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A CASE STUDY OF THE SUCCESS SYNDROME IN HIGH-ACHIEVING EXECUTIVES WITHIN A CORPORATE STRUCTURE

by
Donald Joseph Fisher

A dissertation submitted in partial fulfillment
of the requirements for the degree of
Doctor of Philosophy
(Education)
in The University of Michigan
1976

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CHAPTER I

INTRODUCTION TO THE STUDY

Statement of the Problem

Many books and journal articles have been written which describe the traits and characteristics which go into the making of a successful executive. All would tend to agree on certain basic qualities such as having a high need for achievement and personal drive. These are necessary to bring about results and accomplishments in whatever setting an executive might choose to function. Soon after this, however, it becomes difficult to find areas of commonality depending upon the perspective that the writer is taking or the insights that have been gained through one's own personal experiences with high-achieving executives.

The problem that needs investigation at present is whether the high-achieving executive has been able to fulfill not only his career ambitions but his personal goals and values as well. The latter would be necessary to achieve a deep sense of satisfaction and fulfillment. There is a legitimate question as to whether the differences between the executive who has managed to achieve high external rewards but remains lacking in internal satisfaction can be

distinguished from the one who has been able to achieve both.

All too often an individual's criteria for success is derived externally; that is, from the situation or environment in which he operates. Values, goals, motivations, and rewards are based primarily on what the corporation or agency has defined as being "good" or "the right thing." The higher the executive rises in the organization, the more this tends to be the case. When the individual moves up to "executive" status, he enters a period of career development that is fraught with a whole new set of factors which are complex and which depend largely upon his own effectiveness. He will continue to rise toward the apex only if he is satisfactorily handling the additional responsibilities that are given him with each additional step up that is taken. As each step is achieved, he is rewarded in whatever form the organization chooses to indicate to him that he has done the job. Money, prestige, status, and more power let him know that he has been successful.

There is nothing inherently wrong in a man's upward striving and in his achievements within the organization which bring him the rewards of his position, but he may have gotten to the top hoping to find a richness and a fullness to his life which may still be somewhere else than where he thought he would find it. When this happens, and it quite often does, he may find it necessary to turn to other activities or even to establish new goals for his life in

order to derive the meaning and the internal satisfaction and happiness which he thought would be his upon reaching his career goals. He may find a loneliness and an emptiness which leaves him unfulfilled and seeking new ways to fill the void that lies deep within himself.

It is obvious that not all executives move up the promotional ladder only to find that their lives are hollow on the outside while appearing to be happy and successful. How is it, then, that some individuals appear to be able to cope with all the stresses and pressures that are inherent in any high-level position and still reach a high level of personal satisfaction and reward? Others achieve only the external symbols of success which leaves them insecure and perhaps disillusioned and anxiety-ridden? What are some of the significant differences in the career paths that individuals take in reaching their goals? Do those individuals in business and professional roles who appear to effectively manage their lives and achieve harmony and balance have some "extras" that could be shared in helping others on their way up? Can we, through studying the behavior patterns of high-achieving executives, identify the means they have used to develop both internally and externally rich lives?

Objectives and Rationale

The purpose of this study is to learn from the experiences and

perceptions of a select group of high-achieving executives:

1. the paths that their individual careers have followed;
2. what factors they perceive as having contributed most to their success;
3. how their needs and values compare to others who have been considered successful; and,
4. whether they have achieved satisfaction and fulfillment from their accomplishments and life styles.

From the knowledge gained in achieving these stated objectives, it is expected that a contribution can be made to the effectiveness of career counseling and personal development methods that would:

1. be instrumental and applicable to executives who are already successful in terms of external criteria;
2. aid upcoming executives who may be using the former group as role models; and,
3. assist women, young people, and minority group members who have high success aspirations.

In addition to the above, we would also expect as a basic outcome the generation of several testable hypotheses that would bear fruit in later research.

Our efforts are basically exploratory. A case study design has been adopted for the depth and richness of data it will provide.

One other objective that is felt to be highly important is the development and generation of publishable data that would be informative as well as interesting to counselors, psychologists, and consultants to management. It appears that the tools, methods, and approaches currently being utilized need new focus, adjustment or radical change in order to meet the needs of a portion of our society which has heretofore managed on their own efforts.

Effective executives are needed now more than ever before because of the growing complexities and problems in our society, the rapidly shifting goals and objectives within organizations, and the changing values and life styles within our culture. We are at a critical point in our development of knowledge in this area since "awareness" of the nature of the problem is far ahead of our ability to provide adequate interventions to assist those affected in making desirable changes within themselves and within the organizations in which they may choose to serve.

Studies of executives who are experiencing or have gone through career crises (Jennings, 1967; Levinson, 1964; Steiner, 1972) show that the individual who has risen to the top of the organizational hierarchy may have done so without ever having experienced failure or in some way having been challenged to deal with "who he is" and what is really important to him. The crises come when he is forced to confront himself and to honestly seek answers about him-

self that may cause him to establish new goals, to begin to behave according to a new set of standards and values and in a phrase, "to change his life style."

It also appears to be fairly common to have "identity crises" develop at a period in life known medically as "involution." (Erickson, 1968). This is usually sometime in the early forties when a man's physical traits begin to change as he approaches middle age. This alone can cause a good deal of stress and the problem may be magnified if his career and personal identity is unstable, also.

Young people today have become extremely critical of "authority" because of what they view as hypocrisy and selfishness by those who possess it. As these individuals move into organizational structures, they will find themselves in a real dilemma where on the one hand they may basically mistrust those in leadership and executive positions and at the same time be called upon to assume more responsible roles which may eventually carry them to the very levels of authority of which they are now so critical.

Provided some effective guidelines are made available that will help them grow and assume organizational roles and positions without alienation, it will be more possible for them to learn to manage and balance out the external rewards of the system with the internal satisfaction that comes from being true to one's innermost self.

Need for the Study

The problem under investigation is one that is quite current in the sense that there is limited information available as to how highly successful people really "feel" about their success as compared with what "appears" to be operating from an external frame of reference. Many in the womens' liberation movement are out to share in the spoils of the success pattern which men appear to fall heir to while leaving women in lesser roles with the high-level positions virtually closed off (Cussler, 1958). Knowing more about how the select few make it to the top while others fail may give us some of the answers that are now missing and may provide a more insightful model for women than what they now have available.

There is a definite need to more specifically identify and describe some of the fundamental processes, methods and techniques that have proven effective in helping individuals move from where they are now to where they want to be in the future.

Career development and life planning activities are traditionally offered to those who are beginning their careers or to those who have been unsuccessful in their efforts to date. Few services are available to already successful people either because no need is perceived or because there is not a ready acknowledgment that "help" from outside resources can really be helpful in working through difficult decisions and "choice crises" that inevitably occur.

Psychological and counseling concepts still appear to focus on the solution of problems and not so much on the achievement of goals and the development of potentials in relation to what is focused on for accomplishment. It is felt that an achievement-goal orientation rather than a therapeutic orientation may produce better results in application and will open the door to more executives and high-achievers to take advantage of the resources already available without having some stigma attached that may be viewed negatively.

It is felt, too,that there is need for a close-in, more intimate study of a small group from which special insights and understandings can be derived. This approach is felt to have definite advantages over broader, more objective approaches such as paper-pencil surveys, which would provide more of a profile of what the average looks like, rather than identifying the uniqueness of each individual studied. The unique ways which each individual executive copes are our prime foci.

Limitations of the Study

There is obviously a limit to how much generalization can be made from the study of a very small group of highly selective executives to all others. Added to this is the fact that the sample population will be made up of all male corporation executives from a small number of organizations at approximately the same status level.

Another limitation imposed by the size of the sample is the difficulty in relying on the usual statistical analyses to determine the significance of the findings. Results from both the personal interviews carried out and the testing that is completed will of necessity need more a qualitative interpretation than a quantitative one. That is, nevertheless, by design and is felt to be an advantage in light of the objectives that have been selected for this investigation.

Description of the Basic Categories of Exploration and Response

All the basic categories were designed in ways to help the executive focus clearly on his future and how and when he expects to arrive at given points of destination. Some of the ways that this was accomplished were by looking into his past in terms of career and life development to date; the present in terms of what his key concerns, hopes, and choice options might be; and then specifically and directly into the future.

The latter two dimensions help provide perspective on fundamental direction-setting choices which will greatly influence his future. Descriptions of the basic categories of exploration taken with each subject are as follows:

The Future

The effort here was to cause the executive to picture the future as he would like it to be within about five years. The questions were designed to help him form a clear image of himself in the future and what he will be doing. This tended to be highly stimulating and mind-stretching and generally opened up avenues of thought and feeling that elicited a desire for more in-depth exploration.

Peak Experiences

A peak experience is a moment or a period of time in life when there is exceptional happiness or excitement and when one feels truly one's self--close to full utilization of potentials.

The subject was asked to dig back into his past and bring out at least two peak experiences. These experiences were then examined from a variety of perspectives such as:

- internal vs. external sources
- frequency
- conditions making the "peaks" possible
- the rewards received
- the time of life in which these occurred.

Maslow (1968) theorized in his writing on the self-actualization tendency that individuals who are high in this growth dimension often have "peak" experiences which are exhilarating, exciting, and generally fulfilling. The attempt was to examine such phenomena in

the lives of high-achieving executives who were generally ten to twenty years younger than the general population described in Maslow's studies. The objectives were to determine:

1. how well the subject could describe such experiences;
2. how these descriptions compared with those described by Maslow's subjects;
3. the frequency with which they occurred; and,
4. the period of life and site of the occurrence of the experience.

There were other dimensions to the exploration but basically the design was aimed at obtaining a more in-depth, personalized look into that part of the life of the high-achiever and also whether there was a correlation between this experientially-based phenomenon and the tendencies in the individual which could be detected by instruments designed to measure the self-actualization tendency (POI-Life Styles).

Basic Sources of Satisfaction

A source of satisfaction could be any major area of the subject's life from which he derived a great deal of reward and a sense of fulfillment such as:

- work
- home and family

- community activities
- religious activities
- educational endeavors
- etc.

These major sources were first identified and then explored regarding some basic decisions as to the primary sources--the ones yielding the highest pay-out in satisfaction.

To help in determining the relative state of balance of these various sources the executive was asked if he had any desire to shift his current priorities in order to achieve greater balance (more satisfaction).

All of the exploration along this dimension was geared toward determining not only what the various primary sources are in the high-achiever but also the level of contentment in his life at this point which could be a significant factor and a strong influence on any future career and life choices that might be contemplated.

Life Directions Choices

Three basic alternatives for the future were presented to the executive and he was asked to rank order the three alternatives based on what he wants most for himself in the future.

Life directions implies much more than career. No decisions were solicited relative to any particular job or occupational direction but instead the objective was to obtain a "feel" for what is really

important to the individual at this stage in his life when he has already achieved at a very high level according to external, objective criteria. His basic values are coming into play at this stage of looking at his future and what he sees and desires for himself will tend to be largely an interplay between his value system and the relative state of balance in his life stemming from the sources of satisfaction that have been previously identified. He was asked to identify the benefits that he expects would be forthcoming from his direction of choice and the basic needs that he feels will be satisfied in the process. This was another way of examining his basic value structure and relative state of need satisfaction in various areas of his life.

Change

Change is approached from a broad perspective and was looked at in terms of how the individual views change and the change process as it relates to conditions within himself as well as conditions and situations external of himself.

How he generally feels and responds or reacts to change indicates a great deal about his general mental situation. How he goes about coping with rapidly changing conditions and what his primary methods and techniques are can be very valuable to himself when brought out to a conscious level of awareness; but such processes in individuals who have given evidence of leadership effectiveness

can also be extremely valuable to other individuals who are not coping effectively or to those who have ambitions in the direction of assuming high-pressure responsibility.

Most Difficult Periods: Methods of Coping

This would be something like the antithesis of a "peak" experience. The situation could be of brief duration or a longer period or phase in the executive's life where he felt he was truly struggling and having to call on all his resources, both internal and external, in order to make it through.

What the experience was like, how often it, or something like it, has occurred and what the subject relied on as a primary resource to get him through, was examined.

The Crisis: What Is It?

The kind of crisis being examined is essentially a "crisis of choice" which is basically one of a positive nature. It requires choice among several possible constructive alternatives--not a crisis which calls for therapeutic intervention which is obviously of a more traumatic nature.

We are calling the first crisis "an executive choice conflict" rather than a psychological or emotional crisis, though there certainly may be large psychological and emotional aspects to the choices being considered.

The subjects in the study did not necessarily have to be in the actual choice conflict (although several were), but they must have gone through such a choice crisis or be anticipating one which can be described and visualized if not actually engaged at the moment.

Rationale for these Particular Categories of Exploration and Examination

Rather than doing a broad gauge study (survey type) to discover patterns of characteristics and an "average profile" of what makes for a "successful executive," it was felt that looking at the executive as a man in multiple areas of his life and from various success, as well as failure, situations, could prove helpful in gaining greater depth of understanding as to how he was able to achieve at a level that clearly places him in an elite posture as compared with the general population and with individuals within his chosen field.

CHAPTER II

LITERATURE REVIEW

It would be impractical to attempt a review of everything that has been written on "the successful executive." The literature on this broad subject has been multiplying for many years now and without a good deal of conclusiveness as to what the successful executive really looks like in profile. Since our interests and concerns are more narrowly focused and are directed toward exploring the degree to which he is able to experience internalized feelings of satisfaction and fulfillment, and not just success in terms of external rewards, our search has been directed largely at discovering what the literature has to say on the subjects of:

1. self-actualization;
2. achievement motivation;
3. how the individual copes with balancing his own goals with those of the organization;
4. what happens to him when he experiences crisis conditions; and
5. how successful lives and careers tend to develop.

Self-Actualization

The concept of self-actualization is central in understanding the successful person from both an internal and external frame of reference. Much has been written on the subject but to focus more clearly on the basics, a review of the following should prove helpful.

Maslow (1968) not only "fathered" the term self-actualization but he has written a great deal on the subject from his study of individuals who have been far above the average in realizing their potentialities. He describes healthy people as

> those having sufficiently gratified their basic needs for safety, belongingness, love, respect and self-esteem so that they are motivated primarily by trends to self-actualization (defined as ongoing actualization of potentials, capacities and talents, as fulfillment of mission (or call, fate, destiny, or vocation), as a fuller knowledge of, and acceptance of the person's own intrinsic nature, as an increasing trend toward unity, integration or synergy within the person. (Maslow, 1968, p.23.)

Maslow describes this particular conception of self-actualization as being somewhat static and part of the reason being that he has found this tendency only in older people. It, therefore, tends to be seen as an ultimate or final state of affairs rather than a dynamic process which is active throughout life, being rather than becoming.

Through a process of studying the lives of a large number of individuals and their "peak experiences," Maslow feels strongly that they have much to teach us about what it means to be truly

healthy and self-fulfilled. His study of peak experiences led him to re-define his more "static" definition of self-examination from an all-or-nothing kind of concept where a person either has it or he doesn't to "an episode," or a spurt in which he is more integrated and less split, more open for experience, more idiosyncratic, more perfectly expressive or spontaneous, etc. He becomes in these episodes more truly himself, more perfectly actualizing his potentialities, closer to the core of his being.

It would seem especially valuable to explore the existence of "peak experiences" in the lives of high-achieving executives to "see" what these experiences represented in their lives and how much of this kind of experience they are aware of.

Maslow's basic principles and concepts are now common knowledge to psychotherapists, to management consultants and to the individual managers and executives as well.

A recent study by Berry (1973) concluded that executive conceptions of success can be expressed within Maslow's hierarchy of needs--primarily the higher order needs of self-actualization and self-esteem. His study was conducted to determine the views of successful executives using a sample group drawn from 3,298 presidents and vice-presidents from manufacturing firms in the mid-west.

Berry derived from his study ten contributive and causative factors which he puts forth as a set of guideline concepts for those

who wish to better understand the essential qualities exhibited by successful executives (see Appendix K).

In addition to the ten success attainment factors (contributive and causative), Berry also lists a few randomly selected responses of thirty-four of the executives for purposes of illustration (see Appendix J).

Berry's findings suggest adaptability to be almost universally exhibited by successful executives. His major conclusion, however, is that social class background is the single most important variable in attaining success as a top level executive (p. 42).

Carl Rogers (1961) deals very effectively with Maslow's term in describing his insights and experiences in working to free individuals through therapy from the blocks that prevent them from realizing their true potentials for growth and fulfillment. His description of this tendency are words such as "positive, constructive, moving toward self-actualization, growing toward maturity, growing toward socialization." Many of the insights gained through his work are very much like that of Maslow's in terms of what each sees as being "healthy." There is no static, fixed point at which we finally arrive and are truly actualized, but it is instead a steady flowing process, often times inducing insecurity because of the lack of a fixed course to follow. Change is ever present and on-going.

The direction then for both Rogers and Maslow is movement

toward being, knowing, and accepting the process. The person in this condition is not trying to be more than he is nor can there be acceptance in being less at the same time. There is increasingly a striving for self-improvement and a desire to learn more about who and what he is so that the growth process can be enhanced.

Davies (1958), in writing about men in management, makes some very cogent statement about what is necessary for success in the management role. He points out that

> . . . clean-cut goals are essential--according to some psychologists, all of our behavior--everything we do, we think, or we dream about--is pointed toward a greater degree of self-realization, a more adequate self. All activities are directed toward making us feel better inside, toward helping us achieve greater happiness. If we see an action, or a sequence of actions, as related to our greater happiness in life, we generally act willingly. If we do not see them as related to our self-fulfillment, we tend to take no action unless forced to do so. (Davies, 1958

This statement is seen as bringing the more abstract concept of self-actualization down to a practical and understandable level that most executives and managers could well understand and relate to. This, too, is our desire to take the findings that are emerging along these lines and help executives better understand them and better understand themselves and what their true potentials are for deeper levels of satisfaction and fulfillment as fully functioning human beings.

In a study on values as they relate to executive decision-making, Shirley (1975) suggests that the principal task of top managers is to

develop a strategy which is economically viable. The design of corporate strategy, however, should provide for satisfaction of executive needs and wants in order to inspire commitment and stimulate motivation. Thus satisfactory economic returns are the first priority with recognition given to personal values.

A related study on personal value systems of managers and administrators by England (1973) found that values are related to such practical and important concerns as decision-making, managerial success and organizational context differences.

This particular study raised some question which need further exploration at the individual level. For example, it is not known how value systems develop and change as a result of one's organizational experiences. At the level of an organization, the question of "an optimal mix of values" needs further clarification.

Another example of the steadily growing impact of the self-actualization concept was recently printed in the Royal Bank of Canada Monthly Letter (1971), and we quote:

> The worst that can befall anyone in the next twelve months is that he shall fail to attain the satisfaction of having done something self-expressive. The exhilaration of achievement, of doing things, of self-realization; this people want as a natural expression of their individuality. Professor Odum wrote: 'To grow into the maximum of personality, character, adoption, achievement, perfection of normality, is the supreme process of the race.'

Goble (1970) provided a tremendous synthesis of all Maslow's basic writing along with much of its current application in business and industry. He spends a good deal of time and effort in summarizing the qualities and characteristics of self-actualizing people, then moves to some descriptions of how some of the current well-known writers and consultants to management have effectively employed these principles.

Maslow, in reading some of the work of Drucker (1966), and MacGregor (1967), was quite impressed that these consultants to the management field have arrived at many of the same conclusions as he had. He was particularly impressed with MacGregor's Theory X and Theory Y because they were based primarily on his own theories of basic needs.

From all of Maslow's work in studying modern management principles and techniques and the organizations in which they are effectuated, he coined the term "Eupsychian" which he used to describe human-oriented institutions. His final conclusions were:

> . . . the pressure of competition will gradually and steadily move American management toward Theory Y. (MacGregor's theory of the humanistically-oriented manager). Old style management is steadily becoming obsolete, putting the enterprise in a less and less advantageous position in competition with other enterprises in the same industry that are under enlightened management and are, therefore, turning out better products, better services, etc. (Goble, 1970, p. 99)

In summarizing this section on self-actualization, it seems increasingly obvious that the most successful and effective executives and managers are those who are strongly expressive of this tendency toward developing themselves to their fullest potentialities and are less likely to become too narrow and rigid not only in their career development but in their personal lives as well.

Achievement Motivation

The Achievement Motive appears to play a central role in executive success. Once in an executive position, the pressures of the organization are compelling influences that probably have a tendency to reinforce the desire to achieve more and more.

Henry (1948) who studied over 100 business executives found a high achievement drive and a felt necessity in executives for continually moving upward. For some, the sense of success comes through achievement on the job, while others seem to have rewards more in terms of the social prestige, of increased status within the organization or within their home communities.

Jurgensen (1948) made an extensive study at the Minneapolis Gas Company of persons seeking positions. He reported that the importance of advancement became greater as the extent of education increased. Persons at the top of the occupational ladder were the most interested in further advancement while those at the bottom were least interested.

Booz, Allen, and Hamilton (1953) reported that 422 job-seeking executives from business and industry gave "bigger job, more responsibility" as the largest single reason for leaving a position. "Greater opportunity for future growth" and "increased income" came next.

Niles (1958) in discussing some of the basics of human motivation feels that "Genuine participation, to the point of deep emotional involvement of all members of the organization, is about the only source of satisfaction in the industrial setting for a considerable number of powerful human needs. Among these are needs for achievement, knowledge, prestige, creative activity, group approval and power."

McGibbon (1955), in quoting from a survey of 10,000 people, young and old, showed that "only one out of 20 ever had any definite aim in life. Nearly all those who had achieved success stated that they had a definite goal and had done everything possible to reach it."

Definite goals seem to be an outstanding characteristic of the successful executive but by itself it does not guarantee success in the other terms that we are concerned about, namely, a deep sense of personal satisfaction and personal fulfillment. The question that continues to burn in our mind is what if he does become completely successful in what he "thought" he wanted only to discover that there

are so many other mountains that he wants and needs to conquer to really feel complete.

There are some evident inherent dangers in becoming so completely absorbed with the need and desire to achieve that all else pales into insignificance. McClelland (1961) provides us with one of the most comprehensive and compelling studies of achievement motivation that has ever been done. His work ranges across continents and his subjects are largely entrapreneurial-type executives in business activities. One of his key findings is that people who are concerned about interpersonal relationships tend generally to be less concerned about achievement and vice-versa. Does this imply that an executive cannot be high in both and be successful? If this were the case, then how would this affect the executive's leadership style and effectiveness in his role as a leader and motivator of people?

McClelland in this same work provides some of the primary characteristics of the high-achiever. He points out, however, that "no attitude consistently characterizes the subject with n. ach. across all countries." He did find, however, a number of types of behavior (p. 334) which do characterize high 'n. achievement' is associated with greater frequency of certain types of expressive movement, with better performance under achievement incentives, with the preferred use of blues and greens over reds and yellows, with greater geographical and social mobility, with fewer outside social

activities in school, and perhaps with greater emphasis on competitive games, and different images of time. People with high n. achievement behave in certain characteristic ways, but if asked, they do not consistently respond with the attitudes and beliefs their behavior seems to imply.

One additional finding that may be well worth mentioning from McClelland's work is that American executives are significantly higher in the need for power, the desire to control the actions of others, than the executives in any other place except northern Italy.

McClelland and Burnham (1975) speak to this issue very clearly by comparing the executive personality high in the need for power (a basic desire to influence and lead others) with those high in the need for affiliation (having friendly relations.) A number of sales departments were studied. Only 20 per cent of the better half of them were run by managers with a higher need for affiliation than for power. But 90 per cent of the poorer ones were run by executives high in the need for affiliation. Power managers ran 80 per cent of the best and had only 10 per cent of the worst.

The desire to be liked when carried to the extreme led to wishy-washy decisions and generally lower morale. McClelland and Burnham concluded that failure to treat people equally destroys the worker's faith in the corporate reward system and leaves them not knowing what to expect next.

In concluding their remarks on Power vs. Affiliation, McClelland and Burnham indicate that:

> Some American businessmen fear this kind of maturity in themselves. They think it means become less aggressive. Our research, however, can allay these fears. An overriding sense of personal importance is not necessary for high performance. Indeed, the institutionalized power manager is often willing to sacrifice his own immediate self-interest for the welfare of the organization. He does not see self-sacrifice for the company benefit as self-defeating because he sees his own power as deriving from the company (McClelland and Burnham, 1975).

A somewhat contradictory conclusion to that reached by McClellandand Burnham was found in a study by Slocum and Hand (1971). The results of their research using the Edwards Personal Preference Scale were that although there are no substantial numbers of personality characteristics shaping executive satisfaction or performance, the executive must be able to render assistance to others in his advisory capacity and demonstrate concern about his employees' problems. This is perhaps more specifically "nurturance" than "affiliation" but they indicate further that foremen must operate with much more "affiliation" to be successful. They state,in fact, that "he (the foreman) must be able to make friends with the men under him, and develop a cohesive feeling among the men."

An obvious question arising out of all the findings in Achievement Motivation is whether the motive is found on an equal basis in women as it is in men. Bardwick (1971) feels that there is

definitely a difference. She says:

> I think that the atypical independent girl who has a high internalized need to achieve, and the dependent feminine girl who has fused achievement and affiliation rewards, represent the maturation of the two different personality models that are available in this culture, albeit unequally. For boys, only the independent model is sanctioned." (Bardwick, 1971)

She takes her point further when she expresses:

> The question of motive, then, becomes clear. Does a person strive to achieve because he has an internal standard of excellence, a self-image and feeling of self-esteem dependent on how he perceives himself performing--or does he achieve primarily in order to receive praise from others? Veroff (1969) suggests that for boys the achievement motive is easily cued by internal standards of excellence, but for girls, external support is critically important." (Bardwick, 1971)

Martina Horner (1970) reinforces what Bardwick brings out about the differences in men and women with regard to the need for achievement. She has found that achievement orientation in women is blunted by a fear of success that appears to stem from a conflict between achievement and the feminine role.

Cussler (1958) in her studies of women executives gained some interesting knowledge and insights about them through her personal interviews. She points out that a rising young man may fill his daily calendar with appointments--a coffee break with a man from whom he eventually hopes to have business, lunch with another, golf and cards with men who would "count." Clinching the deal in a bar or on the golf course is outside most women's conception of what

their jobs entail. Another obstacle that women have to fight to overcome, according to Cussler, is a set of "typical" male traits which women are expected to have while there does not appear to be any similar conception of the "essential male."

Stevens (1940) did a study of college women's attitudes toward occupations which showed that, at any earlier age, the coed cannot only learn the social benefits but can fully internalize the need to be "inferior." Stevens found that, even when quite free to choose the job they would like to do, students tended to pick out occupations which did not, by their own definition, have the highest social prestige nor the largest salaries. Although, of course, a number of other factors are involved, it appears that the coeds could not conceive of themselves holding a position in which they would be somewhat "superior" to many other people and, especially to many men.

Cussler's (1958) conclusions from her studies showed that inequities do exist between men and women executives: there are differences in salary, in rank, in responsibility, in opportunity, in security--differences usually not founded on merit but on sex. "A few women," she says, "get prestige and social attention they do not really deserve, again because they are women. Inequity works both ways."

More recent studies by Woods (1975), Herrick (1973), and Hackamack (1972) show that women have come a long way in the

executive world but at the same time they still have a long way to go.

Many of the traditional obstacles still exist and effectively block out women with high aspirations. Some are succeeding, however, and studies of women who have made it are showing that most of the characteristics that make them successful are the same ones that apply to the males.

Herrick (1973) found that male and female subjects perceived very little difference in the importance of their needs, and the only differences in satisfactions provided was that females perceived less fulfillment of self-actualization needs.

Woods (1975) discovered ten characteristics which a woman must cultivate if she is to climb the executive ladder. These ten necessary characteristics for women to succeed in management are: competence, education, realism, aggressiveness, self-confidence, career mindedness, femininity, strategy, support of an influential male, and uniqueness. The one characteristic which seems most significant and different than that usually mentioned by males is that she must have the support of an influential male. Perhaps the same is true for males who are successful without their acknowledgement or awareness of it. A corollary to making men believe that women believe in themselves is for women to convince men they really want a career.

To succeed in management, it would appear that a woman has to be all things to all people. She must temper her aspirations with an understanding of the situation.

Hackamack (1973) is somewhat encouraging for the future of women executives when he states that:

> As training becomes more accessible and as managerial manpower resources dwindle, the day may soon come when men and women will be considered for the same job on the basis of their ability alone. (Hackamack, 1972)

The significance in bringing all this out for discussion is that there seems to be a growing trend for women to enter the heretofore "tight" arena of the executive world. Perhaps as more light is shed on the "inner world" of the executive, it may either prove very encouraging for more women to aspire to higher levels of leadership and power or it may discourage any but the strong-hearted to set their goals for the higher heights.

The Individual Within the Corporation

What does the literature have to say about the individual executive's chances for leading the balanced life within the structure of the organization? Is it possible to "be my own man" while effectively leading and managing an organization in the achievement of its corporate goals and objectives? A few perspectives from various sources may shed some light on the subject.

Reich (1970) in discussing the "Consciousness II" individual

is skeptical. He feels that although the outer facade of the Consciousness II society, which is dominated by the organization, is optimistic, Consciousness II has a profoundly pessimistic view of man. Reich indicates that:

> One of the central aspects of Consciousness II is an acceptance of the priority of institutions, organizations and society and a belief that the individual must tie his destiny to something of this sort, larger than himself, and subordinate his will to it.

The executive in such a corporation adopts as his personal values and standards the same ones that are sanctioned by the organization. His motivations are always directed toward the future, because it is not the inner satisfactions that provide the mainsprings for his actions, but things extrinsic to himself like promotions, higher pay, a better office, etc. What really happens then is that the outer goals overshadow or actually consume the inner ones and his more intimate personal values and desires are left wanting. Underneath all this fiercely competitive and outwardly giving and self-sacrificing is a man who is deeply afraid of failure and is often quite insecure because to lose his position or to slip in his career would be to lose his identity. When this kind of executive who has virtually given everything to the organization loses he has much less to fall back on; no balance points or other areas of strength to provide him support and a sense of well-being.

Reich feels, therefore, that the Consciousness II individual is a victim of a cruel deception. He has been persuaded that "the

richness, the satisfactions, the joy of life are to be found in power, success, status, acceptance, popularity, achievements, rewards, excellence, and the rational, competent mind."

Argyris (1964) feels that we cannot fully understand the individual without understanding the organization in which he is imbedded and vice-versa. He discusses the necessity of developing a high level of self-esteem which is essential to executive success and the level of self-esteem increases in a situation as the following factors increase within his organizational environment:

1. the executive is able to define his own goals;
2. these goals are related to his central needs or values;
3. he is able to define the paths to these goals;
4. the achievement of these goals represents a realistic level of aspiration for him. A goal is "realistic" when it represents a challenge or a risk that requires hitherto unused, untested effort to overcome which the individual can make available to himself. A goal that is too difficult or one that is below his present level of achievement will lead to success--indeed, it may lead to failure and a lowering of self-esteem.

This is obviously a well-put statement of achievement motivation which is basically inner-directed rather than being outer or extrinsically

motivating as was previously described in Reich's Consciousness II concept.

Argyris takes the whole theme of self-esteem one step further when he states that "the individual who behaves (leads) in a way that provides others the opportunity to enhance their self-esteem, the higher his self-esteem."

In modern industrial life, it may be that we are offering opportunities for the fulfillment of most of the lower order needs (physiological and security needs) but because of the nature of the industrial world we have created, the modern industrial society is not able to offer fulfillment of the self-actualizing needs. Ironically, modern industrial life may solve the physiological and security needs of man through a social mechanism (of organization) which, by its present nature, is unable to provide expression for the next level of needs for most of its participants. Argyris feels that "unless these needs are expressed, the society may eventually lose much of its available source of energy for work."

Drucker (1970) builds on this theme when he says, "They (the corporation) will have to learn to make the "quality of life' into an opportunity for their own main tasks. In the business enterprise, this means that the attainment of the 'quality of life' increasingly will have to be considered a business opportunity and will have to be converted by management into profitable business."

This whole effort points increasingly to fulfillment of the individual and not just the attainment of organizational goals and objectives. The traditional human relations efforts have been directed toward "satisfaction" defined as the absence of discontent. Drucker feels that within the next ten years, organizations will become far less concerned with "management development" as a means of adapting the individual to the demands of the organization and will instead be far more concerned with "organization development" to adapt the organization to the needs, aspirations, and potential of the individual.

Vroom (1964) cites a study by Porter (1962) which sheds some light on the basis for the relationship between levels within the managerial hierarchy and job satisfaction. He obtained ratings from nearly 2,000 managers concerningthe amount of different outcomes, e.g., security, autonomy, esteem, etc., which were not connected with their positions and the amount that they thought should be connected with their positions. The degree of perceived deficiency in fulfillment of a manager's need for a particular kind of outcome was measured by subtracting his rating of the amount of the income now connected with his position from his rating of the amount which should be connected with his position. Respondents were classified into five managerial levels: Presidents, Vice-Presidents, Upper-Middle Managers (e.g. Division Managers and Plant Managers), Lower-Middle Managers (e.g.Department Managers), and Lower

Managers (First and Second Level Supervisors). Holding age constant, Porter observed a tendency for the amount of difference between ratings, i.e. perceived differences in need fulfillment, to increase at each successive lower level of the management hierarchy. These results imply that the greater the satisfaction of higher level managers and executives is due, at least in part, to greater opportunities to satisfy esteem, autonomy, and self-actualization needs.

According to Vroom, there have been no experimental investigations of success and failure in industrial situations. He feels that "over-all job satisfaction will vary directly with the extent to which those needs of an individual which can be satisfied are actually satisfied; the stronger the needs, the more closely will job satisfaction depend upon its fulfillment."

Whyte (1956) in discussing the role of the executive in the organizational structure offers his perceptions of how the up and coming young executive views his relationship to the organization:

> Be loyal to the company and the company will be loyal to you. After all, if you do a good job for the organization, it is only good sense for the organization to be good to you, because that will be best for everybody. There are a bunch of real people around here. Tell them what you think and they will respect you for it. They don't want a man to fret and stew at his work. It won't happen to me. A man who gets ulcers probably shouldn't be in business anyway. (Whyte, 1956).

The point Whyte appears to be making is that this viewpoint is not so much naive as it is a reflection of a change in perception

that has occurred from seeing the system as something to be bucked to something to be cooperated with.

In speaking to the issue of balance in the life of the executive, Whyte points out that there is between work and the rest of his life a unity that few can ever understand, especially his wife. One of the few secrets many an executive manages to keep from his wife is how much more deeply involved he is in his work than anything else under the sun. It is difficult to explain to his wife that he is not overworking even though he may be spending long hours. As one company president put it, "Overwork, as I see it, is simply work that you don't like. But I dearly love this work. You love only one time and you might as well do something you like." Obviously this executive was speaking of his work and not of his wife.

Later on in his book, Whyte takes a firm stand on what he believes the position or posture of the "true" executive must be if he is to be successful ultimately. He feels that the true executive:

> . . . is one who remains most suspicious of the organization. If there is one thing that characterizes him, it is a fierce desire to control his own destiny and, deep down, he resents yielding that control to the organization, no matter how velvety its grip. He does not want to be done right by--he wants to dominate, not be dominated. (Whyte, 1956)

This is obviously the man who has a strong sense of fate control, who knows who he is and what he wants out of life and has not "sold out" his integrity and his values for the sake of the

organization. This would be necessary posture it seems for Maslow's self-actualizing person. To be otherwise would be suppressing the natural tendencies for growth, self-expression and full realizations of one's potentialities.

Drucker (1966) states that the needs of large-scale organizations have to be satisfied by common people achieving uncommon performance. His views tend to bring into some semblance of balance the role of the executive within the organization. Drucker notes that although the executive has great freedom to move, the psychological needs and personal values need to be satisfied in and through his words and position within the organization. He is otherwise in danger of alienation, to use the fashionable word for boredom, frustration, and silent despair. To quote directly, he says:

> We'll have to satisfy both the objective need of society for performance by the organization, and the needs of the person for achievement and fulfillment. Only executive effectiveness can enable society to harmonize its two needs: the needs of organization to obtain from the individual the contribution it needs, and the needs of the individual to have the organization serve as his tool for the accomplishment of his purposes. (Drucker, 1966).

McGregor (1960) adds moreflavor to this whole argument of the necessity of balance between the needs of the organization and the needs of the individual executive when he discusses the two basic types of management development programs that currently exist.

The first type he calls the "manufacturing philosophy." Management sees the need or the problem for additional managerial talent and, therefore, designs a program to build the necessary machinery with the end goal in mind of "producing" the needed supply of managerial talent.

The second type is known as the "agricultural approach" which calls for "growing" the talent rather than producing it. Behind this approach is the idea that the individual will grow into what he is capable of being, provided the proper climate is created which is conducive to such growth. In light of this viewpoint, McGregor feels that there are three essential conditions which affect the growth of managers:

1. the economic and technological characteristics of the industry or firm;
2. the policies and practices of the company;
3. the behavior of the immediate superior (p. 189)

MacGregor feels, therefore, that "the job environment of the individual is the most important variable affecting his development. Unless that environment is conducive to his growth, none of the other things we do to him or for him will be effective."

Some recent studies are helpful in examining what top executives and their organizations must be looking for and doing to hold on to and develop the leadership talent necessary for the future.

Worbois (1975) feels that there needs to be more objective validation of managerial potential other than by in-house assessment procedures. He recommends obtaining independent evidence concerning abilities necessary for successful performance within a particular company.

Myette (1975) suggests providing as much opportunity as possible for personal growth such as a year's sabbatical with full pay to work for a charity or perhaps allowing the young executive to teach part-time at a local college.

Levinson (1974) agrees with Worbois that there should be more objective selection of a successor but he goes further to say that the selection of a successor should be removed from the hands of the C.E.O. and new appointments made by committee. His rationale is that the C.E.O. may well be oblivious to changing business conditions that dictate a different role for the organization's new leader. He may be unaware of the qualities that make for success, unconscious of feelings of rivalry toward the successor, or overly obliged to tradition in the selection process which means choosing his own successor with qualities and characteristics like his own.

Other studies by Labovitz (1972) and Helmich (1972) are supportive of Levinson's rationale and suggest that subordinates being promoted did not necessarily share common background and attitudes with superiors but, perceptually, were significantly more

aware of their superiors views than were those not considered for promotion.

Helmich also pointed out that corporate organizations experiencing inside succession in the office of the president exhibit less organizational change than firms undergoing outside succession.

Crisis Situations

There are times when the young, upwardly mobile executive is streaking toward the top only to hit some blocks in his path. They may actually be obstacles within himself or may perhaps be extrinsic to himself. In any case, he finds himself in deep trouble which may permeate his entire life situation and not just his career. How he views the crisis and how he attempts to cope with it may spell the difference between continued growth or a life of "settling" for something much less than what his actual potentials would call for.

For most men, it appears that the onset of middle age, which has its earliest beginnings around age 35 and ranges quite broadly depending on the individual, is the time when a man begins to really come to terms with himself and his human fate.

Levinson (1969) indicates that up to approximately age 45, creative executive effort is largely self-centered. His concerns are with his own personal achievements and his personal needs. After this age, he turns gradually to matters outside himself. Apparently during this process, there is the need and concern for finding purpose in life and not just the continual striving to get ahead which dominated

so much of his life up to that point.

Steiner (1972) comments further on this phenomenon when he says that, "Until he is promoted to upper management, an individual usually has the personal goal of achieving high position. Once he arrives, however, he can no longer depend on this familiar goal in planning for the future." He is increasingly pushed to identify himself with the business rather than with his own future--a change in goal direction that, in itself, can cause a crisis in identity.

Jennings (1967) feels that a career crisis is a crisis of self. He indicates that, "Invariably it involves a narrowing of awareness to basically include problems of authority, organizational goals and performance and self. Administrative anxiety is normal to all those who rise within corporate structures.

Jennings feels further that he has identified the times when a career crisis is most likely to occur:

1. on entrance into the firm. This usually lasts about five years until he becomestechnically qualified;
2. movement into the middle ranks. This requires dropping technical attachments and acquiring managerial ones;
3. when he attempts to meet the requirements of administration as opposed to management. (p. 22)

Hammer and Tosi (1974) obtained measures of role conflict, role ambiguity, and various job involvement variables for 61 high-level managers. Role conflict was negatively related to the amount of reported influence and positively related to the amount of perceived threat and anxiety.

It would appear that clarity of role and purpose on the part of the executive are essentials to his achieving satisfaction through his work.

Levinson (1964) makes some further observations on the crisis that can happen to a man who decides early in his career that he will put first things first, meaning career success. The man works extremely hard only to discover that what he has attained is only a part of what he really wanted. Here is one such case:

> A man in his late forties, owned three sizeable companies. He was the son of poor farm parents; he had managed to get through high school and then went to work in the oil fields. The small company he worked for became highly successful, and he became its president at an early age. He expanded his holdings, bought the controlling interest in a bank, later added a medium-sized manufacturing company. Meanwhile, he had married, and his two children were away at school. He had determined early that he would make a success of himself, and when he had achieved success, he would then "really live it up" and make up for his many sacrifices. Now he had success, but he could find no pleasure. He did not really know his children; they had little to say to him and he to them. They had long since learned they could notdiscuss their problems with him. His wife had her own interests. He did not know how to go about enjoying himself. As he looked back on his life, his achievements were, in his eyes, for nothing.

> The world saw him as a success; he saw himself as a failure. (p. 199)

In a more recent report on executive stress carried to its extreme in suicide, Levinson (1975) notes that basically, executive suicide tends to stem from a pattern of high personal aspirations combined with a low self-image. He suggests that it is vital for all executives to learn first the importance of dealing systematically with problems in order to relieve pressure. At the same time the executive should be alert for signs of depression in his co-workers.

Schoonmaker (1969) in discussing some of the causes of anxiety in the executive and the fact that not everyone can be a success, points out that the trend in most Americans today is moving away from their being "inner directed." An inner directed person certainly cares about what other people think about him but he cares more about what he thinks of himself. His self-image is formed not by opinions of others but whether he is progressing toward his own goals and is living according to his own standards.

Taleznik (1975) examined the personality traits of two kinds of leadership: charismatic and concensus. The charismatic leader is inner-directed, and will identify with objects, symbols and ideals. Problems of leaders like this may, in their most severe form, include megalomania, paranoia and other massive psychic upheavals.

The concensus leader presents himself more as brother or peer rather than as father. Taleznik suggests that personality factors have

been underestimated in their capacity to determine how a chief executive will respond to the constraints and opportunities available to him.

Many executives tend to define success and failure in terms of mobility. There seems to be no lasting satisfaction in promotions in the sense that they enjoy all the things that the promotion brings such as more pay, responsibility and status, but already have their eye set on the next rung of the ladder. A vice-president can be just as hungry for the presidency as his subordinates are for his job.

Jennings (1967) has probably more to say about the mobility syndrome in executives and how it may precipitate a crisis than almost anyone else. He feels that unless the executive can decipher early in his career the basic ingredients of his identity, he has no stabilizing influence by which to assess the value and costs that success and failure may bring.

The executive's view of himself is, therefore, his most crucial tool for developing and maintaining a productive and satisfying career.

What does the executive need then to most effectively cope with a career crisis?

When a man begins to experience psychological losses, the most obvious way to counteract it is to replace the lost gratifications with new ones.

Levinson (1964) feels there are four kinds of gratifications that

must be replaced:

1. loss of outlets for discharge of aggressive energy;
2. loss of resources of affection and of persons to whom to give affection;
3. loss of adult identity;
4. loss of adventure in living.

Three important ways to replace these lost gratifications are:

1. finding new avenues for discharging aggressions constructively;
2. finding new friends;
3. finding new adventure (p. 203)

Steiner (1972) says that in order to prevent an identity crisis from occurring which often is inextricably bound up with a career crisis is to become aware of the dynamics of one's own needs and the needs of his family prior to reaching the top echelon. The critical questions which he feels a man must seriously consider are:

1. What effects are my career pursuits having on my family?
2. How important is my home life?
3. How far do I really want to go in business?
4. What roles does my family play in decisions I make that affect them?

He should not just be asking these questions by himself but in

direct consultation with himself, his wife and his family.

Crisis situations are in the final analysis always a potential for the executive and seem to grow in proportion to the level of power and responsibility to which he aspires and climbs. He must, therefore, be able to see himself openly and critically with an open attitude of change and growth when he gains new insights and new awareness.

Taleznik (1963) comments on the fear of success and the fear of failure that can often lead to an executive's downfall. The fear of failure response is one which is characterized by an individual who is low in self-esteem and lacks a strong sense of identity. Instead of risking failure, he is willing to assume anonymity and a sense of resignation rather than competing for what he wants.

The fear of success is perhaps more complex and less common but nevertheless very real. Success may bring with it feelings of guilt and the urge to undo or to reverse the behavior that led to the success. Taleznik indicates that "if such concerns are strong enough--and they exist in all of us to some degree--then we may see implemented the fear of success." One prominent pattern it takes is in striving hard to achieve a goal, but just when the goal is in sight or within reach, the person sabotages himself. The self-sabotage can be viewed as a process of undoing--to avoid the success that may generate guilt.

Taleznik refers to <u>The Making of the President</u>, by Theodore H.

White (1960) which conveys the impression that "Nixon may have been going through a cycle such as the one being described. There were just too many errors of commission and omission that prevent us from passing off the election simply in terms of external events and forces, as important as these were."

A further complication requiring a high level of coping skills in executives is suggested by Hodgson (1975). With the growing complexities of today's business environment the job of corporation president has recently become at least three jobs, the largest allocation being given to planning. He feels that still more will be required over the next few years and that executives are working in increasingly "no win" situations where more is being demanded of them than they can possibly produce in the time available.

Burger (1974) suggests that a possible solution to such growing complexities may be in a collective management to take over the increasing burden of one man as chief executive officer. He adds that the motivation will have to play down personal aims and instead emphasize moral responsibility toward the organization and all the constituencies it serves.

In summarizing crisis situations, the basic responsibility in every case of overcoming the "executive crisis," the "personal identity crisis," or any other kind of life crisis, appears to boil down to one central premise. The person must assume responsibility for himself,

for his own experiences, his actions and their consequences. He cannot wait for external circumstances to pull him out of his dilemma but must "take charge" of his own life using the resources that he has within himself as well as knowing when and how to use the resources outside himself. The point is, he must decide that he wants to do something about it and set the direction of change that he wishes to bring about. Only then will he experience the satisfaction and the sense of accomplishment that comes from overcoming himself and removing the blocks that hold him back from realizing a life that can be rich and full of meaning.

Career Development Strategies

Knowing what we do now about some of the more essential aspects of what it takes to be successful as an executive, what then can be recommended to those who are in top positions to make them more complete and fulfilled in their roles and what can be suggested to those having aspirations for the top?

Super (1957) suggests that success in our culture is most often measured by achievement but that success is also a personal or subjective matter and not just a social or objective goal. To put it in other words, success as the world sees it is fruitless and empty unless the individual also sees it as success.

"Fortune Management" (1956) reports in depth on the lives of twenty-one "successful" contemporary Americans. There is evident

restraint in editorializing on the most essential steps for success since there is obviously a vast difference and diversity in the success formulae that each of these individuals has used. They view success as an "art" and because of this, there will always remain hidden certain ingredients that have to be extracted by the serious student of the success syndrome.

Klenzle (1950) feels that there are three things that are necessary for success:

1. determination
2. desire
3. a plan of action

He feels that the greatest of these is desire.

His description of a career pattern that will lead a man to ultimate success both personally and career-wise is as follows:

> In the first steps you nearly always find these factors: an overwhelming desire to succeed, the determination and drive to keep going full tilt all the way, a plan of action to guide them swiftly toward their goal; willingness to make sacrifices, and a wife and family willing to do their part; a successful battle against the fear of failure and doubts that might prove to be stumbling blocks; a career plan and a time-budget to keep moving in the right direction with the greatest efficiency; eagerness for new ideas and new opportunities; willingness to tackle any assignment; an ability to grow with the job; good health; a desire for social and intellectual growth. (Klenzle, 1950, p. 16)

Dalton (1959) discusses the managerial career ladder from a variety of perspectives and he suggests that movement up any

organizational ladder is subject to many influences outside individual and official control. Among those mentioned by Dalton are:

a. the effects of rivalries for personal success;

b. the limited number of positions

c. the loose and shifting nature of our society, which weakens existing formal means of ascent and biases personnel against new ones;

d. the avoidable influence of personal feelings in any interacting group; and

e. the clash of individual and organizational interests, which minimizes the official ways of getting up and encourages the unofficial. (Dalton, 1959, p. 178)

In discussing his ideas on how to make it to the top, Uris (1967) points out that success must ultimately come from the executive's own efforts and the explanation of that success lies within the behavior of the person; what he does and how he does it. Uris feels that the individual's value system is all important and that perhaps the greatest single obstacle arises from the individual's personal sense of what is important.

> Clearly any doubt in the mind of an individual that he is <u>not</u> in the job he wants to be, in the business he wants to be, headed in the directions he wants to go, is bound to weaken his sense of involvement, and accordingly, his motivation (Uris, 1967, p. 402)

Uris, in quoting from David Reisman's book, <u>The Lonely Crowd</u>,

puts people in three classifications:

1. tradition directed
2. inner directed
3. other directed

It appears quite clearly that the successful businessman is the one who is inner-directed. He has a feeling that he is guiding himself along a road that is the right one for him. The high-achieving executive then believes in his role, and furthermore feels that he can influence the outcome of the "game."

Schoonmaker (1971), in discussing his views on executive career strategy, feels that for the executive to avoid arriving at the top feeling vaguely dissatisfied and not really sure of what is wrong, he must learn to plan his career with the same general logic as that which is used in corporate planning: he suggests that the aims are the same which is that of "control." He indicates that most executives do not control their careers. They do their job but leave the career decisions to their superiors and hope that things work out.

Schoonmaker summarizes quite well what happens to so many executives in their striving for success when he states:

> The unpleasant truth is that millions of men waste their lives. They may be very successful in conventional terms; they may earn lots of money and become professionally powerful and prestigious; but they never have lived the sort of life or done the kinds of things or had the relationship with their family that they had really wanted. The awareness that they have little say in their careers and that

> they are doing work that they do not really enjoy is so painful to many executives that they have to escape it. (Schoonmaker, 1971)

Through a study of the executive over 40 in business, industry or other large organizations, Constandse (1972) suggests two approaches to dealing with a career crisis for a man who feels frustrated and blocked off from further advancement. First, the individual must make a realistic appraisal of his own abilities; second, he must re-examine his definition of success and redefine his life goals.

Effective communication and feedback between superior and subordinate may be one of the basic elements for executive career development. An article in"Rough Notes" (1975) suggests an MBO approach which casts the executive in the role of coach rather than boss, and the employee holds the responsibility for attaining the goal he or she has set.

By using a Management by Objective approach the executive can help his high potential employees to:

1. develop their skills;
2. know that their potential is recognized; and,
3. let them know they are regarded as mature persons.

Clutterbuck (1975) suggests a modification to MBO which he calls "Accountability Management." It is a modification of MBO but it does not assume that people understand their jobs. It

gives the employee the chance to set targets that match personal goals.

In discussing business planning in terms of its improving long-term profitability, Glavin (1974) offers some suggestions as to how to improve the conditions in an organization that are motivating to the individual. Managers must be a real part of the planning process and to accomplish this requires that:

1. The management techniques must assume the organization is made up of mature adults.
2. Behavior of the chief executive must telegraph trust of subordinates.
3. Communication must be deliberate and seek to develop better understanding of present and future activities.
4. Creative conflict should be encouraged.
5. Managers are obviously assigned responsibility for planning and plans.
6. Managers must participate in a broad range of problem-solving.

Development of potential leadership skills in many organizations, in fact, in most, comes on-the-job. Hanen (1974) suggests what often goes wrong in this approach if management is not aware. Since many younger managers who exhibit potential early are given promotions without having the accompanying skills, they learn by

observing. Too often they learn after the fact and not before it. What they may be learning by observing the way their superiors handle their jobs is how to perpetuate trained incapacities from one generation of managers to the next. Hanan feels that the hardest to learn are the techniques for dealing upward with top brass.

Marsh (1973) describes a career planning workshop for managers which was profoundly influenced by statements of Douglas McGregor. Its purpose (the workshop) was to support and accelerate the process of individual development without organizational coercion or manipulation. It was designed for young managers (under 33) who have demonstrated above-average achievements and who appear to have the potential of advancing to the top levels of a corporate hierarchy, but who have not yet attained high level visibility throughout the organization.

Research findings have been discussed with regard to the development of executive potential in young people, in women but not specifically of minorities. Benson (1975) in exploring the question of mobility in career development for black professionals feels that too many black professionals prefer the safety and anonymity of the big city as opposed to the more untravelled environs of the small town. Black professionals are often isolated culturally when placed in small cities and then ignored by their fellow workers. Yet they must learn to make a change when opportunity comes.

Benson goes on to say thatthe challenge is not only to them but to management as well. Career development is vital if the ivory tower of executive power is to be invaded by minorities.

From these various sources on how men become successful, it becomes readily apparent that there is no ready formula, no clear path, no simple way that an individual can make his way through the various channels, entanglements, and traps that lie along the path to success. It does seem clear, however, that there is a very high degree of relationship between the need for achievement and the need for self-realization or self-actualization, using Maslow's term. Just how much of these needs is enough and what the balance is that makes it all work is still a mystery at this point and seems well worthy of further study and investigation.

CHAPTER III

RESEARCH DESIGN AND PROCEDURES

The intent of this research is to study on an in-depth basis the lives and careers of a small number of "successful" executives from a variety of settings and work environments. The basic approach, therefore, is oriented to a "case study" design wherein new information was gathered in a variety of ways from the individuals involved rather than the specific testing of hypotheses. There are a number of questions explored and to some extent, measured. Comparisons are made between test data and interview data in order to cross-validate the findings.

Rationale for the Case Study Method

Ronan (1970), in studying "Individual and Situational Variables Relating to Job Satisfaction," found that behavioral measures load on more than one factor, the inter-relationships are extremely complex, and he recommended that future analyses concentrate on the study of individuals.

Several prominent individuals have used the case study approach to learn a great deal about each individual subject studied to permit

deeper understandings of the phenomena being studied and consequently the possibility of more specifically generalizable data than could be obtained by looking at measures of groups of individuals and attempting to generalize to specific individuals.

Most studies tend to group at one extreme or another of the age range. Maslow (1968) studied individuals who he felt to be highly "self-actualized." As a group they fell largely in their 50's and 60's. Only by studying them as individuals and learning a great deal about each was he able to group the characteristics and traits which tended to hang together. As more and more common tendencies were noted, Maslow was able to construct his basic model of the "self-actualizing" person.

Coles (1967, 1969, 1970) and Piers (1967, 1969) concentrated on the extreme opposite end of the continuum on both age and type of subject. They concentrated on black and white children in poverty conditions. Their methods were quite unique in that they established very close, intimate, living and working relationships with the individuals that they studied. Although the phenomena they were studying (impact of poverty on life development) were viewed through the eyes of a child psychiatrist, it was not viewed in purely clinical dimensions but more in a warm, human way; to learn enough so that they could assist in bringing help to the existing problems by broadening the base of understanding.

Erickson (1959, 1960, 1968) also relied very heavily on the case study method in deepening his understanding of the individuals whom he sought to learn more about. His earlier studies were approached from a psychoanalytic stance and focused primarily on the early development of young children. As he continued his work, however, he broadened his scope to include individuals along the full spectrum and his studies became more longitudinal in nature. At times, though, Erickson chose to focus on a single individual and went into great depth using a case study approach to more fully understand the precipitating factors leading up to the present phenomenon as he did in "A Neurological Crisis in a Small Boy: Sam" (Childhood and Society, 1950).

His study of "A Combat Crisis in a Marine" from the above same source also focused on the problems of one individual in the hope that with a fuller and more complete understanding of his problem, generalization could be made to the more general population of which the subject was a representative. In explaining the "why" of his use of case studies, Erickson says:

> We have presented two human crises in order to illustrate an overall clinical viewpoint....The cases presented are not typical: in the daily run-of-the-clinical-mill, few cases demonstrate such dramatic and clear-cut beginnings. Nor did these beginnings really mark the outset of the disturbance which eventually overcame these patients. They only marked moments of concentrated and representative happening. But we did not stray too far from classical and indeed, historical, habit when, for purposes of demonstration, we chose cases which

> highlight in an unusually dramatic way the principles governing the usual. (Erickson, 1950).

Following the rationale established above, the study was designed in such a way as to learn as much as possible from a small representative sample of high-achieving executives in order to more effectively generalize to the broader population. Most studies of high-achieving executives are of a survey nature and tend to include a very large number. General tendencies are identified and conclusions reached are perhaps valuable or at least interesting to the readers. The aims and purposes of studying them as unique individuals are:

1. to closely examine the nuances of their thinking and behavior which could not be determined by survey instruments and without a one-on-one interface;
2. to determine what consistencies and/or commonalities may exist in the traits and characteristics which could only be detected with the case study approach;
3. to gain insights and a depth of understanding with regard to how the executive functions, feels and perceives himself within his total life context, rather than restricting our examination to career alone;
4. to contribute to the sophistication of career and life planning techniques. They have been practiced and

researched in an academic setting, essentially. Exploration of career and life planning methods with high-achieving executives could only be accomplished on an individual basis using a case study approach.

Discovery of some key issues and trends through the study of individual lives and careers can assist in the formulation of more specific hypotheses which could be either statistically validated or explored in a more detailed fashion in later research.

Statement of Procedures

The Data

The data utilized in this study are a combination of interview data and data derived from structured instruments. Because of this wide range of input, the interpretation and analysis of the data will be a most crucial step.

The data were drawn from the following sources:

1. two structured taped interviews administered orally to the subjects (Appendix A and B);
2. four structured instruments which are displayed in Appendices C, E, F, G;
3. a statistical data sheet (Appendix H);

Phases in the Process of Collecting Data

Phase I

1. Identification of potential candidates--evaluating them against the basic criteria for selection;
2. Exploratory screening interviews to determine their interest in participating;
3. Identification and selection of primary trends, issues, questions to be further explored in more depth.

Phase II

1. Selection of specific individuals for in-depth study;
2. Development of a structured questionnaire to be followed with each subject;
3. Final selection of instruments.

Phase III

1. In-depth interviews with selected subjects using the structured interview as a guide (this interview was tape-recorded and selected passages included to illustrate key points);
2. Administration of selected instruments:
   a. Edwards Personal Preference Scale
   b. Personal Orientation Inventory
   c. The Life Styles Inventory
   d. Porter Need Satisfaction and Role Perception

Questionnaire (Part IIA and Part IIIA)

e. Statistical Data Sheet

Analysis of Data

The approach to analyzing the data was to study them in terms of:

1. trends or tendencies that are peculiar to the group;
2. clusters of phenomena that are common to all those involved (i.e., level of achievement motivation, need patterns, etc.)
3. individual nuances inthe developmental patterns of the individuals involved.

The data were analyzed in Chapter IV in the same sequence in which they were collected. Conclusions and insights are drawn after each major section and sometimes after a subsection. In the last section of discussion of the final interview results, there is an integration and general comparative analysis of the interview data with the test data.

Although the process that was followed through both the first and second interviews was exploratory and somewhat open-ended, there was a definite pattern and a structure that guided the exploration. By the time the second interview schedule was developed the structure had taken the form of six primary categories, which are:

1. the future
2. peak experiences
3. change

4. life directions choice
5. most difficult experiences--methods of coping
6. basic sources of satisfaction and fulfillment

The following is a list of some of the basic questions that were explored through both the first and the second interviews. Although the specific questions in the structured interviews were worded differently in order to solicit good response from the subjects, the basic intent has been preserved.

1. How do the men view themselves at this point--in terms of degree of satisfaction, dissatisfaction?
2. What were the significant events in their lives that have made it possible for them to arrive at their current level and how did they respond to them?
3. Have they experienced a "crisis" in their career development, and if so, when did it occur, what were the contributing circumstances and what methods did they choose to cope with the problem?
4. How does each man define success?
5. What do they believe to be really important in a person's being successful?
6. Has material rewards and achievement of desired status brought them satisfaction and happiness to the degree that they had expected?

7. What were their early goals and aspirations for the future?

The Population

The sample of individuals studied was drawn from various corporate clients who are regularly served through the management consulting firm with which the investigator is associated.

A small sample of individuals was selected who fell within the basic age span of 35-45. It appears that the onset of middle age, which has its earliest beginnings around age 35 and ranges quite broadly depending on the individual, is the time when a man begins to really come to terms with himself and his human fate. Up until about age 45 (Levinson, 1969), creative executive effort is largely self-centered. His concerns are with his own personal achievements and needs. After this age, he turns more to matters outside himself.

These basic age parameters, therefore, are significant and a study of high-achieving executives within this range may produce some valuable insights, trends, and the generation of further specific hypotheses and interest in exploring this little known area, specifically in terms of the high achiever.

Criteria for Selection

The individuals selected for participation in this study were measured against the following criteria:

1. He must be a member of a top management decision-making group that has direct responsibility, authority, and accountability for establishing the basic policies and direction for the corporation.
2. He must have achieved a position in his corporation that is somewhat comparable with the other members of his age group in this study based on:
   a. the responsibility and authority he is carrying;
   b. the scope of his functions;
   c. the numbers of people being managed.

   (The specific titles or salary levels may vary considerably within each corporation.)
3. He must have been appointed by the chief executive and in his present position for a minimum time of one year.
4. There must be a discernable success pattern over his career life as evidenced by:
   a. upward movement from position to position in terms of increasing responsibility and authority within the company;
   b. upward movement from position to position in terms of increasing responsibility and authority between companies;

c. a discernable success pattern of leadership and management of projects or business ventures; or,

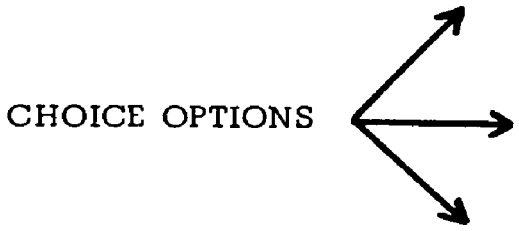
d. a discernable success pattern of leadership in community and public service affairs.

In addition to the above-stated criteria, focus was on the identification of those successful executives who have been through, are involved in, or expect to be facing a "crisis of choice" in their career and life styles. This could be described as an "Executive Choice Conflict" rather than a psychological or emotional crisis which would be of a more traumatic nature.

It should be noted that some individuals may have experienced both types which would be acceptable for purposes of this study, although the primary attention was directed to the first type of the "Executive Choice Conflict." The particular concerns for pursuing this route were to determine:

1. how the executive felt about his choice conflicts;
2. how he attempted to cope with the decisions involved; and,
3. how aware was he of the nature of his choice conflicts, if in fact they did exist.

In order to graphically illustrate the nature of the choice conflict that is being described, the following simple illustration may be helpful:



(A) GREATER EXTERNAL ACHIEVEMENTS ORGANIZATIONALLY--HIGHER PROMOTIONS

(B) A LEVELING OFF IN TERMS OF PROMOTIONS--GREATER ATTENTION TO OTHER IMPORTANT LIFE AREAS

(C) OPTING OUT OF CURRENT ACHIEVEMENT PATTERNS--MOVING TOWARD MORE AFFILIATIVE NEEDS VS. ACHIEVEMENT NEEDS

Choice B does not necessarily indicate the direction necessary for the executive to achieve "success" in his career and personal life.

CHAPTER IV

DATA ANALYSIS

The data that will be spoken to in this chapter is a combination of subjective data coming from the two verbal interviews that were administered and the objective data from the selected instruments which were administered to each subject. The study and interpretation of the data necessarily required a blending of the insights achieved from both sets of data. Since the gathering of the data was essentially an evolutionary process, the attempt will be to report findings from the various inputs received in the order that they were obtained.

Results of the Initial Exploratory Interviews

The design of the first interview that was held with the population of high-achieving executives was done in the hope of accomplishing the following objectives:

1. identification of key issues and concerns that each of the men had as individuals as well as the identification of various trends and tendencies that were common to all;
2. selection of specific individuals on which more in-

depth studies could be made subsequent to this first step;

3. formulation of the conceptual categories to guide the later work. As part of the conceptualization of the various categories, the intent was to generate some tentative hypotheses that would be explored, although not tested as the study progressed.
4. selection of specific instruments and further interview approaches based on an analysis of the initial exploratory step.

No attempt was made to speak to all of the questions that were included in this interview schedule but instead some of the categories and the responses were highlighted. Since all of the subjects fell within the age parameters of 35-45, it was felt important to specifically explore the beginning of this phase in each man's life in terms of the kinds of events and situations that were taking place or had taken place at or near age 35. In nearly every case, it was learned that decisions were made which often resulted in a career change for the individual involved. Sometimes the decisions that were made or that were in the process of being made were very dramatic, such as moving from the ministry into an organizational position. At other times, the types of decisions that were being dealt with at approximately age 35 were more of the nature of straight promotional

decisions, which one would normally expect in the career life of the high achiever.

In addition to the career decisions that were being dealt with at this age point, there were often broader issues under consideration having psychoanalytic overtones. In any case, there is little question that the period from approximately 34 to 36 or 37 was eventful in every man's life and, in some cases, dramatic in terms of the kinds of decisions that were being made.

When each of the executives was asked to describe his present career and life style in terms of the degree of satisfaction or dissatisfaction that he was experiencing, the level of satisfaction ran very high. When placed on a continuum from satisfaction to dissatisfaction, no executive was below the mid-point, and in fact, most were very high toward the satisfaction end of the continuum. A comment made by one of the executives which is fairly indicative was, "I haven't run into anyone whose job I would rather have than mine."

When the executive was asked what he believed to be the principle or most essential factors contributing to his success, the following factors were found to be held in common by the respondents:

A. Sensitivity to other people. This sensitivity was described as feeling comfortable and able to relate to other people, being conscious of their reactions,

relying on other people, and knowing how to act without turning people off.

B. Hard work. None of the executives had been handed their particular status in life and most emphasized the necessity of a great deal of effort stemming all the way back to their childhood days.

C. Family support. The wife and sometimes the mother of the executives were mentioned as key individuals in their climb to success in six of 11 cases. Fathers were occasionally mentioned as being helpful and supportive but nowhere near the frequency of wives and mothers.

D. Luck. Although every executive believed that you must work very hard and that you should have perspective on where you are headed in the future, being in the right place at the right time was basic to most.

E. Organization and analytical skill. Being able to see the big picture is essential in being able to gain the control and to plot the necessary strategies to move ahead in one's career plans.

F. Confidence and self-esteem. Belief in one's own ability to accomplish things and minimizing the fear of failure was basic to all the executives. Three of

the executives made comments to the effect that they always knew they would be "leaders."

G. Intelligence. Although it was not commonly held that an executive, to be truly successful, had to be brilliant, most felt that a good solid intellectual capacity played a key part in his success. Only four of the 11 felt that intelligence was the most important factor.

In exploring the executives' ambitions and aspirations for their future, quite a range of responses were obtained which helped in the formulation of the design of the later effort to probe more deeply into the "images" that the executives were able to visualize concerning their future. Surprisingly, more than half of the executives indicated they had never seriously and deliberately thought about their future. They appeared to focus largely on the here and now and to spend their energies and efforts toward solving problems and dealing with opportunities that were fairly short-range in nature. In contrast to this group, there were two executives who had visions of their future for as many as 15 to 20 years out. Some of the goals and objectives were so specific and concrete that they were laid out in sequential steps for many years in advance, even to the point of having specific dates for certain events to occur. One of the individuals, in fact, had laid out his career future 20 years in advance on the back of a shirt

cardboard when he was 19 years of age. This shirt cardboard had been very firmly adhered to from the time he was 19 years old until the time of the interview when he was approximately 39. He had accomplished all of the goals and objectives that he had set out to accomplish and was at a stage of re-examining himself and attempting to establish a new set of goals and objectives that would carry him on into the future.

One other significant tendency that could be spoken to briefly is in regard to the family relationships. Several of the executives mentioned specifically that one of the primary factors contributing to their success was their having no pressure from home. Interpreted, this meant that the executive had a great deal of personal freedom, that his wife did not place excessive demands on him, and that the wife and other members of the family were basically happy with his rate of advancement.

To summarize the results of the exploratory interview with the subjects, it was possible to achieve the four basic objectives. Not all of the individuals interviewed met the criteria that had been established but it was possible to clearly identify the ones who did.

Eleven of the 27 interviewed were selected for further study. In addition to selecting the target population for the major part of the study, there was identification of various themes that were felt to be basic to continued efforts. There were six that were felt to be

essential to learning more about the lives of high-achieving executives and they are listed as follows:

1. self-actualizing tendencies (peak experiences);
2. perceptions or visions of the future. It was deemed important to be able to identify and describe one's future but given a description of various roles, it was desirable also to learn how the executive might feel about being involved in the various roles. Given a choice, which would he see as being most likely to become a reality for himself.
3. degree of present level of satisfaction and fulfillment with current life style and with present management position;
4. achievement of balance between career and other important aspects of life;
5. major sources of satisfaction and fulfillment;
6. perceptions of the change process.

Having concluded stage one of the process, the study is now at a point of readiness to begin an examination of the more objective data produced by the instruments that were utilized and an examination of the results of the final interview which was based primarily on the above six categories.

Results and Discussion of Test Data

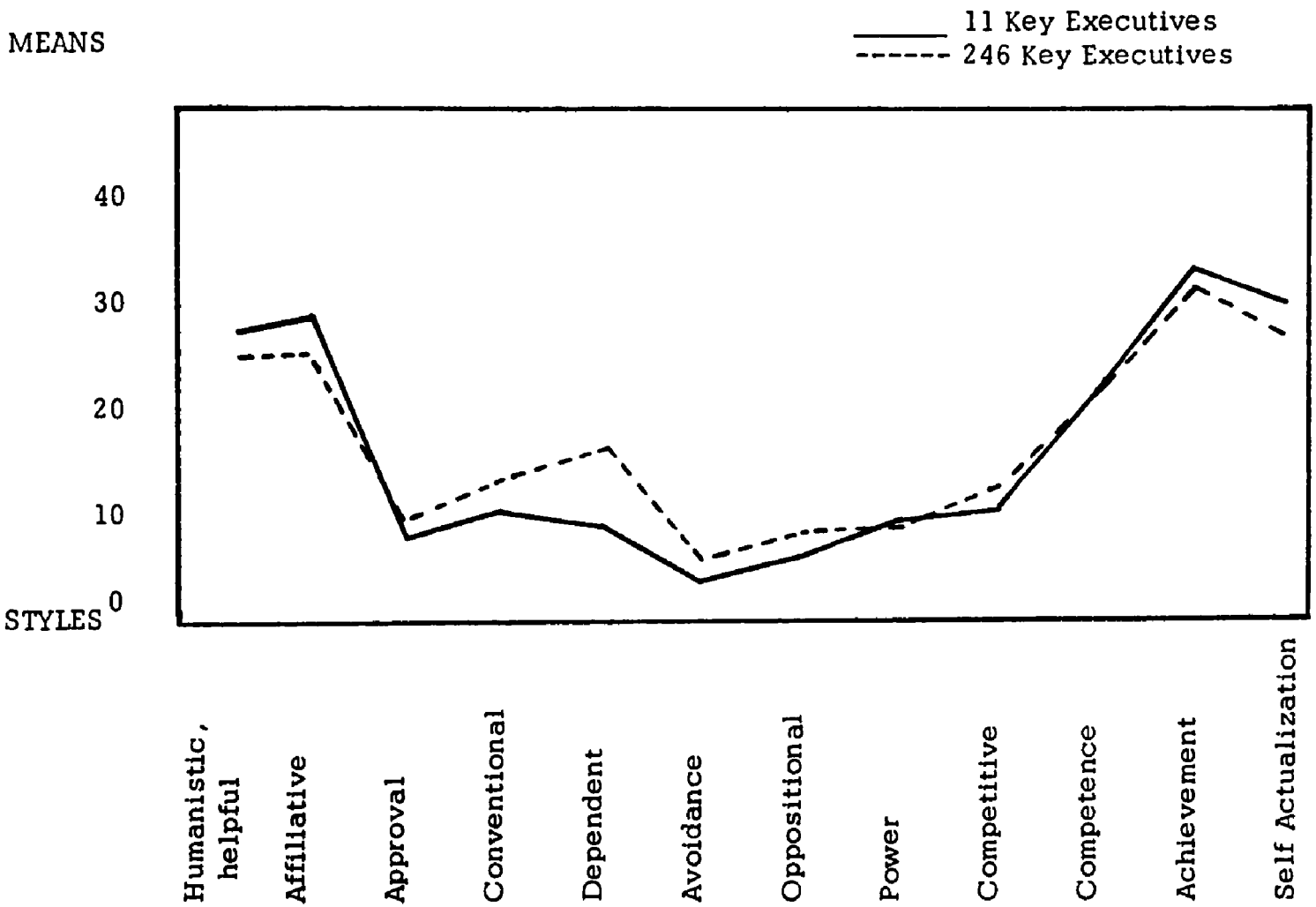
Each of the eleven participants in the study were administered four (4) instruments in order to cross validate the interview data. These instruments are listed in the order of their subsequent analysis.

1. Life Styles Inventory -- J. Clayton Lafferty, Ph.D.
2. Personal Orientation Inventory -- Everett L. Shostrom
3. Edwards Personal Preference Schedule -- Allen L. Edwards
4. Management Position Questionnaire Part II (a), Part III (a) and the statistical data sheet.

The Life Styles Inventory is a measure of 12 basic styles of behavior. The grid depicted in Figure 1 is designed for use by key executives for comparing their results on the instrument with the basic norm group of 246 key executives from business and industry.

The profile displayed in unbroken lines is that of the eleven key executives included in the sample. By simple visual comparison, some differences are evident. The subjects scored higher on styles 11, 12, 1 and 2, which are respectively Achievement, Self-Actualize, Humanistic-Helpful and Affiliative. Scores were almost identical for styles 8 and 10, Power and Competence; our subjects being fractionally higher. For all the remaining styles 3, 4, 5, 6, 7 and 9 the group of 11 scored lower. These latter styles of Approval, Conventional, Dependent, Avoidance, Oppositional and Competitive tend to be

Figure 1. COMPARISON OF MEANS OF 11 KEY EXECUTIVES AND 246 KEY EXECUTIVES ON 12 BASIC STYLES OF BEHAVIOR



essentially self-defeating in nature if carried out to any great extent in ones manifest behavior. The former styles, with the exception of power tend to be more constructive in nature and strong manifestations of the tendencies incorporated in them contribute to the chances for success in accomplishing tasks as well as in achieving satisfaction in interpersonal relationships.

An interpretation of this data is that the subjects under investigation follow the same basic configurational pattern as the norm group. That is to say that they are well balanced between a task-person orientation with regard to their self-perceptions.

The 11 key executives were slightly higher on the more constructive styles having to do with achievement, growth and concern for others while being slightly lower on the styles on the lower half of the grid which tend to be self-defeating.

Self-perceptions are, therefore, characterized by behaviors which are designed to achieve a sense of satisfaction and fulfillment, not for the purpose of self-protection or security.

Table 1 provides comparisons of the means and standard deviations of the group of 11 with the norm group. The standard deviation of the 11 key executives represents less spread in the variance within the group with regard to the 12 styles as compared to the norm group of 246 key executives.

Careful screening of the subjects under study before selection

TABLE 1

COMPARISON OF MEANS AND STANDARD DEVIATIONS
BETWEEN 11 KEY EXECUTIVES AND 246 KEY EXECUTIVES

LIFE STYLES	MEANS		STANDARD DEVIATIONS	
	11 Key Executives	246 Key Executives	11 Key Executives	246 Key Executives
1. Humanistic-Helpful	28.8	25.32	5.19	9.02
2. Affiliative	29.3	25.0	4.76	8.96
3. Approval	6.8	9.41	3.50	8.79
4. Conventional	9.9	13.89	3.42	8.7
5. Dependent	7.9	14.3	3.91	10.24
6. Avoidance	1.9	4.36	1.98	4.93
7. Oppositional	3.0	7.16	2.68	7.61
8. Power	7.2	6.96	4.01	5.59
9. Competitive	8.1	10.9	3.43	6.7
10. Competence	19.63	19.52	4.34	9.52
11. Achievement	31.6	28.25	4.86	10.96
12. Self Actualization	29.2	25.93	4.74	10.19

could be responsible for this degree of homogeneity as well as there being a smaller sample than in the norm group.

A comparison of the differences in the profile of the 11 executives in this study with other managers is achieved by viewing the grid in Figure 2. The unbroken line represents the profile of the group of 11 while the dotted lines represent 4500 mid-level managers from various businesses and industries.

A comparison of the styles of the two groups is essentially unremarkable. Mid-level managers do have a lesser tendency toward self-actualization (Style 12), Achievement (Style 11), and Competence (Style 10) than do either of the other two groups. They have slightly greater tendency toward Affiliation (Style 2), Approval (Style 3), and Avoidance (Style 6) than the norm group of 246 key executives but the differences in either instance are such that a statistical comparison is unwarranted.

Table 2 provides a comparison between the means and standard deviations of the 11 key executives with 4500 mid-level managers. Approval (Style 3) is the only one which comes close to being a full standard deviation difference between the two means.

The Personal Orientation Inventory is an instrument which has grown out of a need for a comprehensive measure of values and behavior seen to be of importance in the development of self-actualization. Maslow (1954, 1962) developed the idea of the

Figure 2. COMPARISONS OF MEANS OF 11 KEY EXECUTIVES AND 4500 MID-LEVEL MANAGERS ON 12 BASIC STYLES OF BEHAVIOR

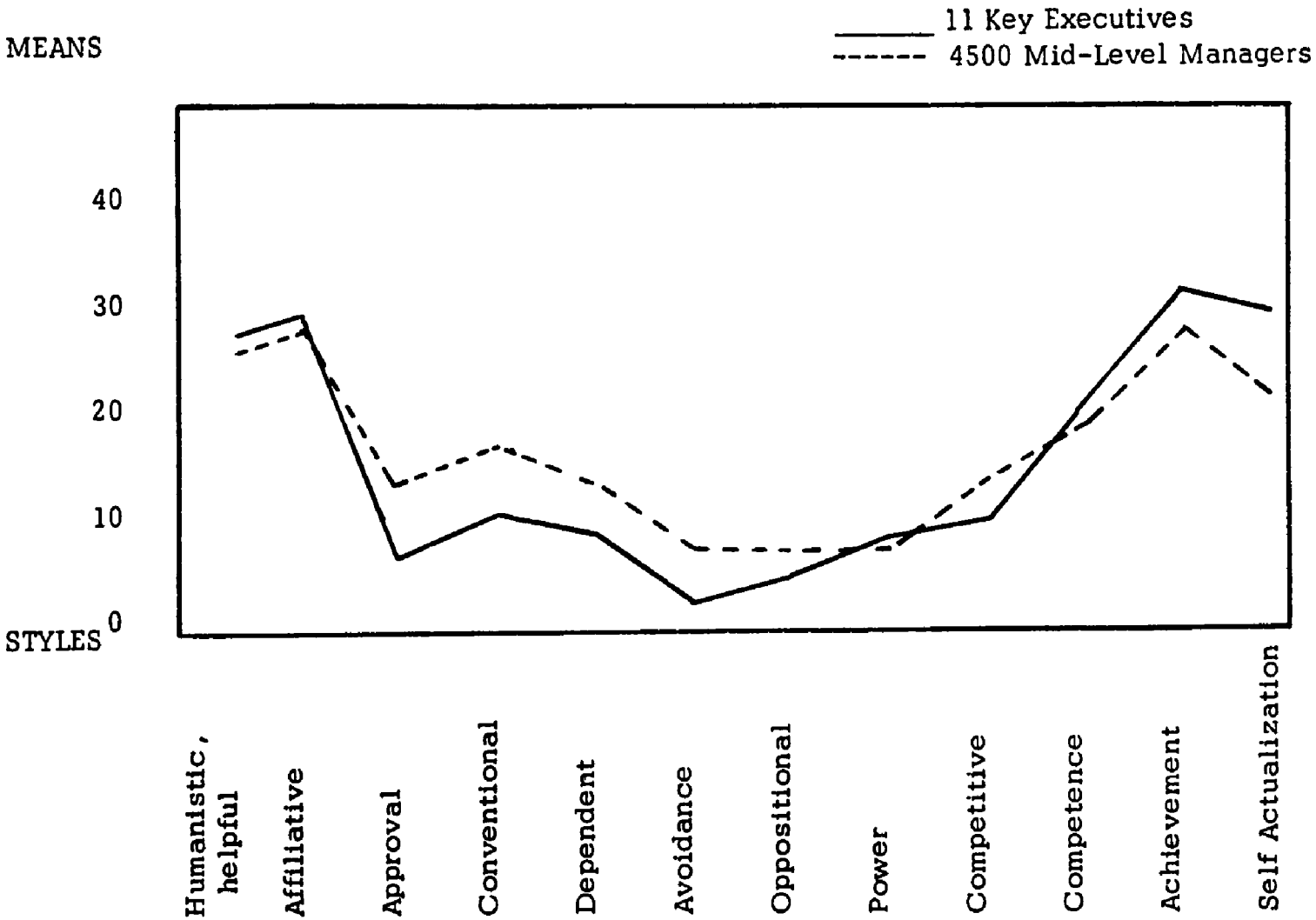


TABLE 2

COMPARISON OF MEANS AND STANDARD DEVIATIONS
BETWEEN 11 KEY EXECUTIVES AND 4500 MID-LEVEL MANAGERS

LIFE STYLES	MEANS		STANDARD DEVIATIONS	
	11 Key Executives	4500 Mid-Level Managers	11 Key Executives	4500 Mid-Level Managers
1. Humanistic-Helpful	28.8	26.63	5.19	7.52
2. Affiliative	29.3	27.10	4.76	7.21
3. Approval	6.8	11.06	3.50	5.37
4. Conventional	9.9	14.11	3.42	6.22
5. Dependent	7.9	11.57	3.91	6.76
6. Avoidance	1.9	6.55	1.98	6.22
7. Oppositional	3.0	5.66	2.68	5.35
8. Power	7.2	6.71	4.01	5.84
9. Competitive	8.1	10.76	3.43	6.94
10. Competence	19.63	17.85	4.34	7.31
11. Achievement	31.6	26.27	4.86	8.43
12. Self Actualization	29.2	23.57	4.74	7.49

self-actualizing person and Rogers (1951, 1961) reflected the same basic idea. Brammer and Shostrom (1960) expanded even further on the previous concept of self-actualization and thus the POI.

The POI consists of 150 two-choice comparative value and behavior judgments. The items are scored twice, first for two basic scales of personal orientation, inner-directed support (127 items) and time competence (23 items) and second for ten subscales each of which measures a conceptually important element of self-actualization (See Appendix C).

Comparisons with samples nominated as "Self-Actualized" and "Non-Self-Actualized" are shown in Figures 3 and 4. The solid line in each case is that of the sample of eleven and the dotted line represents the other groups as indicated.

Table 3 provides a comparison of the means and standard deviations between the research sample and the "Self-Actualized," "Normal" and "Non-Self-Actualized" groups. Only a brief examination is necessary to determine that the eleven key executives align very closely to the "Self-Actualized" sample on the means and standard deviations along each dimension. Although the sample was not statistically tested for significance against the "Non-Self-Actualized" sample, the "Self-Actualizing" groups align themselves so closely one could, therefore, assume at least two things about the group of 11 executives:

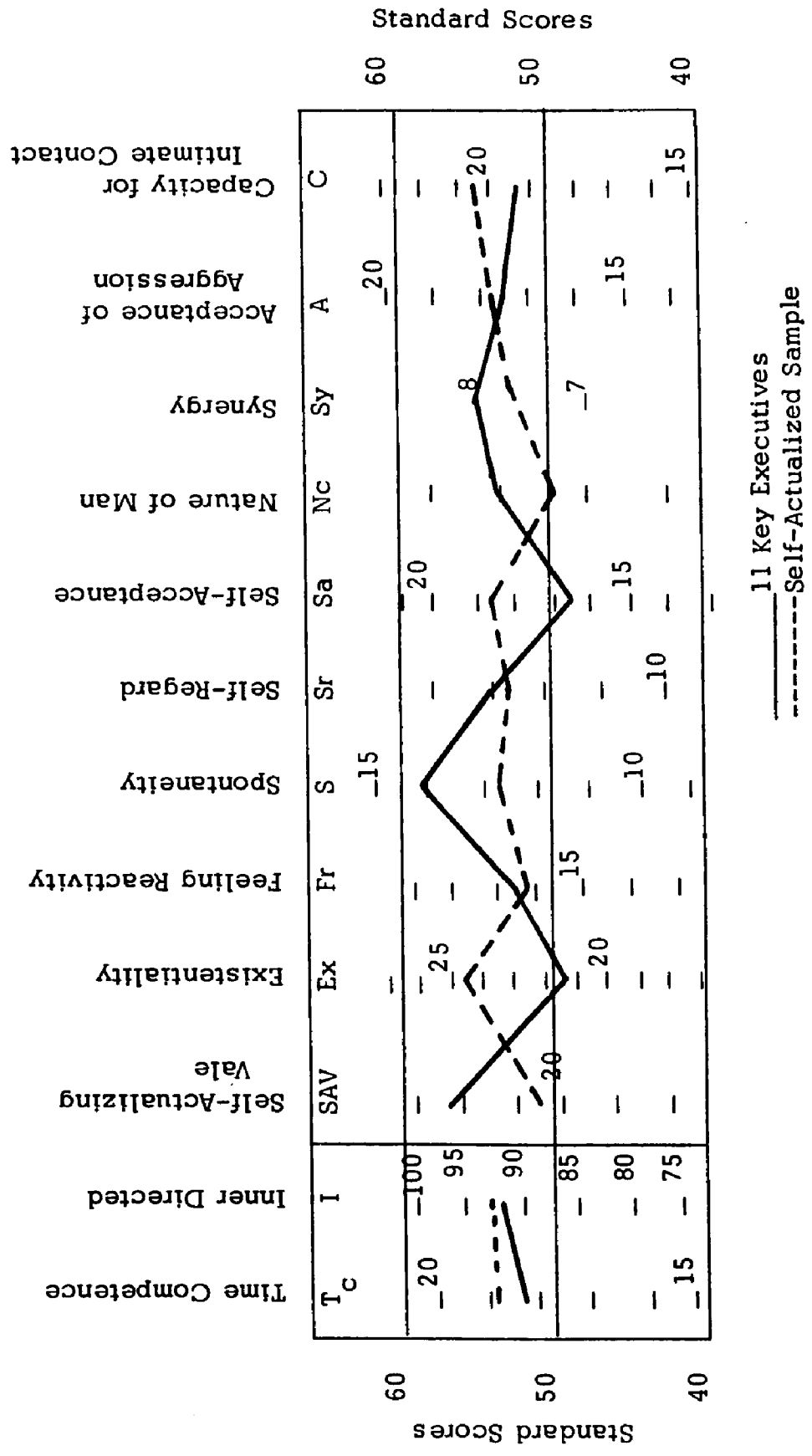


Figure 3. PROFILE BASED ON MEAN POI SCORES FOR A SELF-ACTUALIZED (SA) SAMPLE COMPARED WITH 11 KEY EXECUTIVES

Figure 4. PROFILE BASED ON MEAN POI SCORES FOR A NON-SELF-ACTUALIZED (NSA) SAMPLE COMPARED WITH 11 KEY EXECUTIVES

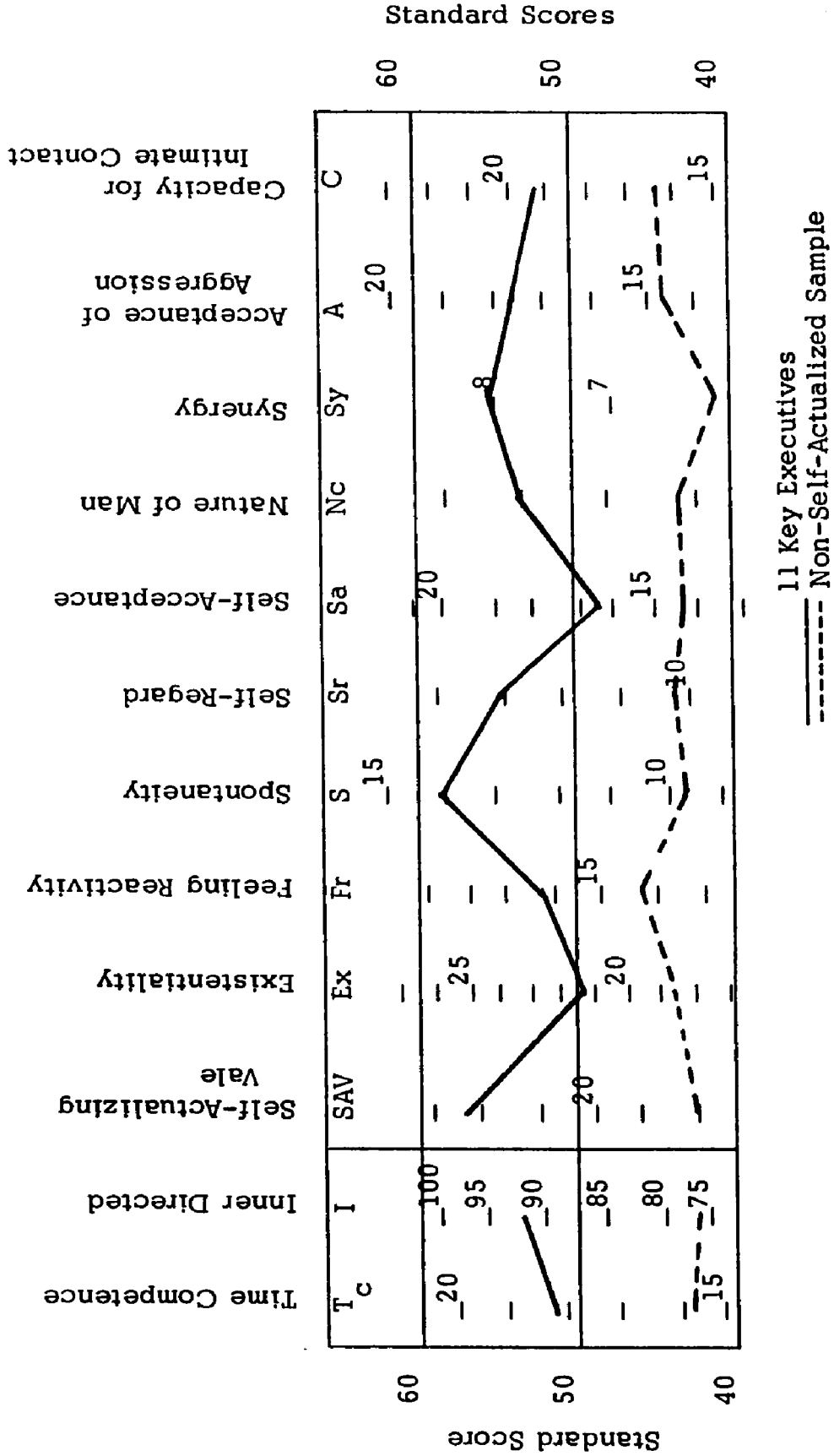


TABLE 3

POI SCALE MEANS, STANDARD DEVIATIONS AND COMPARISON OF DIFFERENCES BETWEEN SAMPLES NOMINATED AS "SELF-ACTUALIZED," "NORMAL" AND "NON-SELF-ACTUALIZED" WITH 11 KEY EXECUTIVES

POI Scale	Symbol	Key Executives (11)		Self-Actualized (29)		Normal Adult (158)		Non-Self Actualized (34)		Mean Diff.	CR
		Mean	SD	Mean	SD	Mean	SD	Mean	SD	SA-SNA	
Time Competence	T_C	18.3	2.9	18.9	2.5	17.7	2.8	15.8	3.6	3.1	4.0**
Inner Directed	I	90.9	5.1	92.9	11.5	87.2	13.6	75.8	16.2	17.1	4.9**
Self Actualizing Vale	SAV	22.3	2.4	20.7	3.6	20.2	3.0	18.0	3.7	2.7	2.9**
Existentiality	Ex	21.3	3.4	24.8	3.5	21.8	5.1	18.9	5.4	5.9	5.1**
Feeling Reactivity	Fr	16.4	2.1	16.3	2.8	15.7	3.3	14.3	3.8	2.0	2.4*
Spontaneity	S	14.0	2.3	12.7	2.9	11.6	3.0	9.8	3.4	2.9	3.6**
Self Regard	Sr	13.0	2.3	12.9	1.9	12.0	2.7	10.2	3.3	2.7	4.0**
Self Acceptance	Sa	16.3	3.0	18.9	3.5	17.1	4.0	14.2	4.0	4.7	5.0**
Nature of Man	Nc	,13.0	1.9	12.3	2.2	12.4	1.9	11.3	2.0	1.0	2.0
Synergy	Sy	8.0	1.7	7.6	1.2	7.3	1.2	6.2	1.9	1.4	3.7**
Acceptance of Aggression	A	17.5	2.1	17.6	3.1	16.6	3.7	14.7	3.5	2 9	3.5**
Capacity for Intimate Contact	C	19.4	2.7	20.2	3.4	18.8	4.6	16.5	4.3	3.7	5.0**
Ratio Scores:											
Time T_C/T_I		7.9		7.7		5.1		2.9			
Support I/O		2.9		3.3		2.5		1.4			

*Significant at the .05 confidence level. **Significant at the .01 confidence level.

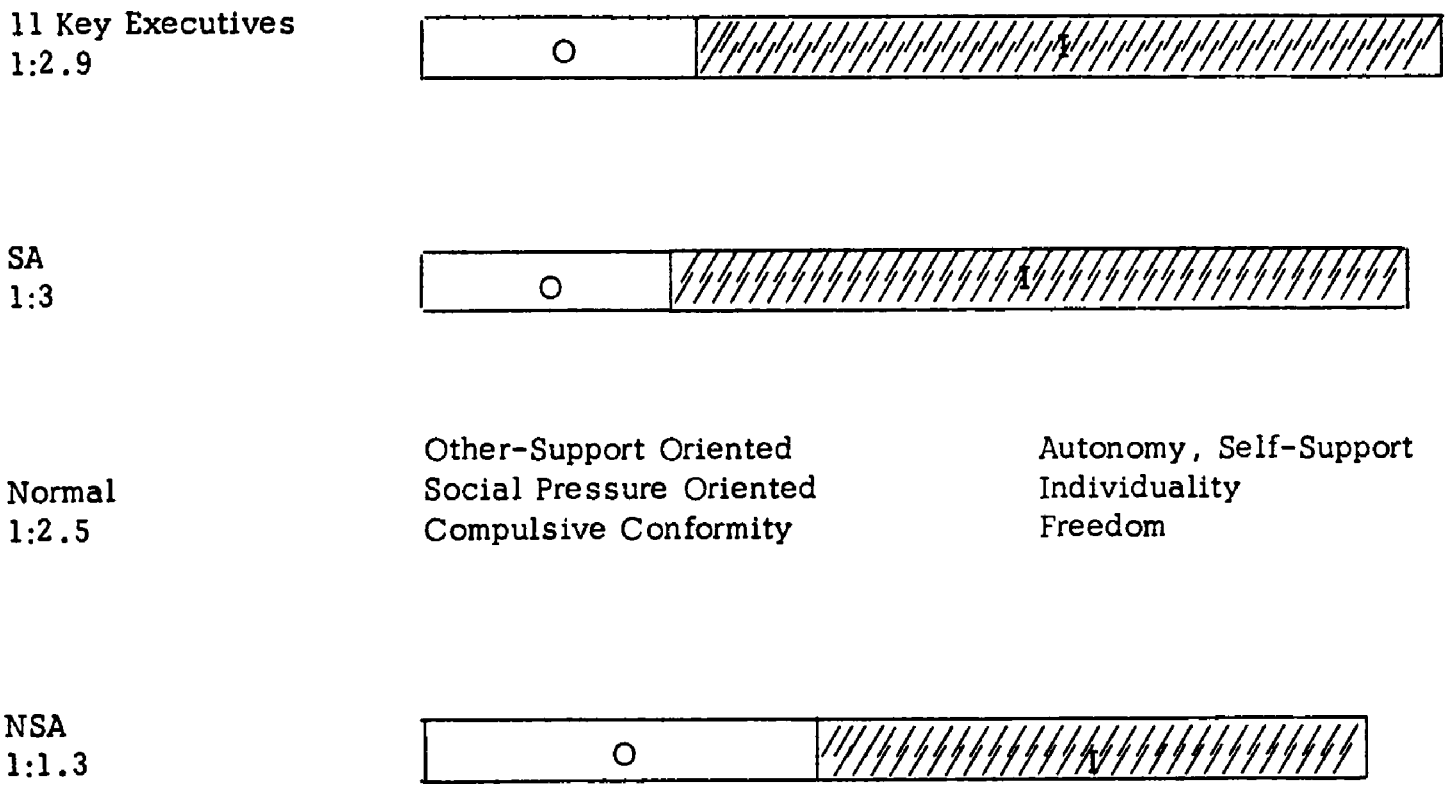
1. The values and behavior of the sample of 11 key executives is very similar to that of a sample of people who were nominated by Shostrom and his colleagues as being "Self-Actualized."
2. There is a substantial difference between this sample of 11 and the sample that Shostrom describes as "Non-Self-Actualized."

Because of the significance of the source of a person's basic support (self vs. others) Riesman (et al, 1950), it seems important to highlight this one dimension of the POI in graphic form. Figure 5 gives a comparison of "Self-Actualized," "Normal," and "Non-Self-Actualized" groups on the POI Support Ratio. (See Appendix D for descriptions of the inner-directed and other-directed person.)

The Edward Personal Preference Schedule (EPPS) is an instrument designed primarily for research and counseling purposes to provide quick and convenient measures of a number of relatively independent normal personality variables. The names of the 15 personality variables being measured are as follows:

1. Achievement (ach)
2. Deference (def)
3. Order (ord)
4. Exhibition (exh)
5. Autonomy (aut)

Figure 5. COMPARISON OF "SELF-ACTUALIZED," "NORMAL," AND NON-SELF-ACTUALIZED" GROUPS WITH 11 KEY EXECUTIVES ON THE POI SUPPORT RATIO



6. Affiliation (aff)
7. Intraception (int)
8. Succorance (suc)
9. Dominance (dom)
10. Abasement (aba)
11. Nurturance (nur)
12. Change (chg)
13. Endurance (end)
14. Heterosexuality (het)
15. Aggression (agg)

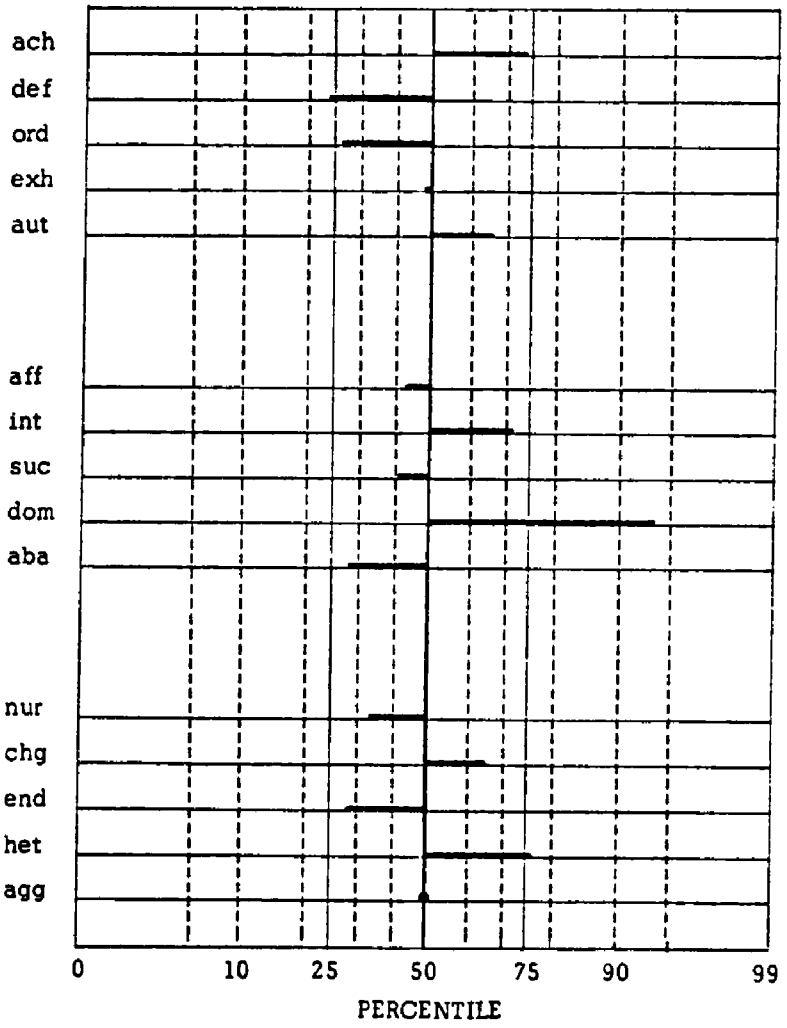
(See Appendix E for descriptions of each of the variables). Figure 6 is a profile of the average percentile scores of eleven key executives and their rank order. Table 4 displays the variables from number one (dominance) to number 15 (deference).

Means and standard deviations on the EPPS variables for 11 key executives are shown in Table 5.

Comparisons of the means and standard deviations on the 15 variables between this sample and the general adult sample from the original norm group is shown in Table 6.

The intent here is not to draw too many conclusions between our small sample and the large samples from the norm group but it is instead to evaluate the general trends indicated by the data and to point out obviously large discrepancies which may have some

Figure 6. PROFILE OF AVERAGE PERCENTILE SCORES AND RANK ORDER OF VARIABLES OF 11 KEY EXECUTIVES



	Percentile	Rank
ach	74.54	3
def	24.72	15
ord	26.54	14
exh	49.90	8
aut	64.00	6
aff	43.63	9
int	70.09	4
suc	40.18	10
dom	93.63	1
aba	27.27	13
nur	34.00	11
chg	65.63	5
end	28.90	12
het	75.63	2
agg	50.00	7
con	65.00	

TABLE 4

RANK ORDER AND AVERAGE PERCENTILE SCORES
OF VARIABLES OF 11 KEY EXECUTIVES

VARIABLE	RANK	PERCENTILE
dom--Dominance	1	93.63
het--Heterosexuality	2	75.63
ach--Achievement	3	74.54
int--Intraception	4	70.09
chg--Change	5	65.63
aut--Autonomy	6	64.00
agg--Aggression	7	50.00
exh--Exhibition	8	49.90
aff--Affiliation	9	43.63
suc--Succorance	10	40.18
nur--Nurturance	11	34.00
end--Endurance	12	28.90
aba--Abasement	13	27.27
ord--Order	14	26.54
def--Deference	15	24.72

TABLE 5

MEANS AND STANDARD DEVIATIONS
ON THE EPPS VARIABLES
FOR 11 KEY EXECUTIVES

VARIABLE	MEAN	SD
1. Achievement	18.54	4.12
2. Deference	10.54	2.47
3. Order	10.00	3.42
4. Exhibition	12.00	3.29
5. Autonomy	15.36	2.43
6. Affiliation	13.00	3.20
7. Intraception	16.90	3.44
8. Succorance	8.72	3.61
9. Dominance	23.00	2.32
10. Abasement	10.09	3.34
11. Nurturance	12.27	2.98
12. Change	13.90	3.86
13. Endurance	12.90	3.35
14. Heterosexuality	17.09	2.75
15. Aggression	12.54	3.18
Consistency Score	12.81	2.27

TABLE 6

COMPARISONS OF THE MEANS AND STANDARD DEVIATIONS
BETWEEN THE SAMPLE OF 11 KEY EXECUTIVES AND THE GENERAL ADULT SAMPLE

VARIABLE	MEANS			STANDARD DEVIATIONS		
	11 Key Executives	General Adult Sample		11 Key Executives	General Adult Sample	
		Men	Women		Men	Women
1. Achievement	18.54	14.79*	13.58	4.12	4.14	3.95
2. Deference	10.54	14.19	14.72*	2.47	3.91	3.84
3. Order	10.00	14.69	15.59*	3.42	4.87	4.57
4. Exhibition	12.00	12.75*	11.48	3.29	3.99	3.88
5. Autonomy	15.36	14.02*	12.10	2.43	4.38	4.11
6. Affiliation	13.00	14.51	17.76*	3.20	4.32	4.15
7. Intraception	16.90	14.18	15.28*	3.44	4.42	4.13
8. Succorance	8.72	10.78	12.86*	3.61	4.71	4.55
9. Dominance	23.00	14.50*	10.24	2.32	5.27	4.73
10. Abasement	10.09	14.59	16.89*	3.34	5.13	4.88
11. Nurturance	12.27	15.67	18.48*	2.98	4.97	4.43
12. Change	13.90	13.87	15.99*	3.86	4.76	4.73
13. Endurance	12.90	16.97*	16.50	3.35	4.90	4.66
14. Heterosexuality	17.09	11.21*	8.12	2.76	7.70	6.59
15. Aggression	12.54	13.06*	10.16	3.18	4.60	4.37
Consistency Score	12.81	11.35	11.59*	2.27	1.96	1.83
N	11	4031	4932			

*This mean is significantly larger (at the 1% level) than the corresponding mean for the opposite sex.

significance in the context of the total study.

A brief analysis of the five top ranked manifest needs of the key executives appears to be in order.

1. Dominance: stands out clearly as the most predominant need of the 11 executives. It is almost two full standard deviations above the mean of the general adult sample for men and almost three standard deviations above the mean for women.
2. Heterosexuality: trends in the expected direction but is again very high compared to the general adult sample, both men and women.
3. Achievement: is basically one full standard deviation above the mean for men and is more than a full standard deviation above the mean for women in the general population.
4. Intraception: does not trend in the same direction as one might expect but is instead higher than the means for both men and women rather than being lower than the mean for men in the general adult sample.
5. Change: is consistent with the mean for men in the general adult sample and is less than the mean for women.

Additional analysis of the remaining variables indicates

generally that the manifest needs of the group of 11 key executives tends to follow a pattern similar to that of the general population, but it is more pronounced in both directions; i.e., deference is lower for the group than the mean for women in the general adult sample as one might expect, but it is also much lower than that of men in the general adult sample.

The means of the 11 executives on deference, order, abasement, and nurturance compared to the general adult sample are very close to being a full standard deviation lower. It is interesting to note that in comparing men with women generally on these particular needs that in all cases the means for women were found to be significantly higher than that of men. This, therefore, makes a sharp contrast between the needs of 11 male executives and the needs of women in the population at large.

No specific normative data was found on the EPPS which would provide adequate comparison of other key executives with the sample of 11 in this study. Slocum and Hand (1971), however, did a study on executives and foremen for the purpose of investigating the usefulness of the EPPS in predicting job performance and employee satisfaction.

They found no common predictors or components of predictors for both executives and foremen. This is consistent with previous findings that indicate the need for homogeneous groups, with respect

to job performance and/or satisfaction, to exist in order for prediction to be possible.

They did find, however, that the dominance and change scales were positively correlated ($p < .05$) to freedom satisfaction for executives while the nurturance scale was significantly negatively correlated. Dominance was also positively correlated to pay satisfaction and job satisfaction for executives while the affiliation scale was positively correlated to two job performance measures for foremen. (Technical competence and ability to train others.)

Slocum, et al (1971) did not attempt to predict job performance from EPPS scales, although they found several scales highly correlated with high and low job performance of foremen.

McClelland (1961) and McClelland and Burnham (1975) in their study of the need for power and the need for affiliation confirm the basic conclusions reached by Slocum and Hand. Effective executives are high in the need for power (a basic desire to influence and lead others) and low in the need for affiliation (having friendly relations with others.)

To provide some perspective on how each of the eleven executives perceived himself in the context of his role in the organization, each was asked to rank order 12 traits in the order of their importance for success in his present management position (Appendix G). Following the design developed by Porter in his study

of middle and lower level managers using this same instrument, two of the 12 traits included in the list were camouflage items put there to disguise the dimension being studied. (Inner-directed vs. other-directed behavior). These two items, intelligence and efficiency, were dropped from the analysis and the traits reranked from one to ten with the remaining traits being elevated in rank to account for those taken out.

In the administration of the instrument, each executive was asked to assign a rank of 1 to the most important trait but in our analysis, the order was reversed such that the most important trait was assigned a weight of 9 with the least important of the ten being given a weight of 0.

Table 7 displays the means of the group of 11 subjects with that of high-performing middle level managers. (Porter, p. 109). Porter arranged the ten traits being analyzed into two theoretical clusters of inner-directed traits and other-directed traits using the work of Riesman and Whyte to formulate the two clusters.

An analysis of the means provides the following insights:

1. The pattern of the 11 high-achieving executives is consistent with that of high-performing middle managers. That is,the sum of the means of the traits in the inner-directed cluster is higher than the sum of the means of the other directed cluster.

TABLE 7

SELF-RATED RANKINGS OF TRAITS
BY HIGH-ACHIEVING EXECUTIVES
AND HIGH-PERFORMING MIDDLE LEVEL MANAGERS

Inner-Directed Traits	High-Achieving Executives (N=11)	Middle-Level Managers (N=32)
Forceful	3.27	3.5
Imaginative	5.90	5.9
Independent	3.36	2.2
Self-Confident	6.54	5.6
Decisive	6.90	6.3
	Σ = 25.97	Σ = 23.5
Other-Directed Traits		
Cooperative	5.90	5.7
Adaptable	4.90	5.0
Cautious	.63	1.7
Agreeable	2.18	3.2
Tactful	5.36	5.9
	Σ = 18.97	Σ = 21.4

2. The mean scores for high-achieving executives is consistently higher than that of high-performing middle-level managers for both clusters.

Caution should be exercised in drawing hard conclusions again because of the small sample; however, some general implications would appear to be in order.

The basic implication is that there does appear to be some definite correlation between a manager's perception of his role in the organization and his performance. What cannot be answered is what comes first. Does the man's perception of the requirements for executing his role effectively cause him to perform at such a level that he rises to greater responsibility in the organization, or conversely does his high level of performance give rise to his perception of his role in the organization and consequently his rise to greater responsibility?

One other significant implication arising from the data tends to confirm a conclusion reached by Porter that organizations not only tolerate inner-directed thinking and behavior, but they, in fact, reward such activity (Porter, 1968, p. 117).

If the findings thus far are valid, it should be safe to assume that upper levels of management in organizations should have people who are more inner-directed than other-directed and that managers who have heavy loadings of these traits should rise to positions of

prominence in their respective structures. Obviously, there are other ingredients which are necessary for leadership success such as the intrinsic nature of the business itself, so again reasonable caution must be exercised in order not to place an inordinate degree of importance on this simple analysis.

Analysis of Final Interviews

It is important now to examine the data from the final interviews held with the 11 key executives for the following reasons:

1. the structure and thrust of the questions were evolved from an analysis of both the initial exploratory interview results and the preceeding test data:
2. the sequence of the analysis of this data is in the same order as that of the original investigative procedure;
3. the context provides an opportunity for a pulling together of all the data gathered throughout the interview data with that gained from the instruments.

As was mentioned previously in Chapter 3, there were six basic categories evolved which appeared most viable for more in-depth analysis. The purpose was to assist each executive in looking at his career and life style along the dimensions of:

I. The future

II. Peak experiences (self-actualizing tendencies)

III. Perceptions of the change process

IV. Life directions choices

V. Most difficult experiences and methods of coping

VI. Basic sources of satisfaction and fulfillment

I. The Future

The question from the final interview schedule (see Appendix B) for the complete questionnaire) which was used to assist each executive in viewing his future is as follows:

> Picture yourself in the future about five to ten years from now. Try to see yourself from the viewpoint of a close friend who was describing you to another person.
>
> If you were able to be just the kind of person you would like to be, what would your friend say about you?

It should be explained that in discussing the responses to this question, as with each of the following questions, the tapes from all 11 interviews were carefully analyzed with an eye toward:

1. basic themes
2. particular illustrative responses
3. commonalities and divergencies
4. conclusions and observations

One of the basic tendencies noted was that some executives see themselves essentially the same in the future as they are today only perhaps more so.

Some descriptive comments which might help illustrate are:

"he is still looking for challenges"

"he spends many hours at work"

"he doesn't spend much time in social activities"

"he is very successful and knows himself well"

Other comments indicate a perception of self in the future being different than the picture of self in the present such as:

"he is a much better leader and manager"

"he is more knowledgable"

"he has re-examined his basic values"

"he is tremendously changed"

"he hasn't met his basic needs through the business world"

Some of the things that the executive would like to be in the future might be illustrated by such comments as:

"he is communicative to others"

"he is at peace"

"he has moved a couple of rungs up the ladder"

"he has published something"

"he has established a good weight control"

"he is a good father and a good husband"

"he works within the corporate structure"

"he is healthy"

"he is more community-minded"

How the executive views his personal attributes and behavior five to ten years in the future is seen through the following descriptions:

"he is freed-up"

"he is creative"

"he is aggressive"

"he is sensitive to the needs of others"

"he is enjoying life"

"he is deeply involved"

"he is honest"

"he has pride and power"

"he is ambitious"

"he shares his successes"

Some basic conclusions drawn from this analysis are:

1. Very few executives have clear-cut images of their future. Some have difficulty thinking about themselves five to ten years ahead and appear to be quite un-accustomed to thinking about themselves at all in any systematic manner.
2. Most were intrigued and delightfully surprised that they actually could visualize themselves in the future.
3. Those who were able to conjure up a clear image of the future were focusing primarily on career and

promotional goals and changes rather than on changes in life styles.

4. On balance, it is apparent that of the 11 executives interviewed, a significant majority visualize themselves being essentially the same in the future as they are in the present. Most have a desire to build on their strengths and minimize their inadequacies but there is little change in direction that would significantly alter their present career trajectories.

II. Peak Experiences

The question which generated the responses for this category is actually a series of questions which have a central focus. It is Item 2 of the final questionnaire and reads as follows:

> Identify for me at least two "peak experiences" in your life where you felt exceptionally happy or excited. This could be for a moment or a period of time when you felt that you were really yourself and you were close to fully utilizing your potentials.
>
> When or at what period in your life did these occur?
>
> What do you feel were the conditions that made these experiences possible?
>
> What were the rewards coming to you from these experiences?
>
> How often have you had these experiences?

The central purpose in examining the peak experiences of high-achieving executives was: a) to discern the nature and degree of the"self-actualizing" tendency present in their past behavior; b) to determine how much awareness the men had of these experiences on recall; and, c) to better understand the impact of these experiences in shaping their futures.

The responses upon analysis could be framed in four basic sections:

1. need for an external symbol of accomplishment. Some examples of external symbols are getting all "A's" in college while carrying 24 credit hours and working three jobs; promotion to vice-president with top-dollar salary; being the youngest store manager ever in the organization; passing the bar exam; and getting the vice-presidency sooner than expected.
2. peaks that involve primarily self vs. peaks that involve someone else. Peaks involving primarily self would be like acceptance into graduate school and many of those stated above. Peaks that involve others would be presented by comments like, "when I had a son;" "as E.V.P., I helped make a president out of _____;" "my marriage;" "working with my son to help him overcome a reading problem when he

was four years old."

3. an immediate, clear-cut, definable experience vs. a more involved, long-term process. The former is represented by, "the first time I ran a session by myself" as opposed to the latter represented by such comments as, "working for a long time on a big client before finally landing him," "being a Catholic big brother," and "the last few (four to five) years with my children."

4. responding effectively to a failure experience vs. response to a constructive, creative experience. The first experience would be like not passing a bar exam or doing well in graduate school after having been initially rejected, and the second experience is exemplified by, "getting an army platoon operationalized in 30 days."

Some of the conditions which helped make the peak experiences possible and impactful are described by the executives as:

"a sense that the things were almost impossible"

"it was the climax of a real struggle"

"a shared experience where I felt I was working in tandem and had a deep sense of relationship which was like a powerful current flowing from the men who supported me"

"a loving and understanding wife"

"complete freedom of action"

"a new opportunity to learn"

Most experienced tremendous rewards of both an intrinsic and extrinsic nature from their various experiences and some of their comments indicate the nature of the rewards received:

"peace and inward satisfaction"

"monetary--tremendous feeling to know I probably won't have to worry about money for the rest of my life"

"recognition--I tripled the membership and got many pats on the back"

"I proved to myself that I could really do it"

"ego--the best year of my life"

"freedom--I'm able to do a lot of things now "

"my marriage is more stable"

"opportunity--I might get a crack at heading up a new organization"

"feeling of having made a major contribution"

"accomplished something in virgin territory"

"seeing people do things differently now because of what I did"

Because of the meaningfulness and power of some of these peak

experiences in helping shape the lives of some of these executives, it seems worthwhile to record how they actually felt on recalling these experiences from memory. The following comments are indicative:

"it was great to be alive again"

"it was a new day"

"my vision was no longer clouded like when in a smoky room or in a shower"

"it was like peaches and cream"

"I was sitting on top of the world"

"it was really a thrill"

"it created a sense of euphoria in me and a sense of unity in others"

Some basic observations on the tendencies of high-achieving executives to be self-actualizing are that:

1. Most have had a number of important high points in their lives which made strong and lasting impressions on them.
2. There is a common emotional theme running through the various experiences although the nature of the experiences are tremendously varied.
3. Many of the peak experiences center around educational and/or career happenings and are clustered in the more recent past.

4. Almost all the experiences come after having mastered or having coped effectively with intense challenges.

These results are confirmed by the data from the instruments, especially the P.O.I. and style 12 of the Life Styles Inventory. Both instruments suggest that the group of 11 executives have a higher than average self-actualizing tendency in terms of their manifest behavior as well as a value system which is very much like that of other people who are thought of as having strong self-actualizing tendencies.

III. Perceptions of the Change Process

Perceptions of the Change Process, Item 5 of the final questionnaire is the source of this data. It is structured in the following manner:

> Would you describe how you generally perceive and respond to the process of change and changing conditions and situations? (Changes in the past--changes you are now going through--changes you anticipate.)
>
> Would you respond to this along the three dimensions of:
>
> a. What effect or <u>impact</u> change has or has had on you?
>
> b. How do you <u>feel</u> when you are caught up in the midst of rapid changes?
>
> c. What is your usual <u>method of coping</u> or responding to these changes?

Many of the responses gleaned from the group of 11 executives are general perceptions and are indicative of a very positive attitude

toward the change process generically.

Some typical comments are:

"change is really my thing"

"the more change there is, the better I come out of it"

"it has helped me"

"I delight in it"

"it's a challenge to me"

"change is a fact of life"

"my entire adult life has been filled with change"

"I seek out change when I'm dissatisfied"

"if I looked at the risks involved in change, I probably wouldn't make them"

In asking for more specific understanding of how the executives perceive the change process, it appears that the impact on them is sometimes positive, sometimes negative, and sometimes is rather neutral.

Positive impact is indicated by such comments as:

"it strengthens and fortifies what I believe"

"if I cause it, it's great; I'm eager for it because I have control over it"

"since I never have any real stress, I welcome it"

"it causes me to remobilize my resources and I get

a new burst of energy"

"the impact on me is always favorable"

"it makes me more alert, attentive"

"I become sensitive to things around me"

Negative impact of the change process is described as:

"a change of location or position can be very traumatic for me"

"the initial stage is shocking, a big adjustment is necessary and it rocks me off my pins"

"it makes me nervous"

"I have difficulty accepting a method or procedural change if I don't understand it"

"if change is imposed, I resent it, fight it"

A more neutral impact could be described as:

"it doesn't bother me if I recognize the importance of it"

I don't get up-tight when it's only me but I do get up-tight when it involves other people"

The <u>feelings</u> generated by the change process in high-achieving executives is also somewhat divided between positive and negative.

Positive indicators would be like:

"I like it"

"I enjoy it"

"it's delightful"

"my satisfaction is derived from the feeling of becoming"

"I like variety, new experiences and growth"

On the negative side of the feeling dimension are such comments as:

"it makes me uneasy"

"I don't enjoy it"

"it makes me tense"

"I understand but can't change my behavior"

"I gotta get organized"

Various coping methods were identified and described for dealing with the change process. The responses can easily be divided into categories of inner-directed methods and techniques.

Some inner-directed tendencies for coping with changes are described as:

"I pick out parts that I can do something about and let the rest of it go"

"I follow a process which includes:

a. creating a model

b. going through a period of worrying

c. doing problem-solving activity

d. moving into action"

"I learn to tap the organizational levers of power, rather than waiting to be victimized by them"

A more other-directed attitude or posture toward change can be seen through such comments as:

"I wait and see"

"I roll with it and hold on to certain basics"

"I understand what's causing it but I don't try to change myself"

"try to keep the feeling that life will go on--I don't know what I'll do next but something will turn up"

Some conclusions that can be drawn from analyzing how executives tend to respond to change would be that:

1. there is wide variance in their need for change ranging from eager delight to fear and avoidance of it;
2. many have adopted effective methods and techniques for coping with change which would appear to be a critical necessity for an executive at the level in this sample;
3. change is a high order need for this sample of executives (5th in rank on the EPPS) but is in reality no higher than that of men in the general population.

It is, in fact, less than the need for change evidenced by women in the general population and what appears to be a significant amount.

This last observation appears worthy of further investigation in later research which would involve female executives.

IV. Life Directions Choices

This particular category of exploration demanded more than answers or responses to questions. The executives were asked to make a forced choice decision in regard to their future and to explain their rationale which led to the choice made.

Item 4 of the final questionnaire provides the context for this exploration.

> In viewing your future hopes, desires and ambitions, which of the following Life Directions Choices comes closest to what you want?

At this point the executive was handed three cards--A, B, and C, with the following choices and asked to rank order them in terms of their desirability for his life.

A - To move to a higher management position and assume more leadership responsibility.

B - To achieve greater balance in my life.

C - To strongly consider a radical change in my career and life style.

The results of this exercise is as follows:

A 1111 1	B 11	B 11	A 1
B	C	A	C
C	A	C	B

Clearly, most of the executives see themselves assuming a higher position with greater responsibility for the future. At the same time there is a sizeable proportion who desire greater balance in their lives rather than focusing primarily on their career growth. To more fully understand some of the thinking behind these choices, it is necessary to take the analysis more deeply into their individual comments.

To help the thinking process along in providing a rationale for their rankings the following questions were posed to each executive:

A. Picture or describe what you see happening if you move in the direction of your first choice in the future. What especially interests you in it?

B. What are the ways that the Life Style chosen will bring you the satisfaction and fulfillment that you are seeking? What benefits will it give you that you don't now have?

C. What basic needs of yours do you think this will help you meet?

Some of the responses to Choice A having to do with desire for greater status and responsibility are:

"I'll have an opportunity to really change things"

"I'll be able to put my principles into effect"

"I'll be acting on what really counts"

" there will be more external relationships"

"I'll have greater influence over other people"

"competition will be greater"

"I'll be able to contribute more"

"once I reach a form of stability, I start to become more flexible"

"I'll be able to control the future of the company better"

This last comment was mentioned with greater frequency than any of the other comments by a wide margin.

Cross-referencing these data with that of the EPPS it is clearly apparent that the themes of dominance and autonomy are operating. There also appears to be a strong tendency to be inner-directed in regard to "making things happen" rather than "hoping" they would happen. The results of the P.O.I. strongly reinforce these findings.

Those executives who opted for greater balance in their lives (Choice B) provide an interesting contrast to the above. Their desires and hopes for the future are indicated through such comments as:

"I want to be dealing more with high-priority things"

"I want to make a total commitment to others"

"at age 40 now I see myself making the last change in course"

"satisfaction keeps escaping me"

"I want more peace in my life"

"if I don't achieve more balance soon, I will have achieved something that appears to be very hollow"

"striving after status and power heightens insecurity--you're always trying to hold onto it"

"the human dimensions of my life have been neglected too long"

There appears to be a strong desire in these men for something that they do not now possess. Some of the statements appear to rise out of a deep "hunger" and at the very least are strongly indicative of unsatisfied needs.

A few conclusions and observations in regard to this analysis are that:

1. There is almost an even split between desire for greater status and career growth and achieving greater balance between career and other life values. None indicated the desire for a radical change from their current trajectory, although two men ranked it as their second choice.
2. There appears to be keen awareness on the part of

most of the executives of the critical nature of their present stage of life. Regardless of the direction chosen, most give significant changes in their lives.

3. To those executives opting for Choice A for the future, there appears to be the necessity for greater control over the present career situation before moving toward a more balanced life style. This posture is best exemplified through the comment, "once I reach a form of stability I start to become more flexible."

V. Most Difficult Experiences and Methods of Coping

One of the criteria that was selected for subjects in this study was that they had been through, are involved in, or were anticipating being involved in, a "choice crisis." Effective coping with a crisis situation requires experience in having overcome previous difficulties, inner-strength, external support, adequate coping methods and techniques or some combination of all of these. It seemed profitable, therefore, to explore difficult periods in the lives of the executives and how they handled their problems. To get at some basic understanding, we asked each executive the following questions which come from Item 6 of the final questionnaire:

What would you say have been the most difficult periods of your life?

How did you cope with these situations?

What were your major sources of support that helped you? (What did you rely on to get you through?)

The type of difficult periods could be divided into:

a. those external of himself and beyond his control;

b. internal struggles within his power to control.

Examples of external events and situations are:

"choice of a boss"

"the strict regimentation my first year at West Point"

"my divorce"

"having to steal peanut butter and bread to survive in college"

"my father's coming home after having been away for a number of years"

Internal struggles that appear to be within the power of the executive to control are represented by such examples as:

"being kicked out of college for playing poker"

"trying to find myself and understand myself when in school"

"being busted out of a manager's job due to personality differences"

"leaving a position in the ministry and breaking relationships which were established over a ten-year period"

"having feelings of uneasiness and anxiety and not knowing why"

"having a low level of confidence and not knowing what I wanted to do during the period right after college"

"when I was teaching history I knew I didn't want to teach any longer but I didn't know what I wanted to do"

"uncertainty when first entering my field"

A sample of some of the coping mechanisms or strategies are as follows:

"you've got to know where you stand"

"you must practice the golden rule"

"you have to communicate to solve problems"

"the key thing is to make a decision and it doesn't have to be perfect"

"avoidance of the situation"

"acceptance of failure"

"analysis in terms of isolating the central issue and putting it all in perspective"

"what the hell--how wrong can I be so long as I get the results?"

Sources of support are far-ranging and are both internal and external. Some of the sources were identified as:

"my religion"

"talking to other people"

"persistence"

"having an unwritten long-range objective"

"having self-confidence--believing in myself--it's tripled in the last year and a half"

"a desire to succeed"

"a new job"

"my wife"

"friends"

"my folks"

"lots of Hail Marys"

"I would never consciously violate my own principles or values"

"I gradually turned myself around so I began to run on my own motor rather than somebody else's"

Some observations and insights that occur upon analyzing the data are:

1. There were very few low or difficult periods for most of the executives. Some had difficulty in identifying any that had any real significance in their lives. It was much easier for them as a group to identify peak experiences in their lives.
2. Most of the lows that occurred in terms of frequency were in the high school and college years. They centered primarily around issues of "not knowing myself well" and a sense of direction and purpose in life.
3. Most difficulties and struggles identified were of an internal nature and were within the control of the individual,not out beyond his control.
4. The primary and most frequent source of support identified was self--believing in one's self and working one's way back through periods of darkness until the light began to shine again. This theme of "inner-directedness" and self-sufficiency which comes through so clearly in this category appears to be reinforced time and time again in other positions of this study. The P.O.I. is perhaps the clearest example of this reinforcement but the EPPS needs of dominance, autonomy, and intraception give evidence

that high-achieving executives look to internal means for coping primarily.

VI. Basic Sources of Satisfaction and Fulfillment

The questions which provide the context for this category come from Item 3 of the final questionnaire and read as follows:

> Could you identify the major and most basic sources of satisfaction in your life at this point?
>
> Which of these brings you the greatest rewards and sense of fulfillment?
>
> Do you have desires to shift the balance of these sources of satisfaction and reward so that your priorities are changed?
>
> Could you describe one or two examples of some changes you would like to make?

Implications coming from these questions are many and far-reaching as can be seen from an analysis of the various response categories.

There were four clearly identified basic sources of satisfaction which were:

1. family
2. job
3. community
4. self-discovery

Family was seen by most executives as providing the major satisfaction and fulfillment for their lives and some of their comments

about their families were:

"my home environment is too important to me--I can't let it rot like a lot of others do"

"I enjoy raising kids and giving them basic guidelines"

"I like the time spent with my wife and kids"

"I'm starting to enjoy relating to my kids--it never happened to me before"

"I have a better relationship with my wife"

"I like watching my kids grow and declare their independence"

Satisfactions emanating out of a job context are described as:

"my accomplishments--things I have done"

"seeing something completed with quality"

"re-defining my role in this organization"

"it's dangerous to give up a portion of your empire but interesting"

"making decisions and being involved helps me to influence the corporation"

"achievement--being able to do something well enough so that when it's done it has produced something satisfying"

"having people trust me completely--I almost get a physical feeling out of it"

"I'm seen as a dominant and forceful guy"

"I'm ultrasensitive to failure from my college days and I overcompensate for those feelings"

Community activities which help generate feelings of satisfaction are:

"helping people--listening to them--coaching and counseling them"

"church--teaching five and six-year-olds"

"giving money and time like being a big brother"

"sustaining productive relationships with a few people"

Self-discovery for high-achieving executives is an important source of satisfaction and is described as:

"learning more and more about myself"

"becoming more inner-directed--having my life more under my control, rather than under the control of others"

On the question of whether the executives desire to shift the balance of the sources of their satisfaction, nine answered yes and two said no. Since this seems in obvious conflict with their responses to the ranking of their Life Directions Choices, which were about

evenly balanced between Choice A (assuming more leadership responsibility) and Choice B (achieving greater balance) some analysis was deemed necessary. The intent was to look for statements that indicated some congruity or conflict between Choice A and desire for more balance.

Some statements which seem to indicate congruity are:

"obviously I need more satisfaction"

"I'm not sure how I would shiftthe balance"

"by getting the first (Choice A) it'll help me improve on the second (Choice B)"

Statements which are more indicative of conflict are:

"I'm looking for a way to spend more time with my family--I'm concerned that I may be paying a price that I'm not aware of"

"I'm a little trapped on that but I don't feel sorry for myself, however"

"wanting to win cuts across wanting to be liked"

"I would like to move up into higher level administration and responsibility but I don't want to give up the relationship I have with my people"

Since most of the executives did express a desire to achieve some changes in their life styles, we asked for some ideas they might have to achieve better balance. Some of their responses were:

"I'd like to play more golf and tennis with my wife and kids"

"I want more meaningful involvement with the people who report to me"

"emotionally I want to do more at home with my family"

"I need more involvement with the community"

"I would like to spend more time with my kids"

"One of my priorities this year is to change the balance so that the demands of the job are more balanced out with my family--they get very little now, if at all"

A few observations and conclusions which seem readily apparent from the data are:

1. Most want to achieve greater balance and feel an intense need for it;
2. About half of the executives are conflicted in regard to their desires for the future. The achievement of their career aspirations may not permit the attainment of the desired balance, at least for the immediate future;
3. The greatest sources of satisfaction and fulfillment are family and job. There appears to be an even

balance in terms of the magnitude of the rewards received from these two sources;

4. The most desirable direction of change to achieve better balance almost invariably centers on spending more time with the wife and kids.

Summary

In this chapter, three basic phases of activity were analyzed and discussed along with providing observations and conclusions at appropriate points. These phases which were actually administered in the sequence analyzed are:

1. the initial exploratory interview
2. the various instruments of assessment
3. the final interview

The initial interview provided the context within which various themes and hunches were explored and new ideas and concepts were generated. Four basic objectives were identified and successfully achieved. Out of the 27 executives interviewed, 11 were selected to participate in the study. Six themes were identified for further investigation with the selected participants.

Four instruments were administered to each subject in order to cross-validate the interview data. These were:

1. Life Styles Inventory
2. Personal Orientation Inventory

3. Edwards Personal Preference Schedule

4. Management Position Questionnaire

The results of each instrument was analyzed and conclusions were drawn.

The final interview was evolved from an analysis of the results of the initial exploratory interview and the test data. Six basic categories were systematically explored with each executive and the results were analyzed in depth with cross references to previously acquired data. Observations and conclusions were made at the end of each of the six selected categories.

CHAPTER V

THE "CRISIS:" WHAT IS IT?

The Nature of Each Man's Crisis

In laying the foundation for this research, it was specified that each of the executives who would be included as subjects in the study must either be involved in a "choice conflict," have been involved in one in the recent past, or would be actively anticipating a crisis of choice which could have a major impact upon their lives. To more fully understand the nature of the crises that these men are involved in, a brief description of each man's situation appears to be in order.

Executive Number One: is president of his organization at age 36. His life has been relatively smooth and under good control to this point and things appear to be in good balance overall. He has been in his present position for about six years, however, and is beginning to do some serious thinking about what comes next in his life. He enjoys his community, as does his family, and would be quite content to stay in his present geographical area. The only possible move he could make in his career would be to corporate headquarters which would require giving up his location but very importantly it would

mean giving up the "dynamic" aspects of his present position. He speaks very positively of what he has accomplished through his administration and the "value" that his organization represents to the general public. He sees the corporate leadership role as being more "sterile" and not as intrinsically enjoyable as his present position since it would be oriented more toward policy-making rather than day-to-day decision-making. Part of the trade-off on the positive side would be more money, more prestige and recognition on a national level as opposed to primarily local recognition for his efforts. Recognition at the local level is significant since he is actively engaged in many leadership roles in the community and is sought out by numerous community groups to help their various causes.

Executive Number One is asking himself some basic questions about what is really important to himself at this stage of his life. Is his career growth and advancement more compelling than the satisfaction of many of his other needs and drives? Will he continue to be challenged in his present position on into the future for an unlimited period of time? How will he respond if offered a key role in the company? Will his situation be altered significantly once his children are grown up and moved away and can he really afford to wait that long, especially if he is offered attractive opportunities between now and then?

These and many other questions must be answered in the relatively near future and the answers he comes up with could significantly

alter his life and the lives of his family. Executive Number One is, therefore, anticipating a "crisis of choice" and has had no major choices to make up to this point in his career since things have fallen in place very naturally this far.

Executive Number Two: is 39 years old and is the leading sales executive in his organization for the past three years. He has been with his present organization for a total of five years now. When still an undergraduate, Executive Number Two laid out his career plans on the back of a shirt cardboard from that point in time through age 38. He knew where he wanted to be in almost every major aspect of his life. He was to complete his education by a certain date; be at a given level of earnings by another date; have his home bought and paid for by another date, etc. At the time of the interviews, he had accomplished everything that he had set out to accomplish and had between one and two years to spare.

He described himself as being a bit confused, uncertain about his future and feeling pressure to make some big decisions very soon as to what he should do with his life. A great deal of concern was evidenced in regard to his family. He in no way wished to jeopardize the relationship he had with his wife and children and yet he felt compelled to do something different since his work was no longer challenging to him.

Where could he go in his present organization that would offer

him more challenge? Would it be possible at this stage to launch a new career? Like Executive Number One, many questions are being pondered and Executive Number Two could be described as being actively engaged and involved in some serious career and life choices which are consuming a great deal of his thinking time and his energy.

Executive Number Three: is directly involved in a different kind of crisis than either of the first two and one which appears to have some added complexities. He is 38 years old and is an acting director of his company, which is a position comparable to that of being a vice-president. He has been "acting" for two to three years now, however, and has become almost obsessed with the goal of becoming a full-fledged vice-president. On the occurrence of the initial exploratory interview, Executive Number Three indicated that he would like to discuss a "personal matter" with the investigator. Upon a subsequent interview he indicated that for the past few months he had become sexually impotent and was very puzzled and ashamed of it. He had not taken the time to seek out professional assistance since his job demanded or perhaps "consumed" most of his time and energy.

A decision had already been made that if the promotion to vice-president was not forthcoming in the near future he would leave the company regardless of the consequences that might ensue. Executive Number Three was so intent in achieving his goal that he

hadn't bothered to apply for any alternative positions in the company.

Fortunately, as part of his scenario, it can be reported that he was promoted to a full vice-presidency within the next three months from the time of the interview and with that promotion came a return of his potency almost to the day.

Executive Number Four: is in a "post" crisis situation at this stage of the investigation. At age 45 he has risen to a position of power and influence in his organization and is doing what he has always wanted to do which is essentially assisting in the development of the potential for leadership that exists within the organization.

At age 35 he left the ministry to move into his first position within a business organization. He indicated that he didn't know exactly why he had left the ministry or what he was moving toward but that he was compelled to make the move. Initially, during this period of crisis he was "floundering" for a couple of years, he was uncertain, confused and his future was filled with questions and self-doubt.

Between the years of 37 and 40, however, much of the haze began to clear as he began to find himself. There were a few significant experiences which provided the necessary reinforcement to move him into a posture of greater self-confidence and assurance that he had made the right decision after all.

Executive Number Five: is 42 years old and is a vice-president in his company. He was promoted to his present position within the last year and appears to be performing at a highly satisfactory level. He is, however, actively engaged in a "crisis" which is almost a classical Freudian study in itself. Executive Number Five is struggling with a behavioral conflict which appears to have its roots in early childhood when he lost both his father and his mother. Psychologically, he is still searching for a "father-figure" and has a tendency to attach father-like qualities to strong authority figures in his organization, especially the president. This causes him great consternation from moment to moment and has surfaced after having been under control for a number of years. The last time he remembers a similar situation was back in his college years.

Executive Number Five is using professional resources to help him work through his difficulty and there are some indications that he is making progress in the right direction. What he hasn't been able to answer for himself is whether this tendency is of a recurring nature and what it might do to his career as he moves to even higher levels of responsibility and leadership.

Executive Number Six: is at a point of "choice" in his career. He is now 45 years old and is an assistant vice-president in his organization. He achieved his present level approximately two years prior but has been involved in his present company for over 20 years.

At age 35 he returned to law school and completed his work during evenings, finishing at age 43.

Now he feels that he must make a basic decision in the next year or so if he is ever going to make a move in his career. He feels more than capable of moving up to a higher level of responsibility and, in fact, is already beginning to think beyond the level of vice-president, though not having that level as yet.

Executive Number Six is extremely close to his family and has done a lot of thinking about the possible impact of additional career responsibility on them. He has already decided that he will accept additional leadership responsibility if given the opportunity but has also decided that he will pre-determine the degree of sacrifice he is prepared to make.

Executive Number Seven: has been involved in something of a crisis situation for the past three years. He is 36 years old and is a director in his organization with hopes of becoming vice-president in the near future. At age 33 he was divorced and almost atthe same time moved from a previous organization to his present one. He appears to be pushing aggressively for recognition, status, and power and is determined to move up at almost any cost.

His goals are therefore of a dual nature involving both career and future marriage. He ties both together, however, in that he sees marriage as a necessity or perhaps at least a requirement for

furthering his career ambitions.

Executive Number Seven has not clearly identified any particular area of concentration for his future career growth so long as the direction is upward. He has indicated that he would prefer a line management position as opposed to a staff role but would accept either if he receives the necessary status, pay, etc.

The direction and thrust of his activities seems in many ways simpler and less complex than some of the other executives, at least on the surface, since his concern is based almost entirely upon his own needs. Even his desires for marriage are tied into his career ambitions and therefore are not perceived as posing any kind of barrier to the achievement of his goals except perhaps from a perspective of timing.

Executive Number Eight: is experiencing a rather unique crisis which appears to be primarily career-centered. At the time of the initial interview he was 36 years old and assistant vice-president in his organization. He had made a key decision just a few months prior which actually placed him in a crisis posture. In his own words, "I have made a firm decision that unless I am promoted by April, 197_ to vice-president of _____in this organization, I will leave. I have no back-up plans if I do decide to leave."

Obviously, Executive Number Eight's decision is of an either-or variety and he is fully committed to making it happen.

Quoting Executive Number Eight further, he indicates that, "I feel I'm at a very critical point right now in regard to my immediate boss, higher bosses, and the industry. I feel I have to be in pretty good shape by age 40 and there's a lot to be done."

Further exploration revealed that he has very close ties with his family and evidences real concern for them but has not backed off his decision in any way.

Executive Number Nine: is executive vice-president of his organization at age 37. It would be difficult to identify any one specific choice crisis in his career to this point. His behavioral style consists largely of working in a very systematic, controlled, and planful way. These tendencies ordinarily head off any serious personal or career crisis by forward thinking. He has had some major decisions to face in his past like moving from a professional-staff role to a managerial-line role. His decision to move or change his behavior from a highly directive, autocratic, task-oriented style of management to a more participative, developmental, people-oriented style took a strong commitment. This latter change was deemed a necessity by his superiors as well as himself since he had developed a reputation for being a "hatchet man" and to some extent apparently has retained some of that reputation.

The crisis, therefore, in Executive Number Nine's life is an anticipated one since he has decided and fully expects to be president

of his company within the next five years. He is so totally committed to this goal that not achieving would likely precipitate a major career choice which would obviously have family and life-style implications. Thus far he has handled major decisions and changes with ease. He feels that he can handle this impending choice crisis like the others but is aware of the "freight" riding on this one.

Executive Number Ten: is a professional man who has dedicated his life to serving people as well as having assumed responsibility for managing others who serve. He has recently done some serious thinking about his future and at age 41 finds himself facing a basic choice in regard to how his future will be spent. At present level of responsibility, Executive Number Ten has the best of both worlds. He is able to satisfy his basic needs of service to others as well as being involved in corporate decisions from time to time. His desire is for greater leadership responsibility but he may move into a conflict of values and personal needs if he does move up in the hierarchy. To do so would require him to give up his day-to-day activity and spend the bulk of his time on high-level policy decisions and interactions with other executives.

The choice conflict is, therefore, anticipated but no less real to him than if it were presented to him now.

Executive Number Eleven: was 39 years old at the time of the interviews and was about to enter a period of choice conflict. His

position within his organization is that of executive vice-president and he has been there for a little more than three years.

Things have gone along smoothly in his career up to now and he has had no major conflicts in regard to various decisions he has made. At this stage, however, there is no clear vision of the future. He wants to move up to greater responsibility and have more authority to impart major decisions within this organization or any other that he might choose to serve.

His feelings and attitude toward his present organization and his role are very positive but he has decided that he doesn't want to remain in his present status much longer. He has indicated, in fact, that he would make a move if he identified a more attractive avenue either within or outside the organization.

Executive Number Eleven is interested in devoting himself more fully than ever to his family. He places them first in ranking his sources of satisfaction and would not want this disturbed. His decisions about his career future must, therefore, be compatible with his present life style and value emphasis. This much he is confident about. What he is not confident about is the direction in which he would like to move and how long he could remain reasonably satisfied under the current conditions. If he does not identify a viable alternative that meets his requirements within the next year to two years he may have to consider an "adjustment" to either his required conditions or a re-evaluation of his basic priorities.

Summary and Conclusions

In this chapter each man's "crisis" was briefly described from his present perspective. Seven of the executives were actively engaged in a struggle to make vital choices that would heavily impact and shape the future for them. One had experienced an ordeal in the past which was clearly significant in shaping his future. Three others had experienced no major "choice conflicts" in the past but were in the process of preparing themselves for anticipated choices that could produce major conflicts for them.

Six of the described crises centered in and around career choices, at least on the surface. Three were heavily weighted toward basic value issues which required and are requiring much self-evaluation and examination. The remaining two are of a psycho-analytic nature and only indirectly relate to career considerations.

Some conclusions that can be articulated based on an analysis of the various crises as well as all the supporting data from instruments and interviews are:

1. Executives in this age group are still looking to higher level responsibility and greater challenge.
2. Mastery of a basic conflict situation satisfies only temporarily and new tensions begin to arise.
3. There is clear evidence in most of a "self-actualizing" tendency. Basic needs are in a state of satisfaction

and higher order needs are becoming more prominent. Examples are such things as desiring to do those things for the good of others and not just for themselves. Many want to take time that they are now devoting to their jobs and transfer it to time with their wives, children, and community groups.

4. There is some strong evidence that for many they simply cannot enter a stage of "generativity" as described by Erik Erickson until they have satisfied their own cravings for accomplishment. Upon achievement of such, whatever their goals might be, they are suddenly "freed-up" and able to give themselves to others as never before.
5. Clear plans for the future are virtually essential to the sense of well-being and self-control for the group as a whole. So long as there is a clear career trajectory, problems in making decisions are greatly diminished. Once their goals have been accomplished, however, there is a sense of uneasiness and uncertainty until new ones are developed. To many, the future at this stage of development is much less controllable and clear to

them since most of the plans that they had established earlier in their careers for their growth and development have been achieved. It is during such periods of uncertainty and ambiguity about the future that the executive seriously examines and re-evaluates his basic life style, his fundamental values, and future directions. If the crisis occurs early in his career development, the executive should look on this positively as an opportunity to really know himself better and to establish meaningful and long-lasting values and goals. Only when such a crisis occurs late in one's career should it be considered a real tragedy and only then if the executive is unable to view himself honestly and openly and cope with what he finds.

6. One final conclusion is that most of the men rely primarily on their own internal resources to resolve major crises in their lives. They have learned to trust their own judgment and basically to believe in themselves to make it through. The basic need for "intraception" as identified on the EPPS is supportive of this desire for better understanding themselves,

their motives, their drives, their conflict, etc.

All this would seem to indicate that executives have a strong need to know themselves and are eager and responsive to assistance in this direction from outside sources. The "help" provided must be in the form of facilitating the executive looking at himself and in effect "thinking through" his fears, doubts and questions, rather than relying on some form of "problem-solving activity."

CHAPTER VI

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

In this final chapter the purpose and design has been to pull together in synoptic form the basics of what has been learned from studying the lives of high-achieving executives. In Chapter II there was a discussion of what others had found from their work with executives. Chapter IV involved discussion and analysis of the data obtained from interviews and from instruments. Chapter V provided some insights into the nature of each man's "crisis." In both Chapters IV and V conclusions were drawn after each major section along with observations and insights reached through the analysis.

Major Findings

1. The evidence found clearly supports the assumption that high-achieving executives have strong tendencies toward self-actualization and high self-esteem.

Maslow (1968), Rogers (1961) and more recently the work of Berry (1973) and others assert that a person who has satisfied his

lower order needs will seek to satisfy those of a higher order (love-belonging, self-esteem, and self-actualization.)

The statements expressed by the executives in this study generally fall within these higher need categories.

Objective data adds additional support to this conclusion. The results of the Life Styles Inventory (Style 12) and the results of the Personal Orientation Inventory clearly indicate that these executives see themselves as having the same basic attitudes and values as others who are considered "self-actualized."

2. <u>High-achieving executives have a high need for power (a basic desire to influence and lead others) and a low need for affiliation (having friendly relations with others</u>.)

This finding confirms previous results of studies by Niles (1958), McClelland (1961), McClelland and Burnham (1975) and Slocum and Hand (1971).

The statements made in the interviews such as, "I'll have greater influence over other people," "I'll be able to control the future of the company better," and "I'll have an opportunity to really change things"are responses relative to desire for greater status and responsibility.

The results of the EPPS on the scale for dominance showed the study sample as being almost two full standard deviations above the

mean of the general adult sample and almost three standard deviations above the mean for women.

The mean scores on the affiliation scale of the EPPS showed about one-half standard deviation lower than that of men in the general population and more than a standard deviation lower than that of women.

3. Factors described by the executives as being principle or most essential to their success were:

   A. Hard work

   B. Sensitivity to other people

   C. Family support

   D. Luck

   E. Organization and analytical skill

   F. Confidence and self-esteem

   G. Intelligence

These findings match very closely the study conducted by Berry (1973) wherein 34 executives expressed their views on the major contributive and causative factors in attaining success (See Appendix J).

Studies on how women executives viewed their success by Woods (1975), Herrick (1973) and Hackamack (1972) concluded that most of the characteristics that made them successful are the same ones that apply to male executives. Some differences

are noted, however.

An interesting "sub-finding" with regard to factors contributing to success is that educational attainment was mentioned with relatively low frequency in this study as well as in the study conducted by Berry. He concluded that a college degree probably contributes to attainment of presidential and vice-presidential positions--success as a top executive in a manufacturing firm.

The participants in this present investigation included ten of the eleven having obtained college degrees. Nine of the ten have had post-graduate work. Seven of the eleven considered their positions to be top management which strongly supports Berry's conclusion.

4. <u>High-achieving executives turn primarily to internal means (self-reliance) for coping with problems, change, and major decisions</u>.

Chris Argyris (1964) stated that the high self-esteem experienced by most effective executives came from the freedom to establish their own goals and the ability to tie these goals into their personal needs and values.

Vroom (1964) added support to Argyris' statement regarding level of self-esteem in high-achieving executives and indicated that due to their opportunity to satisfy self-esteem, autonomy and self-actualization needs, they experienced a much greater satisfaction through their work.

Other views from the literature on this theme of being "inner-directed" came from the writing of Whyte (1966) and Schoonmaker (1969). While Schoonmaker felt that there was a move away from being inner-directed, Whyte contends that the successful executive does not "give in to the organization." He wants to "dominate" from his own internal convictions and not be controlled by forces and influences external of himself.

The results of the data in Table 7 showing self-rated rankings of traits by high-achieving executives and high-performing middle-level managers are that:

A. The sum of the means of the traits in the inner-directed cluster is higher than the sum of the means of the outer-directed cluster for both groups.

B. Mean scores for high-achieving executives is consistently higher than that of high-performing middle-level managers for both clusters.

Porter (1968) concluded from his research that organizations not only tolerate inner-directed thinking and behavior but they in fact reward such activity

Data from Figure 3 shows the P.O.I. support ratio scale (inner-directed vs. other-directed) as giving further evidence that high-achieving executives tend to be primarily independent and self-supportive as opposed to being dependent and seeking the

support of other's views in coping with problems, decision-making, etc.

Comments selected from executive statements regarding sources of support in coping contribute more evidence yet to the finding of self-reliance as being primary. A few examples are: "having self-confidence--believing in myself--it's tripled in the last year and a half," and, "I gradually turned myself around so I began to run on my own motor rather than somebody else's."

5. The highest incidence of "choice-conflicts" (crises) occurred in this sample of high-achieving executives between the ages of 34 and 37.

It was learned on examination of the paths that their careers have taken that this particular period was highly eventful for each man.

Seven of the 11 subjects studied were actively engaged at the time of the interviews in struggles to make vital choices that would heavily impact their future. One executive who had moved beyond this age range (he was 45) had experienced his "choice crisis" between the years of 35-37. One other who was also 45 and experiencing a new "choice crisis" had gone through a period of serious re-evaluation of his career and life style beginning when he was 35 years of age.

This finding of the particular significance of these age

parameters confirms the research of Erickson (1968) and Levinson (1969). Erickson's stage of "generativity" has not been achieved by this group of executives because as he indicates, "it cannot be achieved until basic cravings for accomplishment have been satisfied." In this sample of executives their cravings for accomplishments clearly have not been satisfied at this stage of their lives.

Levinson comments that until about age 45 executives are more self-centered and concerned about getting ahead.

Although the findings of Jennings (1967) were previously discussed with regard to the nature of the crisis that tends to occur in executives, he also discusses the times when a career crisis is most likely to occur:

> A. on entrance into the firm;
>
> B. on movement into the middle ranks;
>
> C. and when attempts are made to meet the requirements of administration as opposed to management.
>
> (Jennings, p. 22)

An executive who has risen to the top of his organization is probably experiencing one or more of Jennings' criteria while yet between the ages of 34 and 37.

6. <u>There is no clear and conclusive evidence that high levels of accomplishment and achievement of high</u>

executive status brings concommitant feelings of satisfaction and fulfillment as a person.

This finding appears initially to be contradicting the first finding having to do with tendencies for self-actualization and self-esteem. It is instead an awareness that an executive can be operating at the top of Maslow's Hierarchy of Needs without having achieved adequate balance at the lower levels; particularly the level he describes as Love and Belongingness. It would appear, in fact, that it is exactly at this point where much of the conflict exists for most.

While six of 11 of the executives see themselves assuming a higher position with greater responsibility for the future with the remaining indicating a preference for greater balance, nine of the 11 indicated a strong desire to shift the balance of the sources of their satisfaction. The primary direction of the shift was from job and career to home and family concerns.

Evidence of some of these feelings of conflict and desire for change came directly from such statements as:

> "I'm concerned that I may be paying a price that I'm not aware of" (for success)
>
> "I'm a little trapped on that (shifting the balance of sources of satisfaction) but I don't feel sorry for myself, however"
>
> "emotionally I want to do more at home with my family"

In viewing the goals established and the images that executives have of themselves for the future, it was learned that few executives have any that are clear-cut. Most appear to concentrate on solving here and now problems and little time is spent thinking long-range about themselves.

For many, they have achieved what they set to accomplish earlier in their careers and are now unclear as to where they go next.

Steiner (1972) suggests that the crisis for an executive often occurs on achieving promotional success because he has no familiar goal. Other writers such as Davies (1958), McGibbon(1955), Hamner and Tosi (1974) and Schoonmaker (1971) confirm the essentiality of having clear-cut goals for the future.

Conclusions and Recommendations

In re-examining the basic objectives outlined for this study in Chapter I, the investigator feels that they have been achieved. There has been systematic analysis and evaluation of:

1. the paths that individual careers have taken (with examples);
2. the factors perceived by the executives as having contributed most to their success;
3. how their needs and values compared with others who have been considered successful; and,
4. whether they have achieved a sense and a feeling

of satisfaction and fulfillment in their lives to date.

It is clear to the investigator that high-achieving executives in the age range studied have many unmet needs that can probably be met only through a careful re-evaluation of their basic values and needs as individuals--apart from those of the organization.

Uris (1967), Jennings (1967), Drucker (1970) and others support this basic conclusion and feel as the investigator does that not only must the individual take responsibility for examining his life and what is important to him, but the organization must support and encourage such effort as well.

Despite the fact that high-achieving executives are primarily and necessarily self-reliant and inner-directed, there are many outside influences beyond the individuals control which are necessary for success. Some of these were suggested by Dalton (1959) such as a limited number of available positions, the changing nature of society and the inevitable clash of individual and organizational interests.

The organization must be willing to allow the individual to develop his potentials without any coercion or manipulation and provide necessary opportunities for career development of those giving evidence of leadership potential.

This latter recommendation is felt to be valid generally but

it is especially crucial if there is to be equal opportunity for women and minorities to rise to the top as corporate executives.

Some Hypotheses for Further Study

The design of this study was such as to generate questions through the exploration with the individuals that could perhaps be validated or described more specifically in future research. In this manner new perspectives with regard to research methodology and direction of exploration could hopefully be enhanced.

Some of the basic issues which were raised and seem worthy of further effort are:

1. How does a high-achieving executive see himself in relation to the way other people see him? This could be strongly suggestive of the level of self-actualization he has achieved.

Data have been collected from several "significant knowers" on each executive and could provide a basis for more in-depth research with the people who know him well, both business and personal, to provide a fuller perspective on the various dimensions identified in the present study. Intimate and more personal perspectives could cast new light on the current data.

2. Can a high-achieving executive maintain the basic integrity of his value system and not permit the extrinsic forces of the organization to overshadow

his personal values and beliefs?

Much of the current evidence would indicate that such maintenance is possible but additional confirmation would be helpful to counter the views of such people as Reich (1970) who believes that to be successful in an organization, the individual must tie his destiny to something bigger than himself and subordinate his will to it. The executive in such a corporation adopts as his personal values and standards the same ones that are sanctioned by the organization.

3. How much does social class background and educational attainment contribute to executive success?

4. Is the tendency to be "inner-directed" formed early in one's life and can it be measured?

All indications are that this tendency is an essential pre-requisite to becoming a high-achieving executive. The implications are many, therefore, for the organization which understands and can effectively learn to identify potential leaders and managers who have a heavy loading of this quality.

5. Are executives most highly motivated by the need for intraception between the years of 35 and 40?

Much would need to be done to validate this statement but it would appear to be true empirically and theoretically. Reinforcement

of this phenomenon and knowledge of such findings by an astute organization could lead to a significant emphasis being placed on high potential individuals who fall in this age range.

6. Do promotions tend to increase one's aspirations for higher level positions rather than providing more satisfaction and diminution of drive in this direction?

Maslow's hierarchy of needs theory would provide the basic theoretical context for further research on this issue. The factor of age would also be significant in considering any further research along this line.

The data emanating from the present study would certainly support this statement as being true but would need more of a longitudinal perspective as well as a larger sample to gain solid validity.

7. Are high-achieving executives able to achieve a balanced life style until a given level of achievement is reached?

What the "given" level is cannot be determined from current data. Many questions could be articulated on this issue since it would seem apparent in some cases at least that the individual would never be able to balance the important ingredients of his life. Much would obviously depend on his value system, his psychological

need structure, his capabilities for leadership and decision-making as well as finding the right opportunity.

8. Does the exceptionally high heterosexuality need identified by the EPPS indicate that high-achieving executives have not achieved adequate balance in their life styles?

Exploration and in-depth investigation of the wife as a "significant knower" could produce data that would be helpful feedback to the executive and to his wife. Awareness of some of the possible implications of this statement could bring about more constructive dialogue to insure a well-adjusted marriage which for most is seen as a valuable asset for achieving satisfaction, fulfillment and career success.

To briefly summarize this section on hypotheses, it should be clear that these statements of issues are far-reaching and could provide an entry point to further research. More refinement would be helpful in order to statistically validate some of the issues and many more detailed questions would need to be articulated before launching any further effort.

A Model for Career and Life Planning

The theoretical framework for the model designed for the present research comes from the work of Abraham Maslow and David McClelland, primarily. Some of the more practical applications of

Douglas McGregor and Peter Drucker give it a more solid empirical grounding.

The various ingredients in the process adapted provide a basic framework for a counseling model. The model utilized in this study appears to have achieved the basic objectives initially articulated but it is obvious that much more could have been achieved with some additional modifications which will be identified.

The basic ingredients of the present design embody such characteristics as:

1. Evolvement of basic issues, directions and dimensions through an exploratory, screening phase;
2. Structured, systematic investigation of six major categories of interest;
3. Blending of interview data with test data for purposes of cross-validation of findings.

Using both approaches (interviews and instruments) focus was on the needs, values and self-perceptions of the various individuals studied.

To construct a more complete and more effective model necessitates the addition of such features as:

1. a more longitudinal perspective;
2. more interaction and subsequent integration of data from "significant knowers," both business and personal;

3. greater in-depth exploration with each individual studied rather than striving for a larger number;
4. use of multiple resource interventions to achieve a broader frame of reference and to eliminate the possible bias developing through a unilateral investigation.

Moving beyond research to application, it would seem feasible to consider development of a coordinated network of services that might be headed up by a "generalist" who would have at his disposal a wide range of expertise that could be called on to meet the needs of high-achieving executives. Such expertise could be applied as necessary through a longitudinal process which would most certainly be necessary to bring about any significant results in career and life-planning activities.

Implications for Future Research

Much additional work is needed to begin to address some of the basic issues identified in this study. Since this study and others have provided evidence of some of the common characteristics in high-achieving executives such as having strong tendencies toward self-actualization and high self-esteem and having a high need for power and a low need for affiliation, it would seem important to organizations, present executives and resource people to be able to identify these tendencies early. Further research is necessary to

improve the tools and methods necessary to accomplish this, however, since unfortunately few studies reveal enough of the "how to do it" with the individuals who have exhibited high potential, or perhaps instead those who have not exhibited such potential early but in fact may possess it. Having the capacity to do so could help the organization structure itself to provide the environment within which the leadership potential could be realized. Such an approach could prove mutually advantageous and fill the void that now exists in organizations for highly effective executives at the top levels.

Research of a case study nature could provide fruitful in learning more about the qualities and characteristics of middle managers. Much data is available on middle managers in general but efforts to study the middle manager as an individual have been sparse.

Although a few studies have been carried out on women executives, (Cussler, 1958) and women in general, (Stevens, 1940; Bardwick, 1971; Horner, 1970; Woods, 1975; Herrick, 1973; and Hackamack, 1972) there is still very little evidence available on the qualities and characteristics of women with regard to their potential for leadership and management. There are some data already which raise some interesting questions like the high need for change found on the EPPS for women in general as compared to men. Perhaps women executives have a significantly higher need

for change than women in the general population. With the velocity of change in the present business community and the increasing complexities of change, this finding could be significant.

Fewer studies yet have been conducted with regard to blacks in the executive ranks. The one cited by Benson (1975) is certainly a step in the right direction but much more is needed before the term "equal opportunity" will have any meaning at the executive level.

A case study of an organization could be helpful in understanding the forces and influences operating on individuals at various levels in the hierarchy. When data is analyzed laterally across a number of organizations it becomes difficult to control for all the extrinsic forces.

One final implication for future research has to do with the present group of 11 key executives. A follow-up study could be revealing and meaningful, especially with regard to those who are anticipating a crisis in their lives. Further study could serve as a confirmation and perhaps a validation of the present findings or could lead into new directions and perspectives not currently identified.

A Final Summary

This last chapter embodies the major findings and conclusions reached in this study. In addition, several issues were identified which can lead to further research. A model for career and life

planning is presented with suggestions for future changes along with the articulation of several implications for future research.

Although this research has added some new dimensions and insights on how men become successful as well as adding confirmation to several previous studies, it is obvious that no ready formula, no clear path, and no simple way exists that can take an individual through the various channels and possible obstacles to success that are many and varied.

The right balance between personal needs and values of the individual executive and what is necessary for the organization to succeed is still something of a mystery that will need further study and investigation, especially with the increasing velocity of change and the pressue on the individual to cope with that rate of change in all dimensions of his life.

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APPENDIX A

INITIAL EXPLORATORY QUESTIONNAIRE

1. Briefly describe the development of your career up to the present.

2. What are your hopes, ambitions and aspirations for the future?

3. What are some key issues, concerns and decisions that you see yourself making in the next few years? (1-5)

4. What were some of the key decision points and critical incidents or significant events that have brought you to where you are now?

5. Have your goals and aspirations for your future changed significantly in the past 10 years? If yes, could you briefly describe the nature of the changes?

6. How would you describe your present career and life style in terms of satisfaction - dissatisfaction?

7. What are some things you would like to do that you aren't able to do at present? (What are the major barriers or obstacles in yourself--in your environment?)

8. What would you do over if you had the chance?

9. What do you believe to be the principal or most essential factors contributing to your success?

10. What would you advise or suggest to individuals on the way up if they are to be successful?

APPENDIX B

FINAL EXPLORATORY QUESTIONNAIRE

1. Picture yourself in the future about five to ten years from now. Try to see yourself from the viewpoint of a close friend who was describing you to another person.

   If you were able to be just the kind of person you would like to be, what would your friend say about you?

2. Identify for me at least two "peak experiences" in your life where you felt exceptionally happy or excited. This could be for a moment or a period of time where you felt that you were really yourself and you were close to fully utilizing your potentials.

   When or at what period in your life did these occur?

   What do you feel were the conditions that made these experiences possible?

   What were the rewards coming to you from these experiences?

   How often have you had these experiences?

3. Could you identify the major and most basic sources of satisfaction in your life at this point?

   Which of these bring you the greatest rewards and sense of fulfillment?

   Do you have desires to shift the balance of these sources of satisfaction and reward so that your priorities are changed? Could you describe one or two examples of some changes you would like to make?

4. In viewing your future hopes, desires and ambitions, which of the following Life Directions Choices comes closest to what you want?

   Rank order the three choices given.

   TO ACHIEVE GREATER BALANCE IN MY LIFE

   TO STRONGLY CONSIDER A RADICAL CHANGE IN MY CAREER AND LIFE STYLE

TO MOVE TO A HIGHER MANAGEMENT POSITION AND ASSUME MORE LEADERSHIP RESPONSIBILITY

a. Picture or describe what you see happening if you move in the direction of your first choice in the future. What especially interests you in it?

b. What are the ways that the Life Style chosen will bring you the satisfaction and fulfillment that you are seeking? What benefits will it give you that you don't now have?

c. What basic needs of yours do you think this will help you meet?

5. Would you describe how you generally perceive and respond to the process of change and changing conditions and situations? (Changes in the past--changes you are now going through--changes you anticipate.)

Would you respond to this along the three dimensions of:

a. What effect or impact change has or has had on you?

b. How do you feel when you are caught up in the midst of rapid changes?

c. What is your usual method of coping or responding to these changes?

6. What would you say have been the most difficult periods of your life?

How did you cope with these situations?

What were your major sources of support that helped you? (What did you rely on to get you through?)

7. Please complete the following two check lists describing your present management position. (Porter--Management Position Questionnaire)

APPENDIX C

PERSONAL ORIENTATION INVENTORY SUB-SCALES

SAV -- Self-Actualizing Values

SAV was derived from Maslow's concept of self-actualizing people. A high score means that the individual holds and lives by values of self-actualizing people, and a low score means he rejects values of self-actualizing people. Items in this scale cut across many characteristics but a representative SAV item is, "I live in terms of my wants, likes, dislikes and values."

Ex -- Existentiality

Complementing SAV, the Existentiality scale measures one's flexibility in applying such values or principles to one's life. It is a measure of one's ability to use good judgment in applying these general principles. Higher scores reflect flexibility in application of values. People who get low scores reflect flexibility in application of values. People who get low scores tend to hold values so rigidly that they may become compulsive or dogmatic.

Fr -- Feeling Reactivity

A high score measures sensitivity to one's own needs and feelings. A low score shows insensitivity to one's own needs and feelings.

S -- Spontaneity

A high score measures the ability to express feelings in spontaneous action. A low score indicates that one is fearful of expressing feelings behaviorally.

Sr -- Self-Regard

A high score measures the ability to like one's self because of one's strength as a person. A low score indicates low self-worth.

Sa -- Self-Acceptance

A high score measures acceptance of one's self in spite of one's

weaknesses or deficiencies. A low score indicates inability to accept one's weaknesses. It is more difficult to achieve self-acceptance than self-regard. Self-actualization requires both.

Nc -- Nature of Man, Constructive

A high score means that one sees man as essentially good. He can resolve the goodness-evil, masculine-feminine, selfishness-unselfishness and spirituality-sensuality dichotomies in the nature of man. A high score, therefore, measures the self-actualizing ability to be synergic in understanding of human nature. A low score means that one sees man as essentially evil or bad and is not synergistic.

Sy -- Synergy

A high score is a measure of the ability to see opposites of life as meaningfully related. A low score means that one sees opposites of life as antagonistic. When one is synergistic one sees that work and play are not different, that lust and love, selfishness and selflessness, and other dichotomies are not really opposites at all.

A -- Acceptance of Aggression

A high score measures the ability to accept anger or aggression within one's self as natural. A low score means that one denies having such feelings.

C -- Capacity for Intimate Contact

A high score measures the person's ability to develop meaningful, contactful, relationships with other human beings. A low score means one has difficulty with warm interpersonal relationships. Making contact may be defined as the ability to develop and maintain an "I-Thou" relationship in the here-and-now and the ability to meaningfully touch another human being. We know that intimate contact seems to be encumbered by expectations and obligations. Thus, it can be said that the climate to establish good contact is best when the individual does not over-respond to, nor does he utilize,

interpersonal demand expectations and obligations. Other measured dimensions which facilitate contact are the ability to express vs. impress, being vs. pleasing, and the ability to relate intensely to another person either aggressively or tenderly.

APPENDIX D

PERSONAL ORIENTATION INVENTORY SUPPORT RATIO (INNER-DIRECTED AND OTHER-DIRECTED)

THE INNER-DIRECTED PERSON

The inner-directed person appears to have incorporated a psychic "gyroscope" which is started by parental influences and later on is further influenced by other authority figure The inner-directed man goes through life apparently independent, but still obeying this internal piloting. The source of inner-direction seems to be implanted early in life and the direction is guided by a small number of principles. The source of direction for the individual is inner in the sense that he is guided by internal motivations rather than external influences. This source of direction becomes generalized as an inner core of principles and character traits.

THE OTHER-DIRECTED PERSON

The other-directed person appears to have been motivated to develop a radar system to receive signals from a far wider circle than just his parents. The boundary between the familial authority and other external authorities breaks down. The primary control feeling tends to be fear or anxiety of the fluctuating voices of school authorities or the peer group. There is a danger that the other-directed person may become over-sensitive to "others" opinions in matters of external conformity. Approval by others becomes for him the highest goal. Thus, all power is invested in the actual or imaginary, approving group. Manipulation in the form of pleasing others and insuring constant acceptance, becomes his primary method of relating. Thus, it can be seen that the original feeling of fear can be transformed into an obsessive, insatiable need for affection or reassurance of being loved.

The support orientation of the self-actualizing persons tend to lie between that of the extreme other-and the extreme inner-directed person. He can be characterized as having more of an autonomous self-supportive, or being orientation. Whereas he is other-directed in that he must to a degree be sensitive to people's approval, affection, and good will, the source of his actions is essentially inner-directed. He is free, but his freedom is not gained by being a rebel or pushing against others and fighting them. He transcends complete inner-directedness by critical assimilation and creative expansion of his earlier principles of living. He discovers a mode of living which gives him confidence.

APPENDIX E

EDWARDS PERSONAL PREFERENCE SCHEDULE
DESCRIPTION OF VARIABLES

1. ach Achievement: To do one's best, to be successful, to accomplish tasks requiring skill and effort, to be a recognized authority, to accomplish something of great significance, to do a difficult job well, to solve difficult problems and puzzles, to be able to do things better than others, to write a great novel or play.

2. def Deference: To get suggestions from others, to find out what others think, to follow instructions and do what is expected, to praise others, to tell others that they have done a good job, to accept the leadership of others, to read about great men, to conform to custom and avoid the unconventional, to let others make decisions.

3. ord Order: To have written work neat and organized, to make plans before starting on a difficult task, to have things organized, to keep things neat and orderly, to make advance plans when taking a trip, to organize details of work, to keep letters and files according to some system, to have meals organized and a definite time for eating, to have things arranged so that they run smoothly without change.

4. exh Exhibition: To say witty and clever things, to tell amusing jokes and stories, to talk about personal adventures and experiences, to have others notice and comment upon one's appearance, to say things just to see what effect it will have on others, to talk about personal achievements, to be the center of attention, to use words that others do not know the meaning of, to ask questions others cannot answer.

5. aut Autonomy: To be able to come and go as desired, to say what one thinks about things, to be independent of others in making decisions, to feel free to do what one wants, to do things that are unconventional, to avoid situations where one is expected to conform, to do things without regard to what others may think, to criticize those in positions of authority, to avoid responsibilities and obligations.

6. aff Affiliation: To be loyal to friends, to participate in friendly groups, to do things for friends, to form new friendships, to make as many friends as possible, to share things

with friends, to do things with friends rather than alone, to form strong attachments, to write letters to friends.

7. int Intraception: To analyze one's motives and feelings, to observe others, to understand how others feel about problems, to put one's self in another's place, to judge people by why they do things rather than by what they do, to analyze the behavior of others, to analyze the motives of others, to predict how others will act.

8. suc Succorance: To have others provide help when in trouble, to seek encouragement from others, to have others be kindly, to have others be sympathetic and understanding about personal problems, to receive a great deal of affection from others, to have others do favors cheerfully, to be helped by others when depressed, to have others feel sorry when one is sick, to have a fuss made over one when hurt.

9. dom Dominance: To argue for one's point of view, to be a leader in groups to which one belongs, to be regarded by others as a leader, to be elected or appointed chairman of committees, to make group decisions, to settle arguments and disputes between others, to persuade and influence others to do what one wants, to supervise and direct the actions of others, to tell others how to do their jobs.

10. aba Abasement: To feel guilty when one does something wrong, to accept blame when things do not go right, to feel that personal pain and misery suffered does more good than harm, to feel the need for punishment for wrong doing, to feel better when giving in and avoiding a fight than when having one's own way, to feel the need for confession of errors, to feel depressed by inability to handle situations, to feel timid in the presence of superiors, to feel inferior to others in most respects.

11. nur Nurturance: To help friends when they are in trouble, to assist others less fortunate, to treat others with kindness and sympathy, to forgive others, to do small favors for others, to be generous with others, to sympathize with others who are hurt or sick, to show a great deal of affection toward others, to have others confide in one about personal problems.

12. chg Change: To do new and different things, to travel, to meet new people, to experience novelty and change in daily routine, to experiment and try new things, to eat in new and different places, to try new and different jobs, to move about the country and live in different places, to participate in new fads and fashions.

13. end Endurance: To keep at a job until it is finished, to complete any job undertaken, to work hard at a task, to keep at a puzzle or problem until it is solved, to work at a single job before taking on others, to stay up late working in order to get a job done, to put in long hours of work without distraction, to stick at a problem even though it may seem as if no progress is being made, to avoid being interrupted while at work.

14. het Heterosexuality: To go out with members of the opposite sex, to engage in social activities with the opposite sex, to be in love with someone of the opposite sex, to kiss those of the opposite sex, to be regarded as physically attractive by those of the opposite sex, to participate in discussions about sex, to read books and plays involving sex, to listen or to tell jokes involving sex, to become sexually excited.

15. agg Aggression: To attack contrary points of view, to tell others what one thinks about them, to criticize others publicly, to make fun of others, to tell others off when disagreeing with them, to get revenge for insults, to become angry, to blame others when things go wrong, to read newspaper accounts of violence.

APPENDIX F

LIFE STYLES INVENTORY
DESCRIPTION OF 12 STYLES OF BEHAVIOR

1. HUMANISTIC - HELPFUL STYLE

The person who is strong in this style can be said to be oriented towards supplying the needs of others rather than being overly concerned about himself and his own needs. He sees others as basically good and is aware of and very supportive of their needs. While being thoughtful, understanding, and considerate is descriptive of this style, this does not mean that he is passive in his relationships with others. He is much concerned about their development and makes others think for themselves. Because of his attitude and his willingness to take time with people, others seek him out for assistance and trust him with their confidence. This makes him a popular leader and teacher, and he very much enjoys his relationships with others.

2. AFFILIATIVE STYLE

The central aspect of the affiliative style is that the person likes other people and has a genuine concern for them. In turn he is well liked by others and leads because others like him. His basic philosophy of life is that people are more important than things, and he tends to see the best in others. He is generally very effective in interpersonal relationships, and he likes to include others in activities. He is a sincere person and easily trusted by others and has many positive personal traits, such as being cooperative, friendly, warm and open, and relaxed and at ease with people--which are the human relations skills that pave the way for effective and harmonious working relationships.

3. APPROVAL STYLE

The person who is high in this category wants everyone to like him and may go out of his way to insure that everyone does. He tries to agree with everyone and generally does not think for himself but thinks in terms of what other think. His relationships with others are characterized by his being overly generous, overly sympathetic, friendly all the time, and overly optimistic. It is very difficult for him to disagree with others and take a stand because he is easily upset by conflict. All this may lead to a high level of dependency on family and friends and to the condition of being vague and uncertain about his own beliefs, since to state them would risk the loss of approval.

4. CONVENTIONAL STYLE

This style of behavior is basically that of conforming to the status quo and not doing things to rock the boat. The person high in this dimension is overly concerned with looking good and concentrates on building a good image in the eyes of others rather than concentrating on his achievements and self-development. He actively seeks and enjoys being recognized by his superiors and tends to be agreeable, suggestible, and very respectful to others. He avoidsconflict , if at all possible, but may be inconsistent, indecisive and often uncertain in the process. He believes that rules are more important than ideas and tends to be a reliable and steady worker within the established norms of acceptability.

5. DEPENDENT STYLE

The person high in this style is a much better follower than a leader. Although he has many positive traits such as being persistent, respectful to others, tactful, and modest, he is too easily influenced and too willing to obey the dictates of others to be a strong leader. He obtains his security by following the book and saying what is expected of him. He tends to be a worrier and self-doubting, which leaves him overly cautious, meek and predictable in his interpersonal relationships. Achievement goals are often a real threat to him since there are risks involved in establishing goals and commiting oneself to their accomplishment.

6. AVOIDANCE STYLE

This is without doubt the most destructive and the most self-defeating style of all. The avoidance style is almost anti-achievement since the person is so much concerned about protecting himself and avoiding risks. His usually ineffective relationships with others are fraught with obviously low self-esteem which causes him to be unaggressive, reserved, tense, uneasy and self-condemning. The only ideas that he is willing to put forth are safe ones, and he avoids decisions at almost any cost. He has very few interests in life and seems to have strong inner conflicts which keeps his focus and concern on his own problems rather than on other people or on external matters.

7. OPPOSITIONAL STYLE

The central thrust of this style is an attitude which is negative, hostile and suspicious. This kind of person would be very hard to relate to because he seldom says what he thinks directly. He opposes things indirectly and is critical of others behind their back rather than to their face. He is not a trusting person, is very hard to impress and is resistive of new ideas. Because of his high defensiveness, he does not accept criticism well and, in fact, blames others for his own mistakes. He is generally cynical and resentful of other people and is almost routinely against things even before he hears them out.

8. POWER STYLE

The individual who is high in his need for power would be much like McGregor's Theory X manager, who has little confidence in people and believes that force is necessary to bring about results. He may often choose to run things himself in an abrupt and dictatorial manner, being dogmatic and rigid in his policies and critical and resistive to other people's ideas. In his relationships with others, he is usually on the offensive and would likely be seen as dominating, bossy, aggressive and easily angered and offended if things don't go his way. When he does make a mistake, he would seldom admit it and could be quite vengeful and mean if confronted.

9. COMPETITIVE STYLE

People high in this dimension have a strong need to win and they always have to be right. Everything is a challenge to them and they get upset over losing because they try too hard to be successful. They tend to be very self-centered individuals and are constantly striving to build themselves up so that others will notice them and admire them. They are also constantly comparing themselves with others in an attempt to maintain a sense of superiority, and, in order to maintain this image, there are tendencies to be reckless and to make snap judgments because of working so hard to be impressive. Because of the tendencies to be proud, self-sufficient, and self-assertive, they have many of the qualities of successful and effective leaders if they can learn to handle the incessant drive to win and learn the art of cooperative achievement.

10. COMPETENCE STYLE

The individual high in competence tends to be hard driving, forceful, and direct in his relations with others, and he is desirous of recognition through the challenges which he seeks. He is a man of action and not words, and he is very persistent in pursuing his goals and often seems driven to succeed. He is generally a very practical individual who goes about his tasks in a very business-like manner in which he de-emphasizes feelings to the point that others often see him as unfriendly, indifferent and self-centered. He always tries to be best at things and tries very hard to prove himself, but, because of his perfectionistic tendency, he becomes impatient with his own errors and quite stern but fair in regards to others.

11. ACHIEVEMENT STYLE

The high achiever is a person who thinks for himself and has the habit of setting his own goals. He has a high level of aspiration and tends to enjoy difficult tasks that require skill and offer him a challenge. Although he is ambitious and enthusiastic, he is also realistic and explores most alternatives before acting. Hehas good analytical skills which enable him to go to the heart of a matter, and he enjoys planning and usually thinks ahead. When he does make mistakes, he learns from them and makes necessary corrections. In interpersonal relationships, the high achiever is honest and direct in his feelings, shares responsibility well with others, and tends to inspire confidence from others. As a result, he is usually a good team leader.

12. SELF-ACTUALIZATION

Individuals high in this style are operating on a superior plane of development. Their desires are oriented toward self-fulfillment and becoming everything that they are capable of becoming. All basic needs have been well satisfied, and, in their relationships with others, they are confident and relaxed, nondefensive, and optimistic and realistic in their outlook. They are possessed with high personal integrity, sound judgment and are unique and independent in thought. Since these individuals enjoy responsibility and are highly respected and well thought of, they make good leaders. The facility to communicate ideas easily enhances their ability to lead, and they are not easily upset. They tend to be quite open about

themselves and aware of their feelings and also are aware of how other people feel, and they approach most situations in an active, spontaneous, and energetic manner which makes them exciting to know.

APPENDIX G

MANAGEMENT POSITION QUESTIONNAIRE (PART IIa)

MANAGEMENT POSITION QUESTIONNAIRE (Part IIIa)

INSTRUCTIONS:

The purpose of this exercise is to obtain a picture of the traits you believe are most necessary for success in YOUR PRESENT MANAGEMENT POSITION.

Below is a list of 12 traits arranged randomly. Rank these 12 traits from 1 to 12 in the order of their importance for success in your present management position.

For example, if you thought "Intelligent" was the most important trait for success in your present management position, you would put the number "1" in the space in front of "Intelligent." If you thought "Efficient" was the second most important trait, you would put the number "2" in front of "Efficient," and so on until the last space that is left would get the number "12," since it is the least important trait in your estimation.

IMPORTANT:

1. Number 1 stands for the most important, and 12 for the least important trait.

2. BE SURE THAT EACH SPACE IS FILLED BY A DIFFERENT NUMBER, corresponding to your rank of the trait.

Traits to be ranked (from 1 to 12)

	.....Efficient
	.....Forceful
	.....Cooperative
	.....Adaptable
Please check:	.....Imaginative
	.....Independent
Have you used	.....Cautious
all the numbers	.....Intelligent
from 1 to 12?	.....Self-confident
	.....Agreeable
	.....Decisive
	.....Tactful

INSTRUCTIONS:

The purpose of this exercise is to obtain a description of your present management position. Below is the phrase MY PRESENT MANAGEMENT POSITION, and a series of scales beneath it. You are to rate your present management job on each of the scales. Each scale is defined by a pair of words. To do your rating: place a checkmark on each scale in one of the seven spaces which most accurately describes your present management position.

For example:

```
                    X
      large :....:....:....:....:....:....:.... small
                                    X
unenjoyable :....:....:....:....:....:....:.... enjoyable
                          etc.
```

Please be sure to:

1. Check every scale. Do not omit any scales.
2. Put only one check-mark on each scale.
3. Place your check-marks in the middle of underlines spaces, not on the boundaries.

MY PRESENT MANAGEMENT POSITION

```
changeable :....:....:....:....:....:....:....: stable
       low :....:....:....:....:....:....:....: high
 important :....:....:....:....:....:....:....: unimportant
     usual :....:....:....:....:....:....:....: unusual
intangible :....:....:....:....:....:....:....: tangible
      good :....:....:....:....:....:....:....: bad
    varied :....:....:....:....:....:....:....: routine
    narrow :....:....:....:....:....:....:....: broad
    boring :....:....:....:....:....:....:....: interesting
    active :....:....:....:....:....:....:....: passive
      easy :....:....:....:....:....:....:....: difficult
 dependent :....:....:....:....:....:....:....: independent
   relaxed :....:....:....:....:....:....:....: intense
     vague :....:....:....:....:....:....:....: precise
  powerful :....:....:....:....:....:....:....: weak
   complex :....:....:....:....:....:....:....: simple
    formal :....:....:....:....:....:....:....: informal
competitive :....:....:....:....:....:....:....: cooperative
 superficial :....:....:....:....:....:....:....: profound
challenging :....:....:....:....:....:....:....: not challenging
```

APPENDIX H

DEMOGRAPHIC DATA

Note: To Help Us in the Statistical Analysis of the Data We Need the Following Information: (Please answer all questions)

1. Title of your present position:

President (1)
Executive Vice-President (2)
Vice-President (3)
Director (2)
Assistant Vice-President (1)
Manager (1)
Sales Executive (1)

2. Present Department in Company (check one):

_____ Production
__(2)__ Operations
__(1)__ Sales/Distribution
__(1)__ Engineering
_____ Finance/Accounting
__(3)__ Personnel/Industrial Relations
_____ Public Relations/Advertising
_____ Research and Development
__(4)__ General Administration
_____ Other (please specify)_____

3. Is your position a line or staff job? (check one):

__(7)__ Line Management
__(4)__ Staff Management
_____ Combined Line and Staff

4. How many levels of supervision are there in your company (from first-level supervisor to president)? (Give number)

4 - 3 - 7 - 8 - 7 - 5 - 7 - 9 - 7 - 9 - 4

5. How many levels of supervision are there above your position? (Give number)
1 - 1 - 3 - 1 - 2 - 1 - 3 - 1 - 3 - 0 (In my company I report to Group President.)

6. Which part of management do you consider your position to be in? (Check one)

___(7)___Top Management
___(4)___Middle Management
_____First Line Management

7. Time in President Position (check one):

___(4)___0-1/2 year
___(1)___1/2-1 year
___(4)___1-3 years
___(1)___3-5 years
___(2)___5-10 years
_____Over 10 years

8. Total Time with Company (check one):

_____0-1 year
___(1)___1-3 years
___(4)___3-5 years
___(3)___5-10 years
___(2)___10-20 years
___(1)___20-30 years
_____Over 30 years

9. Approximately how many employees (management and non-management) are there in your company? (Check one)

___(1)___0-49
_____50-99
_____100-499
___(2)___500-999
___(7)___1,000-4,999
___(1)___5,000-9,999
_____10,000-29,999
_____30,000-99,999
_____1000,000-299,999
_____300,000 or over

10. Type of Company You Work for (check one):

_____Agriculture
_____Mining
_____Contract Construction
___(1)___Manufacturing
___(4)___Transportation and Public Utilities
___(2)___Wholesale and Retail Trade
___(3)___Finance, Insurance, and Real Estate
_____Services (e.g., hotels, laundries, etc.)
_____Government
_____Other (please specify) Urban Coalition

11. Your Age (check one):

____	20-29	(2)	45-49
____	30-34	____	50-54
(7)	35-39	____	55-59
(2)	40-44	____	60 or over

12. Sex:

(11)	Male
____	Female

13. Formal Education (check highest completed):

____	Some High School
____	High School Degree
(1)	Some College
(1)	College Degree
(9)	Post-Graduate Work

14. Major in College (check one):

____	(Did not attend college)
(1)	Humanities
____	Fine Arts
(3)	Engineering
(3)	Business Administration
____	Physical Sciences
(1)	Biological Sciences
(2)	Social Sciences
____	Other (please specify) Law - Economics; Guidance and Counseling; Law - History.

15. Present Yearly Income from Position (check one):

____	Below $5,900
____	$6,000 to $8,900
____	$9,000 to $11,900
____	$12,000 to $14,900
____	$15,000 to $19,900
(1)	$20,000 to $24,900
(3)	$25,000 to $34,900
(5)	$35,000 to $49,900
(1)	$50,000 to $74,000
(1)	Over $75,000

APPENDIX I

ABRAHAM MASLOW'S HIERARCHY OF NEEDS

SELF ACTUALIZATION

GROWTH NEEDS*
(Being values)
(Metaneeds)

TRUTH
GOODNESS
BEAUTY
ALIVENESS
INDIVIDUALITY
PERFECTION
NECESSITY
COMPLETION
JUSTICE
ORDER
SIMPLICITY
RICHNESS
PLAYFULNESS
EFFORTLESSNESS
SELF SUFFICIENCY
MEANINGFULNESS

SELF ESTEEM
ESTEEM BY OTHERS

LOVE & BELONGINGNESS

BASIC NEEDS
(Deficiency needs)

SAFETY AND SECURITY

PHYSIOLOGICAL
AIR, WATER, FOOD, SHELTER, SLEEP, SEX

THE EXTERNAL ENVIRONMENT

PRECONDITIONS FOR NEED SATISFACTION
FREEDOM, JUSTICE, ORDERLINESS

CHALLENGE (STIMULATION)

*Growth needs are all of equal importance (not hierarchial)

APPENDIX J

MAJOR CONTRIBUTIVE AND CAUSITIVE FACTORS IN ATTAINING SUCCESS AS PERCEIVED BY 34 EXECUTIVES (Taken from Berry, 1973)

Good luck

Occupational "inheritance"

Persistence and determination

Education

Desire/will

Overcoming and/or coping with adversity

Desire, work attitude, diligence

Sincere interest in welfare of employees

Determination, determination, determination

Hard work (seven days per week for many years) and a lifetime devoted to one task

Being able to continue learning and adapt

A spirit of teamwork among key personnel

Hard work (dedication to goals)

Application (realism)

Ability to attract others who are experts in their lines and to motivate them to work for their common purposes

APPENDIX K

CLASSIFICATION AND COMBINATION OF PERCEPTIONS OF CONTRIBUTIVE AND CAUSITIVE FACTORS FOR SUCCESS ASSIGNED TO TEN SPECIFIC CATEGORIES
(Taken from Berry, 1973)

1. Intelligence - Having one or more of the abilities of mental acuity, reasoning, comprehension, and commen sense

2. Verbalization Skills - Having the ability for effective expression, for conveying true meaning

3. Integrity - Having high religious, ethical, or moral values, and honesty

4. Self-concept - Having belief in self, acceptance of self; may include freedom from shame and anxiety, nondefensive attitudes

5. Leadership ability - Having the ability to get things done through others; may include team building and charismatic qualities; may include the ability to work with people

6. Adaptability - Having the ability to adapt to changing conditions and requirements, adapting to or coping with adversity; may include continuous pursuit of knowledge and skill attainment, progressiveness

7. Aspirations - Having the desire to achieve; ambitious; aspiring to raise oneself above others or to acquire wealth or personal gain

8. Drive - Having qualities of determination, persistence, diligence; work oriented, hard worker

9. Commitment - Having the characteristic of setting goals; may include risk taking, pledging self to objectives and goals of firm, pledging self to help others

10. Accidental factors - Good health, good luck, being at the right place at the right time; being with a growth oriented firm; help from others; educational background, social background, family background, father's influence, inheritance; opportunistic, appropriate, or favorable circumstances