

Utah State University

DigitalCommons@USU

All Graduate Theses and Dissertations

Graduate Studies

5-1-1988

Early Career Development Processes of Women and Men Resource Managers in the USDA Forest Service

Joseph Anthony Mincolla
Utah State University

Follow this and additional works at: <https://digitalcommons.usu.edu/etd>



Part of the [Other Life Sciences Commons](#)

Recommended Citation

Mincolla, Joseph Anthony, "Early Career Development Processes of Women and Men Resource Managers in the USDA Forest Service" (1988). *All Graduate Theses and Dissertations*. 7425.
<https://digitalcommons.usu.edu/etd/7425>

This Dissertation is brought to you for free and open access by the Graduate Studies at DigitalCommons@USU. It has been accepted for inclusion in All Graduate Theses and Dissertations by an authorized administrator of DigitalCommons@USU. For more information, please contact digitalcommons@usu.edu.



EARLY CAREER DEVELOPMENT PROCESSES OF
WOMEN AND MEN RESOURCE MANAGERS
IN THE USDA FOREST SERVICE

by

Joseph Anthony Mincolla

A dissertation submitted in partial fulfillment
of the requirements for the degree

of

DOCTOR OF PHILOSOPHY

in

Forest Resources

UTAH STATE UNIVERSITY
Logan, Utah

1988

ACKNOWLEDGEMENTS

These pages represent the energy and love of some very special people. The young professional women and men in the survey shared much of themselves with us, and I appreciate their trust.

My friend and mentor, Professor James Kennedy, believed in me and guided me through some very tough times. He shares with me the triumph of this accomplishment; so, too, does my special friend, Marta, whose help and caring I'm still discovering. This is not the last time I will thank these two.

Rich Schreyer helped me grow academically, but more importantly, sent me seeking the red rock country of southern Utah.

The rest of my graduate committee (Kent Downing, Paul Mohai, John Kadlec, and Paul Buller) continually tested me and assisted my growth.

At the risk of forgetting some important names, I would like to thank a few more people who have helped me along the path to this goal: Kathy Kennedy, Jean and Tanya, Tom and Susan, Laurie, Lana and Carol, H. Charles Romesburg, Newman Peery, the U.S. Forest Service (FS) and the Department of Forest Resources for funding the research, and Jaco.

Joseph Anthony Mincolla

TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS	ii
LIST OF TABLES	v
LIST OF FIGURES	vii
ABSTRACT	viii
Chapter	
I. INTRODUCTION	1
II. EARLY CAREER PERCEPTIONS OF ENTRY-LEVEL MEN AND WOMEN PROFESSIONALS	5
Career Anchors and Orientations	6
Testing the Sensitivity of the Career Orientation Survey	9
Results	12
YPRO Men's Perceptions of the Career Orientation Survey	12
YPRO Women's Perceptions of the Career Orientation Survey	15
Managerial Competence and Service	16
Incorporating Women's and Men's Perceptions Into the Survey Instrument	19
III. THE CAREER ORIENTATIONS OF WOMEN AND MEN YPROS	24
The Benefits of an Early and Continuing Awareness of Career Orientations	25
Important Orientations of Women and Men YPROS	29
Continuing a Traditional Focus on Service to an Important Cause	31
Other Important Needs: Variety, Creativity, and Job Security	33
Moderately Important Orientations of Managing People and Autonomy	34
Less Important Orientations: Geographical Security, Identity, and Technical Competence	35
IV. THE PROCESS AND OUTCOMES OF WOMEN AND MEN YPROS FITTING INTO THE FS ORGANIZATION	38
Building a Measure of Individual/Organizational Fit: FSFIT	39
Validating FSFIT as a Measure of Early Career Success	40

The Potential for Significant Differences in the FSFIT Scores of Men and Women YPROS	43
Results: Women and Men Fitting In (With a Slight Hitch)	45
Service-to-Cause, Creativity, and Variety	47
Autonomy and Managing People	48
Security I, II, and Dual Careers	54
A Summary Measure of FSPIT	59
Further Notes on the Similarity of Men's and Women's Careers	60
The Path to Early Career Success Travelled by YPROS	62
V. THE INFLUENCE OF TEMPORARY EMPLOYMENT AND IMMEDIATE SUPERVISORS ON YPROS' EARLY CAREERS	65
The Role of Seasonal Jobs and Immediate Supervisors on YPROS Fitting In	67
Assessing the Relationship Between FS Seasonal Jobs, Immediate Supervisors, and FSPIT	69
Career Impacts of FS Supervisors on Seasonal Jobs	69
The Influence of First Permanent Assignment Immediate Supervisors on YPROS	73
The Relationship Between Immediate Supervisors and Career Success	76
Results: The Influence of First Permanent Assignment Immediate Supervisors on Women YPROS	77
VI. SUMMARY AND RECOMMENDATIONS	86
The Process of Men and Women Fitting Into the FS Organization	87
Immediate Supervisors and Fitting In	90
REFERENCES	97
APPENDIXES	102
Appendix A. Conceptual Foundation	103
Appendix B. Sampling Methodology	118
Appendix C. Supplemental Statistical Data and Results	124
Appendix D. Questionnaire, Volumes I and II	126

LIST OF TABLES

Table	Page
2.1. Varimax rotated factor loadings of the responses of YPRO women and men to the original statement sets (Schein and DeLong composite measures) of the nine career orientations	13
2.2. Varimax rotated factor loadings of combined responses of YPRO women and men for the original statement sets (composite measures) of the career orientations and final statement sets for the career orientations used in analysis	21
3.1. Mean importance scores (x), standard deviations (SD), and priority ranking of career orientations of women and men YPROS	30
4.1. Importance of the FS to women and men as a potential employer when YPROS decided to pursue a natural resource occupation	44
4.2. Mean importance, mean satisfaction, mean FSFIT scores, and standard deviations (SD) for the career orientations of women and men YPROS	46
4.3. YPROS's satisfaction with the opportunity to work relatively free of organizational restrictions (autonomy)	50
4.4. Satisfaction of women and men YPROS with the opportunity to supervise, influence, or manage people	52
4.5. Marital or living status of women and men YPROS	55
4.6. Employment status of spouses and partners of men and women YPROS	57
4.7. Pearson correlation of satisfaction with the opportunity to pursue geographical security and FSFIT score for Security II for dual career men and women YPROS	58
4.8. YPROS' opinion of importance of informal and formal organizational systems to career success	64
5.1. Mean FSFIT scores (summary measure) of women and men YPROS who held/not held FS seasonal jobs	70

5.2.	Mean FSFIT scores (summary measure) of men and women YPROS who reported negative/positive influence from immediate supervisor on FS seasonal jobs	71
5.3.	Mean FSFIT scores (summary measure) of women and men YPROS who reported a negative/positive effect from their immediate supervisor on first permanent FS assignment . . .	74
5.4.	Pearson correlation of the influence of first FS permanent assignment immediate supervisor with FSFIT scores for men and women YPROS	82
B.1.	YPRO population and sampling schemes desegregated by region, men/women, and 400-series professional type	121
B.2.	Volume 1 and 2 questionnaire returns, desegregated by YPROS' region, sex, and 400-series professional type . . .	122
B.3.	YPRO respondents as percent R4 and R6 populations returning Volumes 1 and 2 of questionnaire	123
C.1.	Summary mean (-) FSFIT scores of men and women YPROS who would/would not choose FS again (Question 35, Vol. II)	124
C.2.	Summary mean (-) FSFIT scores of men and women YPROS who have/have not made a long-term career commitment to the FS (Question 29A, Vol. II)	124
C.3.	Pearson correlation coefficients of women's and men's summary FSFIT scores with strength of commitment to FS (Question 33B, Vol. II)	125
C.4.	Pearson correlation coefficients of women's and men's summary FSFIT scores with probability of leaving the FS within the next 2-3 years (Question 38, Vol. II)	125

LIST OF FIGURES

Figure	Page
5.1. Path analysis of the influence of seasonal and first permanent assignment FS supervisors on the FSFIT scores of men YPROS	78
5.2. Path analysis of the influence of seasonal and first permanent assignment FS supervisors on the FSFIT scores of women YPROS	78

ABSTRACT

Early Career Development Processes of Women and Men
Resource Managers in the USDA Forest Service

by

Joseph A. Mincolla, Doctor of Philosophy

Utah State University, 1988

Major Professor: Dr. James J. Kennedy
Department: Forest Resources

The purpose of this study was to understand the similarities and differences in the early careers of women and men resource managers in Regions 4 and 6 of the U.S. Forest Service (FS). Since the early family socialization of boys and girls has been shown to differ, it was hypothesized that differences would also be found in the early career goals of men and women and in their ability to fit into an organization like the Forest Service, experience personal satisfaction, and become contributing, productive members.

Although more similarities than differences were observed, women had slightly different definitions of two important career goals: service to an important cause and becoming a competent manager. Both men and women possessed similar career goals and were experiencing similar levels of early career success. Immediate supervisors on first permanent FS assignment had a much stronger influence on the early careers of the women in the study.

(134 pages)

CHAPTER I

INTRODUCTION

The USDA-Forest Service (FS) built a world-wide reputation for productivity and high morale largely because new recruits' goals integrated well with the goals of the agency. Strong member identification and commitment came about because the primary organizational mission of caring for the nation's forests was shared by its professional employees (Kaufman 1960, Young and Fechner 1969, Gold 1981). Until the 1960s, this professional employee-agency goal integration was facilitated by a uniquely homogeneous work force of male professional foresters who dominated the agency since its birth.

During the early 1900s, a forester's university education instilled professional standards synonymous with the FS's public service mission (Gulich 1951). Since the FS hired only foresters, new forestry graduates generally made a relatively smooth transition from educational to occupational stages of their careers. Given the opportunity to pursue personal goals internalized during college, these new male forester recruits usually became contributing agency members early in their careers. A strong unity of purpose pervaded, morale and career satisfaction was high, and the FS grew in size, budget, and stature.

Much of this era is history. The FS no longer recruits predominantly male foresters (in 1981 about half of its professionals were foresters, Leman 1981). Throughout the 1970s, the agency diversified its work force in response to environmentally oriented

legislation such as the National Environmental Policy Act of 1970 (Dana and Fairfax 1980, Leman 1981).

Along with new specialists in such fields as landscape architecture and fisheries management came an infusion of women resource management professionals into the male-dominated organization. This sexual diversity was enhanced by the passage of laws like the Civil Rights Act of 1964 and the Equal Employment Opportunity Act (EEO) of 1972, and various executive orders to amplify the importance of EEO.

Between 1976 and 1983, the number of women professionals in the FS rose from less than 2% to almost 12% (Albertson 1984). How these women professionals are responding to the FS organizational environment and are or are not finding the opportunity to become committed, contributing members of the agency is the subject of this report. If, as authors like Gilligan (1979, 1982) claim, women and men generally possess significantly different perceptions and needs which may result in different career goals, new FS women professionals may find it more difficult to integrate their personal goals with goals of the agency. Additionally, women and men may be influenced differently by various on- and off-job organization socialization traditions like overnight range-tours, fire fighting, poker parties, or hunting trips. These traditions helped new recruits fit in and become contributing members of the agency, but are traditions of a male-dominated history.

This study pursues these questions by examining the similarities and differences in the early career development of women and men

foresters, range conservationists (range-cons), and wildlife/fisheries biologists hired by FS Region 4 (intermountain) and Region 6 (pacific northwest) between 1978-81. The population of foresters, range-cons, and biologists hired in these two regions between 1978-81 was 218, of which 45% were women. The three professional series were represented as follows: 59% foresters, 16% range-cons, and 25% biologists.

A two-part questionnaire was sent to 68% (135) of this population in two mailings--with women professionals favored slightly to yield a sample of about half women and half men. An 81% response rate for both volumes of the questionnaire yielded 120 respondents; of which 52% were women, 44% foresters, 23% range-cons, and 33% biologists. The sample of 62 women and 58 men varies throughout this report because some respondents skipped or missed answering some questions.

The central goal of discovering similarities and differences in early career development of women and men FS land managers is specified in five objectives (and associated hypotheses). Each of the following five chapters focuses on one of these objectives. Chapters II through V present the relevant research questions and associated hypotheses, results, and conclusions. Throughout the report, readers interested in more thorough coverage of theoretical foundation, the wording of specific questions in the survey, etc. will be referred to Appendix A: Conceptual Foundation, Appendix B: Sampling Methodology, Appendix C: Supplemental Statistical Data and Results, and Appendix D: Copies of Questionnaire, Volumes I and II.

Chapter II examines the basic perceptions or ways women and men define certain career goals or orientations. Chapter III addresses

the importance men and women attach to specific career orientations. Following this, Chapter IV measures how well women and men are fitting into their early careers within the FS organization as a function of the importance and the opportunity to pursue specific career orientations. Chapter V covers the influence of early career variables like summer employment and immediate supervisors on women's and men's careers. Chapter VI summarizes the findings and recommends ways the FS and new recruits can increase the likelihood of an early career fit between the individual and the agency.

In general, more similarities than differences were observed in career goals and the early career success of women and men studied. Although some interesting differences in basic career perceptions existed, women and men possessed similar career orientations, and a majority of both were fitting into the agency. Men and women seem to travel different paths to this point in their careers, though. Immediate supervisors on first FS permanent assignments, for example, had a much stronger influence on the early careers of women than men.

CHAPTER II

EARLY CAREER PERCEPTIONS OF ENTRY-LEVEL
MEN AND WOMEN PROFESSIONALS

STUDY OBJECTIVE 1: To identify and measure similarities and differences in the way women and men define career goals or orientations.

Recruits begin their careers in an organization like the FS with a set of motivations, attitudes, and skills that help them be successful (or unsuccessful) in day-to-day job tasks. Early work experiences test and challenge these individual characteristics. Those attitudes and abilities producing successes are retained, while others are generally submerged or rejected. As these short-run, task-oriented motivations, attitudes, and skills are refined, a set of long-run career goals gradually emerges from these experiences.

For example, a young forester on her first permanent assignment continues to enjoy the challenge and tangible results of practicing the silviculture skills learned in college. She also discovers silvicultural practices are highly integrated with a variety of multiple use values and other specialists, requiring a broadening of her silviculture and multiple use attitudes, plus developing team decision-making and skills. She also responds positively to the managerial style of her immediate supervisor, who allows subordinates autonomy and creative application of their technical skills.

In contrast, a new wildlife biologist assumes temporary supervision of a work crew, finds unexpected satisfaction in managing

other people, and begins to redirect his FS career from a staff-specialist to a line-administration direction.

This chapter begins by discussing how people develop specific career orientations, like a desire to manage people or achieve a sense of autonomy in an organization. Focus, then, shifts to testing and refining an existing survey instrument developed to identify the primary career orientations of the young professionals (YPROS¹).

More explicitly, the primary goal of this chapter is to test the hypothesis that career orientation concepts such as creativity, security, service, etc. mean different things to men than to women. Analysis of their response to the survey instrument supported this hypothesis, revealing some differences in the ways women and men conceptualize managing and service as career goals. Slight modification of the instrument made it sensitive to perceptions of both sexes and produced a valid research tool to assess the importance of these career orientations among YPROS--the main objective of Chapter III.

Career Anchors and Orientations

Schein (1975, 1978) demonstrated that early organizational work experiences greatly amplify and shape the individual's basic attitudes, needs, and skills into what he called "Career Anchors." These anchors or internal drives represent what the individual wants

¹YPROS are defined as 400-series professionals with 0-3 years permanent service in the FS. The 400-series professionals in this study are foresters (460 series), range conservationists (454 series) and fish/wildlife biologists (482/486 series).

from his/her career and might also be interpreted as career goals. Schein used the term "anchor," believing these drives act to pull the individual back "on course" by influencing career decisions--especially when job assignments or activities don't fulfill basic needs. Thus, a wildlife biologist heavily oriented towards (or "anchored on") practicing technical skills might avoid a promotion to a position requiring mostly people-management responsibilities.

Analysis of the careers of alumni of the Sloan School of Management (Massachusetts Institute of Technology) established the existence of five basic career anchors (Schein 1978):

1. Managerial Competence: A desire or preference for directing or integrating a variety of inputs (people, problems, responsibilities, etc.) into a productive system.
2. Security: A need to maintain long-range job or geographical security.
3. Creativity: A desire to create something entirely of one's own.
4. Autonomy/Independence: A need for a work environment free from organizational constraints.

DeLong (1981) refined this concept further by demonstrating two separate dimensions to Security, which are: (a) Geographical: A desire to live/work in a specific geographical location, and (b) Job/Tenure: A focus on obtaining long-term employment security in a specific job or organization. DeLong also described three additional drives:

1. Identity: A need to be identified with a prestigious organization or job title.
2. Service: Using interpersonal skills in the service of others.
3. Variety: A desire to use skills in a number of different job activities.

Further support for the basic anchor theory can be inferred from the work of Super (1957) who suggested people develop a self-concept based upon the things they have done well in school, part-time jobs, or hobbies; then, seek full-time jobs to satisfy that self-image. Holland's (1973) research, linking personality type and career selection, also fits well with Schein's work when one considers career anchors are partly composed or a function of the individual's developing personality.²

Schein and DeLong developed a questionnaire to gather empirical data to test the existence and strength of the career anchors. They found the multi-dimensionality of the anchor concept made questionnaire measurement too unreliable (DeLong 1981). Their initial instrument measured individual values and needs well but did not collect data on self-perceived talents. Schein had uncovered the third component of career anchors during personal interviews of the Sloan alumni.

The final version of the questionnaire, therefore, was considered an instrument that identifies individual career dimensions or

²APPENDIX A: Conceptual Foundation, contains a more thorough theoretical discussion of careers and career anchors/orientations and the early influences that shape their development.

orientations rather than Schein's original anchors. This questionnaire, the Career Orientation Survey, is composed of three to five agree/disagree-type statements measuring the centrality and level of importance an individual attaches to each of the nine career orientations. The wording of some of those statements was modified to make the questionnaire more applicable to the study of FS land managers (see Questions 1-44, Vol. I, Appendix D).

Testing the Sensitivity of the Career Orientation Survey

The use of composite scales (i.e., using a number of questions to measure one underlying concept) assumes that all respondents perceive a consistent relationship among individual questions within each scale (Blalock 1972, Babbie 1979). For example, it's assumed that the five composite-scale statements, used in Schein and DeLong's survey to assess the importance of the Service orientation, actually measure that (and only that) specific orientation in the minds of all respondents--irregardless of their education, sex, or other characteristics. If not, different orientations may be tapped and measured by the same statement.

All of the Sloan School subjects in Schein's original study of career development were men. Gilligan (1982) and Chodorow (1974, 1978) suggest such male-based theories of human development are sometimes lacking, because they don't adequately integrate women's perspectives. Gilligan argues that there are basic differences in the mental processes, needs, and perspectives of women and men. One

wonders, for example, if Schein and DeLong's Managerial Competence means the same thing to men and women?

Before using the Career Orientation Survey to identify the important orientations of young professionals (YPROS), Gilligan's concerns were tested to establish the validity of the instrument for both women and men.

HYPOTHESIS I: That there are SIGNIFICANT DIFFERENCES IN THE WAYS WOMEN AND MEN PERCEIVE ONE OR MORE OF THE NINE CAREER ORIENTATIONS was tested using Confirmatory Factor Analysis (Nie et al. 1975). This statistical technique measures how strongly the individual items within composite scales are related in the minds of the respondents. In a sense, it quantifies the level of agreement among respondents that the composite scales constructed by Schein and DeLong are valid measures of the nine orientations.³

The "loadings" generated by factor analysis quantify the intercorrelations among sets of variables, or, in this case, agree/disagree statements. Basic factor loadings range between -1 (indicating a perfect inverse relationship) to 1 (a perfect positive relationship among two or more statements as measures of individual career orientations). For the purposes of this study, two or more statements possessing factor loadings greater than a predetermined criterion level are assumed to be related measures of the same underlying concept.

³Excellent reviews of factor analysis can be found in Chapter 8 of Bentler, Littieri, and Austin (1976); Babbie (1979); and Chapter 24 of Nie et al. (1975).

Given the relatively small sample sizes⁴, a conservative minimum acceptability or criterion level of 0.3 was chosen to test the validity of the sets of question statements in the Career Orientation Survey. Therefore, two or more statements with factor loadings greater than 0.3 represent an acceptable "cohesion" among those items in measuring a single underlying concept; in this case, a career orientation.

As its name suggests, confirmatory factor analysis is used to test a predicted relationship between two or more variables. The validity of the proposed measures of Variety, for example, would be confirmed if the five statements generated a set of factor loadings that all met or exceeded the criterion level of .03. Within the proposed measures of each career orientation, any statement(s) with factor loadings not meeting the criteria level (0.3) were interpreted as invalid measures of the orientation (i.e., in the minds of respondents the statement did not measure what Schein and DeLong assumed it did).

A total of three factor analyses were run with Varimax rotation (Nie et al. 1975). Separate analyses of men's and women's responses illustrated similarities and differences between the sexes in perception of the individual composite scales. A third factor analysis of the combined responses of men and women, incorporating the perceptions of both sexes, was used to confirm or restructure

⁴The sample sizes for the factor analysis (women, N = 62; men, N = 58) are considered inadequate for safe extrapolation to the general population of all young professionals. They are, however, adequate to achieve the goal of this study, which is comparing the perceptions of women and men in the sample population.

individual composite scales, increasing the validity of the career orientation survey for both women and men.⁴

Results

Men and women displayed different perceptions of the survey instrument, and Hypothesis I was supported. Factor loadings generated from YPRO men confirmed six of the nine composite measures as proposed by Schein and DeLong. There were slight deviations from the proposed measures of Creativity, Autonomy, and Variety. Women YPROS' responses suggested perceptual discrepancies with the proposed composite measures of Managerial Competence, Service, Creativity, and Variety.

The analysis suggested women perceive Managerial Competence as "people management," rather than the broader "situational management" as defined by Schein and DeLong (and accepted by men YPROS). Women YPROS also differentiated two separate Service orientations: Service to an important Cause and Service to People.

YPRO Men's Perceptions of the Career Orientation Survey

Table 2.1 shows the factor loadings generated from men and women YPROS' responses to the original composite measures of the nine orientations as proposed by Schein and DeLong. Men displayed relatively strong agreement with composite measures of Identity, Technical Competence, Security I and II, Service, and Managerial Competence; "disagreeing" with the placement of individual statements within the measures of Creativity, Autonomy, and Variety.

Table 2.1. Varimax rotated factor loadings of the responses of YPRO women and men to the original statement sets (Schein and DeLong composite measures) of the nine career orientations.

Career Orientations Original Statement Sets ¹	WOMEN (N = 62)		MEN (N = 58)	
Technical Competence S1, S9, S17, S25, S33 ¹	S1 ¹	.5451	S1	.5895
	S9	.7878	S9	.6963
	S17	.8417	S17	.6941
	S25	.8093	S25	.5572
	S33	.5983	S33	.4280
Managerial Competence S2, S10, S18, S26, S34	S2	.4040	S2	.5400
	S10	.4553	S10	.6455
	S18	.4832	S18	.6530
	S26	.0892 ²	S26	.6428
	S34	.5337	S34	.4375
Security I (Job) S4, S12, S36	S4	.7930	S4	.8377
	S12	.6972	S12	.6972
	S36	.7862	S36	.6403
Security II (Geographical) S20, S28, S41	S20	.7844	S20	.8537
	S28	.6708	S28	.7788
	S41	.7545	S41	.6921
Creativity ³ S8, S16, S24, S32, S40	S8	.5895	S8	.4442
	S32	.7323	S32	.5707
			S24	.1800 ³
	S16	.8284	S16	.8300
	S24	.3514	S24	.0010 ³
	S40	.7855	S40	.8678
Autonomy S3, S11, S19, S27, S35	S3	.9030	S03	.6916
	S11	.6030	S11	.7484
	S19	.6002	S19	.6383
	S27	.4925	S27	.5739
	S35	.6826	S35	.2434
Service S5, S13, S21, S29, S37	S5	.5969	S5	.7671
	S13	.7716	S13	.7895
	S29	.1834 ⁴	S21	.5378
			S29	.6424
	S21	.7677	S37	.4332
	S25	.7403		
	S29	.1639 ⁴		
	S37	.5910		

Table 2.1 cont.

Career Orientations Original Statement Sets ¹	WOMEN (N = 62)		MEN (N = 58)	
Identity S6, S14, S22, S30, S38	S6	.8271	S6	.5642
	S14	.8105	S14	.8433
	S22	.5911	S22	.6616
	S30	.6424	S30	.6838
	S38	.7568	S38	.8395
Variety ⁵ S7, S15, S23, S31, S39	S7	.1638	S7	.4789
	S15	.5186	S15	.3301
	S23	.6576	S23	.0474 ⁵
	S31	.4125	S31	.2694 ⁵
	S39	.6670	S39	.7712

¹S33, S1 abbreviations for statements 33 and 1 in Career Orientation Survey sections of Volume I of questionnaire: See Appendix D: Questionnaire Vol. I, pages 1-5.

²S26 loads with Service.

³S24 does not load with either of the two components of Creativity or any other orientation.

⁴S29 does not load with either of the other two components of Service or any orientation.

⁵S23/S31 do not load with any orientation.

For example, Table 2.1 illustrates that the five statements proposed to measure Managerial Competence all emerged within one factor with the following factor loadings: S2 = .5400, S10 = .6455, S18 = .6530, S26 = .6428, S34 = .4375. These scores, well above the 0.3 criterion, indicate a relatively strong relationship in the minds of men YPROS that these statements are a composite measure of some single underlying concept.

In this case, the concept had been previously labelled Managerial Competence. Since Schein and DeLong's career anchor/orientation theory was built from an all-male sample, these results should not be surprising. However, these results do confirm a certain relationship among men's perceptions across different professions.

Prior to this study, the Career Orientation Survey had been used to examine only the orientations of professionals in business-related occupations, policemen, and school teachers (Van Maanen 1977, Schein 1978, DeLong 1983). Now, the instrument appears to be generally valid for another group of professionals: male natural resource managers. Schein and DeLong have built a research tool sensitive to the perceptions of men in a variety of professions. However, before the Career Orientation Survey is called an instrument that measures the same career orientations in both sexes, women's responses must match the cohesion displayed by men.

YPRO Women's Perceptions of the Career Orientation Survey

Factor analysis confirmed the proposed composite measures of Identity, Technical Competence, Autonomy, Security I and II. All the

statements designed to measure these orientations grouped together within their appropriate composite measures for women YPROS (as they did for men YPROS), with factor loadings greater than 0.3. Proposed composite measures of Variety and Creativity were slightly less cohesive. Men also failed to confirm the proposed relationship among the individual statements measuring these two orientations which might suggest similarity in the perceptions of women and men. Closer examination of Table 2.1, however, shows that individual statements within Creativity and Variety measures that failed to group with other statements (i.e., had factor loadings less than 0.3) were different for the two sexes.

Women and men apparently have different reasons for "disagreeing" with the proposed measures of Creativity and Variety. Constructing valid composite measures of these relatively straightforward concepts would seem to be a simple process. Men's and women's experiences may have lead them to slightly different definitions of creativity and variety. This perceptual distinction, combined with more important differences in perceptual definitions of Managerial Competence and Service (discussed below), support the hypothesized differences in the way women and men define career orientations.

Managerial Competence and Service

The women in the survey seem to possess a more specific definition of what it means to be a manager. Four of the five proposed measures of Managerial Competence generated high factor

loadings for the women. S26⁵, however, has a very low loading of .0891. Women did not perceive this statement ("I want to rise to a position in the organization where my decisions really make a difference") as measuring or addressing the same concept as the other four statements. In fact, women associated S26 with the Service orientation (discussed below).

The other four statements (S2, S10, S18, S34) all specifically refer to people where S26 does not. It would seem that these women YPROS' definition of management is more people focused than the definition of Schein and DeLong and the men YPROS. This difference may have important career implications for these women and men, and the FS.

Individuals with different definitions of the same concept are apt to operationalize the concept differently. Women may see the path to becoming a competent manager as a function of how people are managed. They may spend more energy on interpersonal skills, viewing people as the most important element of a productive management system.

Women's early childhood experiences tend to focus on developing interpersonal skills and maintaining relationships (Chodorow 1978). This focus may effect their definition of how to be a good manager. Learning how to deal with people may dominate their skill development. If the FS organizational definition of a competent manager is broader

⁵Questionnaire citations of individual statements contained in the Career Orientation Survey section of the questionnaire: questions 1-44, (see APPENDIX D: YPRO Questionnaire Volumes I and II) are condensed to S26 (Statement number 26).

than that, or composed of a different set of skills, there will be some conflict.

For example, the FS may view task/goal accomplishment, like getting out one's allowable timber cut on schedule and within budget, as more important than people management. Women aspiring to management positions may be seen as lacking some skills that are a part of the agency's definition of managerial competence, but not a part of women's (e.g., not meeting their timber cut target, but fostering good cooperation, morale, and identity in their work unit).

Table 2.1 also shows that the proposed composite measure of Service is actually two separate orientations in the minds of women YPROS. The wording of the statements within the first Service orientation (I) suggests a focus on service to People (S5, S13), while the second set describes a service to an important Cause (S21, S37).

In addition, S26, originally proposed by Schein and DeLong as a measure of Managerial Competence, is more closely associated by women with the latter Service II orientation, with a factor loading of .7403. This relationship makes sense after a review of the wording of S26: "I want to rise to a position in the organization where my decisions really make a difference." Women evidently see the career goal of serving an important cause as partially defined by the decisions one might make that could affect that cause.

These differences in Service and Managerial Competence are the two major differences in the perceptions of women and men in response to the Career Orientation Survey. Since no previous research has attempted to systematically analyze the responses of women and men to

the survey instrument, it was difficult to decide what constitutes significant differences between the sexes. YPROS did display enough perceptual differentiation to support the hypothesis that these men and women have different definitions of some important career orientations. The next chapter will examine just how important these orientations are to men and women.

The purpose of this comparative analysis is not to be critical of Schein and DeLong for not including women in the theory-building process. Descriptions of building and refining the career anchor theory include clear definitions of the all-male sample. The survey instrument was selected because it measured a broad array of career goals. The purpose of this chapter was to make sure the instrument was sensitive to the perceptions of both men and women in the specific FS sample of YPROS.

Differences in the way women and men perceived some of the career orientations lends support to the arguments of Gilligan (1982), who strongly urges the inclusion of both women's and men's perceptions into any theory or research instrument that attempts to measure adult human development. The next part of this chapter follows that recommendation.

Incorporating Women's and Men's Perceptions

Into the Survey Instrument

A final factor analysis of the combined responses of women and men allowed the perceptions of both groups to influence the modification of the original survey instrument into its final form.

Women's responses seemed to have more of an influence than men's (Table 2.2). The analysis confirmed the original composite measures of Identity, Variety, Technical Competence, Security I (Job), Security II (Geographical), and Autonomy.

The same relationships within the composite measures of Managerial Competence and Service that existed for women also emerged from the combined responses of women and men. Additionally, Creativity breaks into entrepreneurial and "pure" creativity orientations.

One of the major objectives of this study is to compare how strongly women and men are focused on specific career orientations. This comparison necessitates consistent or identical measures of those career orientations for both women and men. Therefore, the final selection of the composite measures of the nine career orientations for use in the analysis was accomplished by: (a) selecting only those sets of statements with factor loadings of 0.3 or greater which emerged from the analysis of the combined responses of women and men, and (b) moving individual statements from one composite measure to a measure of a different orientation if results indicated the statement was a better measure of the latter orientation in the minds of respondents.

Table 2.2 also contains the final selection of the composite measures for each of the nine career orientations. The one major modification, as described previously, was moving S26 from Managerial Competence to the composite measure of Service II.

Table 2.2. Varimax rotated factor loadings of combined responses of YPRO women and men for the original statement sets (composite measures) of the career orientations and final statement sets for the career orientations used in analysis.

Career Orientations Original Statement Sets ¹	All YPROS (N = 120)	Final Statement Sets (Composite Measures)
Technical Competence S1, S9, S17, S25, S33	S1 .5394 S9 .7712 S17 .7463 S25 .7801 S33 .5139	Original
Managerial Competence S2, S10, S18, S26, S34	S2 .4051 S10 .3643 S18 .5323 S26 .2149 S34 .4351	<u>Managing People</u> S2, S10, S18, S34
Security I (Job) S4, S12, S36	S4 .7161 S12 .7441 S36 .7392	Original
Security II (Geographical) S20, S28, S41	S20 .9318 S28 .6834 S41 .7037	Original
Creativity ² S8, S16, S24, S32, S40	S8 .6182 S16 .8295 S24 .7614 S32 .6769 S40 .8241	S8, S24, S32
Autonomy S3, S11, S19, S27, S35	S3 .7825 S11 .7355 S19 .6119 S27 .5149 S35 .4784	Original
Service ³ S5, S13, S21, S29, S37	S5 .6828 S13 .7855 S21 .6772 S26 .5802 S29 .4462 S37 .5401	<u>Service-to-Cause</u> S21, S26, S37
Identity S6, S14, S22, S30, S38	S6 .7079 S14 .8111 S22 .6934 S30 .7337 S38 .8038	Original

Table 2.2 cont.

Career Orientations Original Statement Sets ¹	All YPROS (N = 120)	Final Statement Sets (Composite Measures)
Variety	S7 .6700	Original
S7, S15, S23, S31, S39	S15 .5064	
	S23 .4443	
	S31 .6575	
	S39 .6473	

¹Appendix D: Questionnaire Vol. I, pages 1-5.

²S24, S32 "Pure" Creativity, S16, S40 Entrepreneurial Creativity.

³S13, S29 Service-to-People; S21, S26, S37 Service-to-Cause.

Since tracing the importance of service to the cause of conservation has been one of the primary career/organizational orientations of the FS and its professional work force throughout the agency's history, Service II (to an important cause) was selected to represent the service orientation in this study. Hereafter this orientation will be referred to as Service-to-Cause. Additionally, the modification of the proposed composite measure of Managerial Competence (i.e., removing S26) changes the meaning of the concept. Therefore, this orientation will be hereafter referred to as Managing People in order to distinguish it from Schein and DeLong's Managerial Conceptence.

Now that consistent measures of the career orientations have been validated for both men and women in the sample the study turns to which of these orientations comprise the important career goals of these young men and women professionals.

CHAPTER III

THE CAREER ORIENTATIONS OF WOMEN AND MEN YPROS

STUDY OBJECTIVE 2: To measure and compare the strength of the nine career orientations among men and women YPROS.

Befitting a long tradition of careers focused on sound resource management defined in terms of public service, both men and women were most strongly oriented towards Service-to-Cause. An organization like the FS, with a congruent mission of public service, would seem like an ideal place for these YPROS to quickly fit in and have early productive careers. That question will be answered in the next chapter.

This chapter begins with a discussion of the importance of individuals learning more about themselves and their career orientations, and the potential value of organizational sensitivity to the primary career orientations of its work force. Focus, then, shifts to testing the hypothesis that women and men place significantly different importance on one or more of the nine career orientations identified in the last chapter.

More similarities than differences were observed in women's and men's orientations. Consistent with the public land management traditions of the FS, men and women were most strongly oriented towards Service-to-Cause. Also, women and men were both strongly oriented towards Variety, Security I (Job), Creativity; and to a lesser extent Managing People and Autonomy. The remaining orientations, Security II (Geographical), Technical Competence, and

Identity, did not emerge as significant orientations for either men nor women YPROS in the survey.

It is important to note here that these are group responses. It does not suggest that all women and men YPROS are most strongly oriented towards Service-to-Cause. The goal of the study is to discuss group similarities and differences in the orientations and other early career development processes of women and men. The discussion will remain at the group level throughout the report.

The Benefits of an Early and Continuing Awareness of Career Orientations

Foresters, range conservationists, and fish/wildlife biologists make decisions on how to manage trees, range plants, and fish by gathering information on the life processes of these resources. Unfortunately, we often try to manage our careers with much less information about ourselves. A popular analogy suggests people tend to gather more information about an automobile prior to purchase than they do about the costs and benefits of careers they decide to follow.

The short- and long-run career benefits of gathering information about ourselves is effectively demonstrated by Bolles (1982). Increased awareness of career needs leads to decision-making more likely to meet those needs. The academic objectives in this study are complimented by more practical objectives like providing an example for YPROS on how to gather information about personal needs, attitudes, and orientations.

People often make assumptions about the underlying career needs, attitudes, or goals of others. Organizations and their employees make similar assumptions about each other's goals and expectations, often with limited information and poor results.

For example, a promotion from a technical skill area (District Field Biologist) to a leadership position (Zone Biologist) may be seen as a much sought after reward by the organization, while an endangered species biologist resists the "promotion" because he won't be able to continue doing the technical fieldwork he enjoys most.

Similarly, a policy change to reduce the transfer rate and keep individuals in one location longer may be dysfunctional to a new forester with strong Variety and weak Geographical Security orientations. More clearly defined career goals help to reduce uncertainty of organizations and individuals about one another and better define the primary talents of employees, or their main areas of contribution. To this end, Schein and DeLong's Career Orientation Survey was modified to identify the relative level of importance of each of the nine career orientations within the sample groups of YPROS.

Young professionals were presented with a series of statements describing specific job conditions or situations one might encounter, and opportunities the individual might be likely to seek during a career. Respondents were asked to rate the importance of job condition statements as they pertained to their personal career goals, or how truly the situational and opportunity statements reflected their basic career needs. Potential responses ranged from 1: "Of no

importance" or "Not at all true" to 6: "Centrally important" or "Completely true."

The importance of each orientation was represented by the average or mean (\bar{x}) score over the series of statements which made up the validated composite measure of each orientation. As such, the importance of Variety for an individual was calculated by summing the interval scores for statements S7, S15, S23, S31, S39 and dividing by 5. The importance of each orientation for all YPROS or subgroups of women and men was assessed by summing the mean scores for all individuals in the group and dividing by the number of individuals.

The ranking of the orientations by mean importance scores provided a relative measure of the importance of the orientations within the sample of YPROS. Since a score of 3 represents the neutral point, orientations with mean scores of $\bar{x} = 4.00$ or greater were arbitrarily defined as "important" career orientations.

To test HYPOTHESIS II: WOMEN AND MEN ATTACH SIGNIFICANTLY DIFFERENT LEVELS OF IMPORTANCE TO ONE OR MORE OF THE NINE CAREER ORIENTATIONS, three different types of analysis were used: (a) t-tests of mean score differences, (b) Discriminant Analysis to find out if women and men could be differentiated on the basis of the importance scores attached to one or more of the nine orientations, and (c) Spearman Rank-Order Correlation to compare the relative importance of all nine orientations to women and men.

Testing for significant differences between mean importance scores of women and men provides a rough assessment, whether observed differences in these scores are a function of chance variation among

respondents or represent real differences. Hypothetically, if t-test results were to show women's and men's mean importance score for Autonomy as 5.50 and 3.50, respectively, the output of a t-test tells us, in effect, the level of probability that these observed differences are due to chance. An alpha value of .05 (five chances out of 100 such differences are due to chance) was chosen as indicative of a statistically significant differences between mean scores.¹ Testing the differences in mean scores is a rather crude level of analysis, especially with very small or very large sample sizes. Therefore, Spearman Correlation and Discriminant Analysis were also utilized.

Spearman Rank-Order Correlation tests for differences in the rank order of a number of variables for two groups. Results in the form of correlation coefficients (0 to 1.00) describe the level of association between two groups' relative ranking by mean scores. A coefficient of 1.00 represents a perfect match between the groups ranking of variables; while a coefficient of 0 represents no association at all. The level of statistical significance is interpreted in the same manner as described above for tests of mean score differences.²

Discriminant Analysis is the most sensitive type of statistical technique used to detect differences between two groups. The technique attempts to differentiate or discriminate between the groups on the basis of interval scores over one or more variables. Results

¹Good coverage of t-test analysis of mean score differences can be found in Blalock (1972) as well as in a number of general statistics handbooks.

²See Blalock (1961) or Nie et al. (1975).

are in the form of a discriminant function(s) equations(s). The magnitude and the sign (+, -) of the numerical weight associated with each variable identifies which, if any, of the variables can be used to differentiate between the two groups. Levels of statistical significance are treated as described above.³

Important Orientations of Women and Men YPROS

Results of all three analyses indicated the women and men in the survey did not differ significantly in the importance attached to any of the nine career orientations. Noticeable (but not significant) differences emerged in the importance attached to Autonomy and Security II (Geographical) orientations. (See footnote 2, Table 3.1). At the .05 criterion level of significance, Hypothesis II was not supported.

Service to an important Cause emerged as the most important career orientation for both sexes. The top four orientations for both women and men also included Variety, Security I (Job), and Creativity. Slightly less importance was attached to Autonomy and Managing People by both groups.

Table 3.1 shows a similar priority ranking of the orientations for men and women and a Spearman Rank Order Correlation of .766 (significant at the .05 level) which quantifies the similarity apparent from visual inspection. Results from Discriminant Analysis also failed to differentiate men and women YPROS and further confirmed the decision to reject the hypothesis that these men and women

³See Bentler, Littieri, and Austin (1976).

Table 3.1. Mean importance scores (x), standard deviations (SD), and priority ranking of career orientations of women and men YPROS.

WOMEN (N = 62)	x	SD	MEN (N = 58)	x	SD
Service-to-Cause	5.15 ²	.69	Service-to-Cause	5.02	.61
Variety	4.68	.75	Variety	4.49	.61
Creativity	4.18	.87	Security I (Job)	4.49	.90
Security I (Job)	4.15	1.11	Creativity	4.21	.90
Autonomy	3.99	.89	Managing People	4.02	.88
Managing People	3.83	.99	Autonomy	3.69	.86
Technical					
Competence	3.48	1.07	Identity	3.41	1.05
Identity	3.16	1.01	Technical	3.27	1.00
			Competence		
Security II	2.94	1.35	Security II	2.78	1.34
(Geographical)			(Geographical)		

¹Mean Importance Score Range 1-6, 1 = No Importance, 6 = Centrally Important.

²Significance Levels for t-test of the Differences in Women's and Men's Mean Importance Scores: Service-to-Cause (.27); Variety (.10); Creativity (.85); Security I (.08); Autonomy (.06); Managing People (.21); Technical Competence (.26); Identity (.20); Security II (.52).

Spearman Rank-Order Correlation = .766; Significance = .05.

attached significantly different levels of importance to specific career orientations.

Continuing a Traditional Focus on
Service to an Important Cause

Service-to-Cause emerged as the most important of the nine career orientations for both women ($x = 5.15$) and men ($x = 5.02$). This should not surprise those who understand FS traditions. From the time Gifford Pinchot began selecting young male foresters to staff his new agency, the FS and its professional work force have seen themselves dedicated to the service of sound management of public forest resources. The agency declared public service as an official organizational goal exemplified in its policy to "... promote the greatest good for the greatest number of our people in the long run" (USDA 1967:7).

Led by Kaufman's (1960) landmark work, The Forest Ranger, a number of studies have established a causal link between the agency's success and a strong shared mission of public service among its professional work force. The high degree of organizational identification of agency foresters was strongly associated with the individual's level of commitment to the organizational goal of public service; a goal found to be most important to both the agency and to the foresters in the study (Hall, Schneider, and Nygren 1970).

Gold's (1981) study of 10 "successful" organizations noted the strong shared public service mission among the professional work force as a criteria for including the FS in the "top 10." However, only

foresters comprised the study groups in these studies. There was little uncertainty in the meaning of public service--the forester's definition, based upon college training and early organizational experiences, and the FS definition was one and the same. But what about public service in the minds of other professionals who may not share the same training as foresters?

In an extensive re-study of the five FS Ranger districts Kaufman examined, Leman (1981) has described external and internal changes that have influenced the agency in the 20 years since The Forest Ranger was published. His findings suggest that Service in the minds of today's young FS professional may differ from the Service orientation Kaufman first described and others (cf., Hall, Schneider, and Nygren 1970, Young and Fechner 1969) have studied.

The influx of specialists during the 1970s prompted Leman to note the concurrent influx of different sets of professional standards that wildlife biologists, landscape architects, engineers, and other new specialists brought with them. These conclusions are shared by Bullis (1983), who noted the broadened university training of today's foresters and echoed the diverse set of professional values internalized by specialists like engineers and wildlife biologists during college.

Public service may mean different things to a range conservationist and a forester, or to a 1982 FS recruit and her 1962 counterpart. Even if the basic objectives of service like "manage to increase resources for the public" are the same for a wildlife biologist and a forester, the operational definition of those

objectives may sometimes differ (clearcuts to maximize "edge" vs. clearcuts to maximize timber output). Leman's findings suggest a similar evaluation of the perceptual similarities and differences of the 460, 454, and 482/486 series YPROS in this study.

Irregardless of this potential complexity in Service-to-Cause, it seems safe to state that the FS is continuing to attract and develop young professionals who are committed to an important cause--even if that cause may differ for some individuals. Validating a consistent definition of Service-to-Cause among the three professional groups was not a goal of this study, but consistently (not significantly different) high level of importance attached to Service-to-Cause was also observed for all three professional groups: Foresters, $\bar{x} = 4.97$ ($N = 53$); Wildlife/Fisheries Biologists, $\bar{x} = 5.27$ ($N = 40$); Range Conservationists, $\bar{x} = 5.04$ ($N = 27$).

Other Important Needs: Variety,
Creativity, and Job Security

Variety was ranked as the second most important orientation by both men and women. As young professionals fresh from college, YPROS are probably eager to experience, display, and refine their skills in a variety of settings. They are also probably attracted to the FS rather than the forest products industry or a state wildlife agency, partly because of the variety and challenge of the FS multiple-use mission. This focus on variety bodes well, given the advice heard from mid-career FS professionals to entry-level managers to broaden

their backgrounds by gaining experience in a variety of multiple-use fields (Kennedy and Mincolla 1982).

Both sexes rated Creativity the third most important orientation. This high ranking (men = 4.21, women = 4.18) indicates a certain confidence these young professionals have in their own ability. It also suggests that both women and men feel they have something important to offer the agency. Creative input is sometimes difficult for new recruits to achieve. The issue of whether these YPROS are getting the opportunity to pursue this and other important orientation will be addressed in the next chapter.

Job security (Security I) tied for second for men (\bar{x} = 4.48) and rated fourth by women (\bar{x} = 4.15). It was the last orientation to receive an importance score greater than 4.00 by both sexes. The observed differences in mean scores for men and women approached statistical significance (.08 level by t-test).

Moderately Important Orientations of Managing People and Autonomy

Young professionals were moderately focused on Managing People and Autonomy. Women's mean score (3.99) over the latter orientation was noticeably higher than men's (3.69) and significant at the .06 level by t-test analysis. Autonomy and Creativity are somewhat related if one believes that creativity thrives best in an organizational control system that tolerates autonomy. New recruits aren't typically offered much in the way of autonomy. Freedom from organizational constraints usually comes only after new members pass

time and basic filters (rites of passage) that prove their loyalty and ability. The next chapter will describe the amount of freedom the FS offers its new recruits.

The mean scores for Managing People indicated a relatively stronger focus by men (4.02) and slightly less by women (3.83). Like the strong focus on Service, the importance of this orientation suggests men and women are anxious to pursue a career goal the FS values in its employees. Managerial skills are well-known prerequisites for advancement in the agency. Although the chance for these YPROS to become heavily involved in people-management won't arise for a few years, they appear eager to pursue those opportunities.

Less Important Orientations: Geographical Security,
Identity, and Technical Competence

Orientations ranked least important are as important to consider as the orientations YPROS rated most strongly. Especially surprising was the low importance of Security II (Geographical). Perhaps growing up, attending college, and beginning a resource career in the western states (as most of these YPROS have) allow geographical needs to become a "given." Why develop a need for something already in abundance and available? An alternate explanation may be that an early awareness of the high transfer rate in the agency has caused some YPROS to rationalize or suppress the need for remaining in one geographical location.

The low scores and ranking of Identity may indicate today's group of young professionals are less tied to the agency or a job title as a critical element of their self-concept. Young FS professionals are sometimes criticized for low morale by their older colleagues (Kennedy and Mincolla 1982). Some specific criticisms come in the form of "they (YPROS) won't do a job unless the reason for the job is explained or justified to them." It may be that the morale of today's YPROS is directed through or expressed as a function of a strong independent focus on Service-to-Cause as opposed to the need to identify with the agency or be considered a FS-man or woman; that is, they identify with the FS (and their professional mission) more than with the organization itself.

The relatively low importance (men = 3.25, women = 3.48) placed on achieving Technical Competence was also somewhat surprising. Dalton, Thompson, and Price (1977) found that developing independence and initiative, and later career success, were closely allied with an early career focus on developing expertise in a specific technical field.

Kennedy and Mincolla (1982) found the biggest disparity between what YPROS expected and what they found on their first permanent job was "ability to practice technical skills learned in college." As with geographic location, these composite scales measuring career orientations may not be as descriptive and appropriate for natural resource managers as business managers.

This chapter described the importance of career orientations.

The next chapter measures how well the FS organization is providing the opportunity for YPROS to pursue these orientations.

CHAPTER IV

THE PROCESS AND OUTCOMES OF WOMEN AND MEN YPROS
FITTING INTO THE FS ORGANIZATION

STUDY OBJECTIVE 3: To measure and compare the early career success of women and men YPROS.

The criteria selected to illustrate high level of career fit (or early career success) is a good match between personal career orientations and YPROS' beliefs about the organization's ability to provide a setting to pursue those orientations. The first part of this report has focused on describing, assessing, and comparing the early career orientations of men and women YPROS. The sexes have been more alike than different. This chapter pursues a measure of early career success, labelled "FSFIT," that combines the level of importance of the nine career orientations with a measure of the satisfaction to pursue these orientations in the agency. The fit model assumes that the greater ability of the organization to satisfy the individual's needs, the more likely that individual will become satisfied with and a committed member of the agency (Lewicki 1981).

In light of a stronger pre-socialization to the FS, it was hypothesized that men YPROS would be fitting into their early FS careers in the agency significantly better than women YPROS. Results failed to support that hypothesis. Both sexes were fitting into the FS relatively well, especially in terms of three of their most important career orientations (Service-to-Cause, Variety, and Creativity).

Moderately important orientations (Managing People and Autonomy) seem to be a bit more difficult to satisfy at this stage of YPROS FS careers. The only statistically significant difference (.05 level) between men and women in FSFIT was recorded for Security II (Geographical), the least important orientation for both sexes.

Building a Measure of Individual/

Organizational Fit: FSFIT

A series of questions (Vol. II, Questions 18A-J) were used to assess women and men YPROS' satisfaction with the opportunity to pursue each of their nine career orientations. Six potential responses ranged from "extremely unsatisfied" (represented by a score of -3) to "extremely satisfied" (+3).

FSFIT for each orientation was computed by multiplying or weighing the level of satisfaction (-3 to +3) by the level of importance (1-6, as computed in Chapter III) the individual attaches to that orientation. The potential range of FSFIT scores for individual orientations is, therefore, -18 to +18.

A negative score reflects a relatively poor fit between the importance of individual career orientations and the ability to experience (or fulfill) that orientation during the early part of a FS career. For example, a forester strongly oriented towards Variety, with a mean importance score of 5.2, says she is "extremely satisfied" (+3) with the opportunity afforded by her past and present FS assignments to pursue a variety of job activities. Her resulting FSFIT score of 15.6 (5.2×3) indicates a relatively strong fit

between this individual's early career needs for variety and the agency as a place to satisfy that need.

Conversely, if this forester had found the opportunity for variety "very unsatisfying" (-2), the FSFIT score of -10.4 (5.2×-2) reveals a poor fit between that individual career need and the agency as a place to satisfy that need. A summary measure of early career individual/organizational fit is computed by summing the FSFIT scores for all nine career orientations.

Intuitively, one might assume more important career goals are the most important criteria by which people generally gauge their own success. The weighing scheme used in this study is based on this assumption and allows the more important orientations (those with higher mean importance scores) to have a greater influence on the summary measure of FSFIT (i.e., the possible range of FSFIT scores for orientations with an importance level of 1.5 is -4.5 to 4.5; whereas, a more important orientation with an importance level of 5.5 can have FSFIT scores ranging from -16.5 to 16.5).

Validating FSFIT as a Measure of Early Career Success

If FSFIT is a valid measure of the individual's early career success in an organizational environment, it should be positively correlated with other indicators of career satisfaction, like strength of commitment to the organization or likelihood of choosing to work for the same organization again. It should also be negatively correlated with the probability of leaving the organization within the

next 2-3 years. Results of t-test analysis and Pearson correlation tests (r^2) display a strong relationship for both women and men between these indicators of career satisfaction/success and FSFIT.

Two questions pursued long-term career commitment to the FS. Question 32 (Vol. II, Appendix D) asked YPROS, "If you could start your career over again, what organization would you choose to work for?" Those who said they would choose the FS again ($N = 72$) had a mean FSFIT score of 36.19, significantly higher (.002 level by t-test analysis) than the mean FSFIT score of 17.23 for the 33 YPROS who said they would choose a different organization. The same positive relationship held for both women and men.

Question 29 (Vol. II, Appendix D) asked YPROS if they had made a long-term commitment to the FS. The 55 who had made such a commitment to the agency had a mean FSFIT score of 38.10, significantly higher (.004 level by t-test analysis) than the mean FSFIT score of 20.15 for those not having made a long-term FS commitment. Again, both women and men again displayed similar positive relationship between their FSFIT and agency commitment.

A strong, positive relationship was also found between FSFIT scores and two additional questions that measured the strength of the YPROS' commitment to the FS. Question 30 (Vol. II, Appendix D) directly asked, "How strong is your commitment to the FS?" Respondents could check one of six places on an interval ranging from "extremely weak" to "extremely strong." A significant (.001 level) positive correlation of $r^2 = .3241$ tied stronger strength of commitment to a higher FSFIT score.

Question 35 (Vol. II, Appendix D) measured strength of commitment indirectly by asking YPROS, "What is the probability you might leave the FS within the next 2-3 years?" The same 6-point interval response choices described for Question 30 were available. A strong significant (.002 level) negative correlation of $r^2 = -.3101$ indicates YPROS with higher FSFIT scores are less likely to leave the agency.¹ Again, no significant differences between men and women were noted during this part of the validation process. It should be noted that these results are probably skewed due to the absence of YPROS who have left the agency.

In addition to its values as a measure of individual career success, FSFIT scores also provide information about organizational effectiveness. The success of the FS noted by Kaufman (1960), Hall, Schneider, and Nygren (1970), Young and Fechner (1969), and Gold (1981) was found to be a function of a strong shared service orientation and the organization providing a place for individuals to pursue that orientation need. The same connection between a committed work force and organizational success has also been described in other types of organizations (cf., Tolman 1943, Becker and Carper 1956, Simon 1957, March and Simon 1958, Etzioni 1964, McGregor 1967).

¹See APPENDIX C: Supplemental Results for full data tables on these statistical tests.

The Potential for Significant Differences
in the FSFIT Scores of Men and Women YPROS

Previously, the study addressed the strong complementarity between FS agency goals and individual professional goals/standards instilled by university forestry training during the first half of this century. This complementarity produced a continuing crop of young foresters eager to join the agency, largely presocialized to its norms, values, and goals (Kaufman 1960).

If one could have asked the senior class of forestry schools in 1930 to describe how important or influential the FS was as a potential place to work, there is a good chance that most would have rated the agency at the "extremely important" end of the scale. Such young foresters were generally prepared to fit into the agency.

Question 1E (Vol. I, Appendix D) asked YPROS, "Was the U.S. FS as a possible place for you to work an important influence when you made the decision to pursue a natural resources occupation?" A 7-point response scale ranged from "no importance" to "extremely important."

Responses showed men YPROS strongly predisposed to the FS (Table 4.1). Almost two-thirds (63%) of the men checked one of the three "important" positions on the response scale. Not so for the women. Only 36% said the FS was an important consideration. Half of the women (50%) said the agency was of no importance or a neutral influence on their career decision.

The research of Schein (1978) suggested the stronger predisposition of men YPROS to the FS would enhance their ability to fit into the agency. The study, therefore, tested HYPOTHESIS III:

Table 4.1. Importance of the FS to women and men as a potential employer when YPROS decided to pursue a natural resource occupation.

<u>Response Scale</u>	Women (N = 62) (Number (Percent))	Men (N = 58) (Number (Percent))
Of No Importance	18 (29%)	6 (12%)
Very Unimportant	5 (8%)	5 (9%)
Unimportant	4 (6%)	4 (7%)
Neutral	13 (21%)	6 (10%)
Important	11 (18%)	12 (21%)
Very Important	11 (18%)	16 (28%)
Extremely Important	<u>0 (0%)</u>	<u>8 (14%)</u>
Totals	62 (100%)	57 (100%)

Chi Square $\chi^2 = 16.27$, $df = 6$, significance = .012

That MEN WOULD HAVE SIGNIFICANTLY HIGHER FSFIT SCORES THAN WOMEN.
T-test analysis of mean FSFIT scores and discriminant analysis (as explained in Chapter III) were again utilized to test this hypothesis.

Results: Women and Men Fitting In
(With a Slight Hitch)

Results failed to support the hypothesis and suggested that predisposition to join the FS was not a good predictor of FSFIT scores; at least not for women YPROS with an average of two to three temporary FS jobs and 2 years (mean) in a permanent FS-appointment. Table 4.2 illustrates that men and women are experiencing relatively similar high levels of FSFIT over eight of the nine career orientations. The only significant difference was Security II (Geographical), the least important of the orientations.

Although the summary measure of FSFIT revealed similar levels of early career success for women and men, women expressed some significantly different levels of satisfaction with the opportunity to pursue the Managing People orientation. Although relatively low mean levels of satisfaction with the opportunity for Managing People differed only slightly between the sexes, one-fifth of the women occupied the two extreme ends of the satisfaction scale, compared with only one of the men (Table 4.2).

Both sexes experienced the strongest fit over three of the most important orientations: Service-to-Cause, Variety, and Creativity. They are finding it more difficult to fit in via moderately important Managing People and Autonomy orientations.

Table 4.2. Mean importance, mean satisfaction, mean FSFIT scores, and standard deviations (SD) for the deviations (SD) for the career orientations of women and men YPROS.

<u>Orientation</u>	<u>Importance</u> ¹			<u>Satisfaction</u> ²			<u>FSFIT</u> ³		
	<u>Women</u> (SD)	<u>Men</u>	<u>Sig.</u>	<u>Women</u>	<u>Men</u>	<u>Sig.</u>	<u>Women</u>	<u>Men</u>	<u>Sig.</u>
Service-to-Cause	5.15 (.69)	5.02 (.61)	.27	.86 (1.42)	1.29 (1.24)	.09	4.45 (7.7)	6.55 (6.5)	.13
Variety	4.68 (.75)	4.48 (.61)	.10	1.36 (1.28)	1.51 (1.39)	.57	6.36 (6.2)	6.95 (6.3)	.63
Security I (Job)	4.15 (1.11)	4.48 (.90)	.08	.72 (1.59)	.67 (1.57)	.85	2.97 (7.5)	3.03 (7.8)	.97
Creativity	4.18 (.87)	4.21 (.90)	.85	1.09 (1.59)	1.20 (1.57)	.64	4.76 (7.5)	5.14 (7.8)	.76
Managing People	3.83 (.99)	5.06 (.88)	.21	.17 (1.63)	.22 (1.50)	.89	.58 (6.9)	.85 (6.2)	.76
Autonomy	3.99 (.89)	3.69 (.87)	.06	.02 (1.63)	-.27 (1.56)	.34	-.40 (6.7)	-1.60 (6.1)	.33
Technical Competence	3.48 (1.07)	3.27 (1.00)	.26	1.05 (1.63)	.98 (1.70)	.82	3.33 (6.1)	3.03 (5.6)	.79
Identity	3.16 (1.01)	3.41 (1.05)	.20	.95 (.99)	1.18 (1.3)	.27	3.35 (4.1)	4.29 (4.4)	.25
Security II (Geographical)	2.94 (1.35)	2.78 (1.34)	.52	.34 (1.94)	1.23 (1.75)	.92	.66 (6.3)	4.53 (6.3)	.002
Summary FSFIT							26.08	32.76	.28

¹N = 62 women, 58 men; scale 1 to 6, = Of no importance, 6 = Centrally important.

²N = 58 women, 51 men; scale 3- to +3 = Extremely unsatisfied, +3 Extremely satisfied.

³N = 58 women, 51 men; scale -18 to +18; summary measure scale: -162 to +162.

⁴t-test analysis of mean score differences.

⁵Unless stated otherwise, Discriminant Analysis confirmed the results of the t-test analysis.

Table 4.2 shows the mean (\bar{x}) importance scores (calculated in Chapter III), mean (\bar{x}) satisfaction scores (from Questions 18A-J, Vol. II), and mean (\bar{x}) FSFIT scores (a summary of YPROS individual FSFIT scores over all orientations) for women and men.

A summary measure of FSFIT represents men's and women's average "TOTAL" FSFIT score, generated by summing the FSFIT scores for all nine orientations. Men's summary FSFIT score of 32.8 was slightly, but not significantly, higher than women's score of 26.1. This is an aggregate measure, though. Additional information can be obtained by examining individual orientations.

Service-to-Cause, Creativity, and Variety

The opportunities to pursue an important service focus were anticipated to match the high level of importance young professionals attached to the Service-to-Cause orientation. This relationship was evident for men YPROS, but less so for women. The noticeable difference (significant at .09 level by t-test analysis) between the mean satisfaction scores of women (.86) and men (1.29) was the result of twice as many women ($N = 13$, 23%) as men ($N = 6$, 11%) checking one of the three "unsatisfied" positions on the response scale.

The resulting FSFIT scores reflected this difference in satisfaction. Men's FSFIT for Service-to-Cause was 6.55, the second highest FSFIT men recorded over the nine orientations, while women's FSFIT score was 4.95. This difference is worth noting and was significant at the .13 level.

Organizations in unstable, changing environments need adaptive employees (Prince 1979). The FS is such an organization, especially in the 1970s, dealing with the changing clientele demands. To thrive in this type of organization, adaptive professionals would be strongly oriented (like the YPROS in the sample) towards Creativity, Autonomy, and, to a lesser degree, Variety.

It appears the FS is providing adequate opportunities for these women and men to be creative and involved in a variety of activities. Both sexes rated their satisfaction with opportunities for variety higher than any other orientation: Variety received the highest mean FSFIT scores for both women (6.36) and men (6.95). Mean FSFIT scores for Creativity were the second highest recorded for both women (4.76) and men (5.14).

It is natural for organizations to place some controls on new members' creative endeavors, waiting until they prove themselves before allowing very much latitude. The relatively high level of YPROS' satisfaction to pursue the Creativity orientation indicates the FS has confidence in its young professionals and values their creative input. Interestingly, YPROS are satisfied with the opportunity to be creative, but state less satisfaction with opportunities for the related Autonomy orientation--or working free of agency restrictions.

Autonomy and Managing People

Autonomy received the only negative mean FSFIT score among the nine orientations. Of moderate importance to YPROS, both men and women were less satisfied with opportunities for autonomy than they

were with the opportunity to pursue any other orientation. Mean level of satisfaction for women was .02, while men recorded -.24. More than half the men (53%) and 45% of the women checked one of the 3 "unsatisfied" positions on the response scale measuring their satisfaction to work relatively free of organizational restrictions (Table 4.3). These relatively low levels of satisfaction for Autonomy could be a function of YPROS high expectations to be involved in the decision-making process.

Hughes (1958) demonstrated how young professionals' high expectations to be involved and influential tend to experience "reality shock" during their first few years in an organization. Another part of the questionnaire (Vol. I, Question 19) measured YPROS' reality shock over seven expectations, including the opportunity to participate in decision-making. Similar to the young engineers studied by Campbell (1968), YPROS reported higher expectations in all seven areas than the reality they experienced on the job (Kennedy and Mincolla 1982).

Concurrently, the agency or immediate supervisors may not be providing the opportunity for women and men to get involved. The FS has a tradition of allowing decisions to be made as far down the organizational hierarchy as possible. This "decision-dispersion" is a characteristic of successful organizations that demand good employee agreement with organizational goals but don't specify how the work is to be done (Cherns 1976 and Gold 1981). It may be that the FS and YPROS have different ideas about how far down the hierarchy those decisions should be dispersed.

Table 4.3. YPROS' satisfaction with the opportunity to work relatively free of organizational restrictions (autonomy).

<u>Response Scale</u>	Women (N = 58) (Number (Percent))	Men (N = 51) (Number (Percent))
Extremely Unsatisfied	3 (5%)	3 (6%)
Very Unsatisfied	11 (19%)	10 (20%)
Unsatisfied	11 (19%)	14 (27%)
Neutral	1 (2%)	1 (2%)
Satisfied	23 (40%)	19 (37%)
Very Satisfied	7 (12%)	2 (4%)
Extremely Satisfied	<u>2 (3%)</u>	<u>2 (4%)</u>
Totals	58 (100%)	51 (100%)

Chi Square $\chi^2 = 3.13$, df = 6, significance = .79

Similar to the potential for autonomy, the opportunity to manage people is seen as less than satisfactory by young professionals. The FS values this orientation in its work force and expects most professionals to be able to supervise and direct subordinates. The mean satisfaction scores for women (.17) and men (.22) were the second lowest recorded--as were the resulting mean FSFIT scores of .58 and .85, respectively.

About 46% of the women and 43% of the men YPROS checked one of the 3 "unsatisfied" response positions on the scale measuring their satisfaction with the opportunity to manage people (Table 4.4). Such replies may also indicate a willingness and desire to move from more technical, fieldwork levels of their career (Dalton, Thompson, and Price 1977) to higher, people-management levels.

Perhaps more interesting is the difference between the dispersion of women and men over the response scale. Women occupy the two extreme positions almost exclusively. Four women (8%) YPROS said they were "extremely unsatisfied," and another five (9.5%) reported being "extremely satisfied" with the opportunities to supervise or manage people. Only one man (2%) checked one of these response categories. He was "extremely satisfied." Evidently more women are encountering the best and the worst of these managerial opportunities.

Enarson (1984) notes many of the inherent and imposed barriers to women being able to gain positive supervisory experience in the FS. She points out that women rarely have the chance to supervise work crews. When their chance does come, women's legitimate right to authority, as well as their management style and expertise, may be

Table 4.4. Satisfaction of women and men YPROS with the opportunity to supervise, influence, or manage people.

<u>Response Scale</u>	Women (<u>N = 58</u>) (Number (Percent))	Men (<u>N = 51</u>) (Number (Percent))
Extremely Unsatisfied	4 (7%)	0 (0%)
Very Unsatisfied	3 (5%)	8 (16%)
Unsatisfied	17 (29%)	14 (28%)
Neutral	6 (10%)	1 (2%)
Satisfied	16 (28%)	16 (31%)
Very Satisfied	7 (12%)	11 (22%)
Extremely Satisfied	<u>5 (9%)</u>	<u>1 (2%)</u>
Totals	58 (100%)	51 (100%)

Chi Square $\chi^2 = 13.29$ df = 6, significance = 4

openly challenged. These barriers may provide an explanation for low satisfaction of women YPROS, but little research precedence exists to suggest reasons why the five highly satisfied women might have unique access to positive supervisory experiences.

Understandably, new recruits in organizations are less likely to find themselves in "people-management" positions. They have to display appropriate technical skills, attitudes, and behaviors before the organization trusts them to provide direction for other employees (Dalton, Thompson, and Price 1977). However, since the ability to manage people is a skill enhanced by practice and good feedback, both organizations and individuals would benefit by giving young professionals the chance to test their management skills early in their career. The organization then may begin to identify people who seem to possess good people-management skills, while some individual recruits may be surprised to learn that they enjoy these kinds of supervisory activities and are good at them.

The FS is an organization that places a good deal of importance on the ability to manage people. Promotions, especially to line management positions, are understandably dependent on this ability. The moderate level of importance YPROS attached to Managing People indicates this group of new professionals are adequately interested in developing these skills. It would make sense for the FS to spend some time considering how to increase YPROS exposure to such supervisory activities.

The report has observed that the men and women sampled possess similar career orientations and are experiencing similar high levels

of early career fit with the FS. The question remains, though, if each took a similar path or journey to arrive at this point in their careers? The next chapter examines some of the early career influences on that journey, especially the impact of immediate supervisors on the initial career success of these women and men.

Security I, II, and Dual Careers

Interestingly, opportunities to pursue Autonomy and Managing People orientations seem more difficult to provide than job security. The lower FSFIT scores for Security I (Job) may be traced to the poor state of the nation's economy or the possibility of YPROS being released by the agency because of cutbacks in federal spending.

The only significant difference (.002 level) by t-test in mean FSFIT scores of women and men was over the Security II (Geographical) orientation. A return to Table 4.2 shows this difference is clearly a function of differences in satisfaction. Women rated the satisfaction with the opportunity to feel geographically secure relatively low at .34, while men rated their satisfaction significantly higher at 1.23 (.02 level by t-test analysis). Some women may be especially dissatisfied with placement in a remote job location, making it more difficult to satisfy both their and their spouse or partner's career needs--and they may appreciate less the associated hunting and fishing amenities.

YPROS were asked about marital or living status in a series of questions (Question 14A-H, Vol. I, Appendix D). Table 4.5 shows that 95% of the men were either married or were never married. In sharp

Table 4.5. Marital or living status of women and men YPROS.

<u>Category</u>	Women	Men
	(N = 62) (Number (Percent) Answering)	(N = 58) (Number (Percent) Answering)
Married, Living Together	16 (26%)	37 (64%)
Married, Not Living Together	5 (8%)	0 (0%)
Living With Someone	7 (11%)	3 (5%)
Separated, Divorced, or Widowed	6 (10%)	0 (0%)
Never Married	22 (35%)	18 (31%)
Involved in Relationship	<u>6 (10%)</u>	<u>0 (0%)</u>
Totals	62 (100%)	58 (100%)

Chi Square $\chi^2 = 27.22$, df = 5, significance = .0001.

contrast, women were found to be coping with a wide-range of living arrangements. Only one-quarter were married and living together with their spouse, and another third have never been married. These differences in marital/living status were significant ($\chi^2 = 27.22$, $df = 5$, significance = .0001).

Of the women who were married or living with someone, 86% were involved in dual-career relationships. Most (72%) said their partner was employed full-time in his profession, while the remainder (14%) said their partner was employed part-time in his professional field. In contrast, less than one-fifth (19%) of the married men's spouses were employed full-time in their professional field. Another 19% of the men were married to women employed part-time in their profession ($\chi^2 = 23.02$ $df = 5$, significance = .0003) (Table 4.6).

Dual-career women were significantly less satisfied with the opportunity to pursue geographical security, resulting in significantly lower mean FSFIT scores for Security II. These women YPROS had a mean satisfaction score of .14, compared to men's mean score of 1.69; and a mean FSFIT score -0.17 in contrast with men's FSFIT score of 4.51. Both differences were significant at the .004 level (Table 4.7).

One woman YPRO attributes a major career decision to leave the agency to her dissatisfaction with the opportunity for geographical security:

Definitely our biggest problem. The reason I'm leaving the FS is so we can move to a larger city so that we can both follow our careers. FS jobs, especially in this region, are not in places where two NR (Natural Resource) professionals can both have careers.

Table 4.6. Employment status of spouses and partners of men and women YPROS.

<u>Employment Status</u>	Women	Men
	(N = 62) (Number (Percent))	(N = 58) Answering)
Full-time in Professional Field	20 (69%)	7 (19%)
Part-time in Professional Field	4 (14%)	7 (19%)
Full-time not in Professional Field	4 (14%)	3 (8%)
Part-time not in Professional Field	0 (0%)	4 (11%)
Full-time, no Professional Field	0 (0%)	2 (6%)
Not employed	<u>1 (3%)</u>	<u>13 (36%)</u>
Totals	29 (100%)	36 (100%)

Chi Square $\chi^2 = 23.02$, $df = 5$, significance = .0003.

Table 4.7. Pearson correlation of satisfaction with the opportunity to pursue geographical security and FSFIT score for Security II for dual-career men and women YPROS.

<u>Variable</u>	Women (N = 22) (Standard Deviation)	Men (N = 13) (Standard Deviation)	<u>Pearson Correlation Level of Significance</u>
Satisfaction with opportunity to pursue geographical security	.14 (1.83)	1.69 (1.11)	.004
FSFIT (Security II)	.17 (5.03)	4.51 (3.71)	.004

A Summary Measure of FSFIT

Early career success usually paves the way for future accomplishments. The long-term consequences of the first few years in an organization are especially noted by Hall (1976) and Bray, Campbell, and Grant (1974).

Career growth of the individual comes as a result of satisfying involvement in an initial job area which is highly valued (Hall 1976). Being able to perform the kinds of activities in line with important career orientations often leads to an upward "task-liking spiral," where success breeds success, a process that benefits both the individual and the organization (Korman 1968, Locke 1968). The summary composite measure of FSFIT provides a broader picture of the early fitting in process of YPROS and the likelihood for long-term career productivity.

The mean FSFIT summary scores for women (26.08) and men (32.76) differed only at the .28 level of significance (Table 4.2). With no useful reference mark for the level of FSFIT, which would constitute a strong or weak fit, the distribution of the scores may be more useful (i.e., the distribution of women and men YPROS in specific FSFIT score intervals over the entire range of possible scores: -162 to +162; summing all FSFIT scores for the nine orientations, each with a possible range of -18 to +18).

Over four-fifths of the women (81%) and men (82%) had positive summary FSFIT scores. Arbitrarily labeling scores of 54 or greater as indicative of a relatively high level of individual/organizational fit shows that 19% of the women and 24% of the men are experiencing a

"high" level of fit with the agency. Conversely, 19% of the women and 18% of the men had negative FSFIT scores. There were 10% of the women who had FSFIT scores of -18 or less, compared to only 4% of the men.

Although, slightly different dispersion patterns are observed for women and men, no statistically significant differences can be noted. In summary, although a few differences were uncovered in women's and men's satisfaction with opportunities to pursue Managing People and Security II orientations were noted, there's little support for the hypothesis that women and men YPROS significantly differ in early career FS success as measured by FSFIT.

Further Notes on the Similarity of Men's and Women's Careers

So far, results have illustrated more similarities than differences in the early career development and success of men and women YPROS. Other similarities in the data support this conclusion. Men and women have congruent interests in staff and line career goals and have equally optimistic estimates of achieving these goals. A final set of comparisons suggests, however, that men and women may travel different paths to similar levels of early career success.

Question 22 (Vol. II, Appendix D) asked YPROS, "...what position are you aiming for which represents a major career achievement for you?" Both men and women were similarly distributed in their preference for staff and line positions. Half of the men (50%) and a few more women (55%) labelled staff positions as a major career goal.

More interesting is the similarity between the sexes in timetable expectations to achieve those line and staff goals.

Van Maanen and Schein (1975) used the term "theme" to refer to the way people link their past experiences with expectations for the future. The timetable each individual sets to achieve future goals is a function of organizational expectations of appropriate career progress as well as a measure of confidence in one's career (Roth 1963, Van Maanen and Schein 1975). A shorter timetable, in general, represents a more optimistic career theme. Women and men YPROS had equally optimistic timetables to achieve their major goals.

Question 22 (Vol. II, Appendix D) also asked YPROS, "When do you expect to achieve this position; ____ (year)?" Of the YPROS who responded to this question, one third of the women (33%) and about the same number of men (32%) said they expected to achieve major career staff or line positions in less than 5 years. The majority of both sexes, 51% of women YPROS and 56% of the men, cited a 6- to 10-year timetable.

The similar levels of early career success of women and men YPROS would probably not surprise Weaver (1978), who found that women working in comparable occupational levels experienced similar levels of job satisfaction as their male counterparts. This chapter concludes with a comparison of men's and women's awareness of the formal and informal organization systems that influence the ability to fit into an organization.

The Path to Early Career Success

Travelled by YPROS

One of the major differences between women's and men's career development noted by Hennig and Jardim (1977) was women's over-emphasis on self-improvement as the major determinant for career advancement. Belief in the efficiencies of the formal system (i.e., "Do your work well and you get promoted...") precluded an awareness of the informal system of relationships and information transfer that also influences the ability to succeed in an organizational environment.

Radin (1978) found women in the public sector exhibited a similar model of career success. These women underestimated the value of informal skills such as political awareness and support. Interestingly, women YPROS exhibited a strong awareness of the importance of the informal system, even higher than men's awareness of this system.

YPROS were asked in Question 26 (Vol. II, Appendix D) if achieving personal goals in the FS was more a function of: (a) the informal system (personal relationships, informal information exchange, etc.) or (b) competence in the formal system of professional or technical skills and job performance (e.g., knowing how to do my job well, fulfilling stated duties, etc.).

A 5-point response scale ranged from "agree completely with a" (informal system) to "agree completely with b" (formal system). Over a third of the women (38%) agreed mostly or completely with the statement equating career success with knowledge and use of the

informal system. Only 11% of the women felt that the formal system of job performance, etc. was the primary determinant of career success. The majority (51%) of the women said the informal and formal systems were equally important (Table 4.8).

In contrast, men were more equally dispersed over the five response categories. Slightly more than one-fifth of the men (21%) equated career success with the informal system, while more than a third (36%) thought that the formal system was the key determinant and 43% said both systems were equally important. Men and women differed significantly ($\chi^2 = 9.36$, $df = 3$, significance = .02) in their perceptions of the importance of informal and formal systems.

A cynical but respectful awareness of politics and power, and the potential influence the informal system can have on one's career, may be present in the responses of some YPROS who said those informal skills are the most important prerequisite for success in the FS. It seems, however, that women (and men) YPROS are equipped with a healthy awareness of the influence of both the informal and formal organizational systems on career success.

Table 4.8. YPROS' opinion of importance of informal and formal organizational systems to career success.

<u>Response Categories</u> ¹	Women	Men
	(N = 58) (Number (Percent) Answering)	(N = 51) (Number (Percent) Answering)
Agree Completely With A (Informal System)	2 (3.4)	3 (5.9)
Agree Mostly With A	19 (32.8)	8 (15.7)
Agree Equally With A & B	30 (51.7)	23 (45.1)
Agree Mostly With B	7 (12.1)	17 (33.3)
Agree Completely With B (Formal System)	0	0
Totals	58 (100%)	51 (100%)

Chi Square $\chi^2 = 9.36$, df = 3, significance = .024

¹Statement A: Achieving my career goals in the USFS depends upon personal relationships, informal information exchanges, who I know, who supports me, etc.

²Statement B: Achieving my career goals in the USFS depends upon my competence regarding professional, technical, or formal skills.

CHAPTER V

THE INFLUENCE OF TEMPORARY EMPLOYMENT AND
IMMEDIATE SUPERVISORS ON YPROS' EARLY CAREERS

STUDY OBJECTIVE 4: To examine the influence of temporary employment with the FS and immediate supervisors on men and women YPROS' early career success.

The process of fitting into an organization is affected by a number of internal and external variables. Up to this point, the study has focused on internal variables like perceptions and career orientations as well as the external influence of the organization as a place to pursue career goals. In this chapter, the additional influences of exposure to the organization during seasonal or summer jobs and early career interaction with the immediate supervisor are examined; two sets of external career variables that help individuals refine career orientations and discover if a particular organization is capable of providing the opportunity to pursue those orientations.

A seasonal job during college with a potential full-time employer gives young professionals the opportunity to test newly acquired professional skills and motivations. Such early work experience can help lay some of the foundation for the development of the career orientations as described in Chapter II. Both the student and the organization can assess the potential for long-term career involvement before either makes a permanent commitment.

Summer job involvement seemed to be an important part of the decision to seek full-time employment with the agency among a group of

FS recreation managers previously studied (Kennedy and Mincolla 1980). The first part of this chapter tests HYPOTHESIS IV: YPROS WHO HAD SEASONAL JOBS WITH THE FS HAVE SIGNIFICANTLY HIGHER FSFIT SCORES THAN YPROS WHO DID NOT HAVE SEASONAL JOBS WITH THE FS.

Interaction with immediate supervisors both on summer jobs and initial permanent assignments can have an even more specific and stronger influence on individual organization fit. Supervisors gain first-hand knowledge of new employees' real and potential areas of contribution, level of motivation, and personality. Especially sensitive supervisors can enhance the development of appropriate skills, motivations, and career orientations and can provide valuable feedback for both the individual and the organization (as discussed in Appendix A: Conceptual Foundation where the influence of these early career variables are discussed).

Research by Chodorow (1978) and Gilligan (1982) on the perceptions of men and women suggested testing HYPOTHESIS V: THE FITTING-IN PROCESSES OF THE SEXES DIFFER. THAT IS, CHARACTERISTICALLY IMPORTANT EARLY CAREER INFLUENCES, LIKE IMMEDIATE SUPERVISORS, HAVE A SIGNIFICANTLY STRONGER IMPACT ON THE FIRST SCORES OF WOMEN THAN ON MEN YPROS.

Results indicate that seasonal job exposure itself had little affect on FSFIT scores. Current (and past) immediate supervisors, however, seemed to be an important influence on the early careers of these young professionals. Most importantly, immediate supervisors on YPROS' first permanent assignment had a much stronger impact on the fitting-in process of women than on men.

The major findings of the study thus far are the similarity in men's and women's career orientations and the comparable satisfaction with the opportunity to pursue those goals in the FS. Both women and men seem to be fitting in equally well. Now, a segment of the path that women and men travelled to get to this point in their careers is examined, with special focus on two kinds of career variables: (a) summer job exposure to the agency and (b) immediate supervisors.

The Role of Seasonal Jobs and Immediate Supervisors on YPROS Fitting In

Chapter II described how early work experiences greatly shape individual career orientations (Schein 1978). In an organization like the FS, early work experiences include both seasonal jobs with the agency during college and the first permanent assignment. FS resource managers traditionally spend a summer or two working for the agency before accepting full-time employment. Two-thirds of the YPROS studied had this type of seasonal experience with the FS. One wonders if this type of exposure would lead to an enhanced ability of YPROS to fit into the agency.

Immediate supervisors can and do have an important influence on the careers of their subordinates. In addition to the short-term impacts from encouragement and assigning challenging job duties, immediate supervisors have also been shown to effect long-term career productivity of employees (Schein 1964, Berlew and Hall 1966). The abundant research support for the influence of supervisors raised

expectations of FS immediate supervisors' impact on the early careers of the men and women studied.

Question 6A-H (Vol. II, Appendix D) asked YPROS about temporary seasonal jobs held during college with the FS or other organizations. One question (6E) asked about the effect of FS seasonal immediate supervisors on YPROS' likelihood of seeking permanent employment with the agency. Available responses on a 7-point scale ranged from "extremely low" to "extremely high." Later in the questionnaire (Question 17E, Vol. II, Appendix D), the effect of the first permanent assignment immediate supervisors on YPROS' commitment to the FS on a similar 7-point scale with potential responses ranged from "extremely negative" to "extremely positive."

Significantly higher FSFIT scores of YPROS who held FS seasonal jobs versus YPROS who did not hold such jobs would indicate that a positive relationship existed between seasonal job exposure and fitting into the agency. Similarly, if the same type of positive relationship existed between the influence of immediate supervisors and the fit process, then FSFIT scores of YPROS who reported a positive influence from supervisors should also be significantly higher than the FSFIT scores of YPROS who reported a negative influence.

This type of analysis indicates only if a relationship exists between these variables and FSFIT. It doesn't provide much information about the nature of the relationship. Path Analysis, a multivariate statistical tool, was utilized to measure the relative

importance of these early career variables on FSFIT and compare the influence on men and women.

Assessing the Relationship Between FS Seasonal Jobs,
Immediate Supervisors, and FSFIT

Seasonal job experience with the FS had no significant impact on FSFIT scores of women or men, and Hypothesis IV was rejected. Table 5.1 illustrates the mean FSFIT scores of men YPROS having held a FS seasonal job being only slightly and not significantly higher than the FSFIT scores of YPRO men who had no prior seasonal job experience with the FS. In contrast, the mean FSFIT scores of women having held FS seasonal jobs was actually lower (but not significantly) than women who had not held a FS seasonal job. It seems that just having held a seasonal job has little to do with the ability to fit into the FS, at least in the manner in which FSFIT expresses it.

Career Impacts of FS Supervisors on Seasonal Jobs

Having (or not having) held a FS seasonal job may be too broad a categorization. Realistically, the impact of these jobs is more a function of specific job outcomes like positive or negative interactions with immediate supervisors.

In a study of FS recreation managers (Kennedy and Mincolla 1980), most of the positive influence of FS summer jobs cited by respondents was attributed to immediate supervisors. Table 5.2 confirms a strong positive relationship between the influence of FS seasonal job immediate supervisors and YPROS' FSFIT scores. The combined response

Table 5.1. Mean FSFIT scores (summary measure) of women and men YPROS who held/not held FS seasonal jobs.

<u>Respondent</u> (N)	<u>Held FS</u> <u>Seasonal Job</u>	<u>Not Held FS</u> <u>Seasonal Job</u>	<u>Level of</u> <u>Significance</u>
All YPROS (N = 108)	29.81 (72)	28.52 (36)	.85
Women (N = 58)	24.62 (32)	28.76 (26)	.66
Men (N = 40)	33.97 (40)	27.90 (10)	.57

Table 5.2. Mean FSFIT scores (summary measure) of men and women YPROS who reported negative/positive influence from immediate supervisors on FS seasonal jobs.

<u>Respondent</u>	<u>Positive Effect (N)</u>	<u>Negative Effect</u>	<u>Level of Significance</u>
All YPROS (N = 60) ¹	34.74 (45)	11.98 .01 (15)	
Women (N = 23)	34.48 (14)	8.77 (9)	.09
Men (N = 37)	34.86 (31)	16.80 (6)	.16

¹Sample size varies because not all YPROS who had seasonal jobs answered this question.

of men and women (all YPROS) resulted in a significantly higher (.01 level by t-test) mean FSFIT score of 34.74. This higher mean FSFIT score was for YPROS reporting a positive influence of supervisors on likelihood of returning to seek permanent employment with the FS than the mean FSFIT score of 11.98 for YPROS who said such seasonal supervisors had a negative impact on their desire to work for the agency.

The same type of positive relationship can also be seen in the FSFIT scores of women and men who reported positive and negative influences of seasoned FS supervisors. The reduced sample sizes for both sexes (women = 23, men = 37) was the main reason for the difference in levels of statistical significance between the combined sample (All YPROS = 60) and women's and men's individual results. The difference in the levels of significance for men (.16) and women (.09), however, was the first indication that supervisors affect the careers of men and women differently.

FS seasonal supervisors seemed to have a stronger influence on the FSFIT scores of women YPROS. While the mean FSFIT scores for men and women who reported a positive effect were almost identical (34.86 and 34.48, respectively), the two groups differed at the other end of the scale. The mean FSFIT score of 8.77 for women who experienced a negative effect from those supervisors was 8 points lower than the score of 16.8 for the corresponding group of men. The resulting difference in the level of statistical significance indicated that immediate supervisors may occupy a more influential place on the

career path taken by women YPROS than on the career path travelled by men in the early stages of their FS careers.

The Influence of First Permanent Assignment

Immediate Supervisors on YPROS

The influence of immediate supervisors encountered on the first permanent FS assignment exhibited the strongest positive relationship with the FSFIT scores of YPROS. Significance levels by t-test analysis go off the scale (Table 5.3) between respondents reporting positive and negative effects of these supervisors on commitment to the FS.

Men who said these immediate supervisors had a positive effect recorded a mean FSFIT score of 37.90, significantly higher (.001 level by t-test) than the mean score of -.84 from men who reported a negative effect. Women displayed an even bigger difference (.001 level by t-test) between the FSFIT scores of those positively (38.21) or negatively (-5.23) affected by immediate supervisors of their first permanent assignment. Again, the differences between women and men suggest a stronger relationship between immediate supervisors and the early career of women.

The strong relationship between immediate supervisors and the early career success of YPROS was not surprising. Numerous studies attest to the critical nature of this early socialization period in organizational careers and the special role of the first immediate supervisor (cf., Berlew and Hall 1966, Schein 1967, and Hall and Lawler 1969). The conceptual foundation developed from these studies

Table 5.3. Mean FSFIT scores (summary measure) of women and men YPROS who reported a negative/positive effect from their immediate supervisor on first permanent FS assignment.

<u>Category</u> (N)	<u>Positive Effect</u>	<u>Negative Effect</u>	<u>Level of Significance</u>
All YPROS (N = 87)(61)	-3.45 (26)	37.41	.0000
Women (N = 47)(31)	-5.23 (16)	38.21	.0001
Men (N = 40)(30)	-.84 (10)	37.90	.001

upon which this research is based is in Appendix A: Conceptual Foundation.

As previously mentioned, early career success characterized by performing well on early job assignments and gaining the confidence of peers, supervisors, and the organization itself may begin a "snowball effect." Smith (1968) found people with positive, productive early career episodes tended to accumulate success. The first year of the individual's life in an organization can often set the stage for later career achievements.

This early socialization period, turning new recruits into productive, participating members, is the domain of the first immediate supervisor. Supervisors have the greatest control over how the first assignment is defined for the new recruit (Hall 1976). The level of challenge that these supervisors can expose their subordinates to during the first year, plus their guidance and confirmation, has a direct bearing on the later career performance of new recruits (Pelz and Andrews 1966; Campbell 1968).

Berlew and Hall (1966) found the more challenging the first assignment was, the more effective and successful the employee was 2 to 7 years later. In addition, immediate supervisors are trainers, evaluators, advisors, and generally act as interpreters of the organization and job for subordinates.

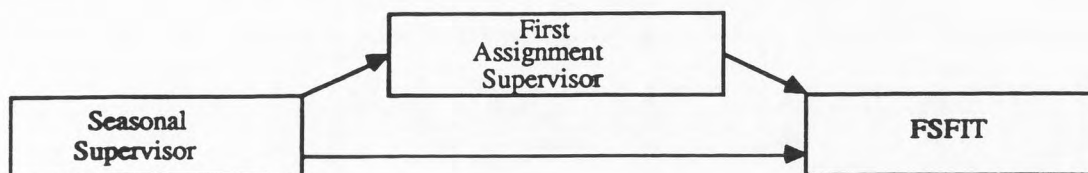
The Relationship Between Immediate Supervisors and Career Success

It has been shown that the influence of first permanent job immediate supervisors has a strong positive relationship with the FSFIT scores of men and especially women. Results also indicated that a somewhat weaker positive relationship exists between FS seasonal job supervisors and the FSFIT scores of YPROS. The nature of the relationship between these two types of immediate supervisors and the fitting-in processes of women and men will now be addressed.

Path Analysis is a multivariate statistical tool that provides a visual as well as quantitative representation of the relationship among a group of variables. Similar to regression analysis, results are in the form of path coefficients which indicate the strength of the causal influence independent variables like immediate supervisors on a dependent variable, FSFIT.

Path Analysis estimates what portion of the association between each of the independent variables in a model and the dependent variable is attributable to direct causal effects and what portion is attributable to effects mediated by another variable. In this study, it illustrates the influence each of the two types of supervisors had on FSFIT, individually and in combination. A positive influence from first job supervisors may be dependent on a positive (or negative) effect of seasonal supervisors.

HYPOTHESIS V: THAT MEN AND WOMEN EXPERIENCE SIGNIFICANTLY DIFFERENT CAUSAL INFLUENCES FROM IMMEDIATE SUPERVISORS was tested by comparing the following path model for men and women:



The main assumptions of Path Analysis are that variables in the model are causally related, and that causality is linear or additive. The job of a researcher is to make a sound argument for the inclusion of specific variables in the path model. The direction of the causal relationships between variables may be based on existing research, relevant theories, or time order (like seasonal job supervisors and fitting in as a new organizational recruit). The resulting path model is, itself, a statement of the hypotheses to be tested. The strength of the path coefficient is the test of the strength of the predicted causal relationships.¹

Results: The Influence of First Permanent Assignment

Immediate Supervisors on Women YPROS

The Path Analysis illustrates a much stronger influence of immediate supervisors' first permanent assignment on early careers of women than on men. Figures 5.1 and 5.2 show the direct and indirect

¹For an introduction to Path Analysis, see Blalock (1961), Duncan (1966), or Li (1975). Two excellent overviews of the technique can be found in Chapter 21 of Nie et al. (1975) and Chapter 8 of Bentler, Lettieri, and Austin (1976).

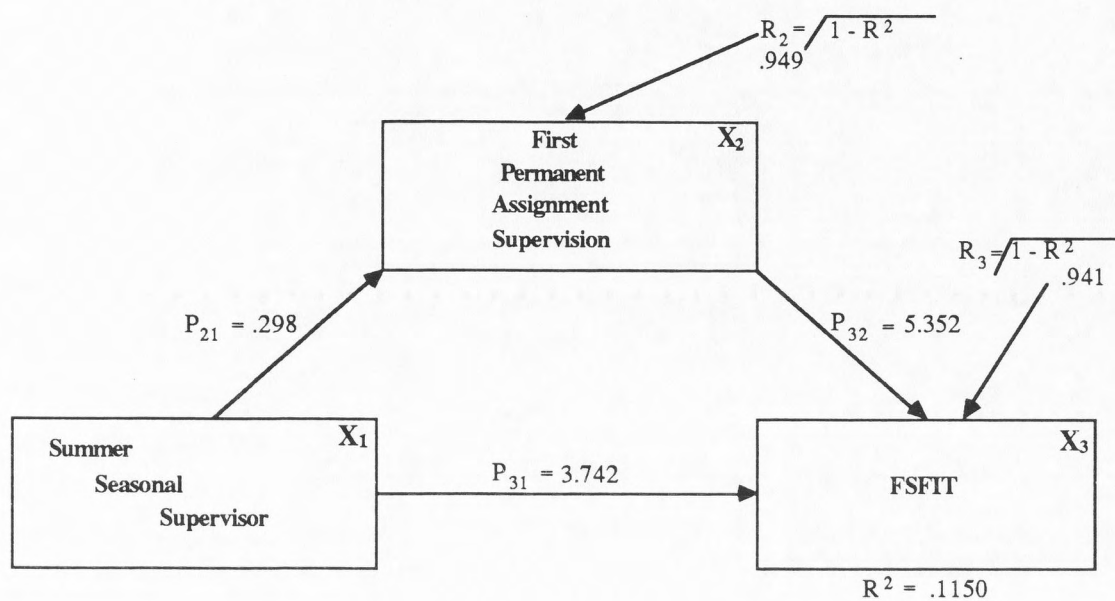


Figure 5.1. Path analysis: Men YPROS.

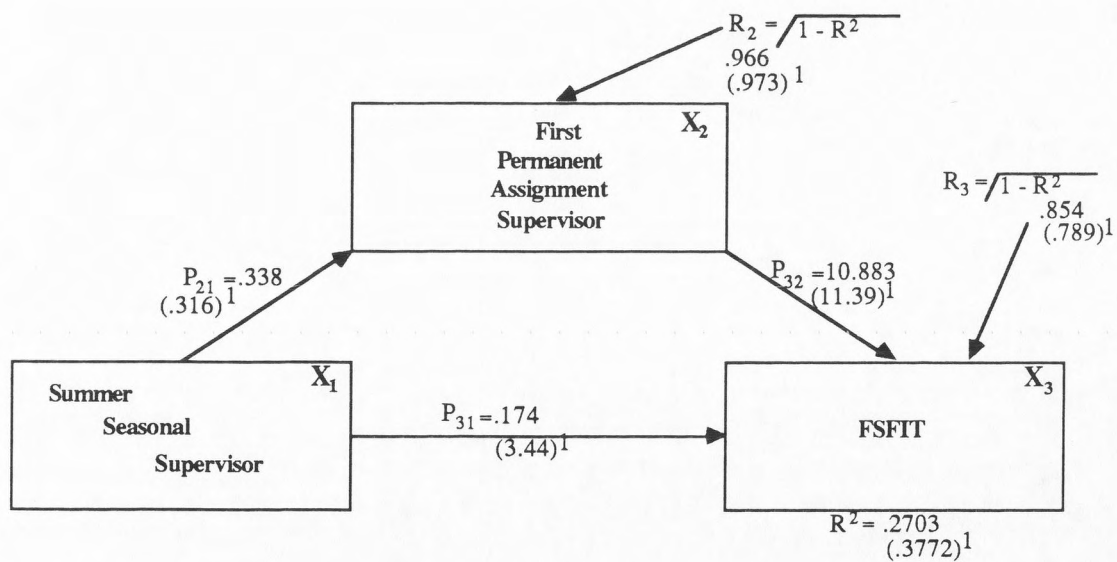
¹ Data with outlier removed

Figure 5.2. Path analysis: Women YPROS.

effects of that immediate supervisor on the FSFIT scores of men and women, respectively. Each line connecting the variables represents a hypothesized causal relationship and the path coefficients (P_{21} , P_{32} , P_{31}). Associated with each line are an estimate of the magnitude of the effect that one variable has on the variable to which it is pointing.

The path coefficients are expressed in unstandardized units. That is, a one unit change in an explanatory variable will cause a change in the variable it is pointing to equal to the magnitude of the path coefficient. For example, for men YPROS in Figure 5.1, the path coefficient $P_{21} = .298$ means that a one unit change in the effect of seasonal supervisors (X_1) will "cause" a relatively weak .298 unit change in the effect of the first permanent supervisor (X_2).

In other words, a change in the effect of seasonal supervisors from "very high effect" (+2) to "extremely high effect" (+3) with a difference of one unit will cause .298 of a unit change in the effect of the first permanent job supervisor on YPROS. The remaining coefficients in the path model, called residuals (R^1 , R^2 , R^3), are estimates of the effect of variables not included in the diagram. These residuals represent our ignorance concerning the influence of other critical variables (Bentler, Lettieri, and Austin 1976).

Returning to Table 5.1, note that the effect of both supervisors had a relatively weak positive causal influence on the FSFIT scores of men. The first permanent supervisor had a slightly greater direct influence ($P_{23} = 5.35$; a one unit change in the influence of

supervisors caused a 5.35-point change in FSFIT score) than the direct influence of the seasonal supervisor ($P_{31} = 3.74$).

Although there is no established rule for determining the point below which the influence of a path coefficient is negligible (Mazmanian and Nienaber 1979), the combined influence of both supervisors accounts for only 11.5% of the variance in men's FSFIT scores. The seasonal supervisor alone accounts for 6% of the variance in FSFIT. When the influence of first permanent supervisors is added to the model, the R^2 increases by another 6%. Neither of these supervisors seem to be very influential on the fitting-in process of men YPROS.

In contrast, Table 5.2 presents strong support for the hypothesis that immediate supervisors on first permanent assignments have a significantly stronger influence on the early careers of women. Notice the path coefficient (P_{31}) causally linking seasonal job supervisors directly with FSFIT is only .174, while a single unit change, positive or negative, in the effect of first permanent supervisors influences the FSFIT scores of women by almost 11 points ($P_{32} = 10.98$).

The differential impact of the first permanent supervisor is even more obvious when we examine the changes in R^2 . Seasonal supervisors account for 3% of the variance in women's FSFIT scores. When the influence of the first permanent supervisor is added, the R^2 increases by 24%; the influence of both supervisors accounting for almost 28% of the variance in FSFIT scores of women.

Most YPROS reported similar effects (both positive or both negative) from seasonal and permanent supervisors. The results become even more dramatic when one very atypical YPRO is removed from the analysis. Only one YPRO experienced drastically opposite effects from the two types of supervisors. She reported an "extremely high" (+3) effect from her seasonal supervisor but a "very negative" (-2) effect from her first permanent supervisor. Men had no such atypical respondent.

Since this YPROS' experiences differ so drastically from the rest, she was removed from the analysis to see what difference it would make in the results. As can be seen in Figure 5.2, the (bracketed) path coefficients do not change very much (P_{32} from 10.89 to 11.39 and P_{31} from 0.173 to 3.44). The total percentage of variance explained by the influence of the supervisors, however, jumps from 28% to almost 38%.

Further support for Hypothesis V that first permanent job supervisors have a stronger effect on women can be seen in the responses to Question 18F (Vol. I, Appendix D), which asked, "In general, what influence has your first immediate supervisor in the USFS had on your career?" Potential responses ranged from "extremely negative" to "extremely positive." Table 5.4 shows that the combined responses of women and men were significantly positively correlated (.001) level with FSFIT scores.

Further examination shows that strong correlation for all YPROS is mainly due to a strong positive correlation ($r^2 = .37$, significant at .002 level) of supervisor influence with the FSFIT scores of women.

Table 5.4. Pearson correlation of the influence of first FS permanent assignment immediate supervisor with FSFIT scores for men and women YPROS.

<u>Category</u>	<u>Pearson Correlation</u>	<u>Level of Significance</u>
All YPROS (N = 120)	.3118	.001
Women (N = 62)	.3734	.002
Men (N = 58)	.1539	.143

Not so for men whose FSFIT scores had a much weaker correlation ($r^2 = .15$, significant only at .14 level) with the influence of first immediate supervisors.

To summarize, men are less influenced by their immediate supervisors. Those supervisors aren't the critical factors affecting FSFIT scores of most men YPROS. The residual coefficient of $R^3 = .941$ show that men travel a different path in their efforts to fit into the FS. Women are also affected by other variables but immediate supervisors seem to play more of a critical role in their early careers.

Why do immediate supervisors on first permanent assignments have such a strong influence on women but not on men? The work of Chodorow (1978), Sassen (1980), and Gilligan (1982) provides some insights on why differential influences men and women YPROS were found.

Chodorow (1978) points out that childhood mother/daughter interaction focuses on developing and sustaining relationships. Value is placed on young girls learning how to be sensitive to the needs of others. As she matures, a women carries a built-in empathy for others and a more flexible ego boundary. This ego boundary is more easily crossed than the ego boundaries of most men who, as young boys, are taught to strive for independence and individuation. Separation from mother is seen as a necessary part of healthy growth for boys, while maintaining relationships is the primary goal of girls (Sassen 1980 and Gilligan 1982). As a result of this early socialization and learning process, women may be more sensitive to interpersonal interaction with immediate supervisors.

An interesting result of this study, in that women were strongly influenced by their immediate supervisors, is that men were not. Much of the research underscoring the importance of the first supervisor in the careers of subordinates has been previously cited. The difference between men and women in the level of presocialization to the FS could be a partial explanation of the observed differential influence of immediate supervisors.

Remember that 63% of men said that during college the FS was an important consideration as a place of employment, compared with only 36% of women YPROS.² Additionally, 80% of the men had held seasonal jobs with the FS, while 55% of the women had such exposure to the agency.³

Even though the influence of seasonal jobs on FSFIT was found to be negligible, other kinds of presocialization learning experiences surely go on during seasonal employment. Maybe the men studied were so precommitted to becoming accepted, contributing members that they joined the agency "immune" to the typical influence of first immediate supervisors. Women, on the other hand, with little presocialization to the agency arrive a bit less sure of what they and the FS have to offer each other. As a result they may be more receptive to the influence of the first supervisor.

No matter what the reasons are for the different levels of influence that first permanent assignment supervisors seem to have on women and men, the USFS, immediate supervisors of YPROS, and YPROS

²See Chapter IV, Table 4.1.

³See Table 5.1.

themselves should examine ways to improve the potential for positive interaction between these supervisors and young recruits.

The next chapter of this report focuses on some of the potential ways to improve that relationship as well as the general process of new recruits fitting in and becoming contributing members of the FS organization.

CHAPTER VI

SUMMARY AND RECOMMENDATIONS

This final chapter highlights and integrates the important similarities and differences found in the early careers of women and men resource professionals in Regions 4 and 6 of the USDA-FS. The management implications of these findings are also presented, along with some recommendations on how the agency and young professionals themselves could enhance the integration of new recruits into the agency.

Previous chapters showed both men and women YPROS generally fitting into the FS, with some interesting differences in the ways each perceive or define managing people and service as career goals. The primary career goal both men and women seek (Service-to-Cause) is the same general goal that has motivated FS resource management professionals for decades (Hall, Schneider, and Nygren 1970).

Although women YPROS were slightly less satisfied than men with the opportunity to pursue this Service-to-Cause orientation, most R4 and R6 recruits are finding a satisfactory opportunity to direct their early careers toward natural resource causes in which they believe.

Seasonal employment with the FS was much less important to the early career integration of YPROS than anticipated. The influence of immediate supervisors encountered by YPROS during their FS seasonal jobs was a slightly better predictor of the ability of men, and especially women, to fit into the agency as permanent employees. It was evident, though, that immediate supervisors on YPROS' first

permanent FS assignment had an important influence on the early careers of women; significantly more than the influence these supervisors had on the careers of YPRO men.

The main implication of these findings is that men and women YPROS' early career development is not greatly different, and they don't seem to require radically different treatment by the agency. The subtle and important differences found in perceptions and career paths of women and men do suggest that the agency and individuals pay more attention to understanding career goals and enhancing the influence of immediate supervisors on YPROS' early career satisfaction and commitment to the FS. Special consideration might also be given to the immediate supervisor and the women professional recruits they supervise. The report now examines these findings, implications, and recommendations in more detail.

The Process of Men and Women Fitting Into the FS Organization

In Chapter IV, women and men were found to be experiencing similar levels of early career success. In general, YPROS said the agency was providing the opportunities to pursue career orientations important to them like Service-to-Cause, Creativity, and Variety. Over 80% of both sexes recorded positive summary FSFIT scores over all nine orientations--an indication of a relatively good fit between individual career orientations and the FS as a place to pursue those orientations.

Men and women were found to possess slightly different definitions of individual career orientations. Women YPROS differentiated in two components of service: (a) service to an important cause and (b) service to people. Men tended to see these two components as blending together into a more general, undifferentiated service orientation. Women also defined achieving competence as a manager more as a function of "people management" skills. Men tended to focus on managing events and systems, with people being just a part of the process.

These subtle differences in perceptions may be quite important to the ways in which the FS careers of women and men develop--or don't develop. Different definitions of concepts like service and managerial competence suggest different ways women and men operationalize these career orientations. Some YPROS may be more successful if their individual definitions of appropriate management skills, for example, matches the accepted organizational definition of how to become a good manager.

A woman Timber Resource Assistant may conceive her management task as promoting harmony, satisfaction, and cooperation in her staff. If she succeeds well in this, at the expense of being 10% over budget and 5% under timber sale targets, she may wonder why a male colleague is promoted in an adjacent Ranger District while achieving his targets with less emphasis on morale in his unit.

It was argued at the beginning of this report that an increased awareness of individual career orientations would assist the integration of new professional recruits into the FS organization.

The following two recommendations address how the FS can increase this awareness.

Recommendation 1: Assist Professional
Recruits in Discovering and
Articulating Career Goals

Providing YPROS with the chance to better understand their own career goals will increase the productivity of individuals as well as the agency. Understanding more about one's own skills, motivations, and goals improves the ability to make critical career decisions (i.e., "Do I want a staff vs. line or specialist vs. generalist career ladder?").

In the same manner, an organization that knows something about the short- and long-term motivations of its work force can use that knowledge to better match individuals and assignments--increasing individual job satisfaction as well as productivity. A young forester's orientation toward achieving competency as a manager, identified and cultivated early in her career, will likely pay dividends in an effective and satisfied line manager a few years later.

It is recommended that the FS integrate some formal type of "career goal identification" process into the early training programs of YPROS. Professional orientation training sessions would be a likely choice. This process is underway in Region 6, where a recently initiated career training session examines several stages of professional and technician careers. The technique used in this study, a modified version of Schein and DeLong's Career Orientation Survey, is one of a number available to assist individuals in

identifying career goals (cf., Bray and Grant 1966, Van Maanen and Schein 1975, and Hanson 1982).

Career goal counseling of this type is not a one-time affair. It requires a constant two-way dialogue between the individual and her/his work environment.

Recommendation 2: Educate Immediate Supervisors to the Importance of Career Counseling

Immediate supervisors who provide honest and constructive feedback can be career "sounding boards" for the employees they supervise. They help new recruits test and evaluate what combination of skills, motivations, and behaviors work best for themselves and the organization. Through this continuing interactive process, career goals are slowly refined. Many FS work supervisors already perform this function quite well, helping subordinates identify important criteria for personal and organizational success. Other work supervisors may be unaware of this process.

The FS should educate individuals presently, or likely to be, filling supervisory roles to the importance of establishing a career dialogue with their subordinates, especially in terms of helping new recruits define and articulate important career goals.

Immediate Supervisors and Fitting In

The biggest difference between the early careers of women and men YPROS was the significantly stronger influence of immediate supervisors encountered by women on their first permanent assignment. The lack of influence of these supervisors on men was as much a

surprise as the disproportionate influence on women. Interaction with these immediate supervisors accounted for 25% of the variance in women's FSFIT scores and only 6% of the variance in men's FSFIT score.

The following recommendation is aimed at alerting YPROS and supervisors to the critical nature of the relationship between supervisors and professional recruits on their first permanent assignment. The last set of recommendations focuses on ways the agency, supervisors, and YPROS can enhance that relationship.

Recommendation 3: Alert Immediate Supervisors and YPROS to the Critical Relationship They Have With Each Other

This is not the first study to confirm a functional relationship between immediate supervisors and the careers of their subordinates. Much past research evidence was presented showing supervisors can and do affect the short- and long-run productivity and job satisfaction of those they supervise (see Chapter V). Anyone who is or will supervise young professionals should be alerted to the potential impact they can have on the careers of professional recruits. Supervisors' awareness of the potential impact they have on subordinates should also be supplemented by an organizational system that rewards supervisors who possess attitudes and behaviors that motivate and guide subordinates. This recommendation is discussed more specifically later in this chapter.

Young professionals, especially women, should also be made aware of the potential and actual influence of immediate supervisors in

facilitating or blocking their efforts to fit in and become contributing members of the agency.

Recommendation 4: Help YPROS Develop Attitudes and Skills to Maximize Their Relationship With Immediate Supervisors

It takes appropriate attitudes and skills on the part of both supervisors and YPROS if either is to benefit from the relationship. Empathy for the complexity of the supervisory role and an appreciation of immediate supervisors' accumulated experience are two key attitudes YPRO recruits should bring to the relationship, along with active listening skills and the ability to communicate realistic appraisals of life goals. Even when the styles of supervisors and subordinates clash, there may be something to be learned by an alert recruit concerning what is and is not appropriate. Certainly the list of valuable subordinate skills and attitudes could be extended.

Again, there exists many good career development studies which describe how subordinates can maximize the benefits from their relationship with immediate supervisors (e.g., Van Maanen and Schein 1975, Hall 1976, and Schein 1978). The critical element in this recommendation is not so much the specific attitudes and skills YPROS should recognize, but when this awareness training should take place in their career.

Results indicate YPROS need accurate expectations, attitudes, and skills to succeed on their first permanent assignment. How will the FS intercept and train new recruits before they arrive on that first assignment? Universities and seasonal (or coop-trainee) employments offer two partial solutions to the predicament.

Universities and colleges should assume some of the responsibility and attempt to make students more aware of the importance of their relationship with supervisors during the first few years of organizational life; that is, offer appropriate career survival attitudes and skills in coursework, role models, and experiences.

Unfortunately, university coursework has traditionally ignored career development in large, complex organizations. Instead, professional preparation focused on more formal silvicultural, range, and wildlife technical skills. University training should include lectures, role models, and case studies of professional and organizational career development, followed by the chance to test appropriate subordinate skills and attitudes during temporary seasonal employment with public and private organizations.

Although seasonal employment seemed to have little or no effect on YPROS' early careers, these jobs still provide the opportunity for individuals and the agency to learn about each other. If students were more aware of the functional relationship between interactions with supervisors and a satisfying productive career, the brief exposure to the workings of this relationship during seasonal employment might result in a more knowledgeable group of professional recruits--better equipped to fit in as contributing members of the agency on their first permanent assignments.

Recommendation 5: Help Immediate Supervisors Develop Attitudes and Skills to Facilitate a Positive Relationship With YPRO Recruits

One of the most valuable resources of the FS or any organization are immediate supervisors who challenge, guide, and nurture the people in their charge. As one YPRO recalled her work supervisor:

He had confidence in my ability. He was not afraid to give me responsibility, and his energy, ambition, and enthusiasm rubbed off on me. He was patient and a good teacher. He's an example of a person who will be a career FS employee.

YPROS also described how immediate supervisors on their first permanent assignment (Question 18F, Vol. I) and FS seasonal jobs (Question 64, Vol. I) had influenced their careers. Using content analysis (Babbie 1979), open-ended responses coded into a number of categories that addressed both the outcomes of their relationship and the characteristics (attitudes or skills) of these supervisors.

Two characteristics were most commonly cited by YPROS. There were 33% of the women and 17% of the men who had positive summary FSFIT scores said their first permanent assignment supervisor had a "positive leadership style." These responses are quite similar to the coaching or guiding leadership style that has characterized effective supervisors in previous studies of the FS (Comrey et al. 1952).

Two women YPROS articulated this leadership style, one saying:

(My) supervisor does very little supervising--and lets me do my thing my way, which I think is great. He's also a very hard worker and will help when I ask.

Another said:

My supervisor helps build my confidence by assigning jobs and allowing me to do them my own way with no interference. The element of trust is a big confidence builder.

Influential supervisors on first assignments also displayed concern for YPROS' careers. "Helping to advance my career" was cited by 14% of the positive FSFIT women and 31% of the positive FSFIT men. This same positive leadership style and concern for careers were also cited most often by all YPROS commenting on the most important impacts of FS seasonal job supervisors.

At the other end of the spectrum, 31% of the women YPROS with negative FSFIT scores reported the immediate supervisors on their first permanent assignments "lacked characteristics I admire." Men with negative FSFIT scores had less to say about the negative influence of these supervisors. Only one man (6%) cited a lack of admired characteristics as a component of the supervisor-subordinate relationship. The lack of information from men YPROS is understandable given the lack of influence supervisors had on their early careers.

The FS is well aware of the potential influence of immediate supervisors on the productivity, morale, and commitment of those they supervise. Training programs on how to be an effective supervisor are already in place. It is recommended that the FS take a close look at the specific attitudes and skills these training programs address, especially the ability of these programs to deal with the less tangible but critically important career guidance skills. The agency should also reaffirm the short- and long-term importance of the supervisor-subordinate relationship during those training programs.

Recommendation 6: Supervisor Job
Descriptions Should Include
Responsibilities to Guide
and Direct New Professional
Recruits' Early Careers

Successful organizations like the FS recognize the importance of supervisors who are able to nurture and guide the careers of new recruits. However, sometimes these skills are not explicitly acknowledged as part of the supervisory role, and rarely is there an accountability system that rewards good supervisors and sanctions poor ones.

By making career guidance skills a written part of supervisory job duties and responsibilities, the agency can provide a visible means by which these skills are recognized and rewarded. Those supervisors who are equipped with and have been practicing such skills will be reinforced for their efforts, while others not so equipped will be encouraged to acquire and practice these skills.

It is recommended that the FS clearly specify career guidance skills and responsibilities as a part of written job description for every supervisory position, especially those likely to be supervising young professionals on their first permanent assignment. The agency should also reinforce the acquisition and use of such skills by rewarding supervisors who help new professional recruits make a smooth integration into the agency as contributing, committed members.

REFERENCES

- Albertson, M. 1984. The federal women's program. *Woman in For.* 6(1):19.
- Babbie, E. 1979. *The practice of social research.* Wadsworth Pub. Co., Belmont, CA. 212pp.
- Becker, H., and J. Carper. 1956. The elements of identification with an organization. *Amer. Soc. Rev.* 21:341-47.
- Bentler, P., D. Littieri, and G. Austin (eds.). 1976. *Data analysis strategies and designs for substance abuse.* U.S. Dept. of Health, Education, and Welfare, Washington, DC. 112pp.
- Berlew, D., and D. Hall. 1966. The socialization of managers: effects and expectations on performance. *Adm. Sci. Quart.* 11:207-23.
- Blalock, H. 1961. *Causal inferences in nonexperimental research.* Univ. North Carolina Press, Chapel Hill. 240pp.
- _____. 1972. *Social statistics.* McGraw-Hill, New York. 318pp.
- Bolles, R. 1982. Career success requires we know more...about ourselves. *Training and Dev. J.* (January):32-3.
- Bray, D., and D. Grant. 1966. The assessment center in the measurement of potential business management. *Psyc. Monographs.* 80:42-46.
- _____, R. Campbell, and D. Grant. 1974. *Formative years in business.* John Wiley, New York. 240pp.
- Bullis, C. 1983. A 1983 study of the Forest Service. (Unpublished Paper) Communications Dept., Lewis and Clark College, Portland, OR.
- Campbell, R. 1968. Career development: the young business manager. *In* Hackman, J. (Chmn.) *Longitudinal approaches to career development.* Symposium of Amer. Psyc. Assoc. Convention, San Francisco.
- Cherns, A. 1976. The principles of sociotechnical design. *Human Relations.* 28(8):783-92.
- Chodorow, N. 1974. Family structure and feminine personality. *In* M. Rosaldo and L. Lamphere (eds.), *Woman, culture and society.* Stanford Univ. Press, Stanford, CA. 186pp.

- _____. 1978. The reproduction of mothering. Univ. Calif. Press, Berkeley. 248pp.
- Comrey, A., J. Pfiffner, and H. Beem. 1952. Factors influencing organizational effectiveness: a survey of supervisors and workers. *Personnel Psychology*. 7:525-31.
- Dalton, G., P. Thompson, and R. Price. 1977. The four stages of professional careers. *Organ. Dynamics*. 6(1):19-42.
- Dana, S., and S. Fairfax. 1980. Forest and range policy. McGraw-Hill, New York. 312pp.
- DeLong, T. 1981. A two-dimensional model of career development. In R. Katz (ed.), *New directions in human resources management*. M.I.T. Press, Cambridge, MA. 283pp.
- _____. 1983. Career orientations of rural educators. *The Rural Educator*. (Winter):12-16.
- Duncan, O. 1966. Path analysis: sociological examples. *Amer. J. Soc.* 72:1-16.
- Enarson, E. 1984. Women and men at work: sexual integration on the Lolo National Forest. Dept. Sociology, Univ. Montana, Missoula. 96pp.
- Eriksen, E. 1950. *Childhood and society*. W. W. Norton, New York.
- Etzioni, A. 1964. *Modern organizations*. Prentice-Hall, Englewood Cliffs, NJ. 198pp.
- Freud, S. 1961. The standard edition of the complete psychological works of Sigmund Freud. (Trans. and ed. J. Stachey.) The Hogart Press, London. 386pp.
- Gilligan, C. 1979. Women's place in man's life cycle. *Harvard Ed. Rev.* 49(4):431-45.
- _____. 1982. *In a different voice: psychological theory and women's development*. Harvard Univ. Press, Cambridge, MA. 326pp.
- Gold, K. 1981. *Successful agencies*. Office of Personnel Mgmt., Productivity Resource Center, Washington, DC. 189pp.
- Gulick, L. H. 1951. *American forest policy*. Duell, Sloan, and Pearce, New York. 245pp.
- Hall, D. 1976. *Careers in organizations*. Goodyear Publishing Co., Santa Monica, CA. 312pp.

- _____ and E. Lawler. 1969. Unused potential in research and development organization. *Res. Mgmt.* 12:339-54.
- _____, B. Schneider, and H. Nygren. 1970. Personal factors in organizational identification. *Admin. Sci. Quart.* 15(2):176-90.
- Hanson, M. 1982. Career/life planning workshops as career services in organizations--are they working? *Training and Dev. J.* (February):58-63.
- Hennig, M., and L. Jardim. 1977. *The managerial woman.* Anchor Press, New York. 286pp.
- Holland, J. L. 1973. *Making vocational choices: a theory of careers.* Prentice-Hall, Englewood Cliffs, NJ. 196pp.
- Horner, M. 1968. Sex differences in achievement motivation and performance in competitive and noncompetitive situations. Ph.D. Diss., Univ. Michigan, Ann Arbor. (Univ. Microfilms # 6912135).
- _____. 1972. Toward an understanding of achievement-related conflicts in women. *J. Social Issues.* 28:157-75.
- Hughes, E. C. 1958. *Men and their works.* Free Press, Glencoe, IL. 218pp.
- Kaufman, H. 1960. *The forest ranger.* Johns Hopkin Press, Baltimore, MD. 165pp.
- Kennedy, J., and J. Mincolla. 1980. A study of career development process of forty-nine USFS recreation managers. (Unpublished Paper) Forest Resources Dept., Utah State University, Logan. 42pp.
- _____. and J. Mincolla. 1982. Career evolution of young U.S. Forest Service professionals. (Career Development Project Report 1), College of Natural Resources, Utah State University, Logan. 112pp.
- Korman, A. 1968. Task success, task popularity, and self-esteem. *J. Appl. Psyc.* 52:484-90.
- Leman, C. 1981. The forest ranger revisited: administrative behavior in the U.S. Forest Service in the 1980s. Paper for 1981 Annual Meeting of the American Political Science Association, New York. 77pp.
- Levinson, D. 1978. *The seasons of a man's life.* Alfred Knopf, New York. 246pp.
- Lewicki, R. 1981. Organizational seduction: building commitment to organizations. *Org. Dynamics.* (Autumn):5-21.

- Li, C. 1975. Path analysis--a primer. Boxwood Press, Pacific Grove, CA. 146pp.
- Locke, E. 1968. Toward a theory of task motivation and incentives. *Org. Beh. and Human Perf.* 3:157-89.
- March, J., and H. Simon. 1958. *Organizations*. John Wiley, New York. 258pp.
- Mazmanian, D., and J. Nienaber. 1979. *Can organizations change?* The Brookings Institution. Washington, DC. 286pp.
- McGregor, H. 1967. *The professional manager*. McGraw-Hill, New York. 318pp.
- Mohai, P. 1984. Personal communication. Utah State University, Logan.
- Nie, C., C. Hull, J. Jenkins, K. Steinbrenner, and D. Bent. 1975. *Statistical package for the social sciences*. McGraw-Hill, New York. 386pp.
- Pelz, D., and F. Andrews. 1966. *Scientists in organizations*. John Wiley, New York. 196pp.
- Prince, J. 1979. An investigation of career concepts and career anchors. Paper for Western Academy of Management meeting. Denver, CO. 32pp.
- Radin, B. 1978. *Leadership training for women in the public service*. Washington Public Affairs Center, Univ. Southern Calif., Los Angeles. 42pp.
- Roth, J. 1963. *Timetables: structuring the passage of time in hospital treatment and other careers*. Bobbs-Merrill, Indianapolis, IN. 242pp.
- Sassen, G. 1980. Success anxiety in women: a constructionist interpretation of its sources and its significance. *Harvard Educ. Rev.* 50(1):13-25.
- Schein, E. 1964. How to break in the college graduate. *Harvard Bus. Rev.* 42:68-76.
- _____. 1967. Attitude change during management education: a study of organizational influence on student attitudes. *Admin. Sci. Quart.* 11:601-28.
- _____. 1975. How career anchors hold executives to their career paths. *Personnel.* 52(3):11-24.

- _____. 1978. Career dynamics: matching individual and organizational needs. Addison-Wesley, Reading, MA. 312pp.
- Simon, H. 1957. Administrative behavior. 2nd ed. MacMillan, New York. 336pp.
- Smith, M. 1968. Competence and socialization. In J. Clausen (ed.) Socialization and society. Little, Brown, and Co., Boston. 246pp.
- Super, D. 1957. The psychology of careers. Harper and Row, New York. 387pp.
- Tolman, E. 1943. Identification in the post-war world. J. Abnormal and Soc. Psyc. 38:144-48.
- U. S. Department of Agriculture--Forest Service. 1967. Careers in forestry. (Misc. Pub. No. 249). Washington, DC. 8pp.
- Vaillant, G. 1977. Adaptation to life. Little, Brown and Co., Boston. 382pp.
- Van Maanen, J. 1977. Experiencing organizations. In J. Van Maanen (ed.). Organizational careers: some new directions. John Wiley, New York. 328pp.
- _____. and E. Schein. 1975. Improving the quality of work life: career development. U.S. Dept. Commerce, Nat. Tech. Info. Service (PB-25). Washington, DC. 112pp.
- Weaver, C. 1978. Sex differences in the determinants of job satisfaction. Acad. Manage. J. (February):265-74.
- Young, R., and G. Fechner. 1969. Administrative problems in forestry. J. For. 67:100-03.

APPENDIXES

Appendix A

Conceptual Foundation

This appendix is provided for readers interested in a more thorough discussion of the USDA-FS organization and the conceptual foundation used in understanding the career development of its land management professionals. First, a review of recent history shows how the FS has responded to changes in its external environment by diversifying its professional work force. How organizational careers unfold and the importance of a good match between individual and organizational goals is then discussed. The background and evolution of the "career anchor" concept, one way to describe individual career goals, is the focus of the third part of this appendix. The final section traces the development and potential modification of a research instrument used to access individual career goals; especially in terms of increasing the instrument's sensitivity to the perceptions of both women and men.

The FS and Its Changing Professional Work Force

The FS was established in 1907 with a clear mandate: To manage the nation's forest resources. Gifford Pinchot, who was educated and socialized in European forestry schools, began staffing the agency with zealous young forestry professionals, similar to that of European traditions. Most of these recruits were from his alma mater, Yale, and all of them were men.

As professional foresters dominated the organization, the goals of the forestry profession matched the goals of the young agency. The

all-male Yale FS flourished as recruits quickly became contributing members, already socialized to the goals of the organization. The transition from college to the agency was devoid of the conflict which often plagues young professionals and organizations with less than perfect goal overlap.

When Kaufman studied the agency in 1960, he found a strong unity of purpose among its members. He concluded that the smooth integration of individual and organizational goals was partly a function of the agency selecting forestry graduates predisposed toward the same goals as the organization. This same predisposition of agency foresters was confirmed a decade later in three separate studies (Young and Fechner 1969; Hall, Schneider, and Nygren 1970).

Throughout the first half century, early socialization efforts of the agency went smoothly. Immediate supervisors welcomed young foresters who were eager to make a long-term contractual agreement with the agency. A cohesive family of male foresters pursuing the same clearly defined goals led to success and productivity for both the individual and the agency.

Things have changed both outside and inside the FS since 1960. Increased demands from a broadened clientele and new laws mandated the agency to change its long-standing philosophy that a professional forestry education adequately prepares foresters to manage any and all resources. This philosophy had been supplemented by an accountability system of direct controls (inspections, field manual, etc.) and the strong overlap of individual and organizational goals.

As the FS began to hire specialists in other disciplines, it recognized that the old system of direct controls was no longer appropriate. Leman (1981) points out the difficulty of capturing or influencing specialists with a system of directives and controls. The agency relinquished its direct control and switched to an appeal for professional and individual accountability; placing more trust in the individual's decisions and relying even more on a strong overlap of individual and organizational goals.

The varied cultural and educational backgrounds of the post-1960 professional work force suggests that today's FS recruits may arrive with a more diverse set of perceptions and goals than in the past. If such diversity exists, the first few years of a new recruit's organizational life becomes even more critical for both the agency and the individual.

At a more basic level, recent research into the psychological differences between the sexes indicates that new women recruits may bring to the agency different career needs and perceptions than their male peers. The study now examines the early stages of the organizational career and how individual career goals develop.

Early Organizational Career Stages and the Psychological Contract

The early organizational career can be divided into stages. Schein's (1978) model contains three stages:

The first stage is entry. This includes college training, recruitment, seasonal or temporary jobs, and beginning a relationship with an organization by accepting a full-time position. The major

task of this stage for both the individual and the organization is to obtain reliable information about each other; during which college students develop an awareness of their own talents, values, and needs. Temporary jobs allow testing and further refinement of these characteristics within an organizational environment. Accepting a full-time job represents a tentative decision that the organization offers the individual the best opportunity to exercise her/his talents and values, and fulfill needs. Throughout the entry stage, the organization has the opportunity to find out whether recruits possess the right mix of talents, attitudes, and goals to become contributing members.

Schein's second stage of the organizational career, socialization, is probably the most critical to individual success and organizational productivity. While the new recruit attempts to learn the ropes and how to make it (Van Maanen 1977; Van Maanen and Schein 1975), the organization attempts to socialize the individual to its major norms, values, and goals. This is a period of mutual testing of the compatibility between the needs and goals of the individual and those of the organization.

A good fit between the individual and organization culminates in a third stage, mutual acceptance. The new recruit becomes a full member of the organization. This acceptance by the organization is symbolized by certain initiation rites, more challenging job assignments, or a sharing of organizational secrets. Events symbolizing the individual's acceptance of the organization include a high level of motivation and commitment to the organization.

It should be noted that while the new recruit is granted membership status in the organization, she or he has not yet achieved tenure or permanent membership. Mutual acceptance indicates that enough of a match between individual and organizational goals has been established during the early career interaction to justify continuing the relationship. In fact, the early organizational careers can be viewed as a negotiation period, establishing the framework for what Schein (1978) calls the "psychological contract." This matches what the new recruit and the organization have to offer and expect to receive from each other.

Although the details of the contract continue to be worked out and renegotiated throughout the career, successful early negotiations pave the way for the new recruit to fit in and become a contributing member soon after arrival. During the transition from educational to occupational institution, immediate supervisors are the primary negotiators of this contract.

New recruits arrive on their first full-time assignment with a set of perceptions, talents, attitudes, and goals built from previous educational and other socialization experiences. Immediate supervisors are faced with the task of integrating new recruit's individual goals with the requirements, norms, and goals of the organization. Sometimes these goals differ dramatically, and recruits leave to seek an organization which promises a better fit. Other recruits arrive strongly committed to the same goals as the organization.

A common background in culture, education, or interest can all contribute to this goal congruency. Immediate supervisors have a relatively easy time negotiating the psychological contract, having only to reinforce the goals previously internalized by these recruits. This condition characterized the early development of the FS and the young male foresters who joined the agency.

More commonly, new recruits possess individual goals that partially overlap with those of the organization. The influence of the first supervisor often determines whether these new recruits will be successfully socialized into the organization and become contributing members. The diverse cultural and educational backgrounds of the post-1960 professional work force suggests the FS needs to pay more attention to the perceptions, needs, and goals these new recruits bring to the bargaining table and how immediate supervisors are handling the early negotiations of the psychological contract.

Career Anchors and Orientations

Career development processes begin in childhood and continue throughout life as people develop abilities and needs and they encounter experiences that satisfy those needs (Van Maanen and Schein 1975). A particularly important development stage for young professionals is the transition from college to an organizational work environment. During this stage, the individual's self-perceived abilities and needs are shaped into a clearer set of career goals. These goals act as a set of forces that influence both short- and long-term career decisions and direction.

People enter college with a general set of values and needs acquired mostly through interaction with family and peers. University training clarifies these characteristics somewhat and adds a set of abilities based upon some professional discipline like forestry or landscape architecture. It remains for early organizational work experiences to test and shape these general characteristics into a set of well-defined career goals.

Schein (1978) has demonstrated that during the first few years new employees undergo learning experiences which slowly define for the individual and the organization the new recruit's potential to become a contributing member. More importantly, these experiences also reinforce a specific set of the self-perceived skills, needs, and values the new recruit brings from college. Successes and failures in a work setting help the new recruit define strengths and weaknesses. Skills that produce success are retained while others become submerged or discarded altogether.

Critical needs emerge from the opportunity for self-tests and self-diagnosis. Interaction between the new recruit and the organization also delineates a set of appropriate values. These emergent skills, needs, and values form the basis of what Schein calls "career anchors," internal forces that influence the career direction of the individual.

Schein used the metaphor "anchor" because he theorized these forces act to keep individuals from making decisions that would pull them away or off course from career goals. These anchors can be viewed as operationalized career goals, and they are used in that

context throughout the report. What differentiates the anchor theory from more conventional analysis of occupational choice is its dependency on actual work experience to help the individual define career goals.

Schein developed the career anchor concept and substantiated the existence of the following five anchors from a longitudinal study of 44 male graduates of the Sloan School of Management at M.I.T. (Massachusetts Institute of Technology).

Technical/Functional Competence Anchor. Individuals found on this anchor are excited by the use of their technical skills. Their goals include attaining a high level of competence within a specific field like silviculture, computer programming, or fisheries biology. Technically, anchored individuals are not normally interested in general line management positions and tend to leave organizations when faced with the prospect of promotions out of their specific area of expertise.

Managerial Competence Anchor. Combining problem solving and people management skills under high stress conditions characterize individuals anchored here. Actively seeking line management positions like district ranger or forest supervisor, these individuals want the chance to simultaneously exercise their analytical, interpersonal, and emotional competencies. The combination of these competencies, and not the individual skills themselves, define this managerial anchor.

Security Anchor. People anchored here value a stable and predictable future. They are willing to do whatever is necessary to insure that goal. These individuals are highly dependent on the

organization and tend to accept organizational definitions of their careers and roles. Two types of security-anchored individuals, one focused on job security and another on geographical security, emerged from Schein's original study. These two types have subsequently been shown to be distinct anchors by DeLong (1981).

Creativity Anchor. Individuals focused here are driven by the desire to produce something of their very own. Self-expression is a primary goal. The entrepreneur, one who organizes, operates, and assumes the risks for business ventures, fits into this category. Creativity-anchored individuals may find it difficult to satisfy their needs within an organization that stresses teamwork.

Autonomy/Independence Anchor. The primary goal of the individuals anchored here is to operate free from organizational constraints. Given undue constraints, these individuals may leave in search of conditions that permit them to define their own pace and work habits. Van Maanen (1977) later tested the applicability of the anchor concept to other occupations. He effectively described police careers using the framework Schein developed.

The career anchor concept was further refined and explained by DeLong (1981). Studying male graduates of the School of Industrial Administration at Purdue University, he demonstrated two separate security anchors (Security I: Tenure and Security II: Geographical) and confirmed three additional career drives previously suggested by Schein (1978):

Identity Anchor. Individuals who are identity oriented are driven by the status and prestige attached to their affiliation with a

particular organization or job title. This orientation is similar to the Security Anchor described above but implies a deeper felt need (Van Maanen and Schein 1975).

Service Anchor. The goal of individuals anchored here is to use their interpersonal skills to help other people. They want to effect a change in others. The difference between Service and Managerial Competence is that the former defines interpersonal competence as ends in themselves while the latter uses these skills as means to an end. Schein (1978) hypothesizes more women would be focused on the Service Anchor because of their early family socialization to be more affiliative. One of the goals of this study is to address that issue.

Variety Anchor. Involvement in a number of different projects or job activities is the major goal of variety oriented individuals. They value flexibility and fear boredom. These individuals seek to use their talents over a broad spectrum of activities.

DeLong and Schein developed a self-report survey instrument to measure and analyze career anchors. Schein's original work, however, included interview data on self-perceived talents and abilities. Since the questionnaire instrument did not collect this type of data, DeLong (1981) reported the instrument was a reliable measure of career values or orientations, but not career anchors as defined by Schein.

The resulting questionnaire, called the Career Orientation Survey, was made up of three to five agree-disagree type statements to measure each orientation. Some of the statements assessed the importance of specific conditions to the individual (i.e. "To build my

career around some specific functional or technical area of expertise is ...").

Response potentials on a Likert scale ranged from "No importance" to "Centrally important." Other statements measured how true the conditions described were for respondents (i.e., "I will accept a management position only if it is in my area of expertise"). Potential response categories ranged from "Not at all true" to "Completely true." The survey instrument was modified by changing the wording of some of the statements to make it more applicable to natural resource professionals and the FS organization.

Assessing the Validity of the Career Orientation Survey

Concepts like security and variety are complex and multidimensional. Researchers measure such concepts by combining several empirical indicators of the concept into a single measure (Babbie 1979). Each question or item included in such composite scales provides a partial measure of the concept. The use of such composite scales in survey research is valid only if all the items in the scale measure or address one and the same underlying concept.

A test of this multidimensionality includes a test of the relationship among the items. For example, if four statements are proposed to measure political liberalism/conservatism, then those respondents who appear liberal on one statement should also appear liberal on the other three statements. This is not to suggest that validation requires a perfect relationship among the items, but only a strong tendency for cohesion. As Babbie (1979) points out the very

potential for response variation over single measures requires the use of composite scales when addressing complex concepts.

Sometimes composite scales appear to be valid for certain groups or subsets of respondents but not for others. Differences in perceptions or background characteristics can account for such disparity. For example, if the four items assessing the political philosophy referred to above were strongly related for male respondents, it might be a mistake to assume the same positive relationship among the items for women respondents. A specific analysis of women's responses might indicate that only three of the items were strongly associated. The fourth item may mean something entirely different to the women. It may, in fact, be assessing a totally different concept in the minds of the women.

Use of composite scales constructed by DeLong and Schein assume the same consistent relationship among individual scale items used to measure orientations like Security or Managerial Competence. The career anchor theory and subsequent survey instrument, however, were built, refined, and validated based upon the perspectives of men only. No systematic attempt has been made to validate the instrument for women. Men and women may not share the same perspectives on these career orientations. Managerial Competence may mean different things to women and men. As such, the career orientation survey may only provide valid information about men's career goals.

The adult developmental theories of Freud (1961), Erikson (1950), Vaillant (1977), Levinson (1978), and Schein (1978) are all derived from foundation studies of men. Gilligan (1982) contends these

theories are biased and lacking because they don't include women's perceptions, values, and needs. Women are often labelled as deviants when they don't fit male-based theories.

Most of the research questions this study addresses are a result of Gilligan's research on the potential differences in the perceptions of women and men. Her book, In a Different Voice (1982), outlines how the early socialization influences on young girls and boys have resulted in women, in general, being focused on intimacy and sustaining relationships, while men tend to strive for independence and autonomous achievement. These contrasting perceptions may lead to basic differences in the career goals of women and men. More importantly, the labels used to describe these goals may mean different things to men and women.

Gilligan's findings that women focus on sustaining relationships while men seek separation and independence may reflect differences in the meaning of concepts like "success," "service," or "management." Research on achievement motivation (Sassen 1980) suggests women are less likely to accept one conventional definition of success that one's achievement must come at the expense of another, or if I win, then you have to lose.

In her study of achievement motivation in women, Horner (1968, 1972) described what seemed like a conflict between success and femininity. Some women, she claimed, would avoid success, especially in competitive situations with men, because they equated success with social rejection and a loss of femininity. Her description of this so-called "success anxiety" may have influenced many women preparing

to begin careers in male-dominated professions and organizations. Other authors have claimed the anxiety Horner found was actually a function of basic differences in the way women and men think.

Georgia Sassen (1980) noticed the women in Horner's study exhibited success anxiety only when in direct competition with another individual. She claims these women may have a different perspective on success, broader than the conventional view that one's success is only possible at the expense of another's failure. This interpretation is shared by Gilligan (1979, 1982) who says it's a function of basic differences in the ways women and men think and are socialized in our culture. While men possess and are rewarded for independence or an autonomous achievement perspective, women are encouraged to refine their inherent concern for attachment and forge their identity by developing relationships with other people. Women, therefore, define success and the means to achieve it differently than men.

If a composite scale is constructed to measure the concept of success among both sexes, while assuming the "I win, you lose" definition was accepted by all respondents, some of the scale items might be meaningless to women and will invalidate the instrument. In the same manner, individual statements which propose to measure career orientations like Service and Managerial Competence may not mean the same thing to men and women. Do both of the sexes define Managerial Competence as a function of statements like, "The process of supervising, influencing, leading, and controlling people at all

levels is....," and "I would like to reach a level of responsibility in an organization where my decisions really make a difference."

The FS has been integrating men into the organization almost exclusively since its inception. If the new generation of women recruits bring perceptions and career goals to the agency that differ dramatically from those of men, the early career process of fitting in and becoming contributing members of the agency may be a difficult time for these women and the organization. This study provides some illumination on the similarities and differences of men and women recruits attempting to fit into the agency in Regions 4 and 6.

Appendix B

Sampling Methodology

YPROS: The Young Professional Sample

The YPRO sample frame includes 400-series professionals in FS Regions 4 and 6 with 0-3 years length-of-service in their permanent appointment. That population was estimated at 218 people (October 1981); 99 (45%) were women, 119 (55%) men. A generous sample of about 50% was used to capture population variations in attitudes and behavior. The total number of YPRO (Volume 1) questionnaires mailed was 135. Volume 1 was returned by 120 YPROS (89%) after two mailed reminders, yielding a 55% sample of R4/R6 YPRO population. Those returning Volume 1 of questionnaire were sent Volume 2. Response rate was 109; 81% of YPROS returning both volumes. Sample size objective was achieved, having Volumes 1 and 2 questionnaire data from about 50% of the R4/R6 YPRO population.

Table B.1 illustrates the R4/R6 YPRO populations and sampling strategy. The sample was stratified to include about a 50% sample of each of the three major 400-series professional types, with an equal number of men and women contacted. Women composed 45% of YPROS in both regions, but they were distributed unequally within professional types. For example, 23% of YPRO foresters in R4 were women, but 56% of R4 FW-biologists were women. Thus when the R4 sample of these two professional types was weighted to include about half women and half men, it resulted in a 100% sample of R4 women foresters and 89% of R4 women FW-biologists. As Table B.1 indicates, more weighting was

required in R4 than R6 to balance the sample to about half men and half women.

Response rates for returning the questionnaire were very high for both volumes. Table B.2 illustrates they range from 100% returning both to a "low" of 54% for R6 men FW-biologists. Average R4/R6 response rates by sex for Volume 1 were 90% for women, 89% for men. For Volumes 1 and 2, R4/R6 returns were 85% for women, 79% for men, 81% for both sexes. By region, Volume 1 response rates were 88% for R4 and 89% for R6. Total response rate was 89% for Volume 1. Response rates for both Volumes 1 and 2 were 87% in R4, 76% in R6, for a total 81% response.

Given the sample size and sex-weighting, what part of R4/R6 populations have been well-represented and what under- or over-represented? Region 6s 135 YPROS represent 62% of the R6 and R4 population, and R6 had an even split of male/female YPROS. There was little sex-weighting necessary, and the R6 sample well represents the R6 population by sex and type of 400-profession. Table B.3 shows women to be 2% over-represented and men 2% under-represented.

The R4 sample was a bit more difficult to weight. Women represented only 39% of R4 YPROS and men 61%. The variation was even greater within 400-series professional types, ranging from 23% of R4 YPRO foresters being women to 56% YPRO fish/wildlife biologists. When these professional-types were weighted to adequately sample the small number of women in some cells, women became over-represented. Fortunately, the R4 professional-types with low percent women

(foresters and range-cons) also had low numbers, and thus did not bias the total R4 and R6 sample as much.

Table B.3 illustrates that the sex distribution of the resulting R4 sample over-represents women by 12%. If R4 and R6 women are similar, this over-representation is of little consequence. R4 and R6 women represent 45% of the population and 52% of the sample (a 7% over-representation). The variation in attitudes and characteristics between men and women would have to be great for such a small over-representation to bias the results.

Table B.1. YPRO population and sampling schemes desegregated by region, men/women, and 400-series professional type.

400-Series Professional Types				
<u>YPRO POPULATION</u>	<u>Forester</u> (460)	<u>Range Con.</u> (454) Numbers (percents)	<u>FW-Biologist</u> (482/486)	Totals
<u>Region 4</u>				
Women	5 (23%)	9 (31%)	18 (56%)	32 (39%)
Men	17 (77%)	20 (69%)	14 (44%)	51 (61%)
Subtotals:	<u>22(100%)</u>	<u>29(100%)</u>	<u>32(100%)</u>	<u>83(100%)</u>
<u>Region 6</u>				
Women	51 (48%)	4 (67%)	12 (52%)	67 (50%)
Men	55 (52%)	2 (33%)	11 (48%)	68 (50%)
Subtotals:	<u>106(100%)</u>	<u>6(100%)</u>	<u>23(100%)</u>	<u>135(100%)</u>
Total Population:	<u>128</u>	<u>35</u>	<u>55</u>	<u>218</u>
SAMPLE STRATEGY (QUESTIONNAIRES MAILED) ¹				
<u>Region 4</u>				
Women	5(100%) ²	9(100%)	16 (89%)	30(94%) ³
Men	8 (47%)	13 (65%)	9 (64%)	30 (59%)
Subtotals	<u>13 (59%)</u>	<u>22 (76%)</u>	<u>25 (78%)</u>	<u>60 (72%)</u>
<u>Region 6</u>				
Women	23 (45%)	4(100%)	12(100%)	39 (58%)
Men	23 (42%)	2(100%)	11(100%)	36 (53%)
Subtotals	<u>46 (43%)</u>	<u>6(100%)</u>	<u>23(100%)</u>	<u>75 (56%)</u>
Total Sample:	<u>59 (46%)</u>	<u>28 (80%)</u>	<u>48 (87%)</u>	<u>135 (62%)</u>

¹To achieve a 50% overall YPRO sample, composed of about half men and half women, this many Volume 1 of questionnaire were mailed. Those returning Volume 1 were mailed Volume 2.

²This is percent of R4 woman forester population sampled.

³Average percentage of each sex sampled.

Table B.2. Volume 1 and 2 questionnaire returns, desegregated by YPROS' region, sex, and 400-series professional type.

400-Series Professional Type

<u>VOLUME 1 RETURN RATES:</u>	<u>Forester (460)</u>	<u>Range Con. (454)</u>	<u>FW-Biologist (482/486)</u>	Totals
	Numbers (percents)			
<u>Region 4</u>				
Women	5(100%) ¹	9(100%)	13 (81%)	27 (90%)
Men	6 (75%)	12 (92%)	8 (89%)	26 (87%)
Subtotals	<u>11 (85%)</u>	<u>21 (95%)</u>	<u>21 (84%)</u>	<u>53 (88%)</u>
<u>Region 6</u>				
Women	19 (83%)	4(100%)	12(100%)	35 (90%)
Men	23(100%)	2(100%)	7 (64%)	32 (91%)
Subtotals:	<u>42 (91%)</u>	<u>6(100%)</u>	<u>19 (83%)</u>	<u>67 (89%)</u>
<u>VOL 1 AND 2² RETURN RATES:</u>				
<u>Region 4</u>				
Women	5(100%)	9(100%)	13 (81%)	27 (90%)
Men	6 (75%)	12 (92%)	7 (78%)	25 (83%)
Subtotals	<u>11 (85%)</u>	<u>21 (95%)</u>	<u>20 (80%)</u>	<u>52 (87%)</u>
<u>Region 6</u>				
Women	15 (65%)	4(100%)	12(100%)	31 (79%)
Men	18 (78%)	2(100%)	6 (54%)	26 (72%)
Subtotals	<u>33 (72%)</u>	<u>6(100%)</u>	<u>18 (78%)</u>	<u>57 (76%)</u>
<u>TOTAL R4/R6 RETURN:</u>				
Volume 1	53 (90%)	27 (96%)	40 (83%)	120 (89%)
Volume 1+2	44 (75%)	27 (96%)	38 (79%)	109 (81%)

¹Percent return of original sample mailed out (5 mailed out, 5 returned = 100% return rate).

²Only those returning Volume 1 of questionnaire were mailed Volume 2.

Table B.3. YPRO respondents as percent R4 and R6 populations returning Volumes 1 and 2 of questionnaire.

<u>SEX DISTRIBUTION IN POPULATION:</u>	<u>Forester</u> (460)	<u>Range Con.</u> (454) Numbers (percents)	<u>FW-Biologist</u> (482/486)	Totals
<u>Region 4</u>				
Women	5 (23%)	9 (31%)	18 (56%)	32 (39%)
Men	17 (77%)	20 (69%)	14 (44%)	51 (61%)
Subtotals	<u>22(100%)</u>	<u>29(100%)</u>	<u>32(100%)</u>	<u>83(100%)</u>
<u>Region 6</u>				
Women	51 (48%)	4 (67%)	12 (52%)	67 (50%)
Men	55 (52%)	2 (33%)	11 (48%)	68 (50%)
Subtotals	<u>106(100%)</u>	<u>6(100%)</u>	<u>23(100%)</u>	<u>135(100%)</u>
Total Population	128	35	55	218
<u>SEX DISTRIBUTION OF RESPONDENTS:</u>				
<u>Region 4</u>				
Women	5 (45%) ¹	9 (43%)	13 (62%)	27 (51%)
Men	6 (55%)	12 (57%)	8 (38%)	26 (49%)
Subtotals	<u>11(100%)</u>	<u>21(100%)</u>	<u>21(100%)</u>	<u>53(100%)</u>
<u>Region 6</u>				
Women	19 (45%)	4 (67%)	12 (63%)	35 (52%)
Men	23 (55%)	2 (33%)	7 (37%)	32 (48%)
Subtotals	<u>42(100%)</u>	<u>6(100%)</u>	<u>19(100%)</u>	<u>67(100%)</u>
Total Sampled	<u>53 (44%)</u>	<u>27 (23%)</u>	<u>40 (33%)</u>	<u>120(100%)</u>

¹Five R4 women foresters as percent of YPRO foresters that returned both questionnaires (5/11=45%). This is an over-representation of R4 women foresters; note there were only 23% women in R4 forester population (in table above).

Appendix CSupplemental Statistical Data and Results

Table C.1. Summary mean (\bar{x}) FSFIT scores of men and women YPROS who would/would not choose FS again (Question 35, Vol. II).

<u>Category:</u>	<u>FSFIT</u>		<u>t-test Significance</u>
	<u>Choose FS</u>	<u>Not Choose FS</u>	
All YPROS	36.54	16.63	.004
Women	34.15	12.44	.03
Men	39.05	22.75	.08

Table C.2. Summary mean (\bar{x}) FSFIT scores of men and women YPROS who have/have not made a long-term career commitment to the FS (Question 29A, Vol. II).

<u>Category:</u>	<u>FSFIT</u>		<u>t-test Significance</u>
	<u>Made FS Commitment</u>	<u>Not Made Commitment</u>	
All YPROS	38.03	20.42	.005
Women	34.43	18.47	.09
Men	42.05	22.69	.02

Table C.3. Pearson correlation coefficients of women's and men's summary FSFIT scores with strength of commitment to FS (Question 33B, Vol. II).

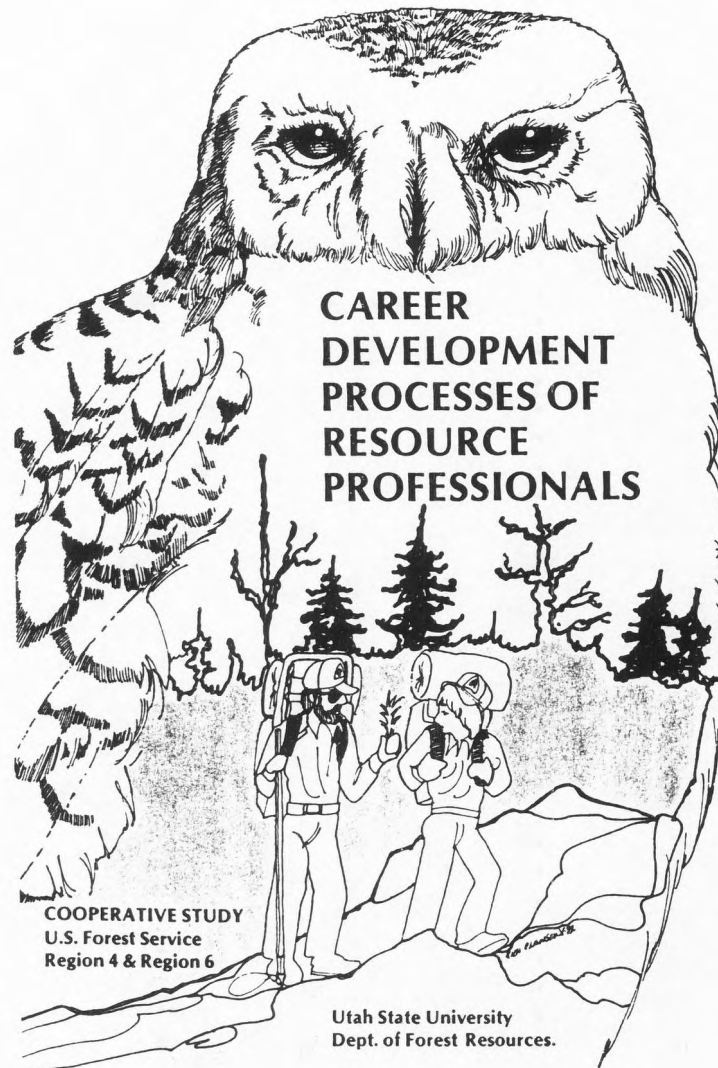
<u>Category:</u>	<u>Pearson Corr</u>	<u>Significance</u>
All YPROS	.4955	.0001
Women	.4642	.006
Men	.5197	.003

Table C.4. Pearson correlation coefficients of women's and men's summary FSFIT scores with probability of leaving the FS within next 2-3 years (Question 38, Vol. II).

<u>Category:</u>	<u>Pearson Corr</u>	<u>Significance</u>
All YPROS	-.5461	.0001
Women	-.5495	.0001
Men	-.5303	.0001

Appendix D

Questionnaire, Volumes I and II



**CAREER
DEVELOPMENT
PROCESSES OF
RESOURCE
PROFESSIONALS**

**COOPERATIVE STUDY
U.S. Forest Service
Region 4 & Region 6**

**Utah State University
Dept. of Forest Resources.**

CAREER ORIENTATION SURVEY

This first section is a 10-minute questionnaire developed by DeLong and Schein (1981)¹ and widely used in business organizations. It asks that you think back over the recent years of your career. We are searching for the underlying goals/reasons/motivations in your career decisions of choosing a profession, selecting the Forest Service as a place to work, accepting or rejecting transfers, what you enjoy about your job, and your decisions about future jobs in or outside the Forest Service.

The questions below are designed to help identify the kind of job conditions or situations that are important to you now and will be important in future career decisions.

For each question below, circle a number which best describes how important that consideration has been and continues to be in your career decisions.

For example, consider the following questions and possible replies:

QUESTION: How important is each of the following statements for you?

REPLY SCALE:

1	2	3	4	5	6
Of No Importance		Moderate Importance		Centrally or Very Important	
(Circle One)					

- A. The opportunity to wear a uniform is... 1 2 3 4 5 6
- B. Lots of variety and new challenges in my job is... 1 2 3 4 5 6
- C. A job that's mostly (75%) field work is... 1 2 3 4 5 6

In question A the circled 1 indicated I now or never in the past was interested in wearing a uniform. The answer in question B illustrates the high current importance I place in a job with a variety of challenges. Question C made me think a bit. As a young professional (5 years ago), being in the field was very important. But now and in the future it has become a minor consideration in making career decisions, so I circled 2--of low importance.

If you feel that your present or future career goals and motivations are different from past ones, answer in terms of the present or future. We want to understand how you look at these criteria now and how they will influence future career decisions, even though some of them are worded in terms of the past.

There are no right or wrong answers, except in terms of their importance to you. So be honest with yourself, relax, and the answers will come easily.

¹Based on Schein, E. H., Career Dynamics
Reading, Massachusetts: Addison-Wesley, 1978: Copyrighted and used with permission of DeLong.

QUESTION: How important is each of the following statements for you?

STATEMENTS:	REPLY SCALE				
	<u>Of No</u> <u>Importance</u>			<u>Centrally</u> <u>Important</u>	
1. To build my career around some specific functional or technical area of expertise is...	1	2	3	4	5 6
2. The process of supervising, influencing, leading and controlling people at all levels is...	1	2	3	4	5 6
3. The chance to pursue my own lifestyle and not to be constrained by the rules of an organization is...	1	2	3	4	5 6
4. An organization which will provide security through guaranteed work, benefits, a good retirement program, etc. is...	1	2	3	4	5 6
5. The use of my interpersonal and helping skills in the service of others is...	1	2	3	4	5 6
6. Being identified with and gaining status from my occupation is...	1	2	3	4	5 6
7. An endless variety of challenges in my career is...	1	2	3	4	5 6
8. To be able to create or build something that is entirely my own product or idea is...	1	2	3	4	5 6
9. Remaining in my specialized area as opposed to being promoted out of my area of expertise is...	1	2	3	4	5 6
10. To be in a position of leadership and influence in any discipline or general management area of USFS is...	1	2	3	4	5 6
11. A career which is free from organizational restrictions is...	1	2	3	4	5 6
12. An organization which will give me long term stability is...	1	2	3	4	5 6
13. The process of seeing others change because of my effort is...	1	2	3	4	5 6
14. To be recognized by my title and status is...	1	2	3	4	5 6
15. A career which provides a maximum variety of types of assignments and work projects is...	1	2	3	4	5 6
16. The use of my skills in building a new business, consulting firm, or other private venture on my own is...	1	2	3	4	5 6
17. Remaining in my area of expertise rather than being promoted into an area of general management or supervisory position is...	1	2	3	4	5 6
18. To rise to a position in general line management (District Ranger, Forest Supervisor, etc.) is...	1	2	3	4	5 6

	<u>Of No</u> <u>Importance</u>			<u>Centrally</u> <u>Important</u>	
19. A career which permits a maximum of freedom and autonomy to choose my own work, hours, etc. is...	1	2	3	4	5 6
20. Remaining in one geographical area rather than being prompted into moving because of a promotion is...	1	2	3	4	5 6
21. Being able to use my skills and talents in the service of an important cause is...	1	2	3	4	5 6
22. Being identified with a powerful or prestigious employer or organization is...	1	2	3	4	5 6

HOW TRUE IS EACH ONE OF THE FOLLOWING STATEMENTS FOR YOU?

	<u>Not At</u> <u>All True</u>			<u>Completely</u> <u>True</u>	
23. The excitement of participating in many areas of work has been the underlying motivation behind my career.	1	2	3	4	5 6
24. I have been motivated throughout my career by the number of ideas or products of which I have been directly involved in creating.	1	2	3	4	5 6
25. I will accept a management position only if it is in my area of expertise.	1	2	3	4	5 6
26. I would like to reach a level of responsibility in an organization where my decisions really make a difference.	1	2	3	4	5 6
27. During my career I have been mainly concerned with my own sense of freedom and autonomy.	1	2	3	4	5 6
28. It is important for me to remain in my present geographical location rather than move because of a promotion or new job assignment.	1	2	3	4	5 6
29. I have always sought a career in which I could be of service to others.	1	2	3	4	5 6
30. I like to be identified with a particular organization and the prestige that accompanies that organization.	1	2	3	4	5 6
31. An endless variety of challenges is what I really want from my career.	1	2	3	4	5 6
32. To invent something on my own or create a new idea are important elements of my career.	1	2	3	4	5 6
33. I would leave the USFS rather than be promoted out of my area of expertise or interest.	1	2	3	4	5 6
34. I want to achieve a position which gives me the opportunity to combine analytical competence with supervision of people.	1	2	3	4	5 6
35. I do not want to be constrained by either an organization or the business world.	1	2	3	4	5 6

	Not At All True	Completely True
36. I prefer to work for an organization which provides tenure (life-time employment).	1 2 3 4 5 6	
37. I want a career in which I can be committed and devoted to an important cause.	1 2 3 4 5 6	
38. I want others to identify me by my organization and my job title.	1 2 3 4 5 6	
39. I have been motivated throughout my career by using my talents in a variety of different areas of work.	1 2 3 4 5 6	
40. I have always wanted to start and build up a private business (e.g., consulting company) on my own.	1 2 3 4 5 6	
41. I prefer to work for an organization which will permit me to remain in one geographical area.	1 2 3 4 5 6	

NOW WE WOULD LIKE TO ASK A FEW QUESTIONS ABOUT YOUR DECISION TO PURSUE AN OCCUPATION IN NATURAL RESOURCES AND DECIDING TO WORK FOR THE USFS.

1. When and why did you definitely decide to pursue a natural resource occupation?
 - 1A) Your age _____
 - 1B) What were the relevant circumstances surrounding this decision? (i.e., Where were you living and what were you doing...employed, going to school, etc?)

 - 1C) Why did you make this decision?
 - a) What motivated you and/or what were the rewards you anticipated? Please state them in order of importance.

Reward/Benefit 1. _____

Reward/Benefit 2. _____

Reward/Benefit 3. _____
 - b) Did you see any disadvantages? Did you have any special concerns or worries about your choice? Please state them in order of importance.

Disadvantage 1. _____

Disadvantage 2. _____

Disadvantage 3. _____
 - 1D) What were the most important influences causing you to make this decision? Here and in other questions by influences we mean:

PEOPLE who were close or distant examples you wanted to follow, provided information, or spent time with you like a parent, teacher, scout leader, etc.

EVENTS such as a high school field trip to a state forest, YCC, camping activities with family, friends, etc.

Please state them in order of importance.

Influence 1. _____

Influence 2. _____

Influence 3. _____

- 1E) Was the U.S. Forest Service as a possible place for you to work an important influence when you made the decision to pursue a natural resource occupation?

No Importance []
 Very Unimportant []
 Unimportant []
 Neutral 0 []
 Important [+]
 Very Important [++]
 Extremely Important [+++]

2. When and why did you definitely decide to seek permanent employment with the USFS?

- 2A) Your age _____
- 2B) What were the relevant circumstances surrounding this decision? (i.e., where were you living and what were you doing?)

- 2C) Why did you make this decision to join the USFS?
 - a) What motivated you and/or what were the rewards you anticipated in working for the USFS? Please state them in order of importance.

Reward 1. _____

Reward 2. _____
 - b) Did you see any disadvantages? Did you have any concerns or worries about working for the USFS? Please state them in order of importance.

Disadvantage 1. _____

Disadvantage 2. _____
- 2D) What were the most important influences (people, events, etc.) causing you to make this decision? Please state them in order of importance.

Influence 1. _____

Influence 2. _____
3. Did you have any natural resources related summer, seasonal or temporary jobs during college?

[] No (If no, skip to question #4.)

[] Yes (If yes, answer 3A, 3B, 3C, 3D, and 3E and go to question #4.)

3A) How many? _____

Please answer the following questions for each job where applicable:

3B) Agency/Company: _____

3C) When did you work for them? _____
(year) (year) (year)

3D) Briefly describe the type of work you performed on each job:

3E) Below are some characteristics/outcomes from specific jobs. Please rate each characteristic/outcome as it relates to each summer, temporary, etc. job you've described above. If you had more than two jobs, please respond regarding the two most recent summer, temporary, etc. jobs.

	Extremely Low ---	Very Low --	Low -	Neutral 0	High +	Very High ++	Extremely High +++	No Opinion N/O	
Overall Job Satisfaction	[]	[]	[]	[]	[]	[]	[]	[]	Most Recent Job
	[]	[]	[]	[]	[]	[]	[]	[]	Second Most Recent
Effect of Job on Your Professional Commitment	[]	[]	[]	[]	[]	[]	[]	[]	Most Recent Job
	[]	[]	[]	[]	[]	[]	[]	[]	Second Most Recent
Overall Challenge of Work	[]	[]	[]	[]	[]	[]	[]	[]	Most Recent Job
	[]	[]	[]	[]	[]	[]	[]	[]	Second Most Recent
Likelihood of Returning to Seek Permanent/Professional Employment with the Agency/Company	[]	[]	[]	[]	[]	[]	[]	[]	Most Recent Job
	[]	[]	[]	[]	[]	[]	[]	[]	Second Most Recent
Specific Effect of Immediate Supervisor on Likelihood of Seeking Permanent Employment with the Agency/Company	[]	[]	[]	[]	[]	[]	[]	[]	Most Recent Job
	[]	[]	[]	[]	[]	[]	[]	[]	Second Most Recent

3F) Were there any other important impacts from these or other temporary jobs you could mention, to help us understand how your career developed?

3G) Did your Immediate Supervisor on any of these jobs have a great influence on your career in a positive or negative way?

[] No (If no, skip to question #4.)

[] Yes (If yes, answer 3H and go on to #4.)

3H) Please describe which job(s) and how he/she affected your career.

THE NEXT FEW QUESTIONS ASK YOU TO RECALL YOUR FIRST PERMANENT USFS JOB AND HOW IT AFFECTED YOUR PROFESSIONAL DEVELOPMENT.

4. Where and when did you begin permanent, professional employment with the USFS?

4A) My first permanent assignment: Region: _____

Forest: _____

District/Station: _____

4B) Month and year began: _____ 19____

4C) GS rating at start: _____

4D) Briefly describe your position and list your job activities:

Position: _____

Activities: _____

5. Below is a list of characteristics and outcomes from specific job assignments. Please rate each characteristic/outcome as it relates to you regarding your FIRST PERMANENT ASSIGNMENT in the USFS.

5A) Overall job satisfaction on that assignment.

Extremely Low ---	Very Low --	Low -	Neutral 0	High +	Very High ++	Extremely High +++
[]	[]	[]	[]	[]	[]	[]

5B) Job's effect on strengthening me as a professional.

Extremely Low	Very Low	Low	Neutral	High	Very High	Extremely High
[]	[]	[]	0	[]	[]	[]

5C) Effect of the job itself on my commitment to the USFS.

Extremely Negative	Very Negative	Negative	No Effect	Positive	Very Positive	Extremely Positive
[]	[]	[]	0	[]	[]	[]

5D) Effect of work peers on my commitment to my profession.

Extremely Negative	Very Negative	Negative	No Effect	Positive	Very Positive	Extremely Positive
[]	[]	[]	0	[]	[]	[]

5E) Effect of work peers on my commitment to the USFS.

Extremely Negative	Very Negative	Negative	No Effect	Positive	Very Positive	Extremely Positive
[]	[]	[]	0	[]	[]	[]

5F) Effect of first immediate supervisor on my commitment to my profession.

Extremely Negative	Very Negative	Negative	No Effect	Positive	Very Positive	Extremely Positive
[]	[]	[]	0	[]	[]	[]

5G) Effect of first immediate supervisor on my commitment to the USFS.

Extremely Negative	Very Negative	Negative	No Effect	Positive	Very Positive	Extremely Positive
[]	[]	[]	0	[]	[]	[]

6. Let's continue to examine your FIRST PERMANENT USFS assignment.

6A) How satisfied were you with your performance?

Extremely Unsatisfied	Very Unsatisfied	Unsatisfied	Neutral	Satisfied	Very Satisfied	Extremely Satisfied
[]	[]	[]	0	[]	[]	[]

6B) What were your greatest personal and professional strengths that helped you succeed on your first permanent USFS assignment? These strengths can be attitude, personal characteristics, professional or other skills, etc. Please state them in order of importance.

Greatest. _____

2nd Greatest. _____

3rd Greatest. _____

6C) What were your greatest personal and professional weaknesses that hindered you on your first permanent USFS assignment? Please state them in order of importance.

Greatest. _____

2nd Greatest. _____

3rd Greatest. _____

6D) How did you resolve or deal with those weaknesses? What changes in attitudes/beliefs, behavior, etc. helped you succeed personally and professionally?

Weakness 1. _____

Weakness 2. _____

Weakness 3. _____

6E) In general, what influence did your first immediate supervisor in the USFS have on your career?

Extremely Negative	Very Negative	Negative	Neutral	Positive	Very Positive	Extremely Positive
[]	[]	[]	0	[]	[]	[]

6F) Briefly describe how he/she may have influenced your career in both positive and/or negative ways.

UPON JOINING THE USFS, YOU EXPECTED CERTAIN THINGS OF YOUR JOB AND THE ORGANIZATION. SOME THINGS YOU EXPECTED WERE FOUND TO BE TRUE. OTHER THINGS YOU EXPECTED YOU DID NOT FIND. AND THERE WERE PROBABLY SOME UNEXPECTED THINGS AS WELL. A FEW OF THESE EVENTS PROBABLY CAUSED YOU SOME PLEASANT AND UNPLEASANT SHOCKS/SURPRISES.

7. We would like to know what you expected of your first permanent USFS job versus what you found (or experienced) once you began working.

For each characteristic/outcome of your first USFS assignment listed on the left, please respond to both scales: WHAT I EXPECTED and WHAT I FOUND, then go to the next question.

	WHAT I EXPECTED							WHAT I FOUND						
	Extremely Low	Very Low	Low	Neutral	High	Very High	Extremely High	Extremely Low	Very Low	Low	Neutral	High	Very High	Extremely High
Job Challenge	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]
Opportunities to Practice Skills Learned in College	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]
Prestige for my Profession	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]
Opportunity to Contribute to the Productivity of the USFS	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]
Opportunity to Participate in Decision-Making	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]
Morale/Espirit DeCorps in my Group	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]
Opportunity to Pursue my Personal Career Goals	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]
Opportunity to Serve the Public	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]	[]

- 7A) Other expectations we failed to mention that caused some important personal or professional shock or surprise. Please list and rate by the same response scale.

8. Of the above expectations and realities on your first permanent USFS assignment, which one(s) produced the most pleasant surprise and/or the most unpleasant shock? Why?

Most pleasant surprise: _____

Why?: _____

Most unpleasant shock: _____

Why?: _____

9. How did you cope with the most unpleasant shock?

10. Do you feel you were hired by the USFS at a position and grade that was fair and deserving of your qualifications (training, skills, and ability) and experience?

[] No [] Unsure [] Yes

WE CONCLUDE WITH TWO QUESTIONS THAT ASK YOU TO PUT YOURSELF IN THE SHOES OF NEW 400-SERIES PROFESSIONALS WHO RECENTLY JOINED THE USFS (WITH 0-3 YEARS EXPERIENCE).

LIKE YOU DID A FEW YEARS EARLIER, THEY MIGHT BE EXPERIENCING CERTAIN PLEASANT AND STRESSING ADJUSTMENTS IN THEIR FIRST YEARS IN THE USFS.

11. What do you see as the two greatest adjustment problems new 400-Series professionals have in being successful in their first 3 years with the USFS? These can be attitude or behavior problems (or both).

Problem 1. _____

Problem 2. _____

12. What advice would you give them in dealing with these problems?

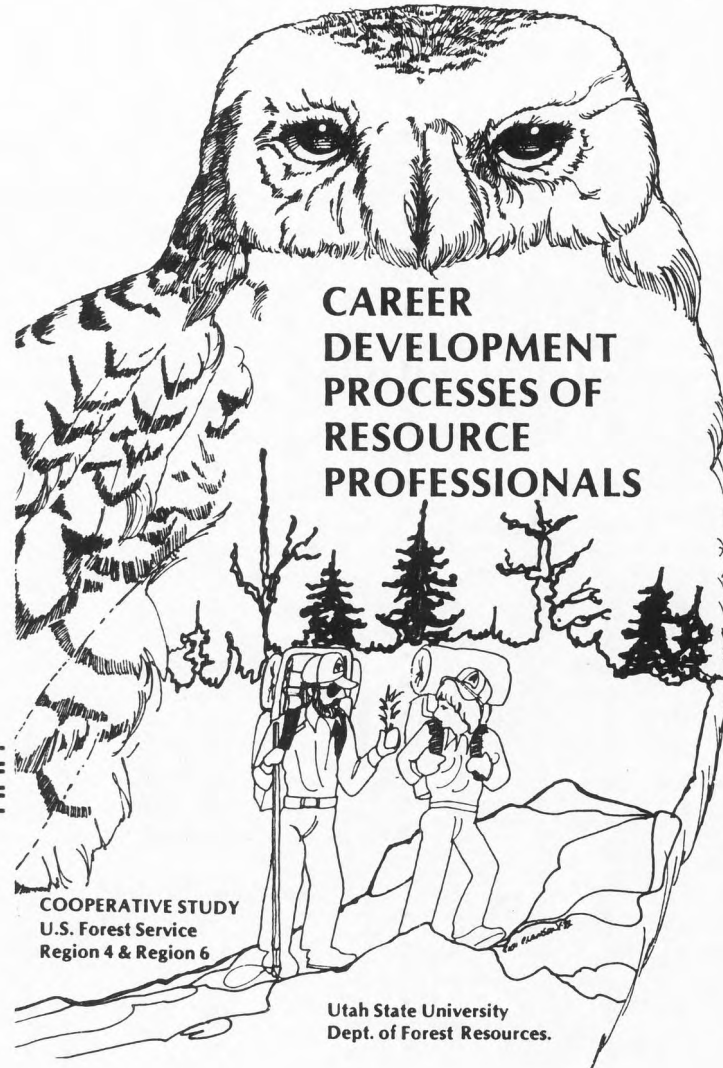
Advice for problem 1. _____

Advice for problem 2. _____

Thank you for giving us your time and effort. Your replies will help us better understand USFS professionals. This will help us at Utah State University better prepare our students to begin their professional career. Your cooperation will also help the USFS better understand and respond to your career desires and needs.

JUST PLACE THE COMPLETED QUESTIONNAIRE IN THE PRE-ADDRESSED/STAMPED ENVELOPE AND DROP IT IN THE MAIL. AND PLEASE DON'T FORGET TO INCLUDE A COPY OF YOUR SF-171.

THANK YOU VERY MUCH!



**CAREER
DEVELOPMENT
PROCESSES OF
RESOURCE
PROFESSIONALS**

**COOPERATIVE STUDY
U.S. Forest Service
Region 4 & Region 6**

**Utah State University
Dept. of Forest Resources.**

First Class
Permit No. 115
Logan, Utah

BUSINESS REPLY MAIL

No Postage Necessary if Mailed in the United States

Postage will be paid by:

**CAREER RESEARCH
PROJECT 222
COLLEGE OF NATURAL RESOURCES
UTAH STATE UNIVERSITY
LOGAN, UTAH 84321**

LET'S BEGIN THIS PART OF THE QUESTIONNAIRE BY FOCUSING ON SOME ASPECTS OF YOUR PRESENT USFS POSITION.

1. Is your present assignment your FIRST PERMANENT USFS assignment?

[] Yes (If yes, skip to question #2.)

[] No (If no, answer 1A and 1B, then go to question #2.)

1A) Month and year began present assignment: _____ 19____

1B) Briefly describe your position and list your job activities.

Position: _____

In what job activities do you spend your time? Please try to approximate the percentage of your total time you spend on each activity.

100%

2. Please respond to each of the following statements regarding your present assignment.

	I extremely disagree	I very much disagree	I disagree	Neutral	I agree	I very much agree	I extremely agree
	[] ^{- - -}	[] ^{- -}	[] ⁻	[] ⁰	[] ⁺	[] ⁺⁺	[] ⁺⁺⁺
A) I like my job.	[]	[]	[]	[]	[]	[]	[]
B) What I work on is important.	[]	[]	[]	[]	[]	[]	[]
C) What I do is challenging.	[]	[]	[]	[]	[]	[]	[]
D) I know what is expected of me.	[]	[]	[]	[]	[]	[]	[]
E) My work is interesting.	[]	[]	[]	[]	[]	[]	[]

A PROFESSIONAL PEER IS SOMEONE SIMILAR TO YOU IN EDUCATION, TRAINING OR EXPERIENCE, AND HAS SIMILAR JOB ABILITIES AND CONCERNS AS YOU.

WE WANT TO KNOW A BIT ABOUT THE PEOPLE YOU CONSIDER YOUR PROFESSIONAL PEERS AND HOW MUCH YOU RESPECT THEM.

3. In your current job, what person(s) do you consider your professional peers? They may or may not be working directly with you, at your job location, but must work for the Forest Service:

	#1	#2	#3
3A) Professional Peer			
3B) Position or Job Title			
3C) Person's Job Location			
3D) Sex (circle)	M F	M F	M F
3E) Our contact is: (Check one for each peer)			
Daily	[]	[]	[]
Weekly	[]	[]	[]
Monthly	[]	[]	[]
Less than Monthly	[]	[]	[]
3F) My respect for person is: (Check one)			
High	[]	[]	[]
Medium	[]	[]	[]
Low	[]	[]	[]
3G) Their support of me as a professional is: (Check one)			
High	[]	[]	[]
Medium	[]	[]	[]
Low	[]	[]	[]
3H) Their support of me as a person is: (Check one)			
High	[]	[]	[]
Medium	[]	[]	[]
Low	[]	[]	[]

4. In your current position, whose praise, compliments, or criticisms would have the greatest effect on you?

Sex (M/F) Position (Title) Location (District, RO, SO, etc.)

5. Why would this person's praise/criticism have such an effect on you?

6. Of all the people you've known in the USFS, who would you most want to be like in professionalism or management/personality style? There may be more than one person; try to pick the most preferred.

Sex (M/F) Position (Title) Location (District, RO, SO, etc.)

7. Why do you respect this person so much? That is, which of the three characteristics we mentioned above (Professionalism, Management Style, Personality Style) is (are) the characteristics you admire the most?

8. In your present position what kinds of things (people, events, etc.) are aiding your career advancement or helping you to perform more effectively? Please state them in order of importance.

Aid 1. _____

Aid 2. _____

Aid 3. _____

9. In your present position what three (3) job tasks/activities do you enjoy doing the most? Please state them in order of enjoyment.

Job Task 1. _____

Job Task 2. _____

Job Task 3. _____

10. In your present position what three (3) job tasks/activities do you enjoy doing the least? Please state them in order of importance.

Job Task 1. _____

Job Task 2. _____

Job Task 3. _____

YOU AND YOUR IMMEDIATE SUPERVISOR MIGHT AGREE ON SOME OF THE TASKS/JOB ACTIVITIES YOU ARE DOING (YOUR PRODUCTIVITY) AND MAY DISAGREE ON SOME OTHERS (i.e., HE/SHE THINKS YOU SHOULD BE DOING SOME THINGS THAT YOU DON'T THINK YOU SHOULD BE DOING, OR YOU CONSIDER SOME THINGS THAT YOU'RE DOING IMPORTANT AND YOUR SUPERVISOR DOESN'T).

11. Please respond to the following question regarding your USFS job productivity.

- | | | | | | | | | |
|--|-----|---------------------------|----------------------|--------------|---------|------------|-----------------|-------------------------|
| | | Extremely
Unproductive | Very
Unproductive | Unproductive | Average | Productive | Very Productive | Extremely
Productive |
| | --- | -- | - | 0 | + | ++ | +++ | |
- 11A) How productive do you think you are for the USFS? ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
- 11B) How productive does your immediate supervisor think you are? ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
- 11C) Please list the three (3) most important job tasks/activities you believe you do in your present assignment. Please state them in order of importance.
- Job Task 1. _____
- Job Task 2. _____
- Job Task 3. _____
- 11D) Now please list the three (3) most important job tasks/activities your immediate supervisor wants/expects you to do in your present assignment. Please state them in order of importance.
- Job Task 1. _____
- Job Task 2. _____
- Job Task 3. _____
- 11E) Please list any job tasks/activities you feel you should be doing that you are not doing.
- _____
- _____
- 11F) And finally, please list any job tasks/activities you're doing that you feel you shouldn't be doing.
- _____
- _____

IN ANY ORGANIZATION THERE ARE CERTAIN VALUES OR ATTITUDES THAT ARE APPROVED OF AND REWARDED BY THE AGENCY.

TO BE A SUCCESSFUL USFS PROFESSIONAL IT IS OFTEN USEFUL TO POSSESS "APPROVED OF" VALUES/ATTITUDES, PLUS PERFORM IN AN APPROVED WAY.

THE NEXT FEW QUESTIONS ASK YOU TO STATE WHAT YOU THINK ARE THE VALUES/ATTITUDES AND BEHAVIORS MOST REWARDED BY THE USFS.

WE THEN ASK IF YOU AGREE IF THESE VALUES/ATTITUDES/BEHAVIORS SHOULD BE THE ONES SO HIGHLY VALUED BY THE USFS.

FINALLY, WE WANT YOUR OPINION IF YOU THINK YOUR PRESENT IMMEDIATE SUPERVISOR DOES OR DOES NOT BELIEVE IN THESE VALUES/ATTITUDES/BEHAVIORS.

12. WHAT VALUES/ATTITUDES AND BEHAVIORS DOES IT TAKE TO BE SUCCESSFUL IN THE USFS?

This question asks your opinion on what the values/attitudes/behaviors ARE, not if you agree that they should be the ones most rewarded.

Please list the three (3) values/attitudes most rewarded in the USFS and briefly describe how each value/attitude might be displayed in behavior by USFS personnel.

12A) Value/attitude "A" most rewarded: _____

Example of respected behavior illustrating this value/attitude: _____

12B) Value/attitude "B" second most rewarded: _____

Example of behavior: _____

12C) Value/attitude "C" third most rewarded: _____

Example of behavior: _____

13. Do you personally disagree with the importance the USFS places on the values/attitudes you listed above in question #12?

☐ No (If no, skip to question #14.)

☐ Yes (If yes, answer 13A, then go to #14.)

- 13A) If you disagree, please state which value(s)/attitude(s) and why you disagree.

Value/attitude "A": _____

Why disagree?: _____

Value/attitude "B": _____

Why disagree?: _____

Value/attitude "C": _____

Why disagree?: _____

14. Do you believe your present immediate supervisor generally agrees or disagrees that the values you listed in question #12 (those most rewarded by USFS) SHOULD BE those most rewarded? (Please check one for each value.)

14A) Value/attitude "A": My immediate supervisor generally:

☐ Agrees (go to 14C.)

☐ Disagrees (answer 14B, then go to 14C.)

14B) Why do you think they disagree? _____

14C) Value/attitude "B": My immediate supervisor generally:

☐ Agrees (go to 14E.)

☐ Disagrees (answer 14D, then go to 14E.)

14D) Why do you think they disagree? _____

14E) Value/attitude "C": My immediate supervisor generally:

☐ Agrees (go to #15.)

☐ Disagrees (answer 14F, then go to #15.)

14F) Why do you think they disagree? _____

15. Do you have any personal or professional values/attitudes about work, your career, or your profession that differ greatly from those of your present immediate supervisor?

☐ No (If no, skip to question #16.)

☐ Yes (If yes, answer 15A and 15B, then go to #16.)

- 15A) Please list and briefly describe the values/attitudes in conflict.

- 15B) Please rank the ones (in question 15A) which cause the most conflict. Place a number one (1) by the value/attitude which causes the most conflict, a two (2) by the second, and a three (3) by the third.

LET'S FOCUS ON YOUR CURRENT DEVELOPMENT FOR A WHILE. WE ARE INTERESTED IN WHERE YOUR CURRENT CAREER IS, WHERE YOU THINK IT IS GOING, AND WHO OR WHAT IN THE USFS IS HELPING OR HINDERING YOUR CAREER.

16. In your present position, what kinds of things (people, events, etc.) are acting as barriers to your career advancement? That is, the things you're most concerned about at this time. Please list your major concerns in order of importance to you.

Concern 1. _____

Concern 2. _____

Concern 3. _____

17. How responsive to your major career concerns are the following units?

	Extremely Unresponsive	Very Unresponsive	Unresponsive	Neutral	Responsive	Very Responsive	Extremely Responsive	No Opinion
A) Region	[]	[]	[]	[]	[]	[]	[]	[]
B) Forest	[]	[]	[]	[]	[]	[]	[]	[]
C) District	[]	[]	[]	[]	[]	[]	[]	[]
D) Immediate Supervisor	[]	[]	[]	[]	[]	[]	[]	[]

18. Below is a series of statements regarding your satisfaction with the opportunity to pursue certain work-related goals or motivations in the USFS. Please respond to each statement related to your entire USFS career up to the present.

*Please note that this scale is slightly different than the 7 point response scale used most frequently on the questionnaire.

SINCE JOINING THE USFS HOW SATISFIED ARE YOU WITH THE OPPORTUNITY TO:

	Extremely Unsatisfied	Very Unsatisfied	Unsatisfied	Satisfied	Very Satisfied	Extremely Satisfied	Not Important to Me
A) Engage in activities which allow expression of your technical skills? (i.e., timber stand inventory, habitat typing, estimating carrying capacity, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B) Produce something you can easily identify as "that's mine"?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C) Supervise, influence, or manage people?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D) Work in a preferred geographical location?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E) Establish yourself in a position in the USFS providing long-range security?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F) Work relatively free of organizational restrictions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G) To perform in a variety of assignments and work projects?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H) To be identified as a member of the USFS?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I) To be identified as a professional?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J) To perform on behalf of an important cause (i.e., public service, conservation, utilization of natural resources, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

19. Indicate the level of support to perform your job more effectively you've received from the following groups:

RANK	Extremely Weak	Very Weak	Weak	Neutral	Strong	Very Strong	Extremely Strong
<input type="checkbox"/> A) Immediate Supervisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> B) Other USFS Superiors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> C) Professional Peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> D) Technicians	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> E) Professional Groups (SAF, Wildlife Soc., etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> F) Clients (public, loggers, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> G) Others (Please list and rank.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

20. Please go back to the left-most column (above) and rank the three most significant groups according to how important their support is to you. Put a number one (1) in the space left of the most important group, a two to the left of the second most important, and a three to the left of the third most important.
21. Does your current job/position reflect acceptable advancement in the USFS for a person of your qualifications (i.e., training, skills, and ability) and experience?

☐ No ☐ Unsure ☐ Yes

THE NEXT FEW QUESTIONS EXPLORE THE USFS POSITION YOU HOPE TO ACHIEVE IN THE NEXT 2-15 YEARS THAT WILL BE A MAJOR CAREER ACHIEVEMENT FOR YOU. WE WANT TO KNOW WHAT THAT POSITION IS AND THE "RUNGS ON THE LADDER" LEADING YOU TO IT.

22. Looking ahead to the next 2-15 years, what position are you aiming for which represents a major career achievement for you?

22A) Position (title): _____

22B) Staff or line? _____

22C) Location (region): _____

22D) When do you expect to achieve this position? _____ (year)

23. We're interested in the career ladder you hope to follow in the USFS over the next 10-15 years (if you are planning that far in advance).

23A) Do you have such a "career ladder" in mind? (Check One)

- ☐ Yes, I have a definite "career ladder" planned for me.
- ☐ Yes, I have a fairly well developed "career ladder" in mind.
- ☐ No, I don't have a "career ladder" in mind. (Skip to question #24.)

23B) Please use the space below to list any USFS jobs/positions and the year you expect to achieve them on your way to the position you described above in question #22A. In other words, what are the steps on your "career ladder" leading to your major career achievement?

Position: _____ Year: _____

Position: _____ Year: _____

Position: _____ Year: _____

Position: _____ Year: _____

Position: _____ Year: _____

24. How satisfied are you with future (next 2-15 years) job prospects for you within the USFS?

Extremely Unsatisfied
[]

Very Unsatisfied
[]

Unsatisfied
[]

Neutral
[]

Satisfied
[]

Very Satisfied
[]

Extremely Satisfied
[]

25. What kinds of new skills (formal or informal) will you need to develop/acquire to achieve the "major position" described in question #22?

Please describe and rank them in terms of their importance:

Skill 1. _____

Skill 2. _____

Skill 3. _____

26. Below are two statements regarding the kinds of things which may help an individual achieve his/her personal goals. Please read each and respond to question #26A on the next page.

- a) Achieving my career goals in the USFS depends upon personal relationships, informal information exchanges, who I know, who supports me, etc.
- b) Achieving my career goals in the USFS depends upon my competence regarding professional, technical, or formal skills. That is, knowing how to do my job well, professional performance, fulfilling stated job duties, etc.

- 26A) Please check the answer which best represents your response to these statements.

Agree completely with a
[]

Agree mostly with a
[]

Agree equally with a and b
[]

Agree mostly with b
[]

Agree completely with b
[]

27. If we define Career as a "LONG-TERM COMMITMENT TO A PROFESSION AND/OR ORGANIZATION,"

27A) Have you made such a commitment to your profession?

- ☐ No (If no, skip to question #29A.)
- ☐ Yes (If yes, answer 27B, 27C, and #28 and go to question #29A.)

27B) When did you make this commitment? _____ (year)

27C) What were the relevant circumstances surrounding this commitment? (i.e., where were you and what were you doing?)

28. How strong is your commitment to your profession?

Extremely Weak
[]

Very Weak
[]

Weak
[]

Strong
[]

Very Strong
[]

Extremely Strong
[]

29. Concerning your commitment to the USFS,

29A) Have you made such a commitment to the USFS?

- ☐ No (If no, skip to question #31.)
- ☐ Yes (If yes, answer 29B, 29C and #30 and go to question #31.)

29B) When did you make this commitment? _____ (year)

29C) What were the relevant circumstances surrounding this commitment? (i.e., where were you and what were you doing?)

30. How strong is your commitment to the USFS?

Extremely Weak [] Very Weak [] Weak [] Strong [] Very Strong [] Extremely Strong []

THE NEXT FEW QUESTIONS ADDRESS HOW COMMITTED YOU ARE TO THE USFS AS A PLACE TO PURSUE YOUR PROFESSIONAL AND PERSONAL CAREER GOALS AND WHY YOU MIGHT RESIGN FROM THE USFS.

31. If you could go back and begin your education again, what profession would you choose?

[] Same one I'm in.

[] Different one: please describe it and explain why:

32. If you could start your professional career over, what organization would you choose to work for?

[] USFS

[] Different one: please describe the organization and explain why:

33. At this point, do you want to spend your entire career working for the USFS?

[] No [] Unsure [] Yes

34. Have you ever seriously considered leaving the USFS in the past and/or now?

[] No (If no, skip to question #35.)

[] Yes (If yes, answer #34A and go to question #35.)

34A) When did you consider it? _____, and why? _____

35. What's the probability you might leave the USFS within the next 2-3 years?

Extremely Low [] Very Low [] Low [] Unsure [] High [] Very High [] Extremely High []

36. If you were to decide to leave the USFS, what would probably be the reason(s)? That is, what current or future conditions with you, your family, your job, etc. might cause you to leave?

37. What kinds of things hold you to the USFS and make you want to stay? That is, what keeps you from leaving the USFS?

38. Have any of your professional peers (3 years or less in the USFS) recently left the USFS?

[] No (If no, skip to question #42.)

[] Yes (If yes, answer #39, #40, and #41 and go to #42.)

39. Did they discuss with you the reasons why they decided to leave?

[] No (If no, skip to question #41.)

[] Yes (If yes, answer #40 and go to #41.)

40. What were their stated reasons?

41. Why do you think they left?

A MENTOR IS A PERSON THAT HAS A GREAT POSITIVE EFFECT ON YOU AS A PROFESSIONAL AND ON YOUR CAREER.

THE NEXT FEW QUESTIONS ASK IF THERE HAS BEEN SUCH A PERSON IN YOUR LIFE.

42. What person in the USFS, college, or elsewhere has had the greatest POSITIVE professional and/or career impact on you?

42A) Sex: M F (circle one)

42B) When relationship began: Date: _____

42C) Place: _____

42D) His/her position: _____

42E) Your position: _____

43. Do you consider this person a mentor?

☐ Yes

☐ Unsure

☐ No

44. Below is a list of relationships or roles the person you mentioned above in question #42 may have played in your life. Please indicate the importance of each role he/she may have filled in your life or professional career.

	Extremely Low	Very Low	Low	Neutral	High	Very High	Extremely High
A) Friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B) Teacher of Technical Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C) Teacher of Informal Skills (i.e., How to make it in the profession or the USFS.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D) Impact on My Professional Values/Ethics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E) Sponsor-supporting me in getting jobs or professional recognition.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F) Impact on my wanting to get a permanent job with USFS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G) Impact on any of my advancement in USFS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H) Impact as a role model for me (a person/professional I wanted to be like)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

45. Briefly describe the professional/personal characteristics of this individual you admire the most.

46. Briefly describe how this individual has impacted your career or professionalism.

47. Below are two statements regarding how some people describe themselves and their careers. Please read both and respond to question #47A.

a) I'm largely a self-made person; few people have significantly affected my professional life.

b) Special people in my life have had a great effect on my professional development.

- 47A) Please check the answer which best represents how you feel about these statements and your life.

Agree completely with a ☐ Agree mostly with a ☐ Agree equally with a and b ☐ Agree mostly with b ☐ Agree completely with b ☐

ALMOST DONE NOW. WE'D LIKE TO KNOW A BIT ABOUT THE AMOUNT AND LEVEL OF CAREER COUNSELING YOU'VE RECEIVED IN THE USFS.

48. How important is career counseling to you?

Extremely Unimportant ☐ Very Unimportant ☐ Unimportant ☐ Neutral ☐ Important ☐ Very Important ☐ Extremely Important ☐

48A) Why?

49. Is formal and informal career counseling readily available to you in the USFS?

	Extremely Unavailable ---	Very Unavailable --	Unavailable -	Don't know 0	Available +	Very Available ++	Extremely Available +++
Formal []	[]	[]	[]	[]	[]	[]	[]
Informal []	[]	[]	[]	[]	[]	[]	[]

50. From whom do you receive the majority of your formal and informal career counseling in the USFS? (No one, supervisors, peers, etc.)

Formal Counseling: _____

Informal Counseling: _____

51. How satisfied are you with the quality of career counseling you've received in the USFS?

Extremely Unsatisfied ---	Very Unsatisfied --	Unsatisfied -	Neutral 0	Satisfied +	Very Satisfied ++	Extremely Satisfied +++
[]	[]	[]	[]	[]	[]	[]

52. Are there any aspects of career counseling that you feel the USFS needs to improve on or provide more of? Please describe.

53. Please add any additional comments below.

THANKS AGAIN!

WE'VE PUT A LOT OF TIME AND EFFORT INTO DESIGNING THIS QUESTIONNAIRE. YOU'VE PUT A LOT OF YOURSELF INTO ANSWERING IT. NOW IT'S OUR TURN TO ANALYZE THIS DATA, KEEP IT ANONYMOUS, AND MAKE IT AVAILABLE TO THE USFS.

JUST STAPLE THE COMPLETED QUESTIONNAIRE TOGETHER AND DROP IT IN THE MAIL. POSTAGE HAS ALREADY BEEN PAID.

AGAIN, WE APPRECIATE THE TIME AND TRUST GIVEN US IN SHARING THIS PART OF YOUR LIFE.

HAVE A GOOD 1982!