfortable."

These examples highlight the most common experience among respondents - planning styles that change. Thus, career aspirations are, to some extent, a function of how actively an individual plans for his or her career at any point and to the extent an individual monitors his/her career over time. Many individuals admitted that they rarely take time to examine their careers, which
corroborates the findings of VanMaanen and Schein (1977) in their research based on career history analyses. It is more likely that long-term progressive planners, who are striving toward a goal, monitor their careers more than individuals with other planning styles. Career monitoring and planfullness interact with other factors to formulate perceived career aspirations.

Comparison of Planning Styles with Other Variables

Comparing respondents' definitions of career with planning style revealed some general patterns. It must be recognized that descriptions of planning style reflect the predominant style used over time by an individual and the style may change. Respondents' definitions of career may also change, as perceived career aspirations change.

The definitions of career articulated by non-planners were, generally, short and vague. The definitions were not well-developed and reflected a view focusing on work as an activity: "one's working livelihood"; "what I'll be doing the rest of my life"; or "my everyday work". Some non-planners claimed that they did not have a definition of career: "It doesn't mean anything to me. I don't even think about career." and "I don't have a straight
definition or anything like that...I really haven't had an end goal". These comments reflect the lack of thought given to the idea of career, which parallels the lack of thought given to a personal career plan by the non-planners.

When examining the career definitions of long-term progressive planners, some patterns emerge that differ from the definitions of non-planners. There is a clearer sense of movement:

"something that is always changing, always growing and I'm always moving ahead."

"the progression of my professional life and professional achievements over time."

"my career is my life...and even as I see where I'm going to be later on in my life, it's going to be in this career and I'm just following steps that I've come up with out of the blue, to get me where I want to go in my career."

Some of the definitions of the short-term planners revealed a sense of planning, but without an end goal:

"continued opportunities to grow...I keep looking for opportunities that will help me feel like I am a contributing member of society."

"the total sequence of the jobs I've had, also a long-term commitment, not only for professional but for personal growth...when I think about moves I want to make, I've got to keep my lifestyle in mind."
The following definition is from a short-term, non-progressive planner:

"a collection of various occupations that hopefully have some linkage...some sense of direction, some sense of definition, some thread of commonality."

Definitions of the concept "career" reflect the perceptions individuals have of their own careers and their approach to work.

Comparison of planning style with the four functional administrative categories in which respondents' positions were categorized revealed one pattern. Most long-term progressive planners were employed in administrative and external affairs. This style of planning may be a reflection of the socialization process of these participants. Most were in "business-oriented" careers such as accounting or personnel and held degrees in business administration (although one administrator was in student personnel, holding an advanced degree in this field). These administrators may have experienced an inculturation through their business programs emphasizing upward mobility, which is valued in the business world. The corporate sector is well known for career pathing and emphasizes advancement to the top of the ladder (Kanter, 1979). Research has also identified career paths for
student personnel administrators who strive toward a chief student affairs officer position (Evans & Kuh, 1983; Harder, 1983; Ostroth, Efird, & Lerman, 1984).

Most of the administrators in this sample have not studied higher education through an academic program. Rather they have been educated in a specialist area, such as archives administration; or in an academic discipline, such as English; or have moved into administration from the clerical ranks. Thus, the administrators in this sample lack a common socialization experience and a common knowledge base. Therefore, their aspirations may not be influenced as much by the common expectations of a "field" as by a combination of several influencing factors, such as experience, style of planning and personal factors. The diverse backgrounds create an environment of specialists within the organization. Consequently, aspirations will be diverse.

When styles of planning were compared by gender, no differential patterns emerged for this sample. Another factor influencing career aspirations - field identity - will be examined next.
FIELD IDENTITY

Since the 1920's, academic programs have existed for people desiring to work in colleges and universities in non-teaching roles. Such programs were directed towards helping these people understand the history and organization of higher education (Williams, 1984). The opportunity to develop academic credentials in the study of higher education and to establish a professional career in administration in colleges and universities are necessary factors in considering higher education administration a professional field.

Participants in this study were asked to specify the field with which they identify professionally. An important finding here is that the majority of respondents did not identify with the field of higher education administration. Only 17% of the respondents identify with this field. In fact, only two had degrees in higher education administration, while four held degrees in a specialized area within higher education, college student personnel. In this study, field identity describes the backgrounds, patterns of education and professional affiliations among mid-level administrators in higher education. Field identity of mid-level administrators in this study differs from many corporate organizations where
the mid-level of management would have a more homogeneous educational background, with MBA's or training in a specific profession, such as engineering.

Field identity may also be important for influencing perceptions of the future. This will be examined as the emergent patterns of field identity are presented.

Once field identity emerged as a factor influencing aspirations, analysis of transcriptions and resumes was used to identify patterns. Responses to a question about field identification were examined in conjunction with the professional organizations listed on participant resumes. Sororities, fraternities, alumni associations and social/civic groups were not considered. Respondents' identification of field represented three distinctive patterns. These were: identification with higher education; identification with fields that exist independent of a higher education organization; and identification with more than one field.

Seven respondents (17.5%) identify with higher education. These included two individuals with a degree in higher education administration, four individuals with a degree in student personnel and one individual with a law degree who views himself as an educational administrator. Participants who identified with higher education held memberships only in professional organizations associated
with their area of specialization and affiliated with higher education. Some examples include the Ohio Association of Student Financial Aid Administrators, American College Personnel Association, National Association for Student Personnel Administrators, National Association for Foreign Student Affairs, the Midwest College Placement Association and the Council for the Advancement and Support of Education.

Twenty-eight respondents (70%) identify with fields that exist both within and outside of a higher education organization. These fields include management, accounting, public relations, personnel, medicine, archival administration, career counseling and computing. The resumes of these respondents primarily listed memberships in organizations not affiliated with higher education, for example, the Industrial Relations Research Association, the American Association for Counseling and Development, American Economics Association, Ohio Society of CPA’s, Public Relations Society of America and the National Association of Female Executives.

Finally, five participants (12.5%) held dual affiliation. In most cases, the individual had pursued an advanced degree in a specific discipline, but currently perceives him/herself as an administrator in higher education. They maintain, as well, an affiliation with
their academic discipline, which most described as their "first love". One administrator described the importance of including the field in which he received his degrees and with which he still identifies: "if I don't include this then I think the person has a completely different impression of what I am". These administrators were most often doing administrative work as an alternative to work in their field, for a variety of reasons. Two of them sought administrative work when unsuccessful in securing faculty positions. They perceived these administrative positions as opportunities that would keep them within a higher education environment. Two other participants were able to move into administrative positions from related positions they held while in graduate school. One individual perceived the move into higher education as related to his previous position, while in a more flexible environment. The resumes of those with dual affiliation presented a mixed picture, with slightly more emphasis on organizations tied to the discipline in which they were educated, such as the American Musicological Society, Society for Music Theory, Courtly Literature Society and Modern Language Association.

The resume and transcription analyses indicate three distinct patterns of field identification: identification with higher education; identification with a field other
than higher education; and identification with more than one field. This is significant for two reasons: the effect of field identity on aspirations and the implications of diverse markets within a higher education organization.

Identification with field influences career aspirations to the extent that individuals will focus their perceptions on opportunities within the domain of the field with which they identify. The participants in this study limited their perceptions of future career decisions to related employment opportunities within their field(s). Based on the link between field identity and aspirations, the researcher hypothesized patterns of aspirations for each of the three patterns of field identity. Since 70% of the respondents identified with fields that exist both within and outside of a higher education organization, it is likely that they would perceive opportunity in other types of organizations. Perceptions of aspirations for this group of administrators were hypothesized to be focused outward, away from higher education. Although working in a higher education organization, these administrators do not identify with the field of higher education administration and have been trained in fields which have opportunities in other types of organizations.
Seventeen percent of the respondents did identify with higher education. Although these administrators potentially have skills that are also transferrable to other organizations, the researcher hypothesized that their professional identity with higher education would focus their perceptions of future opportunities on higher education organizations.

Figure 6. Hypothesized direction of career aspirations for individuals identifying with fields that exist both within and outside higher education.

Figure 7. Hypothesized direction of career aspirations for individuals identifying with higher education.
Thirteen percent of the respondents identified with more than one field. It was hypothesized that perceptions of future opportunities for these administrators would be mixed - they would perceive opportunities both within higher education administration and potentially within other fields.

Figure 8. Hypothesized direction of career aspirations for individuals identifying with more than one field.

To the extent that the dual affiliation respondents' view of their role as an administrator in higher education remains consistent with self-identity, or to the extent that they were able to integrate the interests associated with their academic discipline, they would be likely to stay. It is further hypothesized that if these administrators found that staying in higher education was inconsistent with perceptions of self, they may actively pursue opportunities in the other discipline with which they identify.
Transcriptions were analyzed to see if these three hypothesized patterns emerged or were supported by the information from the respondents. To the extent that participants planned and considered their options, these trends were generally upheld. Respondents identifying with fields that exist within and outside of higher education organizations identified future moves to other types of organizations more frequently than either of the other two groups. Those respondents identifying with higher education were more likely to consider opportunities in colleges or universities. Those respondents with dual affiliation had mixed perceptions of career plans; three planned to stay in their current position while two expressed an intention to become more actively involved in the field in which they were educated. Exceptions to these trends, as well as the inability of the non-planners to define career plans, indicate the interactional influence of other factors on aspirations. That is, these patterns did emerge for those respondents for whom field identity had a major influence on career decisions. For the non-planners, however, personal factors were more influential in making decisions and field identity, although still influential, had less of an impact. The data indicate that field identity is one of four factors influencing career aspirations.
The field with which one identifies defines, to a large extent, the job market in which one competes. This has implications for individuals, as well as implications for the organization. Employment opportunities in these fields differ: there are different levels of competitiveness, different requirements for entry and movement, and varying degrees of supply and demand. As respondents consider the future, their aspirations are influenced by the range of opportunities and the nature of the market in their field (for example, open versus tight). Thus, development professionals were optimistic about future opportunities and did not perceive the need for advanced education as a requirement for advancement. Student affairs professionals who did not currently have a Ph.D. saw this as a necessity to increase their professional opportunities in a very competitive market. Therefore, the field with which one identifies and the strength of identification are the primary determinants of perceptions about employment opportunities, to the extent that the individual plans to stay in that field.

There are some clear linkages between field identity and the functional category of respondents’ positions. Most of the administrators in student affairs identified with higher education administration. Many of the administrators in administrative affairs and external
affairs identify with fields existing within and outside of higher education organizations, such as public relations, marketing, accounting, personnel or management. Academic affairs is the most heterogeneous group and most of the dual-affiliation respondents were in this unit. Since two of them sought administration as an alternative to teaching, their interests were in academic areas, and since two others continued with professional opportunities from graduate assistantships, their previous experience was in the academic area.

Finally, the findings associated with field identity lead to speculation about higher education administration as a professional field. Early in this chapter the argument was made that it is indeed a professional field since there are graduate degree programs in higher education, and there are professional organizations committed to research of higher education issues and development of higher education administrators. Yet, this sample of 40 administrators identified with 19 different fields. The majority of them (28) do not identify with higher education administration. Although the intent of this study is not to pursue the theoretical, philosophical and practical implications of the variations in field identity within the administrative personnel in higher
education, it is worth noting. The influence on career aspirations is clear. Two other factors influencing career aspirations - experience and personal - will be examined next.
EXPERIENCE

The kinds and amounts of professional experiences in administrators' lives influenced career aspirations in several ways. For some administrators, gaining professional experience led to refining goals and developing a progressive planning style. For others, new opportunities presented new options and led to changes in career, which developed into a non-progressive planning style.

Schein (1978), DeLong (1981) and Derr (1986) contend that it takes 5 to 10 years in the work world before career patterns become established in individuals. This conclusion is based upon the need for experience and to test out initial career ideas and skills, as exemplified in the following reflection:

"I knew all my life I wanted to be a teacher, especially for first graders and so there was never a doubt in my mind. I never went through, you know every other week as a youngster coming up with something new. I always was told I would be a teacher and believed I would be one. And I went to college and I majored in education and I really loved it. And then I student taught and I went through this terrible crisis of 'I don't like this anymore'. A lot of it was because I was dealing with some personal issues and I had a couple of bad student teaching experiences and that really colored my viewpoints"

But what also potentially happens during this time is that
one develops a professional exposure to other options - opportunities may come along through work contacts that could lead to changes. The experiences of Ryan Thomas, while he was pursuing an advanced degree, led him to re-consider his career direction and test out a new work environment:

"I wanted to get my feet wet in a full-time educational position. And I have always been interested in student affairs kind of related positions. When I was in the MBA program I continued to work for Ohio State. And at that time I would interview with some corporate firms and checked out that angle but I also talked with some folks around the university, whether or not there might be something available that I could see if I wanted to stay in an educational setting, as opposed to going out in the business world, at least on a regular, full-time basis. People talked to me about this position...they were re-organizing the position, they thought I might be good for it, would I want to apply? That was even while I was in graduate school, so I went ahead and applied for it....So for me it was a chance to see if I wanted to stay in an educational field as opposed to totally focused on my business degree."

Paul Mauret learned about his current position through a contact he made while he was in graduate school at the university:

"I wasn't really looking for a job, I was very satisfied with that position. It was a real high activity job. I was doing a lot, learning a lot. And I got a call from a guy from Ohio State who remembered me from when I was a graduate student - we were introduced a couple of times. And he asked me to sit down and talk with him about a possible opening. It turned out that my predecessor was retiring and they were looking for a younger person, someone with more energy, someone who could bring a little
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bit different perspective to the job ... and we hit it off and he hired me!"

In addition, when one is seeking a job change, a network of professionals serves as an important source of new opportunities. People build networks as they gain experience in the work world. Mary Lou Parsley was able to obtain most of her positions through people she came to know professionally. She cites one example:

"Well, I was just wandering down the corridor and I saw the supervisor of the language program and I said 'what does hiring look like for next year?' And she said 'oh, are you interested in having an instructor's position?' And I said 'sure, as long as I don't have to teach all the time' and she told me that the individualized program was going to need an administrator. So I got the position. It's always useful to walk down corridors I've found (smiles)."

Mary Lou's experience reflects a gender-related pattern. Males were more likely than females to be contacted and asked to consider a move. Although both men and women recognized the influence of contacts in their careers, women were more likely to develop and use contacts when seeking a position, while for men it was often a matter of being sought. Thus, women have the advantage of professional contacts when they are active planners and take the initiative to seek assistance; while men maintain the advantage despite their planning style.
Gaining experience also means potential opportunity to gain exposure and develop professional contacts. Both exposure and professional contacts influence career aspirations. But experience influences perceptions in yet another way. When an administrator considers making a move, the kind of experience he or she has gathered over a period of time will also influence the perceptions of those making hiring decisions. Most individuals searching for jobs use the standard resume review and interview as the primary methods for decision-making. Hiring decisions are therefore based on a review of experience and those who hire look for connections in related positions. Consequently, the experience listed on an individual's resume determines, to a large extent, the perceived qualifications for a given position. One's experience thus creates boundaries around the scope of opportunities pursued, since previous experience is an important factor in selection. Bob Garrison discusses the fact that his experience in higher education may limit his opportunities in private industry:

"If I really want to go into private industry, because of this 6-year detour that I took in higher education, maybe I'm not the best person. You might choose someone who spent those same 6 years doing something more direct. So, I think the opportunity in private industry, what I think might hurt me the most is that I spent the last 6 years, very important years in my career, in higher education. It is not easy to see a direct relation."
Peggy Ramen reflects on her concern about the difficulty of moving into a business setting after many years in higher education:

"There are other types of positions I would consider. My concern is, and I need to check this out, is that I have been now in career planning and placement for 10 or 11 years and my fear is that I have tracked myself into that type of position. ... If I would want to make the move into the business world, and I have checked out a couple opportunities in that area, and the feedback I've gotten is 'you've got good skills, you interviewed well, however, we want to hire somebody who has business experience.' So I think it's difficult for a person who's had all experience in the educational environment to make a change into a business organization."

Awareness of this phenomenon focuses administrators' thinking about career options once they have accumulated a particular career history. One respondent summed it up this way:

"But you're really kind of locked in and maybe not so much by your abilities and interests but by the perception and certainly by the experience, by what's on the resume."

Experience creates boundaries around perceptions of career aspirations. People tend to consider those opportunities for which their experience best qualifies them, and, after time, it becomes more difficult to change to another field. Thus, experience interacts with the other factors in the formulation of career aspirations.
PERSONAL FACTORS

Personal factors refer to life situations, such as being married to a spouse with a career, having a family, deciding whether or not to have children, responsibilities to aging parents, health, maintaining relationships with significant others, and financial obligations. During peoples’ lives, any one or a number of these personal factors may come into focus and influence one’s perceptions of career. The struggle becomes one of balance; trying to manage both career and the demands of personal relationships and obligations.

A content analysis of responses to questions asking what factors were perceived to influence future career choices indicated that the factors cited most often were personal: children, a spouse or personal relationship, geographic constraints and aging parents. The most commonly cited factor influencing career decisions was personal relationships with spouse, children, parents or a significant other. The excerpts which follow illustrate the influence of personal relationships on career:

#1.
"My relationship with my family is the most important aspect of my life. It’s something that I need very much. Primarily I mean my husband and by extension of that relationship, I mean my child. But also my parents and my husband’s immediate family are important to me. We’re geographically removed and it disturbs me. My parents are
older and I worry about them. Part of the next decision about where to go will be to see if we can get closer to my parents. I would sacrifice career for family if I could see no other way to do it. It's not like I want to have a high-powered career and be a wonderful mother and all that, but what changes there is my career aspirations. I want a low-powered career, part-time is fine, but something.''

"There's one commitment I've made with my family, and I'm going to stick with that, not to leave Columbus until my kids graduate from high school. I'm not going to pull the rug from underneath them. We were talking about that earlier this year as I began this thinking about my career. One possibility is that I wait for my kids to graduate from high school and I make my move then."

"We didn't move a lot when I was a child. I think there's some advantages to that, I don't know. A lot of people move all over the place and they come out ok, too. I would like for my children to have a stable family situation as they grow up. As we moved to Columbus we were starting to have a family, so I wanted to get to a place where, hopefully if things worked out, we would be pretty much situated. I don't know if I could do what my father did and stay in the same place for 40 years. But that colors, I guess, my view of career to a great deal. So, my whole view is sort of family-driven. It's something you decide to work real hard to make it the right decision, try to stay with it, do what you can, and if there's enough satisfaction coming back, you stay and provide a stable environment for your family."

"I applied for 60 positions all over the U.S. Only got two bites, nibbles. Only one of which offered me an interview. ... and I got hired. I had all these skills sort of packed up behind me and in addition to that I could teach. And I did that and had a great time. Bought a huge house, monster house, 3 fireplaces. And then...my wife and I got divorced. Everything sort of came crashing down. I didn't know why that happened and I didn't want it to happen and it did and I didn't like it. And it was during that time I think that my goals sort of became more of
what they are today. Which is to say, I’m less career-oriented than I was. I started to seek more personal satisfaction out of life. I was always sort of a driven person, real compulsive, everything had to be right. You know, I did everything right in my life. I went to the right college, I got the right job afterwards, I married the right person, we had the right child at the right time, planning it, I got the right MA degree, I got the right position after that, you know, everything was sort of logically progressing. I’m not compulsive anymore. In fact, I work very hard not to be."

Clearly, personal factors have a strong impact on these administrative careers. People feel the need to balance career with other life situations, especially family. This was true for both men and women in this sample, although women solely faced the decision of whether or not to have children and the consequences of that on career.

This need for balance influences choices about career, as people attempt to make such choices less disruptive to spouse or family. For the majority of administrators in this sample, personal factors, especially family and significant relationships, were cited as the most important aspect of life. Three male respondents expressed a sense of conflict when asked to identify life’s most important aspect. They argued that career provided the means to support family and was equally (if not more) important. One female, who is starting to build her career, identified professional self-development as most important, yet earlier discussed the possibility of her career being interrupted by potential re-location of her spouse. Thus,
personal factors also often have a limiting impact on the amount of freedom one has to make choices about career.

To the extent that one places a higher priority on personal factors, career aspirations may be lowered. Most administrators felt that personal factors would not be sacrificed for career, which may account for the predominance of short-term planners and non-planners. For many individuals, although career may be important, it may not be their highest life priority at this time. Therefore, they often do not place an emphasis upon a career plan toward a specific goal. The two administrators who had maintained a long-term progressive planning style put less emphasis on personal factors. In addition, when individuals experience any kind of personal transition—marriage, children, divorce—the effects pervade all aspects of their lives, including career. These transitions are happening at different times in people's lives, and will be explored further in the next section.

ADULT DEVELOPMENT THEORY

Analysis of past career decisions and perceived aspirations of these mid-level administrators provides some information about how people make career decisions. Career decision-making is a dynamic process, influenced by a
variety of factors, all of which are changing over time. Derr (1986) described this process by contrasting it with the notion of stable personality traits:

"countering this position is that of the developmental psychologists, who assert that people can change at any time in their lives - in fact, that people are constantly in the process of change and that many events or combinations of events can trigger immediate and drastic life changes." (p. 166)

This notion was upheld by the experiences of professionals in this sample. Several participants relocated to this university to pursue a career opportunity. Such a relocation created life changes for their families. Other respondents discussed the desire not to relocate because of the impact of such a change on family. The notion of change is also evident in the many personal life events that have caused people to think differently or in new ways about their careers. For example, some respondents, after starting a family, became less career-oriented and chose to spend more time at home. One individual went through a period of self-analysis after a divorce and changed his compulsive work behaviors as he sought to enjoy non-work aspects of his life. Another individual became more work-oriented after a divorce, channeling his time and energy away from this terminated relationship.
The factors that influence future plans and decisions - field identity, planning style, experience and personal - are constantly changing and interacting with each other. Often personal factors, such as marriage or starting a family may cause one to shift priorities and be less planful about a career. Other life events, such as divorce, have the potential for disruption, causing one to seek stability in a career or to re-focus career goals. Still other events, such as relocation of spouse, or decision to have children, can interrupt a career plan, again generating changes in planning patterns. The market of the field with which one identifies can create new opportunities, thereby shifting priorities from family to career, as one may need to invest energy into a new challenge. At the same time, a market characterized by decreasing employment opportunities can cause people to look for alternative sources of satisfaction or to create a shift in career priorities. The above examples of change in career plans or priorities emphasize the interplay between the forces influencing career aspirations. The variations are many, with certain forces becoming more influential at any point in time for any individual. Thus, the developmental view of career has been supported by the experiences of the people in this study. Their perceptions of career often change as they progress through different
life transitions.

This research supports the notion of adult transitions which are not necessarily age-linked. Roger Gould (1978) describes life transitions as:

"a sequence of process fluctuations that define the posturing of the self to its inner and outer world over time. The fluctuations are time-dominated but not necessarily age-specific for any one individual." (p. 531)

Schlossberg's (1981) concept of the "individual" view, which argues for variability in adult lives, accounts for the experiences of these participants. Although adults may experience common transitions in their lives, the timing of such transitions is variable. This is becoming more evident through alternative lifestyles, such as delaying marriage and family, childless marriages, single parenthood and early retirement. The respondents of this study often discussed similar life events. Yet, there is still a great deal of variation in the timing of such events. Since transitions affect the way people think about their careers, this variability in the timing of life transitions is important in understanding the changing perceptions that individuals have about their career. Some participants discussed the possibility of a single lifestyle, others discussed the likelihood of not having children - both departures from traditional adult lives, which have
implications for perceptions of career. Over 90% of the participants began their careers at a young age, but there were a few (notably women) who started paid careers later. Some participants showed patterns of job stability, staying with a position for 20 or more years, while others move among positions and organizations. Despite the variability, career experiences are influenced and shaped by transitions, which are often tied to personal factors, but may also be linked to field identity and the labor market.

The respondents of this study are characterized by diverse experiences and perceptions. However, there are some unique characteristics of administrative careers in higher education. This will be examined next.

**ADMINISTRATIVE CAREERS**

Diversity is the most dominant characteristic of administrative careers. There is such a variety of fields represented and educational backgrounds that generalizations become difficult. Administrators are similar to faculty members in the sense that individuals in both groups tend to identify with a variety of fields or disciplines. Yet, faculty members do share some commonalities: they strive for the same kinds of professional activities (primarily teaching and research),
generally have the same level of education (Ph.D.) and, with a few exceptions, are facing more homogeneous employment opportunities within their discipline. There are more uniform and clearly defined "steps" to a faculty career - getting the Ph.D., early teaching and pressure to publish, and the tenure process. Coinciding with these activities are positions leading to full professorship. Administrative careers are different because they are not unified by such a common progression of steps. In some areas, particularly administrative affairs and external affairs, a bachelor's degree is all that is necessary for entry and sometimes movement. The entry level degree for student affairs work is the master's degree and movement to positions of greater responsibility often require an earned doctorate. Academic affairs is a very mixed picture, however, many of the participants have doctoral degrees and have moved into administration as an alternative to limited opportunities for faculty positions.

Some of the functional areas, particularly student affairs and to a lesser extent, external affairs, do offer some type of career path. For example, a typical path in student affairs might be an entry level position as director of a students affairs unit to assistant dean to dean of students and finally, to vice-president for student affairs. In external affairs, progression for development
officers in one institution may appear as development officer I to development officer II to development officer III to director of a specialized development area to assistant vice-president for development, to vice-president for development.

The respondents of this study indicated that a systematic, university-wide career development program for administrators is lacking. One aspect of a career development system is a pathing structure (Gutteridge, 1983). Yet, would a systematic pathing structure make a difference? The vast majority of respondents in this study were not upwardly mobile. They defined career development in terms of growth: growth through the changing nature of the job, growth through new and/or expanded responsibilities, growth through directing one's own program (which does not necessarily mean climbing the ladder to the top). Very few actually defined growth as requiring upward movement. One explanation of this may be the lack of socialization, which is often found in more homogeneous fields, such as business, accounting, engineering or law. A great deal of this socialization occurs during formal education and early on-the-job training. But higher education administration is not a homogeneous field and does not have a uniform training program through a formal educational process. Thus many
administrators may not have been socialized with the notion that "up is the only way".

Another explanation for the lack of emphasis on upward mobility is that people's aspirations are formed within the structures of which they are a part, that is, perceptions are bounded by a realistic assessment of opportunities and constraints within the organization. This concept will be explored further in a later chapter, however, it may provide a rationale for administrators' perceptions. If the field or organization does not provide a clear hierarchical structure through which people move, participants may be less inclined to think along those lines.

Another plausible interpretation about the lack of emphasis on upward movement by participants of this study may be that these people value career growth in ways other than advancement. Higher education organizations may be perceived as flexible, thus providing alternative sources of career growth, such as freedom to take on new responsibilities or to change the focus of one's position to respond to changing external demands. Whether it's due to lack of socialization in a homogeneous field, limits on aspirations because of the organizational structure, values that fit a less hierarchical organization, or other factors, the data from this sample show that the majority
of the administrators do not value upward mobility as the principle means to career development.

This chapter identifies the factors which influence career aspirations: planning style, field identity, experience and personal factors. Chapter V defines and examines career orientations, and explains the role of orientations on career aspirations. The role of career orientations is compared with Schein's concept of career anchors. Finally, the important role of career orientations may also provide further insight into administrative careers.
A second focus of this study is career motivators of mid-level administrators. Schein's career anchor concept guides this area of inquiry. This chapter begins with a review of Schein's anchors and a refinement of Schein's concepts as suggested by the data from mid-level administrators.

Schein (1975) defines career anchors as patterns of motives, talents and values that people seek to express through their careers. Further, he asserts that individual anchors influence career choices, affect decisions to move or stay, shape what individuals are looking for in life and color their views of the future. Schein contends that career anchors are a major force behind career decisions, that individual choices are driven by anchors and that anchors act to keep a career stable over time. He argues that they serve to guide, constrain, stabilize and integrate the person's career and that a career anchor remains stable within an individual over life (1978). The
Decision 1

CAREER ANCHOR

Decision 2

Decision 3

ASPIRATIONS
(Future Decisions)

Figure 9. Researcher's conceptualization of the role of Schein's career anchor as a major influence on aspirations.

Analysis of the data from this study reveals a number of factors other than career anchors which influence career decisions. Career anchors were not the driving force behind decisions for the majority of these administrators, that is, one's career anchor was not the major reason behind such decisions as changing positions or leaving an organization. However, the concept was applicable for two reasons. First of all, a pattern of motives, values and talents could be identified for almost every participant. Second, career anchors do play a significant role in decision-making, and this role has led to a refinement of Schein’s notion.
A number of factors drive career decisions: planning style, field identity, experience and personal factors all influence career decisions. They shape the timing of and reasons for decisions. However, once a decision is made to change positions, to move, or to remain in a job, the career anchor serves to assess potential options. It provides a lens through which evaluation of choices can be made. It becomes a screening mechanism to allow individuals to find a good fit between their skills and values and the requirements and rewards of a certain position in a given organization. Therefore, the career anchor does have a role in the decision-making process, as it determines, to a great extent, the final choice, such as which of several positions to accept. Consider, for example, this reflection:

"It was not my decision to relocate. My husband was transferred with another firm. So, I transferred to Columbus with my firm, which was very small and there was little consulting. So, I immediately started looking. ... What was particularly attractive about this position? The fact that they wanted to change is what I think attracted me the most. ... that they said 'we've got a very significant need for change'. And I love to make changes. I think that was the biggest thing. That's what consultants do. You walk into an environment with a client and they want to make changes and they see you as the instigator of that change. And I'm almost approaching this as a big consulting project. Because I see so many things that we can do."

In this case, the decision to make a change was forced by
the relocation of her spouse. However, in assessing new opportunities, the need to create change became the factor used by this individual to screen potential options. This next reflection provides insight into a decision to stay in a role instead of making a change:

"There is a real value to have someone in this role who understands the university and how it works and some of the historical precedents of why you're doing things the way you're doing them. So, I could stay here in a new role. I enjoy Columbus, Ohio State. I enjoy the people ... why not? As compared with a change, because basically what I found, as we talked about earlier, the possibilities for me to become a vice-president of student affairs without a Ph.D. in some other institution are very slim. So, in other words, I really didn't want to go back to registration services - it's become so bureaucratic, but I was looking at student affairs, I didn't have a Ph.D., so this was probably my best option.

In this case, the decision was heavily influenced by market conditions. This administrator had served in an "acting" role in a position which had been filled, thus forcing him to make a decision. He had worked in this university for a number of years and decided to stay here because he knew that his options for student affairs positions outside this university were limited since he does not have a Ph.D. Yet, when he considered several options within this university, the opportunity to provide service to students determined his choice of position. He discussed his reasons for not considering a position in financial aids:
"That job has changed and will continue to change from the helper to the police. The bureaucratic nonsense that has come into that position. For example, selective service registration is just one example of the complete lunacy that's rampant in it now. The purpose of it is all gone and everything the Reagan people are trying to do is cost constraint, so they're making it more complicated - you know, you have to swear on seven bibles. So, it's a lot more bureaucratic and it's lost the helping thrust. The image of the financial aid office is not what it should be, because it's just the bureaucratic stuff you have to go through. It's crazy."

Anchors interact with the factors influencing aspirations in the assessment of career options. However, for this sample, the anchor predominantly served an evaluative role, while the other factors more often were the catalysts behind changes or moves.

In addition, an anchor defines the way in which a person approaches work and defines those aspects of work that make it most meaningful to the individual. Because an anchor is a combination of motives, talents and values it clearly has a strong motivational force. Thus, individuals will seek in their work those aspects that are congruent with their anchor. Two people may be doing the same job, but may do it differently and may get satisfaction for different reasons, based on their anchor. Consider the following excerpts from interviews with two people, both in external affairs in similar types of positions. They reflect upon what motivates them. John Seibert focuses on the sense of making a contribution to a societal good
through his work:

"I guess I derive my motivation to get out of bed and come in here everyday from the deep-seated personal feeling about education and knowing that, although what I do is only a small part of it, it is a part of this educational enterprise. And we are, in this particular building, training people who will hopefully become good lawyers and there's a need for good lawyers in our society. ... any job for me has to have this sort of "bigger than you" - a sort of societal need that I perceive as being good to the commonwealth of all of us."

Christine Stephens focuses more on the tasks of managing people and challenge as the key motivator:

M: "What are the most important aspects of your work?"

R: "Solving personnel differences on the staff. I have to see this as a manager. Long-range planning, budgeting, the routinization of tasks to the extent that they can be delegated. Along with the authority for them. Relationships with persons outside of this office, in order to better allow for growth within my office. The communication, external communication... keeping abreast of new technology. Basically, directing, planning, programming, and arbitration."

Thus, an anchor plays a significant role in assessing options and in the approach one takes to his or her work, as opposed to an active role of forcing career decisions. In analysis of the data, one exception was found to this. People whose career anchor was to influence the system or to be a change agent, had a tendency to describe the anchor
as a potential force behind decisions. For these people, their anchor determines that they must be at the decision-making level of the organization. There is also a strong link between anchor and planning style for these professionals. That is, almost all of the administrators with this anchor are long-term progressive planners at this point in time. Clear linkages between other planning styles and anchors were not found. Administrators whose anchor is to influence the system have a defined goal, which is usually a high level position in which they can make decisions, thus impacting the system. Thus, these administrators value and are motivated by the potential to advance. Since their anchor is so intricately linked with upward mobility, it can serve to drive career decisions. The following excerpt suggests this:

"I think I have to feel that I'm making an impact on the institution and as large as the college is, or the university is, I think I've got to feel that I'm in a position to have some impact. Maybe I fool myself, but I think I do. And I think most of my colleagues would tell you that I push the system a little bit. When things aren't happening the way I want them to, I won't settle for 'that's the way it is'. I've got to believe that the system is receptive and that I can make a contribution. Not all my ideas have to be implemented, but I've got to believe there's input there. And if I don't have that, then I'm going to go someplace where there is. If we're so big and I can't get close enough to a position to make that happen, then I'm going to go someplace where I can. I would say that's probably as important as anything."
Challenge is another anchor that could force people to move, according to Schein's theory. A feeling of boredom could potentially result from being in one position for a period of time and could influence a job change. As responses to questions asking for reasons behind past career decisions were analyzed, it became apparent that for the majority of administrators in this study, need for challenge was often not a reason behind a career move. Challenge-oriented administrators' moves or decisions were often forced by other factors and the challenge anchor becomes more important to them in how they approach their work and derive satisfaction. Jenny Sutton exemplifies this as she discusses her need for change and her strategies for finding challenge in her position:

"What do I need from a career or job? I need change. I get very bored, very quickly. So I need to have the freedom to make change. I guess I need a lot of freedom to formulate ideas and try different things. I think that's really important. What I need in a career is something that allows me to be a little more creative. At this level, to get a promotion, there's only the vice-president. That's the next position and you know that the likelihood of that is very remote, because there are only so many. So, the other way to get a change is to have more functions under you and I am working on that, even today, trying to get other areas. So that is a possibility for something to do while I'm still in the same position - you just have other things to do while in the position."

Thus, career anchors influence how individuals approach their work and the rewards they seek. Schein's theoretical
notion is that individuals will make changes if the preferred job characteristics, defined by one's anchor, are not found or maintained over time. For example, an individual with an autonomy anchor will seek a position that provides enough flexibility and freedom to work on his/her own. However, should that individual find the work environment not flexible enough, he or she may leave. The data from this study indicates that individuals have less freedom in making such choices, and that choices are often influenced by factors other than career anchors, such as market conditions, planning style, experience and personal factors. Thus, if individuals do not find their preferred job characteristics in their work environment, they may be more apt to seek changes in their job or suffer dissatisfaction. Since the majority of administrators in this sample reported satisfaction with their job, the work environment may be flexible enough to allow individuals with different anchors to approach their work in different ways and seek different rewards within the same organization. This will be explored further later in this chapter.

The data in this study support the idea that career anchors are not the major influence of career decisions. Rather, they play a role in decision-making by providing individuals with criteria for evaluating career
opportunities. The refinement of the role of career anchor poses questions about the appropriateness of the term "anchor" in reflecting the true meaning of this concept. DeLong (1981, 1982, 1984) used Schein's concept of career anchors in studies of MBA alumni and rural educators. He eventually comes to use the term "orientations" in lieu of "anchors", although he never clearly defines this. The work of C. Brooklyn Derr has also been influenced by Schein's career anchors concept. Derr's recent work on career success orientations (1986) applies Schein's career anchors to five career success orientations. Derr describes orientations as "the different objectives, strategies and tactics of workers and their different definitions of a successful career ... what motivates people" (p. xiii).

DeLong and Derr apply Schein's concepts to other ideas. Yet the lack of explanation of similarities and differences between their ideas and Schein's career anchors is problematic. Although the career anchor concept is being used, the differentiation between anchors and orientations in the work of DeLong and Derr is unclear.

The findings regarding the role of career anchors from this study indicate that the concept of "orientation" is more appropriate for this study for two reasons. First, the term "orientation" was derived from the data. In
explaining why a particular role (for example, "service") was important to several of the participants, they rationalized that they valued that role because of a personal "orientation". More importantly, the term orientation more accurately reflects the nature of the concept than the term, anchor. Orientation implies an approach to one's work. This is reflected in the dictionary definition of "orientation": "an adjustment or adaptation to a new environment, situation, custom or set of ideas" (Morris, 1975, p.926). An orientation helps individuals assess choices. Expanding upon the model for aspirations, which was presented in the previous chapter, career orientations are displayed as the lens through which aspirations are analyzed once a decision is made:

![Diagram of career orientations]

**Figure 10.** The screening role of career orientations.

Thus, the meaning of career orientations is the same as Schein's definition of anchor, which is a pattern of
self-perceived talents, values and motives. However, the data from this study support a different role for career orientations, which is more of a screening role (see Figure 10) and less a role of influencing career decisions (see Figure 9). For this reason, the term "career orientation" will be used in this study to replace "career anchor".

An important distinction exists between Schein's research and this study. Schein's sample of MBA's had specialized education and training in management. In contrast, many of the mid-level administrators in higher education do not have specialized education in management principles, rather their educational backgrounds are diverse. In fact, many of the administrators in this study did not formally prepare for or plan to hold a managerial position; some chose their current administrative position as an alternative career in a competitive and tight job market. This distinction is important for two reasons: first, no "managerial" orientation, similar to Schein's "managerial competence" anchor (which was the predominant anchor in his initial study), emerged for participants in this study; second, this distinction may provide a rationale behind the different role that orientations play for these administrators. For many administrators, other factors such as planning style, the job market of the field identified with, experience and personal factors influenced decisions, thus orientation serving a
screening role. For individuals with MBA's, who are specifically preparing for management positions and whose orientation may be more closely linked with their field identity, the orientation role may be more influential in career decisions. This parallel is also evident in the close link between the power-impact oriented individuals and their long-term progressive planning style. For these individuals their career orientation did play a more active role in decision-making. Further research is necessary to determine the possible differences in role of career orientations. The next section will discuss how the orientations for participants of this study were determined.

HOW ORIENTATIONS WERE DETERMINED

Career orientations evolved over several stages of the study. After each individual interview, the researcher recorded initial impressions and themes about motivators, values and skill areas on a Contact Summary Sheet (see Appendix D). Impressions from responses to several questions were used to identify a possible career orientation for each respondent. Some of these questions included:
What makes you want to do your job?
What are your career needs?
What are the most important aspects of your work?
If someone were to offer you a job, what characteristics must that job absolutely have to have for you to seriously consider it?

Once all of the interviews were completed and transcribed, the researcher separately read each transcription, seeking patterns for each respondent in the responses to the above questions. From each transcription, for almost every participant, a major theme emerged that encompassed the individual’s motives and values and was consistent with the skills they preferred to use in their work. This theme was identified as the career orientation. Once an orientation was established for an individual, it was checked with the initial impressions on the Summary Contact Sheet. There was nearly perfect correlation, however, in a few instances, further analysis revealed insights that refined the identification of an individual’s orientation. Finally, several transcriptions were given to the peer debriefer, who was asked to read each one and identify an overall theme reflecting values, motives and skills. These themes were then checked with the interpretations of the researcher and found to be
consistent. Finally, a random selection of participants were contacted and asked if their orientation accurately reflected their prime motivators, work values and skills. Each participant contacted was in agreement with the identified orientation. Figure 11 illustrates the method used to determine orientations.

Figure 11. Method used to determine career orientation for each participant.

It was during analysis of each transcription that the role of orientation came into question. The researcher studied the transcriptions further, examining more specifically the role of orientation in the experiences of respondents. It became clear from the data that the orientation clearly served a motivational role, clearly reflected values and that individuals had established
skills that were consistent with it. Several discussions with peers led to the refinement of the concept presented earlier and to the adoption of the word "orientation" as a more appropriate descriptor than "anchor".

Seven different career orientations were found, with two of them being predominant in this sample. The career orientations will now be described.

**CAREER ORIENTATIONS**

There were seven career orientations among the participants of this study, although two were predominant, accounting for 76% of the sample (see Table 10).

A large number of respondents valued the ability to make an impact. However, there was a difference in the perceptions of impact among these respondents, which was the basis for differentiating two separate impact orientations: social impact and power impact. Those with the social impact orientation, which comprised the largest number of participants, focused on a helping role, impacting people, and making a contribution to a social "good". Those with the power impact orientation focused on a decision-making role, impacting the system, and making a contribution as a change agent in the organization.

Kanter's (1977) definition of power is useful in understanding the intention of its use as a descriptor
<table>
<thead>
<tr>
<th>Orientation</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Impact</td>
<td>16</td>
<td>42%</td>
</tr>
<tr>
<td>-Service</td>
<td>(3)</td>
<td></td>
</tr>
<tr>
<td>-Social Contribution</td>
<td>(6)</td>
<td></td>
</tr>
<tr>
<td>-Education</td>
<td>(4)</td>
<td></td>
</tr>
<tr>
<td>-People Interaction</td>
<td>(3)</td>
<td></td>
</tr>
<tr>
<td>Power Impact</td>
<td>4</td>
<td>10%</td>
</tr>
<tr>
<td>Challenge</td>
<td>13</td>
<td>34%</td>
</tr>
<tr>
<td>Stability</td>
<td>2</td>
<td>05%</td>
</tr>
<tr>
<td>Autonomy</td>
<td>1</td>
<td>03%</td>
</tr>
<tr>
<td>Skill Competence</td>
<td>1</td>
<td>03%</td>
</tr>
<tr>
<td>Lifestyle</td>
<td>1</td>
<td>03%</td>
</tr>
</tbody>
</table>

*Orientations could not be determined for two participants
here: "the ability to get things done, to mobilize resources, to get and use whatever it is that a person needs for the goals he or she is attempting to meet" (p. 166).

The second most frequent orientation was challenge. Administrators with a challenge orientation valued learning new things, analyzing, problem-solving and hard work. They valued change in order to have personal challenge and avoid boredom.

Two administrators had a stability orientation, valuing a predictable income and the ability to provide for other needs. Skill competence was a fifth orientation that was characterized by the desire to become expert at a particular skill. Autonomy was identified as an orientation for one person who primarily valued being independent in a work setting. Finally, the desire to integrate work into a way of life defined a lifestyle orientation. Each of the orientations will now be described in depth, utilizing excerpts from the data to exemplify major themes. Table 11 provides a summary of the predominant themes for each orientation.
<table>
<thead>
<tr>
<th>Career Orientation</th>
<th>Social Impact</th>
<th>Power Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-impact on people</td>
<td>-changing the system</td>
</tr>
<tr>
<td></td>
<td>-impact on society</td>
<td>-extrinsic rewards/recognition</td>
</tr>
<tr>
<td></td>
<td>-change for greater good; benefit of all</td>
<td>-impacting the organization</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-getting ahead</td>
</tr>
<tr>
<td></td>
<td>-social welfare</td>
<td>-change in the system</td>
</tr>
<tr>
<td></td>
<td>-helping/service</td>
<td>-organization</td>
</tr>
<tr>
<td></td>
<td>-education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-altruism</td>
<td>-power</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-mobilizing resources</td>
</tr>
<tr>
<td></td>
<td>-personal inter-relating</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Challenge</td>
<td>-problems</td>
<td>-learning new skills</td>
</tr>
<tr>
<td></td>
<td>-finding solutions</td>
<td>-analyzing</td>
</tr>
<tr>
<td></td>
<td>-perceived difficulty in tasks</td>
<td>-personal growth</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-problem-solving</td>
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<tr>
<td></td>
<td></td>
<td>-organization</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-change to prevent boredom</td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Autonomy</td>
<td>-flexibility</td>
<td>-independence</td>
</tr>
<tr>
<td></td>
<td>-independent work</td>
<td>-creativity</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-self-initiative</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-variable</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stability</td>
<td>-stable job</td>
<td>-providing for needs</td>
</tr>
<tr>
<td></td>
<td>-income</td>
<td>-variable</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skill Competence</td>
<td>-using the skill</td>
<td>-expertise</td>
</tr>
<tr>
<td></td>
<td>-recognition of skill</td>
<td>-variable (skill being developed)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lifestyle</td>
<td>-integration of interests into work</td>
<td>-integration</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-variable (consistent with interests)</td>
</tr>
</tbody>
</table>
Social Impact

Administrators with a social impact orientation valued helping people and making a contribution for the benefit of individuals or groups. Within this group there were four subsets. Although the concept of making a social impact (on individuals or on society) was common to all, each of the four sub-types was characterized by a slightly different emphasis in role than the others. Several participants saw themselves in a helping role. They value service and perceive their impact to be on individuals or groups. The following reflections describe the helping role. David Fields discusses the importance of his role in helping students through a bureaucratic system:

"I get to work with a lot of students and I really like it. Mostly I'm in a position which is sort of a helping position, a service position. This is an institution which, by and large, at least from the outside, has the reputation of being big and number-oriented and not caring. And it's wonderful to be in a position that demonstrates daily that that's not true. I'm less compulsive than I used to be. Before I would have been less interested in people and more interested in making the system work. Now I'm less interested that the system work precisely right if the people get served better. Those people who like to have the system work flawlessly will say we serve people better by having the system work flawlessly. And I understand that, and to some extent agree with it. When there are few flaws you can predict. But you need to make changes in many cases because the circumstances require it. So sometimes you have to undermine the system somewhat. That's not something you're supposed to talk about, if you're a systems person. I've become less and less of a systems person."
Tom Morrison emphasizes the impact he has on people through his work in a service role:

"Career is an opportunity to do something that you enjoy, but I think that, at least in my thinking, it’s always been very much service-related. I feel very strongly that something you enjoy is because you spend a lot of time helping others, so you get a kind of vicarious ‘pick yourself up’. And the residence hall job was the epitome of that in a way. I mean, the impact that that program had on the lives of people was just incredible."

The second subset of the social impact orientation was a group of participants who viewed their role as having a broader impact on society, or working towards social goals. Again, the orientation is social impact, but there is a slight difference in emphasis. The following responses to the question "what makes you want to do your job?" reflect this perception of having a broad social impact.

Patricia Meechum values being a part of improving the quality of life on campus:

"Feel like I’m making a difference. I think that’s the main thing. In addition to that, knowing that I’m doing good work. I think the most important thing is that I’m part of making something happen on this campus that’s good and fair and equitable to all people. And it’ll make it better for my children when they come, whether they go to OSU or Northwestern or whatever. But that somewhere a precedent has been set."

Bob Garrison perceives the importance of his work as part of a social movement:
"It's mainly the positive feedback I get from the administration. Feeling like I'm really helping something bigger than me, helping with respect to the whole education movement and wanting Ohio State to take leadership in the better preparation of our students. So, a lot of positive feedback that I get from others and also that I'm able to help something that's really important to society. You know I could make twice the money in something else, but what I do is important."

The third subset of the social impact orientation is the educators, who perceive their role as one of teaching. They believe that they are able to have an impact on others, both in a broad social role and with individuals. The following excerpts from several transcriptions show the recurrence of the educational theme and its relation to social impact:

Maureen Flanders views her work as educational and the teaching role is important in her approach:

"I think I identify more with education. I think that's why I enjoy the personnel work that I'm in, the training - because in a way it is education and I like working in this educational setting at the university. I want to be around a teaching atmosphere. I think that's what I identify more closely with. ... I'm not in a place where I have to say 'no' to people all the time or cut off their benefits or tell them they can't have this absence. I'm in a spot where people are coming for something more or less self-enhancing. And they're really looking forward to it and I'm looking forward to them coming and that makes me feel good about myself and what I do."

Ryan Thomas perceives his role as educating:

"I consider myself an educator, in the sense of being involved with education. I guess, as I get a little bit
older, I start to see certain kinds of values in my life. As I spend more time within an educational setting, I tend to respect more and more the kind of values that I see in this setting. I like to think that I'm a teacher at heart and I really like that. Serving as a role model to try and open up a lot of doors and avenues for people, to challenge their thinking process. I try to do that with staff that we hire. I think that's part of my responsibility in my position, not only to have them work for me, but to help them grow educationally in their experience, not only specifically in that work setting, but also in the broader sense of what they're exposed to - other people, other lifestyles, other values, other cultures, races, things like that. I'm finding myself more concerned about trying to help people be less prejudiced, less biased, more open-minded. I like the educational environment because it's a little more open, a little more progressive. It's supportive of being able to consider other perspectives and other values. I find that an important value for myself. So I feel very supported seeing that around me. And I think that's important to my life and I like to be a part of that, of teaching other people some of those same kinds of values."

The fourth sub group of the social impact orientation was comprised of those administrators that focused particularly on people interaction. Although they were in service roles, they tended to focus more on relationships instead of tasks. Important aspects of their work were identified as the interactions with people. In their work with others they clearly have a social impact. The following reflections emphasize the importance of interaction for these administrators. John Cardelli reflects upon the need for people interaction and its influence on his career decisions:

"I think when I looked at personnel as a career, I looked at it more from the people aspects, the interaction,
thinking probably more employment, recruiting. I do not remember why, in getting the MBA, I went the industrial, management, personnel direction instead of getting an emphasis in finance and accounting. Evidently, between the undergraduate and the graduate degree, someplace along there I must have decided I wanted to work with something more people oriented. The career I've chosen and the one I've been involved in and the one at which I am happiest is something that is very people oriented. ... In those days, people did not give a lot of thought to technically looking at your long-range career. And I'm sure I didn't either, but when I was making those choices all the way along, I seemed always to be making the choice to go the people direction."

Claudia Dagel discusses the common theme in her various positions and her need for people interaction - by working with students and in supervising others:

R: "It sounds so trite, but, absolutely working with people. Right now I'm particularly enjoying the supervision. As I said before - being able to make contributions, being able to help students, being able to educate faculty, that's been extremely important to me."

Social impact appears to be the central orientation in the careers of these sixteen administrators. These individuals value altruism, service and social welfare. They are motivated by the impact they have on others' lives, as well as a broader impact on society as a whole. Their skills reflect the helping role, as they primarily counsel, advise and design programs to help students and often train and supervise staff. When these administrators are ready to make a change or when an opportunity presents itself, they use the social impact orientation to assess those options. This is clearly revealed in the following statement:
"I have probably not gotten where I could have been because I'm very passive in advancement as compared to active. I've had some opportunities to go to much higher level kinds of things, in the federal government, for example. But at that point, I'd be so far removed from the helping role, I just didn't want that."

Power Impact

There was a second group of administrators whose career orientation clearly reflected the need to impact. However, these administrators were focused on influencing or changing the system, such as having the ability to make decisions that would have an organization-wide impact. It was their intent to make the system work better. To the extent that these administrators were able to mobilize resources and to get things done, they would be satisfied with their work. A common pattern among these administrators was the desire to be at a decision-making level of the organization, for positions at that level hold the potential for power and impact on the organization through policy-making. For some of the respondents, this means eventually moving up within the organization or to a higher position within another organization. As described earlier in this chapter, the power-impact orientation is closely linked with upward mobility and a long-term progressive planning style. Because of this, the power-impact orientation may actually influence career changes. It will, however, interact with the other forces,
such as market conditions and personal factors.

The following responses to a question asking respondents to identify the characteristics a job offer would have to hold for them to seriously consider it exemplify the power-impact orientation.

Paul Mauret:

"I think the higher I go, the more of a change agent I'll be able to be. The more impact on the organization I'll be able to have. I want to be an impact-person. In football, you hear coaches say 'I like impact-players', you know, a line-backer who really sticks or a running back who can make the touchdown. I want to be somebody who, in the organization, is a key player in a position. I have that to some degree here, but, that's why I want to be a senior level personnel executive, the key personnel executive or personnel decision-maker in an organization, because I see that as a core kind of element to an organization."

Monica Jordan:

"It must be at a certain level of decision-making, it must be, therefore, closer to the top than I am now - equal to or higher up. I guess that would be the only criteria, because I don't care about geography. It would have to be in the administration and with staff, a line position not a staff position. It would have to be a recognizable credible position. I wouldn't care if it were reporting to the president if nobody at the school thought it was important. So that's what I mean by recognizable and credible and important to the institution."

The administrators with the power impact orientation also value change, because it is through change that the system is impacted. For the power-impact oriented administrators, impacting the system and gaining recognition are strong motivators, change and upward
mobility are important values and organizing, managing and procuring resources are their skills.

Challenge

The second most common career orientation for the mid-level administrators was challenge. The common themes running through the responses of these participants include valuing the opportunity to learn something new, being involved in hard work, being able to acquire new skills and a sense of accomplishment from their work. It is important to these administrators to find challenge in their work—and they approach their jobs in such a way that they create and thrive on new challenges. The following excerpts from the transcriptions of challenge-oriented administrators display their orientation to their work. Ralph Zowalski discusses the challenge inherent in his field:

R: "I came to this university because of the challenge of such a big place. OSU is probably the largest single university in the country and the computing opportunities here have had more potential probably than any other place. When I saw the opportunities and the marvelous level of funding that exists here I was very much attracted to it. I need to stay in an exciting, stimulating environment. That's what I need. Computing is so dynamic, it's changing daily, literally daily, that I think in my lifetime I still haven't seen the maximum rate of growth in computers. It's going to accelerate in the next 5, 10 years. I can't think of anything more exciting than the area that I'm in."
Mary Lou Parsley discusses challenge as a personal motivator for her in her work:

R: "My work is interesting and it's challenging and it's always different and it's always difficult. Personally, I've found that, I was just saying this the other day, just as it occurred to me, that if I'm not overwhelmed then I'm miserable. That's a very personal thing, but I have to be just about overwhelmed by the difficulty of the thing. Right now I'm in the middle of a conflict with somebody. It's got the adrenaline going and it's making me miserable, but on the other hand I know I need this sort of misery to be happy. So, as long as the job is somewhat overwhelming then I like to come to work and do it."

Beth Gordon discusses her career needs:

"Very interesting job, a hard job, one that is really challenging and one that asks me to think a lot and use just about everything that I have. One that allows me to be really creative. I have to be able to experiment to find out what my limits are and I need a job that lets me have a lot of freedom to do that, and encourages me to do that. I need for me to be tested."

For the majority of challenge-oriented individuals, upward movement was not as important as the opportunity to feel stimulated and challenged through new tasks or responsibilities. Thus, career growth is perceived differently than advancement upward. Christine Stephens illustrates the meaning of career growth for challenge-oriented administrators:
"I wouldn't say movement is important from an upward structure as from ... stretching. I'm not as interested in climbing stairs as I am in stretching."

It is clear from these excerpts that these administrators view their work as challenging and are motivated by accomplishing what they perceive to be difficult tasks. They value learning new skills and a sense of personal growth from challenge is important to them. They perceive their skills to be problem-solving, analyzing, organizing and managing.

**Autonomy, Stability, Skill Competence and Lifestyle**

In addition to social impact, power impact and challenge, four other orientations were identified for mid-level administrators. Each of these four orientations are represented by only one or two of the respondents, yet are legitimate orientations. All four have been identified as anchors by Schein (1983). A description of each of these orientations follows.

Autonomy was identified as a motivator, a career need and the most important aspect of work for one administrator:

"I do like independence. I'm not a person who likes people telling me what to do all the time, so that's definitely something that I need in some shape. Obviously if you're working in an organization someplace, somebody,
at some point, will tell you how to do things. I don't mean that kind of independence, but independence in the sense of 'let me do my job'. And I don't want somebody looking over my shoulders at all times. I want to be free, feel free to come and go, I don't want to be bound to a desk. I want to feel that I have an opportunity to pursue my own interests. That kind of self-independence that I can do what I want to do when I want to do it. I guess it's the control over what you do."

M: "What are the most important aspects of your work?"
R: "Some sense of independence that I'm not tied to a desk all day. That I like the organization, the people. I like the mentality, I guess, that a university has."

This sense of independence is also reflected in the respondent's perception of the ideal organizational environment:

"There probably isn't one. The ideal organizational setting for me is if I can be my own boss, period. That would be an ideal organizational setting. I think it would be fun to have your own business, to be your own boss."

Clearly, this administrator values autonomy. It is a motivator and allows initiative and creativity. As this respondent evaluates professional opportunities, the capability for independent work and an open environment are key screening factors.

Quite different from the autonomy orientation is the stability orientation. Unlike the autonomy-oriented individual, who values freedom, the stability-oriented person prefers the structure of a stable environment. These administrators tend to be less career-focused. What is important to them is to have a stable position that
provides an income from which they can support themselves and their families. For Paul Peters, disruption in personal aspects of life has created an even stronger need for stability on the career side:

R: "I had a son and a wife who was pregnant. And as it turned out she had twins, so I needed a better paying job. Some contacts of a previous job said 'hey, there's this job open at Ohio State, we think you'd be good for it'. So, I applied and got it. And then I stuck around. Until recently I didn't necessarily consider my job here at Ohio State as a career. I mean, I enjoy the place very much. I wasn't, and to some extent, still am not particularly career-oriented. So, when these jobs opened up, I was the natural person to fill them, and I haven't been looking elsewhere. There's just a whole lot of things in the last few years, that came together and split apart, including the divorce. Part of it has to do with being in the mid-30's and trying to figure out what it is I want to do. And, so given the economic realities, this is not a particularly good time in my life to go searching for a new job or to pick up something else to do. I do my job because I need the income. If I'm getting paid to do this job, I'm going to do it well. One of the primary reasons I do it is that I need the money."

This administrator feels that he is not career-oriented. He views his job as a means to support himself and his family, and other aspects of his life are more important to him. John Orithani reveals the stability orientation as he discusses why he comes to work and his career needs:

"I think it's the little successes along the way. My wife and my children are having tremendous successes at what they're doing. And that's a tremendous incentive for me to keep doing what I'm doing so they can continue being successful. You asked me why I like to come to work. If I were to win the Ohio Lottery, I wouldn't work another day
in my life. I would just play the stock market. I'd invest that money and I think I would be the happiest man in the town. I think the only thing I really care about now is to have enough money to keep my family going. That's the only thing, really, I think I worry about..."

These administrators are motivated by the opportunity to work and to provide for family and other interests outside the career domain. They value stability in their career at this point. Their skills are variable - they can be talented at a variety of things that allow them to continue working.

Skill competence is another career orientation that emerged from this study for one administrator, who is involved in an area in which a particular skill is used on a daily basis. For this individual, becoming expert and excelling at this skill is of prime importance. As this person assesses opportunities, the key screening factor is the capability to continue to develop these skills and to eventually reach a level of expertise. The following excerpt illustrates this:

R: "Right now I think my career is very, very important, and that I have to work a little harder and put more into it in order to establish myself, so that later on I can back off and not spend as much time and not be so passionate and emotional about it. I need to get that hold on it and become established as a PR professional. I think I would move on from here to a job similar to what I have only in a different area. The challenge and the new experience of me moving into a new area, as opposed to learning how to write a press release differently or
learning how to write an ad differently. Getting a lot of successes under my belt, getting to the point where people call me up, asking for a job, asking me to come to work with them. Getting to the point where organizations are calling to ask my opinion on things, ask me to consult on a project they may have. To be asked to serve on certain committees, that would need my skills and my expertise. Because once that happens, when it does come time for me to form my own organization it'll be a lot easier, because I'm known in my profession. I'll have a certain stature within the professional community. I think what I'm looking for here is for people to see in me my strengths, to recognize them and to call upon them, say 'why don't you come work for us? why don't you serve on this committee? why don't you help us out with this problem?'

The skill competence orientation is similar to Schein's "functional competence" anchor, which Schein contends characterizes an individual who seeks to become a technical or functional specialist in a particular area. The administrator with the skill competence orientation identifies several factors potentially influencing her career decisions, such as dissatisfaction with current supervisor, the competitive job market, potential for spouse to be relocated and a current progressive planning style. Yet, as she considers future opportunities, she seeks the potential to develop further skills in her field.

The seventh orientation identified in this study is the lifestyle orientation. A lifestyle anchor was identified by Applin (1982) and Burnstine (1982) in their efforts to replicate Schein's career anchor typology with a group of consultants. The lifestyle orientation reflects the
attempt to integrate career with family and self-concerns into a coherent lifestyle (Schein, 1983). It is more than just seeking balance, which many people try to achieve. Rather, it is an integration. The opportunity to integrate personal interests and values into one’s work becomes the key motivator. The following reflections highlight the lifestyle orientation:

"Career is a lifestyle for me. I think it’s going to be pretty much number 1 in my life. Mostly knowing where I want to go and where I want to be is a career and having a job that I enjoy. ... So, it’s mostly how I live and do my life and inter-relates with what I do in my social time. The most important aspect of my life is the relationship that I’m in. That is the focus for where my career’s going or what place it’s going to be. That depends on my relationship and I’m willing to jostle that around depending on where my relationship goes. It will gauge where I may go next. And although we can compromise, it would be nice if we could both go to one place where we both want to be at the same time. ...I think this job is probably more consistent with who I’ve become. I didn’t always have the same value system that I do now. It’s totally changed in a new direction from when I was a college freshman. I think that I was very, very traditional as a freshman and sophomore, in terms of where I thought a woman’s place was. I wanted to have children and that’s it. That’s not even a question any more. I can do both and I will do both, or the children will go. It really doesn’t matter that much. Having my eyes opened up to that and understanding that that was the role of women in education, especially higher education. And working with what type of lifestyle I wanted to work with and be in is just totally different from anything I started out with as a freshman."

The lifestyle orientation is perhaps one of the most difficult to describe. The sense of integration of values,
interests and social time into one's work is a very subjective perception. However, this administrator's responses do indicate that this integration is particularly valued and motivating, and is something she seeks as she considers career opportunities. Her perception of skills is broad enough to find outlets in both personal and professional pursuits.

Career orientations reflect the way individuals approach their work and act as screening mechanisms when individuals assess career options. The data from this study reveals diverse career orientations, although some are predominant over others. Previous research has shown a diversity of orientations in some organizations (Schein, 1978; DeLong, 1981; Derr, 1986; VanMaanen, 1975). The predominance of certain orientations in this study is a phenomenon worthy of speculation. The next section will consider possible explanations for these patterns.

PREDOMINANT ORIEN TATIONS

The predominant orientation among administrators in this sample was social impact. This includes administrators who view their role as service, making a contribution, educating and interacting with other people. One plausible explanation for the predominance of this
orientation is that people seek out work environments that are consistent with their values and skills. This is the rationale behind John Holland's (1959) theory of vocational choice. Holland contends that people look for a good "fit" between the organization and personal skills, interests and values. There is potential for good fit between the career orientation of social impact and an educational institution whose mission is teaching and service and which is an esteemed institution in society. It is likely that a higher education organization provides an environment congruent with preferences for a service or helping role and for those who want to make a contribution to society. The following excerpts from social-impact oriented administrators reveal this preference for a higher education environment:

Jim Seibert discusses the reasons why he has been drawn to a university environment:

R: "I guess it's familiar, I grew up with it. Much like a son or daughter would be drawn to medicine because their father was a doctor. I guess I've been drawn to education in much that same sort of way. I also am one of those people who believes in education. So, it allows me then to satisfy that other thing, that a career ought to be able to provide something that goes beyond you. Those are the two reasons: my father's work and the societal goal kind of thing."
David Fields was asked if he prefers an academic environment:

R: "Yes, that matters very much to me. I want to be in an academic environment. I feel very comfortable here. I like this environment, I like the people I interact with, I like the ideas floating around. I like not being out in that dog-eat-dog world, which I tried to avoid, as I told you, from the beginning. It's nice to be paid not to have to do that (chuckles)."

Albert Norris also prefers a university setting:

"I'm much more comfortable in an academic setting, even though I know the pay in a business setting is much more. Yes, the university can be a comfortable environment. It's only comfortable, however, if it's perceived as rewarding and in the past it has been rewarding to me in many ways..."

For many of these administrators, working within a higher education environment allows them to identify with and express some of their own values. It also provides an opportunity to contribute to an institution whose mission benefits society.

Another possible explanation is drawn from a pattern that emerged through the data - a pattern with a link to age. A significant number of administrators in this sample were in the 31 - 40 year old age range. Most of these administrators shared the experience of being college students during the 1960's. The pattern that emerged in data analysis was the mention of the 1960's influence on their thinking and career pursuits. Many of these
respondents talked about the 1960's as an integral part of their identity. The sense of social awareness and concern that emerged during this time period may have some influence on the predominance of a social impact orientation for this sample. The following reflections exemplify the '60's influence on career-related choices. Patricia Meechum discusses the 60's influence:

"I knew I didn't want to be in residence halls as a director all my life, but I did want to work with students in a living environment. Part of those aspirations came from what had developed into my value system at the time, which is real typical of being a child of the sixties. Believing that people living together could make all kinds of changes if they wanted, if they could understand the environment that they lived in and would take the time to understand each other. That the world would be a better place. I mean, I really lived that out by being in residence halls. So making the move to a central staff position here at Ohio State, I felt that I had reached the pinnacle because I was having impact on all these students, I could help mediate conflict and influence and introduce new programs that would make people get together and fight it out or talk it out or work it out or whatever..."

Albert Norris reflects on the influence, both positive and negative, of being in college during the 1960's and how that currently influences him:

"I think one thing that was probably a limiting factor was that I was and am a child of the 1960's, in the sense that the '60's were such an optimistic period in our history. You didn't worry about market conditions, you did what you felt was in harmony with yourself and society... a child of the '60's. That was a limiting factor in the sense that if I had spent more time and devoted more thought to where I might go, I'm very sure that my undergraduate degree
would have been much different. I took as many history courses as I could because I like history. And in retrospect that was stupid, because I should have had a much more diverse academic career. ... I really don't think that I tested myself in as many directions as I should have as an undergraduate. But, it's important to me to be not self-centered, to see your role in a social context. Why is it important? I think it's just a personality orientation. To other people, having a job that performs a service really may not be that important. Probably being a child of the '60's as opposed to, again, we're dealing in stereotypes, children of the '70's who are very self-oriented, immediate gratification. Which is a real problem to people who are in professions where rewards are not immediate."

The era in which one is raised, with its prevailing values and priorities, is influential in developing one's personal set of values. For these administrators, the influence of the 1960's is evident in its effect for some on career orientation, which is, in part, determined by values.

In identifying career orientations, the predominance of social impact was a clear pattern. Further data analysis revealed the emergence of additional patterns related to career orientation. These will now be examined.

**ADDITIONAL PATTERNS**

In addition to the patterns revealing the predominance of one particular career orientation in this sample, other linkages were identified. For each participant of the study, gender, age, planning style, field identity and functional category were identified. Once the career
orientations were identified, data were compared to investigate possible linkages between orientation and other variables, such as functional category, gender, age and planning style. Several patterns emerged.

Career orientations were compared across the four functional categories and revealed one pattern: the prevalence of the social impact orientation for administrators in student affairs. This is a logical connection since the field of student affairs is traditionally perceived as a "helping" profession, and often involves direct contact with students even at the middle management level. In the other three functional categories a variety of orientations was spread among administrators, without the emergence of specific trends.

Comparison of career orientations with gender revealed some patterns within three orientations: social impact, challenge and stability. Most of the administrators in the "social contribution" sub group of the social impact orientation were male, while most of the administrators in the "educator" sub group were female. This may be a reflection of socialization. Since women have traditionally held the "teaching role", females may be socialized to value such a role and have a tendency to describe their experiences in these terms. On the other hand, men have been exposed to male role models in
leadership positions and may have been socialized to view their roles as broader, impacting society as a whole.

A second pattern is the predominance of women with the "challenge" orientation. Many women have not been encouraged to succeed professionally in the same way that men have been. Four of the women with challenge orientations discussed the lack of early encouragement in pursuing non-traditional careers. It may be that succeeding in professional roles has sparked a stimulation that is very satisfying. Thus, the challenge in undertaking traditionally male roles becomes a strong motivator. It is also possible that the desire for personal growth through continued learning and challenges, which was characteristic of challenge-oriented administrators is a high priority for women's careers.

The third pattern concerning gender involves the stability orientation. Although the stability orientation only characterized two of the respondents, they were both male. It is possible that the pressures of the traditional "breadwinner" role for men have influenced an orientation focused on stable work and income.

Finally, two patterns emerged from a comparison of orientations with planning styles. Most of the power-impact oriented administrators were long-term progressive planners, with an end goal of being at a high,
decision-making level of an organization. Their orientation is very consistent with their current style of planning, since the planning style influences aspirations for upward mobility, and moving to a top position is perceived as the means for having the greatest impact on the system. The second pattern that emerged concerned those with the stability orientation. Both of these administrators are currently following a non-planning style. For one, however, change in planning style is anticipated, as a greater involvement in career planning is expected. Whether a more active planning style will result in more refined career plans and a change in orientation, remains to be seen. It is also possible that the need for having a stable position is the actual reason behind the non-planning style. Both of these administrators have made relatively few organizational changes in their careers and have been at the university for at least 7 years.

The few patterns that have emerged in comparisons of career orientations with other variables indicate the interactive process of career development. Further research is needed to substantiate the speculations behind these linkages. Other aspects of career orientations requiring further study will be considered in Chapter VI, along with the implications of career aspirations and orientations for perceptions of the organization.
INTRODUCTION

A career is context-bound. The job market, organizations in which one has been employed and specific units or departments within the organizations determine the context in which careers are developed. As individuals reflect upon their career history, their perceptions will focus on particular positions within certain organizations in which they were employed. The same holds for reflections about one's present career and considerations of future options. Thus, to fully understand the meaning of careers and aspirations, perceptions about the organization in which individuals work must be examined. This chapter will address the perceptions of the organizational environment held by mid-level administrators.

The findings of this study indicate that career aspirations, defined for this study as perceptions of the future, are influenced by the interaction of several
forces: an individual's planning style, the field with which one identifies, previous experience and personal factors. In addition, an individual's career orientation serves as a lens through which future options are assessed and influences how one approaches his or her work. These findings are graphically displayed below.

**Figure 12.** Forces influencing career aspirations and the screening role of career orientations.

Aspirations and career orientations also influence perceptions about the extent to which the organization facilitates or inhibits career development. As planning style, field identity, experience and personal factors
interact with each other to determine an individual’s aspirations, they also determine expectations of the organization and its role in career development. One’s career orientation also colors one’s perceptions of the organization’s role in career development.

The influence of aspirations and orientations on perceptions of the organization will be examined in this chapter. A discussion of the process of developing perceptions will provide a framework for understanding the effect of individual orientations and aspirations on perceptions of the organization.

**Bounded Reality**

Recent literature has criticized higher education organizations for limiting career mobility for employees, primarily through tracking certain administrative positions and establishing boundaries between them, as well as through a lack of defined career paths (Austin & Gamson, 1984; Kanter, 1979; Miner & Estler, 1985). Yet, as mid-level administrators discuss their perceptions of the organization, many do not identify these factors as inhibiting career development. Rather, they perceive their options existing within these limits. This phenomenon can
be called "bounded reality", which is derived from March and Simon's concept of "bounded rationality" (1958). March and Simon's work on organizational decision-making, which carries implications for individual decision-making, was a critique of the rational model prevailing in the 1950's. They perceived members of organizations as having wants, motives and drives, and as being limited in their knowledge and capacities for decision-making (1958). Therefore, optimal decisions never really occur, because humans make decisions in the absence of perfect knowledge. There are cognitive limits on individuals which prevent us from knowing all alternatives; life is uncertain. The concept of "bounded reality" extends March and Simon's thinking about decision making. There are cognitive limits that affect decision-making, but these include both known and unknown alternatives. Individuals are limited in decision making by unknown alternatives, risks and other factors. Yet, reality is also bounded by consciously choosing to accept certain factors as limiting. For example, varying perceptions are held by administrators about the requirement of an advanced degree or academic tenure for certain administrative positions. For some administrators, this requirement is viewed as a barrier because they do not want to accept what they believe to be a criterion unrelated to performance in the position. Other
administrators do not perceive this to be a barrier, for they accept the situation as a fact of academic life and do not consider such positions as they think about career options. The effect of the situation is the same - the requirement of tenure limits access to certain administrative positions. However, the perceptions differ - some view this as an inhibiting factor in their careers, others do not. Reality is bounded by different perceptions.

All participants were not asked specifically if they perceived the need for an advanced degree or tenure as a barrier, but for those participants who identified this topic in response to other questions, their perceptions were explored. The topic of tenure as a job prerequisite emerged with nearly half of the participants. For 45% of the participants discussing the Ph.D. or tenure prerequisite, it was perceived as an inhibiting factor; 55% did not see it as a barrier to opportunities. Those who perceive the tenure prerequisite as inhibiting feel that an attitude and standard exist at the university which recognizes only tenured faculty as the real contributors to academic life. This attitude was identified as inhibiting by many administrators because the criteria are unrelated to performance in many administrative positions, most of which are essential for the full functioning of the academic institution. Yet, many administrative positions,
such as assistant deans, assistant or associate provosts, require tenure as a qualification for potential applicants. There is perceived to be a clear delineation in the university environment between faculty and staff, and some respondents felt this delineation should not be so defined. Also, using the same criteria established for faculty positions, such as an advanced degree and academic tenure, as requirements for administrative positions in a system which does delineate between faculty and staff so clearly sets up artificial barriers and limits opportunities for administrators. Albert Norris discusses this particular issue as he reflects upon inhibiting factors of the university environment. He indicates that the boundaries between faculty and staff have an impact on power and governance in the university, which also affects careers:

"I think that one of the problems of the university is that it is too accustomed to seeing itself in very divided communities - students, faculty, and administration. And the governance of the university is divided - the real power is vested in the committees, because a wise administrator does not do anything that's not in line with what some committee of the faculty says. The problem is the borders. The fences between administrators and faculty are too inflexible because faculty - again, I'm generalizing - tend to see administrators as paper-pushers, as bureaucrats. And the problem is that's a very negative stereotype, obviously. Administrators are program developers and many of them have academic skills as well. And in my opinion there ought to be a greater interchange between administrators and faculty at the committee level. That doesn't happen because there are very few committees,
aside from the task forces, that are mixed. My position is senior Administrative and Professional, yet I’m not entitled to serve on any faculty committees, even though I know that because of my job I have a perspective on the university that could make my role very important in the context of these committees. The counterside is that would give my office enhanced visibility, institution-wide. And of course, once you have the visibility, you may have the opportunity for career mobility. I think the benefits to the institution as a whole are lost as a result of this fence-building. But these are very traditional fences, stone fences if you will, carefully built up through the years. I don’t think it needs to be as confining as history has made it out to be."

Mr. Norris feels that he has significant skills to contribute to the decision-makers of the university, but that the differentiation between faculty and staff prohibits his contribution. Such a contribution could potentially increase the rewards in his work, as Mr. Norris is a social-impact oriented individual.

Mark Meekers also identifies this barrier as an inhibiting factor and shares a recent experience in which he felt blocked from a position he felt qualified for:

"I achieved five years ago a level of position that the university considers to be a senior level administrator, and there just aren’t many opportunities left above that. This philosophy of needing tenure ... the kinds of academic jobs that I could compete for are basically assistant or associate deans in my own unit or for the graduate school, and that’s it. One has come open within our own college since I’ve been here, and since I’ve been ready to move. When they wrote the job description from the dean’s office, they wrote it to require a full professor, not even an assistant or associate professor, but somebody who has a true academic background. So they wrote it in a way that a couple of people in the college who would have been well-qualified to compete for that job, some better than
myself, could not even put their hats in the ring. It wasn't as if we had the ability to compete and they decided someone else could better do the job, which I think we can all accept. But we were not even allowed to compete for the position."

Thus, Mr. Meekers does perceive the tenure requirement for certain administrative positions as inhibitive to his career development, for he feels unjustly blocked from opportunities for which he feels qualified. Such opportunities also have the potential for career growth by providing new challenges. The perceived barrier created by the tenure prerequisite is, to Mr. Meekers, inappropriately imposed by the organization.

Carol Fracasso's perceptions contrast those of Albert Norris and Mark Meekers. She is one of the participants who did not perceive the tenure requirement to inhibit career development because she would not apply for positions for which she did not feel qualified. Thus she would not seek positions requiring academic credentials or tenure. Carol stated that not being able to seek a job in academic affairs (most of which require academic credentials) did not frustrate her and she understands the need for advanced degrees in some areas:

"It would be silly for me to switch to an area outside of administrative affairs, unless I wanted to do a total career move. You know, I'm used to accounting and keeping track of cash, and things like that. It would be silly for me to go over to academic affairs. Requiring advanced degrees for positions in academic affairs makes sense. If
you're going to be in a job where you're selling education, which is really what we're doing here, then you need to buy your own product. I think it makes perfect sense, I don't think it's discrimination or anything, it's just logical."

Kevin Vincent holds a position in external affairs, and he contends that he would not be interested in other types of administrative positions if they did not link with his skills and interests. For Mr. Vincent, other positions would also have to give him the opportunity to make decisions, which is an integral part of his orientation.

"Again, back to my philosophy, I'd have to see some connection. I wouldn't go tomorrow and apply to be the Vice-President's assistant, because that just doesn't fit, doesn't have any appeal for me. There has to be something there that I think connects to my strengths."

Tom Morrison shares a very difficult experience he had in working with a provost who held a negative attitude toward staff. But he goes on to justify that as a legitimate perception for someone in the provost's position and with his background. Tom accepted the situation as a learning experience, enabling him to better understand the academic environment:

"When I was working with the provost, I was never fully accepted in that environment. And I understand that. One of the most interesting comments ever made by the provost when he was here was a response to the president's comment that 'we need a staff council like faculty senate'. The president said 'you know a lot of these people feel like they're second class citizens at the university' to which
the provost replied 'they are. The only real people here are the Ph.D. tenured faculty. That is the university. I don't know what all those other people are doing out there, but that's the university.' So, it is difficult to work under somebody like that when you hold a master's degree in education. He respected what I was doing but I was never a colleague of his. It was difficult. But, again, you know, with their background and experience, the most important thing in the university to them is teaching and what's the faculty? There are nuances in the way you do things because of your point of view. I probably didn't do as well as I would have done if I understood that attitude and had been more accepted.'

The different perceptions about the tenure prerequisite for certain administrative positions presents a clear example of how perceptions are bounded by individual interpretations of reality. Thus, as individuals identify aspects of the organization that facilitate and inhibit their careers, their perceptions will depend to a great extent on how they interpret what is known about the organization.

Individual perceptions are further bound by the individual career orientation and aspirations. This will be examined as the role of aspirations and orientations in developing perceptions of the organizational environment is presented.
The Human Resources Management perspective holds that both the individual and the organization have a role in employee career development (Gutteridge, 1983). This study indicates that individual aspirations vary among mid-level administrators and that expectations of the organizational role in career development vary with aspirations. For example, an individual who aspires to move to higher levels in the university may expect the organization to develop a path of related positions through which he or she can move upward. Yet, an individual who aspires to remain in his or her current position or level, will be more likely to expect the organization to provide opportunities for growth through additional responsibilities or through professional development programs, or may not necessarily seek growth, but stability in the position. Thus, the factors influencing aspirations play a significant role in formulating individual perceptions of the organization and the extent to which the organization enhances or inhibits career development.

One factor influencing aspirations is planning style. The findings of this study indicate that administrators are characterized by several different styles of planning:
long-term planning toward an end goal; short-term planning of logically-connected positions; short-term planning that may involve changes in type of work; and non-planning styles. The prevalence of a particular style for an individual will influence perceptions of the organization. Those who plan, on a long or short-term basis, are likely to expect the organization to provide opportunities for changes in a particular position or from one position to another. Yet, those who do not plan future career options are less likely to expect the organization to provide opportunity, or, conversely, may expect the organization to do all the planning for their career development. To a great extent individuals are responsible for their own career monitoring. However, since many individuals do not monitor their careers and plan, it is likely that they have not developed perceptions of the organization's role in a career development plan. Thus, planning style, as one factor influencing aspirations, also has an impact on perceptions of the organization.

Individual and organizational career planning are based on a rational model of decision-making (Gutteridge, 1983). As March and Simon (1958) have argued, this is not the most accurate description of how decisions are made. The findings of this study suggest that for planners, absence of full-knowledge and choices about that which is is known
bounds reality when making decisions about future options. Current career-planning models do not even recognize a non-planning style. Human resource professionals in an organization must recognize these planning styles as they seek to facilitate career development.

A second factor influencing aspirations is field identity. The forty participants of this study identified with nineteen different fields. Perceptions of the organization are influenced by field identity to the extent that the mission and goals between the field and organization are related. For example, an administrator who identifies with a field such as accounting may consider options outside a university environment more than an administrator who identifies with student personnel and perceives future career opportunities within an academic environment. Since field identity determines to a great extent the types of organizations in which one can professionally practice in the field, it plays a significant role in administrators' perceptions of the importance of university environment for career opportunities. Since different professions also have different expectations or requirements for educational preparation, field identity also influences perceptions of the professional credentials needed to continue in one's field. Field identity is also closely linked to the
functional unit of one's position within the university, such as student affairs, academic affairs, administrative affairs or external affairs. Administrators in student affairs are more likely to identify with higher education as a field, while administrators in administrative affairs and external affairs may be more likely to identify with fields which exist outside of higher education, and which have different educational requirements. George Hardin holds a position in external affairs. His perceptions of future career opportunities are bounded by the field with which he identifies, thus he evaluates the need for an advanced degree as irrelevant for his career development, since it is not required by his field: "I think there are enough opportunities there where having the Ph.D. is not that important. The majority of fund-raisers at this institution do not have advanced degrees."

The other factors influencing aspirations are experience and personal factors. Experience influences aspirations as it determines, to some extent, the skills and expertise an individual has to apply to new opportunities. Personal factors, such as age, spouse's career and family, also influence thoughts about the future to the extent that these factors limit geographic mobility and put additional demands on time and energy. For women, more than men, the decision to have children has a
significant impact on career. Although men identified children and family as affecting geographic mobility or desire for a stable income, women solely struggled with the choice of having children and the consequences of that choice on career. Personal factors have less direct impact on perceptions of the organization than planning style and field identity. However, it must be recognized that, although organizations have little control over personal factors and an individual's past experience, they are important influences of perceptions of the future, and may ultimately affect retention of employees. In addition to career aspirations, individual career orientations also influence perceptions of the organizational environment.

An individual's career orientation, which is a combination of motivators, values and self-perceived skills, serves as a screening mechanism to assess specific opportunities and make decisions about jobs. The assessment process includes not only an evaluation of a particular position, but also an appraisal of the work environment. Career orientations influence which organizational factors will be deemed as important and necessary for maintaining adequate levels of motivation and productivity. For example, an individual with a service orientation may value an organizational goal of service and perceive it as necessary for staying motivated; whereas, an
individual with a stability orientation may find the assurance of his/her position the most important function an organization serves. In this way, orientations also serve to "bound reality": the orientation influences the cognitive parameters that will be set as individuals make decisions.

The influence of career orientations on perceptions of the organization was clarified as participants described their ideal organizational environment. Although several common factors were identified by most of the respondents despite their orientation, for some orientations there were repeated themes that characterized perceptions based on the values and motivators of the orientation.

Almost all participants identified an open and honest environment with maximum flexibility and trust as ideal. Individuals with a social impact orientation repeatedly identified cooperation and participation in decision-making as important. These individuals value and are motivated by interacting with others and making a social contribution. Their orientation also influences them to seek similar "ideals" in their work environment: cooperation (helping each other) and decision-making which is participative and social.

Two factors emerged as organizational ideals for challenge-oriented respondents. These include allowing and
encouraging creativity and self-initiative, and adequate resources. These individuals thrive on challenge and are motivated by succeeding at difficult tasks. They value those aspects of the environment that allow them to meet the challenges of their work and that keep their work challenging. These individuals value change. Without a creative environment and the allowance for initiative, change would be solely dependent on the organization, and would be slower to come about. It takes a longer time for change to occur within a system than for individuals to create change within their positions.

Power-impact oriented individuals emphasized recognition and a decision process that taps their individual expertise as ideals in an organization. Both recognition and being sought for input in decision-making are manifestations of impacting the organization, which is of primary importance to power-impact oriented individuals.

Finally, although the remaining orientations were characterized by only one or two individuals, their responses are also linked to their orientations. Both the lifestyle and autonomy-oriented respondents identified "being their own boss" as the ideal work environment. This would allow the lifestyle-oriented person to more fully integrate career with other aspects of life, and would
provide the freedom valued by the autonomy-oriented individual. Moreover, the individual with the autonomy orientation preferred her own business as opposed to working within a defined organization. The individuals with the stability orientation identified "clear objectives" and "an environment in which the expectations of workers are known" to be important elements, which reflect their need for certainty. Finally, the individual with the skill competence orientation described as ideal an organization which was viewed as having an expert reputation in the field, gave a lot of support and allowed access to the chief executive.

The linkages between orientations and perceptions of a positive work environment hold important implications for the organization. If employees in an organization are characterized by one or two major orientations, the organization can more easily be responsive to them by meeting the preferred organizational expectations defined by one or two orientations. However, if employees are characterized by a variety of orientations, there will be greater diversity of perceptions and expectations of the organization. In addition, some of the expectations, such as preference for total autonomy, may be in conflict with other orientations, such as the cooperation and teamwork preferred by the social-impact oriented administrators, and
in conflict with organizational goals. Therefore, for certain types of organizations, particular orientations may fit organizational goals better and ensure less conflict with greater productivity. For example, for the many social-impact oriented administrators in this study, an organization that is committed to education and service provides a congruence between orientation and work environment, thus the potential for a high level of satisfaction. However, for some social-impact oriented administrators, other aspects of the environment, such as participation in decision-making, may be as important as organizational goals or mission for a positive work environment. If participative decision-making is perceived not to be a characteristic of university governance, this aspect of the organization may be identified as inhibiting career growth.

Particular types of organizations may actually tolerate, as well as encourage, diversity of orientations more than others. An organization that provides a great deal of flexibility would hypothetically tolerate diverse orientations, by allowing employees more freedom to approach their work according to their perceived motivators and values.

The findings of this study identified seven different orientations among mid-level administrators. Linkages
between the orientations and perceptions of the organization's role in career growth and development suggest implications for both individuals and the organization.

IMPLICATIONS OF THE FINDINGS

This study has implications, first of all, for individuals seeking to better understand their careers. Knowledge about the interacting factors that influence the development of careers allows individuals to examine the impact of these factors on the shaping of their own career histories. Also, with this information, individuals can better assess influences on their career as they consider options. For example, knowledge of one's own planning style provides information about when decisions are likely to be made. Understanding one's career orientation provides insights into the tasks, rewards and environmental aspects most likely to provide satisfaction in work.

This study also holds implications for supervisors. Behaviors and attitudes, as manifestations of career orientations, will vary among workers. As indicated by the respondents of this study, supervisors have the most immediate and direct impact on the career development of
administrators. Therefore, one of the most effective ways of ensuring systematic career development for administrators is to train supervisors to assess orientations and to understand how individuals with specific orientations perceive the organization and their work. On the basis of this understanding about career orientations, career goals can be established as part of an annual review process for all workers. Such a system holds the potential for increased productivity and provides managers with an effective means for understanding and improving work behaviors.

Finally, this study has implications for the organization as a whole. The findings suggest that perceptions of work environments are influenced by individuals' aspirations and career orientations. Knowledge of the influence of aspirations and orientations on perceptions of the organization is essential if organizations are going to be responsive to employees. The principles of human resources management hold that responsiveness is key to maintaining employee morale, and for increasing productivity and retention (Gutteridge, 1983). Understanding the orientations characterizing a group of employees, such as mid-level administrators, allows the organization to begin to identify employees needs and to develop organizational responses to meet those
needs. In this study, seven orientations were identified: social impact, power impact, challenge, autonomy, stability, skill competence and lifestyle. The university's mission of service provides a rich environment for those individuals guided by a social impact orientation, who feel a need to make a social contribution or provide service to others. Flexibility, perceived by many respondents as a strength of this organization, is especially important in meeting the needs of challenge-oriented, autonomy-oriented and lifestyle-oriented individuals. In a time of retrenchment in higher education, this university is growing and has not suffered severe employee cut-backs, as in other institutions. This is particularly important to stability-oriented administrators. The skill-competence oriented individual seeks an environment which carries a reputable image in his or her particular field and which provides for the development of skills among employees. Finally, the power-impact oriented group needs opportunity to move upward in the organization. Should this mobility be limited, they may begin to seek new opportunities in other organizations.

Responsiveness to employee needs must also be derived from an understanding of the factors which influence career aspirations. This knowledge serves to explain the
variations in commitment to organizations and careers. Individuals hold different priorities for career and personal life, while most seek a balance. An understanding of careers must include perceptions of personal factors beyond the work environment. For many of the respondents of this study career was of an equal or lower priority than personal factors, such as a personal relationship or family. Thus, a conceptualization of careers should not presume that one's career is always the major source of satisfaction in life.

Individual perceptions of the extent to which organizations facilitate or inhibit career development are rooted in career orientations, which provide a framework for individual assessment of jobs and organizations. Without this understanding, organizations will fall short in meeting employee needs.
This chapter primarily focuses on the linkages between career orientations and perceptions of the organization. Further research is needed to increase understanding of this relationship. First, better information on how organizations respond to employees with diverse orientations is needed to increase knowledge of organizational strategies for meeting employee needs. This is the basis of an effective human resource management system. Such inquiry would include the following questions: Do certain types of organizations tolerate diverse orientations more effectively than others? Is flexibility a key in tolerating diversity of orientations? If so, how can this be balanced with an effective performance appraisal system?

There are several other aspects of career orientations that need further study. One area concerns types of career orientations. Many of the studies using Schein's conceptualization of career anchors reveal a diversity of anchor types and usually produce one or two "new" anchors. Research designed to allow orientations to emerge from the data would identify more orientations, which is helpful in understanding the many ways in which people approach their work. However, closer examination of the similarities and
differences between orientations would refine the notion into a useful typology. Both Schein (1978) and Derr (1986) have been content to limit their findings to five types, while DeLong (1981) actually used eight different types in his Career Orientations Inventory. More research and exploration of orientations is necessary to refine the concept.

Of particular interest here, however, is the identification of predominant orientations and the clarification of their role in different types of organizations and work environments, such as corporate organizations, non-profit agencies and government bureaus. For example, although upward mobility was not emphasized among most of the administrators in this sample, it was found to be valued by many of the participants of Schein's study (1978), who were anchored by "managerial competence". This anchor was a predominant one in his study of MBA's. It can be speculated that the more technical fields, such as engineering or design, might attract a large number of people with a skill competence orientation. Also, based on this study and Schein's research, it would appear that individuals with a social impact orientation are more likely to be drawn to an environment like higher education than a business related organization. A determination of whether certain types of
orientations predominate in certain fields or organizations would lend support to career theories such as that of John Holland (1959), which argues for matching personality type with organizational environment for maximum satisfaction. Further empirical research across fields and organizations may provide insight into how career decisions are assessed in a number of professional fields, as well as lend support to other career choice theories. Whether predominant orientations are identified for certain occupations or not, the diversity of orientations needs to be recognized.

The identification of career orientations in individuals also needs further study. In this sample, there were two participants for whom no clear patterns developed to reveal a particular orientation. This could be attributed to a lack of self-awareness, or inability to express oneself in an interview situation. Or it could have implications for those people who are not career-focused. In addition to this, there were several participants whose responses revealed the possibility of more than one pattern. This phenomenon leads to speculation about the possibility of primary and secondary orientations. For example, stability may be a primary orientation for an individual who could have a secondary orientation of social impact. Such an individual might be strongly motivated to find a stable position. Once that is
secured, he or she may approach his or her work in a service-oriented way. The motivations, values and skills of the secondary orientation may not emerge until the primary orientation is fulfilled. The possible non-existence of career orientations, as well as the potential for some individuals to have multiple orientations needs to be examined further.

Just as aspirations change over time due to the dynamic nature of the factors influencing them, is it possible that career orientations also can change over time? Schein (1978) maintains that career anchors, once developed, remain a stable part of one's personality over one's life. Derr (1986) argues that career success orientations can change over time. The research from this study shows that an orientation provides a means for assessing career options as one considers changes or new opportunities. This research supports the view that career orientations are less likely to change over time than aspirations. To understand the changing versus stable nature of orientations, more longitudinal research is needed, with a particular focus on the role of career orientations over time. In addition, an explanation of how an orientation originates in an individual needs to be provided.

There is also a need to consider a general life orientation and the relationship of career to it. Such
research expands the scope of orientations and may lead to an understanding of how people approach other life situations beyond career.

Most career planning models are based on a rational decision-making process. Yet individuals vary a great deal in the degree of planning they give their careers. Thus, a rational model may not be the best description of how career decisions are made. Further research is also needed on the implications of non-planners. Are planners more satisfied with their careers? Should organizations strive to teach non-planners skills in career planning? Or, should our current models of career planning and development be revised to account for non-planners?

More intensive research is needed with special populations, such as minorities, to better understand the factors influencing their career aspirations. In addition, longitudinal research is needed to follow individual careers over time. Longitudinal studies would provide a better understanding of the nature of the factors influencing aspirations - which factors change over time? Are some factors stable in their influence? Finally, empirical studies are needed to test the existence of the orientations identified in this study and those defined by other researchers, as well as the factors that influence career aspirations.
CONCLUSION

Although much of the literature describing the quality of work life for mid-level administrators in higher education identifies constraints on career development, the findings of this study indicate that most participants are satisfied with their career and the work environment. However, there is still much progress to be made in encouraging and assisting with career development for university administrative employees.

Aquiring knowledge regarding career orientations and the factors influencing career aspirations is a beginning for an organization's understanding of employee career development. The centrality of career in peoples' lives varies and this will influence perceptions of career aspirations. For those whose career is a major source of satisfaction, both career orientation and aspirations influence perceptions of organizational factors which facilitate and inhibit career growth. Both orientations and aspirations can be assessed for employees. Thus, through policies and the actions of superordinates, an organization can become responsive to individuals by shaping an environment in which employees can meet their career development needs. For the organization, meeting
employee needs holds the potential for positive morale, increased productivity and retention (Gutteridge, 1983). For mid-level university administrators organizational responsiveness may be the key to minimizing perceived barriers and creating renewed commitment and growth.
APPENDIX A

COVER LETTER TO POTENTIAL PARTICIPANTS
February, 1986

Dear

There is a growing interest in higher education in providing a quality work environment for employees. Unfortunately, we do not have a clear picture of the needs and concerns of mid-level administrators in colleges and universities, whose positions do not require faculty status. Developing a good work environment for this group of university employees is difficult without first coming to understand the motivating factors and career issues that are of primary importance to these administrators. This is the intent of my study.

Your name has been randomly selected from a list of a small number of mid-level administrators at Ohio State, which was provided to me by the Office of Personnel Services. Because you hold an administrative position at Ohio State at the "middle" level of the organization, your input into this study is valuable.

Your participation would involve two things. First of all, you would need to sign both copies of the enclosed consent form, return one copy to me through campus mail in the envelope provided, and keep one copy for yourself. This will let me know that you are willing to participate in the study and will also provide me your written consent to be interviewed. I would also like for you to enclose a copy of your resume with this consent form. This will allow me to gain some information about your career history before I interview you. The second part of your participation is the interview. Once I receive your consent form, I will contact you by phone to arrange for an interview time. The interview
will take approximately one hour, and I will be happy to meet at your convenience. It is important to conduct the interview in a quiet place where we will be free from interruptions.

I would very much appreciate your willingness to participate in this study. It is my hope that you will also gain some valuable insights into your own career development. I will be happy to make available to you a summary of my findings once the research is completed. If you would like more information about the study or have some questions, please feel free to contact me at 422-0307, or Dr. Mary Ann Sagaria, dissertation advisor, at 422-7700.

Thank you for your time and cooperation.

Sincerely,

Margie Bogenschutz
Ph.D. Candidate
Higher Education Administration
APPENDIX B

CONSENT FORM
CONSENT FORM

I consent to participate in research entitled: Career Aspirations of Mid-Level Administrators in Higher Education: An Analysis Based on Career Anchors.

________________________________________ or his/her authorized representative has explained the purpose of the study, the procedures to be followed and the expected duration of my participation. Possible benefits of the study have been described.

I acknowledge that I have had the opportunity to obtain additional information regarding the study and that any questions I have raised have been answered to my full satisfaction. Further, I understand that I am free to withdraw consent at any time and to discontinue participation in the study without prejudice to me. The information obtained from me will remain confidential.

Finally, I acknowledge that I have read and fully understand the consent form. I sign it freely and voluntarily. A copy has been given to me.

Date: ________________ Signed: ___________________________

(Participant)

Signed: ____________________________ Mary Ann Sagaria,
(Principal Investigator or his/her Advisor Authorized Representative)

Participant's campus phone: 2 - ___________

**PLEASE RETURN THIS CONSENT FORM AND A COPY OF YOUR RESUME IN THE ENCLOSED ENVELOPE BY ________________________.

Adapted from form HS-027, The Ohio State University
APPENDIX C

INTERVIEW GUIDE
Cover Sheet

Code #: ________________

Position: __________________________________________

Functional Division: ____________________________________

Date of interview: ______________________

Time of interview: ______________________ to _____________

Place of interview: ____________________________________

Date of transcription: ____________________________

Was resume received ahead of time and used in interview? _____ yes   no

_________ Female   _________ Male

Age range: _____ 22-30 _____ 31-35 _____ 36-40

_____ 41-45   _____46-50   _____51-55   _____56+

Educational Level: _____HS   ___ BA/BS   ____MA/MS

_____PhD
INTRODUCTION

1. Greeting

2. I want to thank you for agreeing to participate in my study of mid-level administrators at Ohio State. I have had an interest in career issues in my previous work as Director of a career center at a small college and in working as an advisor with undecided students here at Ohio State. In my graduate work here, I have focused my course work on human resource management and higher education. Through this study, I hope to learn more about the career experiences of this particular group of university employees. I also want to thank you for providing a copy of your resume. I may refer to it as we discuss your career.

3. I will be asking you to respond to a series of questions. Most of them will be open-ended. Because responses to open-ended questions can often be quite lengthy, I would like to ask your permission to tape record this interview. (PAUSE FOR RESPONSE). You can be assured that the tape will be destroyed after it is transcribed and that the transcription will not include your name. There
are no right or wrong answers to the questions I will be asking and your responses will remain confidential. No names of people will be reported in my findings.

4. I'm basically interested in learning about your career experiences - both your career history and your thoughts about future career plans. Don't feel obligated to come up with an answer to a question that you haven't thought about, don't have an opinion on or choose not to answer.

5. Do you have any questions before we begin?

First of all I would like to ask you some questions about you and your work.

1. (Refer to resume) I see that your current position is _______________. Is this correct?

2. How would you describe your occupation to others?

3. Please discuss the reasons behind your decision to take this position.

4. Why did you choose this field?

5. It is important for me to understand your thinking about your career, starting with how you define "career". Please tell me what "career" means for you.

6. I would like you to now reflect on where you think your career fits into your total life picture.
Let us now discuss your career history - that is, the work you have been doing until now.

7. From your resume, it seems that your first professional position was ______________________ Is this correct?

8. What were you looking for in your first professional position?

9. Please describe the career goals you set for yourself at that time.

10. Please describe other positions you have held since then and tell me the reasons behind each of the decisions you have made. (PROBE: Refer to resume, and ask about positions held that may not have been mentioned by respondent)

11. As you think about your career history, can you identify any factors that prevented you from doing things you wanted, but couldn't?

12. What, if any, factors facilitated your career choices thus far?

13. Which organizations (OR IF IN THE SAME ORGANIZATION - which departments or divisions) provided the best work environment for you? Why?
Let us now focus on the present.

14. What makes you want to do your job?

15. What would you identify to be your career needs?

I would like for you to now think ahead about your career.

16. In the future, are you likely to stay in this position? Please explain. (PROBE: In this organization? In this field?)

17. Discuss any decisions concerning your career that you anticipate making in the future, and identify the factors that will influence your decisions.

18. (BASED ON RESPONSES TO 16 and 17, ask:) If you were to make a career change (TO ANOTHER ORGANIZATION, OR TO ANOTHER FIELD) what kinds of changes do you think you would consider? Why?

OR

Since you indicated that you plan to stay in this position, what goals have you set for yourself professionally?

19. Where do you see yourself ... 5 years from now? (Probe: can you identify actual positions that you would prefer to move into?)

20. Earlier you described goals that you set for yourself early in your career. As you think about your career goals, do you think they have changed from the goals you set for yourself earlier in your career? How?
21. If another job were offered to you, describe the characteristics that the job absolutely must have for you to seriously consider it.

22. Have you ever refused a job move or promotion? Why? IF NO, If you were offered a job move or promotion, for what reasons might you decide to turn it down? (PROBE - try to get priorities for this question and previous one - use hypothetical situations)

23. As you think ahead about potential career decisions, can you identify any factors that may prevent you from going through with your plans?

24. What factors will facilitate your career decisions?

25. Are you satisfied with opportunities for your career? Why/Why not? (PROBE: In the organization? In the field? How good do you feel about future possibilities, based on facilitators and inhibitors described in previous 2 questions?)
26. If the constraints you identified earlier did not exist, and you had complete control over your future, that is, your life script is yours to write, tell me what you would be doing in the future.

27. What would you consider to be those aspects of your work that are most important to you?

The last few questions will focus on Ohio State as your place of employment.

28. Do you think that Ohio State is responsive to your career needs? Why/Why not? (PROBE: If identification of needs is apparent from previous responses, but not mentioned here, inquire about those)

29. What would you identify to be the factors about Ohio State that have facilitated your career development?

30. What are the factors about Ohio State that have inhibited career development for you?
31. Please describe the ideal organizational setting for you to work in.

I would like to ask you to reflect upon two last questions.

32. What is the most important aspect of your life to you? Why?

33. What would you identify to be the key decisions or marker events in your career? Why?

34. Are there any other comments you would like to make?

THANK YOU!
APPENDIX D

CONTACT SUMMARY SHEET
CONTACT SUMMARY SHEET

CODE: ________________

CONTACT DATE: ________________

TODAY'S DATE: ________________

1) What were the main themes or issues that struck you in this interview?

2) Summarize the information you got (or failed to get) for each of the research questions:

   Perceived career aspirations:

   Motivating forces:

   Organizational facilitators/inhibitors:

3) Any new hypotheses, guesses or speculations?

4) What needs to be worked on for next interview?

5) Comments/concerns?
### Research Question #1: Histories
- Perceptions of Future
- How Decisions Made

### Research Question #2: Motivators
- Needs
- Important aspects of work

### Research Question #3: Organizational
- Inhibitors
- Facilitators

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