EXCHANGE

M. Muffy Morton
PRESIDENT

CAREERS
Aspirations and Reality

Each month brings interesting, challenging, and exciting new developments in the School of Management. Currently, the entire faculty is involved in reviewing our course curriculum at both the undergraduate and the graduate levels to make sure that what we are offering to our students is the very best education possible for those who desire careers in the world of business and management.

The School of Management continues to be the largest college at BYU with some 4,000 undergraduate students and about 500 in the graduate programs. Our students are receiving excellent job offers in a wide range of major corporations, government agencies, and businesses nationwide.

Some special highlights over the past six months include the announcement of Fred Skousen, director of our School of Accountancy, as the recipient of the first endowed supplemental professorship from the Peat, Marwick, Mitchell & Co. accounting firm. This award is in recognition of Dr. Skousen's outstanding achievements as a teacher, writer, and administrator.

Mr. Philip Caldwell, chairman of the board and chief executive officer of Ford Motor Company, was awarded the International Executive of the Year Award by our National Advisory Council. His address entitled "Rediscovering the Wealth of Nations" has been reprinted and is in wide demand.

Our National Advisory Council has recently identified eight areas of opportunity which they will help develop in the School. These areas and the NAC chairmen appointed to explore issues and options are as follows:

Entrepreneurial Activities and Innovation	David Summers
Ethics and Values	Warren Rustand
Executive Education	Ralph Neilson
Health Care	Bill Jones
High Tech	David Evans
International Management	Mark Willes
Investments	Stan Benfell
Retailing	Steve Hansen

The Management Society program of ongoing interaction with our alumni and friends continues to grow. New chapters have been established in San Francisco East Bay, Sacramento, Las Vegas, Minneapolis, Omaha, and San Jose. Later this year we expect to add Portland, San Diego, and New Orleans. The first national Management Society meeting for chapter heads was held on campus last fall in connection with the NAC meetings.

Because of the furor created over the widespread scams and frauds uncovered in Utah, greater emphasis is being placed upon the issue of business ethics. Dr. Kirk Hart has joined our faculty from the University of Washington and will head a major effort to teach, research, and publish in the area of organizational ethics.

We have now been housed in the Tanner Building for almost two years, and the facility has proven to be a major positive influence in the teaching-learning process. Computer equipment has been expanded as we continue to emphasize this important technology. We feel strongly that we are most fortunate in having excellent facilities and faculty to train tomorrow's managers and leaders.
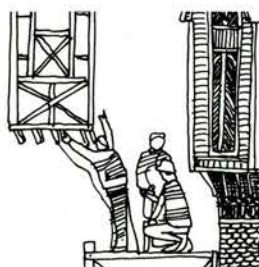
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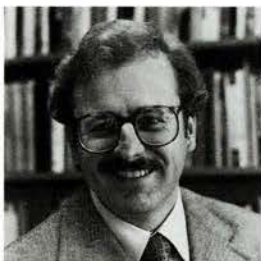
EDITOR'S CORNER

From the time many of us become aware of the need to plan our future career roles, we begin to stumble into pitfalls and unplanned side trips, many of which are beyond our control. In this issue of *Exchange,* we explore some of the problems as well as opportunities experienced in a professional career. These articles are aimed at both the young person beginning a career and those of us who are more established.

Some of the difficulties to be faced are exclusive to women's roles in organizations. Professor Reba Keele talks about the importance of networking in establishing mentoring relationships so that women can reach their professional potential. Likewise, Alan Hawkins and Robin Zenger-Baker explore the dilemma faced when individuality comes face-to-face with organizational reality. To what extent can or should organizations tolerate the atypical individual?

A commentary by Dr. Roland Koller advocates turning to an economic consultant when the problems become complex and confusing. And Professor Paul Thompson talks about career planning for the younger person, but his tips are timely for readers of all ages.

What problems does one face when making a significant career-change decision? Professor Karl Snow recently decided to run for governor of the State of Utah. An interview with him sheds light on some of the agonizing choices faced by one considering the decision to go into public life.

Finally, Dean William Dyer and his son Jeffrey have completed some fascinating research into career expectations and leadership styles. Their sociological study of the impact of the television program M*A*S*H illuminates much of what college-age people feel with regard to leaders and coworkers. Student expectations undoubtedly color their career effectiveness.

We hope you will find this issue enjoyable. As always, your comments are welcome.
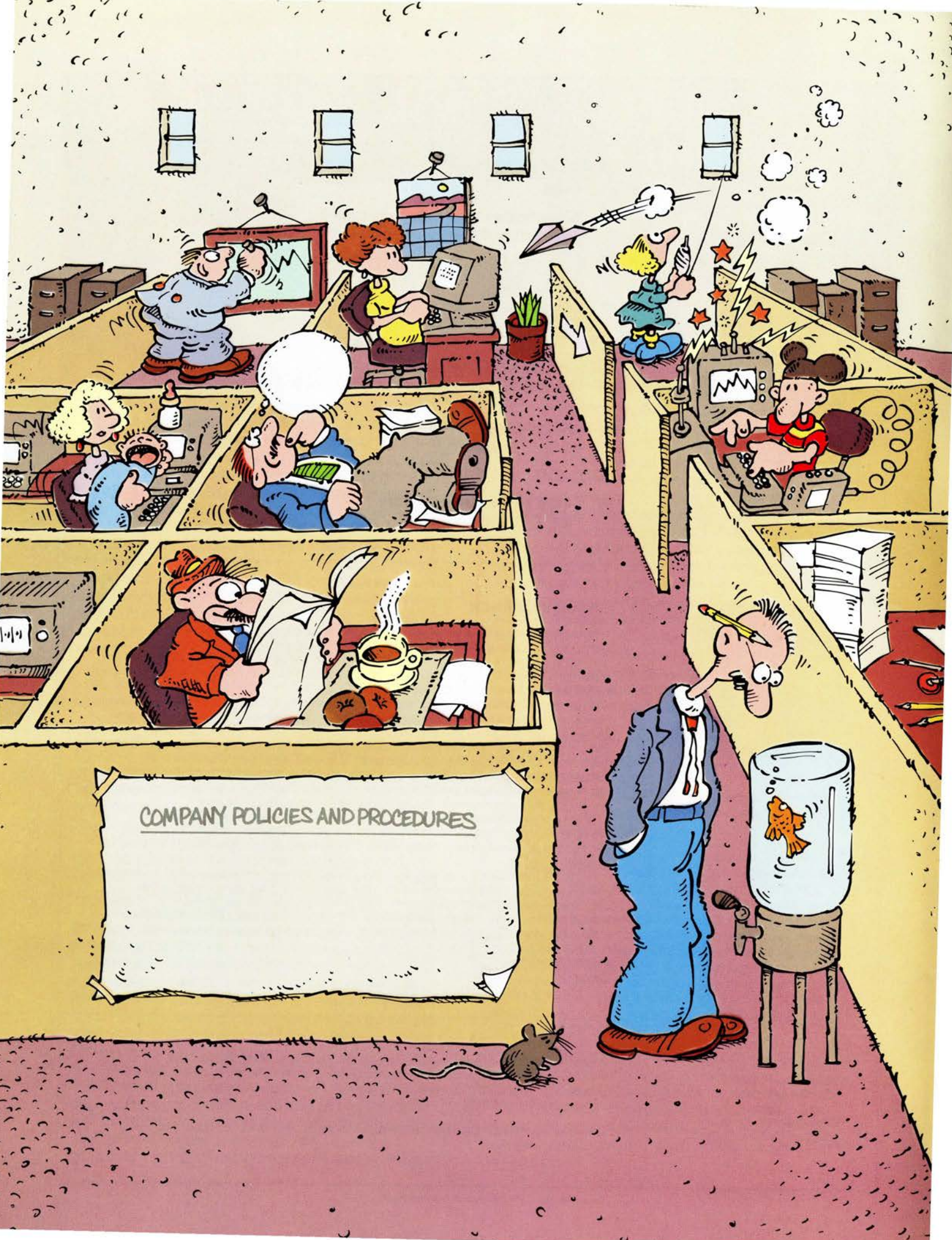
Paul R. Timm, Ph.D.
Editor

COMPANY POLICIES AND PROCEDURES

DIVERSITY
CAN YOUR COMPANY COPE?

Robin Zenger Baker

Alan Hawkins

Lisa Brigham graduated with an MBA degree from Cornell University. She placed among the top 5 percent of students in her class and was heavily recruited for her marketing skills. When a large, New York City-based bank began seriously to woo her, she was actually amused. A bank wasn't the place to use her marketing talents, she thought.

But the bank's new president saw the coming deregulation of the financial services industry as a call to develop creative, aggressive marketing strategies. He hired a top marketing manager away from Procter and Gamble to head the bank's strategic planning efforts and gave him carte blanche to put together an excellent marketing staff. Lisa was among the first people the new manager tried to recruit, and the possibilities for exciting work, autonomy, challenge, promotion, and financial rewards were too attractive for Lisa to pass up. She took the job.

She was not disappointed. The work was challenging, fun and rewarding. She spoke three languages fluently, which made her especially valuable on some important international marketing projects. Her career was off to a fast start, and the future looked very bright. Then, in her early thirties, she chose to have a child and requested a three-month leave after the baby was born.

Lisa thoroughly enjoyed those three months at home with the new baby. She was genuinely thrilled with motherhood and enjoyed the break

from the kinetic pace of daily work at the bank. A few weeks before she was scheduled to resume her work at the bank, she called her boss and requested that she be allowed to work part-time until the child was older and began school. The bank's policy did not allow for part-time professional employment for an extended period of time, but Lisa was aware of a few other women in other divisions of the bank who had convinced their bosses to bend the rules and keep them on part-time.

But Lisa's boss was reluctant. If he made an exception for Lisa, it might open the gates for similar requests. Another woman in his department had two preschool children, and she might insist on the same opportunity. And some of the men might complain of preferential treatment. Besides, he was now concerned about where Lisa's loyalties were. Would she still want to get ahead, to put in the hard work that her craft required? After spending so much time at home, would she still have the energy and drive needed to succeed in her work? Citing bank policy, he turned down Lisa's request for extended part-time work.

Rich Young was a bright engineer working for a small but fast-growing high-technology firm in the Silicon Valley. He did graduate work at CalTech, but never completed an advanced degree. Nonetheless, because of his pioneering work in the complex and promising area of image processing—he was regarded as a

major-league comsputer whiz—he had many job offers. Tired of school, he accepted an offer to work in the research and development department of a rapidly expanding firm. Hiring a bright young man like Rich was seen as an important breakthrough for the company.

During his first week on the job, several problems surfaced that caused Rich's boss some concern. The first problem had to do with work hours. Rich never got to work before noon. One day he didn't show up until 3:30 p.m. He commonly stayed until after midnight and refused to let the janitorial staff come into the lab until he was finished. Other problems arose from his appearance and grooming. The other engineers generally removed their suitcoats, loosened their ties, and rolled up their sleeves when they got to work. That wasn't necessary for Rich. He wore only faded and patched jeans, a T-shirt, and jogging shoes. His boss was patient, hoping that Rich would soon become sensitive to the "normal" dress and behavior standards of the company. But even the boss's patience wore thin when Rich ignored the expectation that he attend regular Friday 4 p.m. staff meetings. Rich failed to show up at any of these meetings during his first month.

Eventually, complaints from coworkers became too numerous to ignore. Rich's idiosyncrasies began to grate on the rest of the staff. After six weeks, Rich's boss was faced with the unpleasant task of asking Rich to leave the company.

Human diversity is a resource that can foster exceptional innovation and productivity if it is managed properly.

Diversity: Problem or Resource?

Both Lisa and Rich were perceived by their organizations as different. They didn't "fit" the company policies or culture. Both seemed to be positive contributors to their organizations, but their values and behavior deviated from company norms. Their bosses seemed to see only the problems generated by their diversity, and responded by eliminating that diversity. But is diversity among employees always a problem? Can it also be seen as beneficial to the organization?

We believe that human diversity is a resource that can foster exceptional innovation and productivity if it is managed properly. Management theorist Karl Weick suggests that organizations need a certain amount of variety within their ranks in order to be able to cope with the variety in their environment.[1] Companies constantly face ambiguity and uncertainty in the market, and those with diverse viewpoints can help the organization to better read the environment, process environmental information, and deal with it more effectively.

The tendency of firms, however, is to eliminate as much diversity as possible in order to better control the organization. It is much simpler to deal with a homogeneous group of employees who don't mind working full-time between 8 a.m. and 5 p.m., who dress as others do, and who ask for no special favors. But we suggest that organizations that lack diversity miss out on a valuable human resource.

Sources of Diversity

Companies could, of course, cultivate many kinds of diversity. Certainly there is evidence to suggest that most organizations hire a balanced workforce in terms of sex, race, age, and religious orientation. In this article, however, we recommend focusing on a different kind of diversity.

Brooklyn Derr of the University of Utah has researched the value orientations professionals hold toward their work, grouping these orientations into five categories.[2] Although many professionals may value more than one orientation, a single orientation will usually predominate over others if individuals are forced to decide among them. He describes these value orientations as:
□ Getting ahead (commonly called "fast trackers")
□ Getting secure (seeking stability from the organization)
□ Getting balanced (valuing several aspects of life equally; e.g., work and family)
□ Getting free (seeking autonomy and avoiding organizational constraints)
□ Getting high (thriving on practicing the craft)

Organizations have traditionally sought after professionals whose orientations were getting ahead or getting secure. These are the professionals who typically "fit" well into the organization, such as those William F. Whyte describes as "organization men and women." However, people like Lisa, who seek a balance between career and family, or Rich, who seem more interested in getting free or high, may offer the organization a healthy dose of diversity.

Attracting Those Who Seek Freedom and Thrills

Those interested in getting free and getting high are sometimes highly creative innovators. Often they are more committed to their craft than to the organization. This sometimes tends to make management uncomfortable.

John Z. DeLorean bemoans the lack of diversity in General Motors in the book, *On a Clear Day You Can See General Motors*. He feels diversity is essential to innovation. (Ironically, in light of DeLorean's legal problems, he also suggests diversity can help organizations become more socially responsible.) That book says:

The ability of General Motors to understand its responsibilities can be obtained only if the corporation breaks away from its formal management mold which shapes and demands a *homogeneity of personality* among its managers. The stiff corporate structure should be replaced by one that will accommodate those who are *not easily categorized,* who do not fit into the *current mold,* but who can make enduring and substantial contributions to the success of the company.

The system is so rigid now that I do not think an *innovative thinker* like Alfred P. Sloan, Jr., could qualify for a job in the upper ranks of General Motors. Even if he did, he wouldn't have the freedom necessary to operate effectively there.[3] [italics added]

As DeLorean suggests, organizations need to consider ways

to reshape practices and policies to allow these "oddballs" to contribute to the company. Some organizations attempt to foster this diversity by consciously creating a unique atmosphere for those with an · orientation to getting free or high. They do this by creating what might be called "pockets of oddballs," by exempting individuals from standard organizational processes and allowing them to function outside the dominant culture.

> **Tolerance must begin at the top.**

For example, RCA's Princeton laboratories are known as the "country club" of the company. Dress is more casual, a large sports field surrounds the building, and engineers are allowed to pursue a variety of research interests. Lawrence Livermore Laboratories, instead of encouraging their scientists to keep strict hours, supports their engineers by keeping freezers well-stocked with ice cream for those long innovative hours after

5 p.m. and before 8 a.m.

Similarly, IBM management consciously tries to cultivate a freewheeling atmosphere in the laboratory "to encourage its scientists to take the big risks that produce the big profits of the future."[4] As long ago as twenty years, IBM President Thomas Watson, Jr., illustrated the company's philosophy to encourage diversity among employees with this story. It is still told at IBM.

In IBM we frequently refer to our need for "wild ducks." The moral is drawn from a story by the Danish philosopher Soren Kierkegaard. He told of a man on the coast of Zealand who liked to watch the wild ducks fly south in great flocks each fall. Out of charity, he took to putting feed for them in a nearby pond. After a while, some of the ducks no longer bothered to fly south; they wintered in Denmark on what he fed them.

In time they flew less and less. When the wild ducks returned, the

others would circle up to greet them but then head back to their feeding grounds on the pond. After three or four years, they grew so lazy and fat that they found difficulty in flying at all.

Kierkegaard drew his point—you can make wild ducks tame, but you can never make tame ducks wild again. One might also add that the duck who is tamed will never go anywhere anymore.

We are convinced that any business needs its wild ducks. And in IBM we try not to tame them.[5]

IBM seems to have succeeded in allowing these wild ducks to fly freely. In contrast to the white-shirt-and-tie culture that permeates the rest of IBM, several of IBM's top scientists, called Fellows, wear jeans and often work at home.

IBM is still a conservative company . . . yet this IBM Fellow wears a leather jacket, beads, and a gold chain; he owns two wineries. It must mean that IBM loves him—a lot.[6]

These top scientists are unique people. It is unlikely that they could tolerate a regimented, homogeneous culture for very long. By allowing these people to sidestep organizational norms, IBM has preserved a valuable source of diversity for the organization that allows it to be more innovative. In fact, one of these IBM Fellows "has played a major role in no less than a half-dozen substantial IBM innovations."[7]

In essence, what these companies have done is protect corporate mavericks who are different enough that they would have difficulty functioning in the normal system. By putting their "oddballs in the side pocket," management effectively guards them from the normal control mechanisms of the organization and predominant social culture. This in turn increases the amount of diversity within the system, as well as the company's ability to pay attention to information and perspectives that generally go unprocessed in the organization.

It is important to point out that we are not just talking here about the "mad scientists" in the laboratories or the "whiz kids" who build computers in their garages. Mavericks can be found in just about

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any part of the organization, from the personnel department to the strategic planning unit, from first-line supervisors to the board of directors. We believe that most corporate ecosystems need enough slack to allow these creative people a niche within the company.

Separating these people who seek freedom and thrills from the rest of the organization is one way of handling the situation. But such a drastic solution may not be possible or preferable in many cases.

For many organizations, fostering diversity means looking at whether management systems are capable of tolerating, and indeed rewarding, these corporate mavericks. For instance, does the performance appraisal system inhibit or encourage oddballs? The innovative drive these people share is serendipitous, inductive, and unpredictable. They would likely be constrained by a formal management-by-objectives system or a similar performance evaluation procedure that requires setting concrete objectives with specific time limits. Managers need the freedom to evaluate and reward these corporate mavericks by some other means, such as recognition or bonuses. Clearly, tolerance must begin at the top.

Corporations can also learn from the example of the academic community. Universities typically promote a higher degree of diversity within their organizations through such mechanisms as visiting faculty appointments and research and sabbatical leaves. Visiting faculty members bring new perspectives, ideas, values, and ways of doing things to the host institution. When
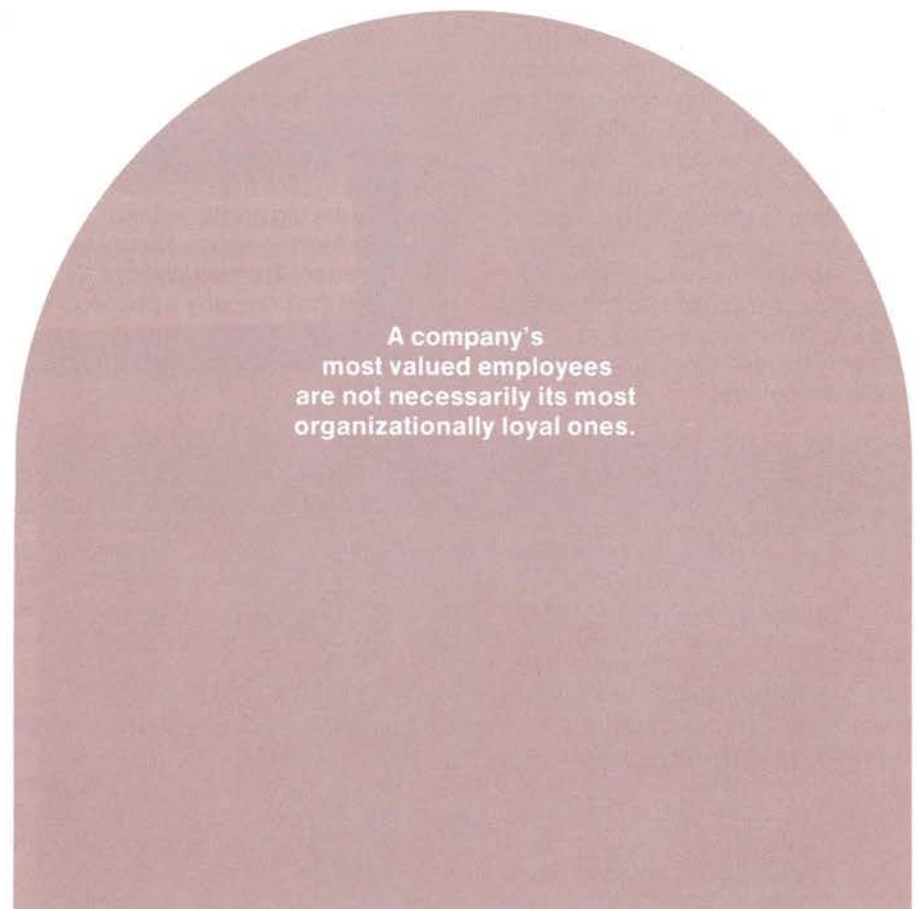
they return to their home universities, faculty members take with them some of the same things. Research and sabbatical leaves give faculty members time to pursue creative projects or to work in nonacademic organizations where they can rejuvenate themselves intellectually. The result is a university faculty with broader, more diverse perspectives and ways of doing their work. Perhaps it would be helpful for noncompeting businesses seeking variety to initiate equivalent "visiting executive" programs in addition to

sabbatical leaves already existing in many organizations.

Attracting Those Who Want Balance

Those who want to get balanced also have much in the way of diversity to offer the organization. Research has shown that a company's most valued employees are not necessarily its most organizationally loyal ones.[8] Those who seek balance in their lives have the advantage of other sources of replenishment and fresh perspectives that can aid the

> A company's most valued employees are not necessarily its most organizationally loyal ones.

organization in its goals. These employees don't succumb to worker burnout as easily. They are the kinds of people who can patiently wander through an art gallery in the middle of an intensive negotiation session and return renewed and able to tackle the problem from a new viewpoint. The balance-oriented worker is often found in women who choose to have families and must divide their lives into several equally meaningful portions.

To attract those who seek balance, organizations need to offer different kinds of work schedules and career paths, just as some companies have manipulated their organizational structures to make it possible to attract those with getting-free and getting-high orientations. Some options include offering more part-time or job-sharing arrangements to career employees.

Permanent part-time professional work has the advantage to the organization of increasing the recruitment pool of employees. This can be an effective means of adding to diversity within the organization. In addition, as mentioned above, the kind of employee who will be attracted will also be unique. Often women or men who are willing and interested in working part-time in a professional position are highly creative, committed people, but they prefer not to devote all their time to work alone.

Evidence shows that organizations stand to benefit from hiring those who are willing to work part-time or job-share. Permanent part-time employees actually give "more than 50 percent effort"[9] in the half-time hours they work:

Those who seek balance in their lives have the advantage of other sources of replenishment and fresh perspectives that can aid the organization in its goals.

Generally, employers, employees, and peers all state that job-sharing couples put in up to 50 percent more time and are more *productive* than their counterparts who occupy a single position.[10]

These employees have the advantage of being able to enter another world and return with more energy to put into the organization.

Work allows for temporary escape from the pressures of domesticity, as the domestic domain has provided an escape from the work world. Men traditionally have been able to preserve a healthy balance; each has the potential of providing breathing space from the other.[11]

Men and women both need a healthy diversion from domesticity and from work to achieve the desired balance.

Another advantage gained from part-time or job-sharing is a broader employee pool that can help the organization be more flexible. For example, a school "may be able to offer a wider array of courses to students if it can hire more specialized faculty on a part-time basis."[12] Business organizations might also serve a more diverse client base or address a wider range of projects with part-time employees.

Conclusion

As we have stressed, we feel strongly that professionals with less traditional work orientations can help organizations be more innovative and productive. Over the past decade, most organizations have made progress in cultivating *some* diversity (e.g., race and gender) within their systems. However, we suspect that race and gender diversity have not significantly affected work orientation diversity; organizations still select and value those seeking to get ahead or secure over those seeking to get high, free, or balanced, regardless of race or gender.

Of course, those with more traditional work orientations are

Permanent part-time employees actually give "more than 50 percent effort" in the half-time hours they work.

valuable to organizations. We do not advocate an organization of nothing but mavericks and part-time professionals. But we do believe that organizations which can effectively use professionals with "nontraditional" work orientations will tap sources of productivity and innovation not available to more homogeneous companies.

The U.S. is probably the most diverse country in the world. We advocate using this diversity as a valuable resource, rather than seeing it as a problem. ≡

Notes

[1] Karl E. Weick, *The Social Psychology of Organizing* (Reading, Mass: Addison-Wesley, 1979), p. 188.

[2] Brooklyn C. Derr, "Getting Ahead: Not the Only Game in Town," *Network*, July, Vol. 6, p. 8.

[3] J. Patrick Wright, *On a Clear Day You Can See General Motors* (Self-published, 1979) pp. 234–5.

[4] "IBM's Mavericks in the Lab," *Newsweek* (January 10, 1983), p. 58.

[5] Thomas J. Watson, *A Business and Its Beliefs: The Ideas That Helped Build IBM* (New York: McGraw-Hill, 1963), pp. 27–28.

[6] Thomas J. Peters and Robert H. Waterman, Jr., *In Search of Excellence* (New York: Harper & Row, 1982), p. 222.

[7] *Ibid.*, p. 222.

[8] Lotte Bailyn, "Taking Off for the Top: How Much Acceleration for Career Success?" *Management Review.* (January 1979), pp. 18–23.

[9] Barbara Zimmer and Nancy Napier, "Permanent Part-Time Professional Employment," *Arizona Business* (September/October 1982), p. 5.

[10] William Arkin and Lynne R. Dobrofsky, "Job Sharing Couples," *Working Women and Families.* Edited by Karen Wolk Feinstein. (Beverly Hills: Sage Publications, 1979).

[11] *Ibid.*

[12] Zimmer and Napier, *op. cit.*, p. 5.

Roland H. Koller II

An oil company is considering the acquisition of a refinery but is unsure about the future regulatory climate in the state where the refinery is located. A bank is looking at cable television as a means of data transmission but is concerned about its future coverage and capabilities. A manufacturer is under unusual pressure from foreign competition and is confused as to how to respond. How can managers cope with such uncertainty? What do these firms have in common? Each has been helped by economists—yes, economists.

Thousands of economists are at work today advising businesses. At the end of 1983, the National Association of Business Economists listed over 4000 members, the great majority of whom were employed either as in-house economists by large corporations or by business or economic consulting firms. Despite the fact that the market has clearly judged the services of professional economists to be worth their price, the overwhelming majority of firms still operate entirely without them. This is due, to a large extent, to a common misunderstanding as to what an economist can do for a business firm. It is to clarify this misunderstanding that the present article was written. What follows may well surprise you.

What Is an Economist?

In order to see how an economist can best help a business manager, one must first clearly understand exactly what an economist is. An economist is a specialist in the study of *the consequences* of the purposeful, goal-oriented behavior of millions of individuals who comprise a modern economy. These consequences include, among other things, individual prices; price levels and trends; business cycles; the fortunes of individual firms, regions, and industries; and economic policy measures. By its very nature, economics is concerned with the

broad perspective. In a very real sense, the specialty of the economist is that of being a generalist. *He is specifically trained to avoid missing the forest for the trees.*

How Can an Economist Help?

The contribution that an economist can make to a business firm is widely misunderstood. The primary reason for this, I feel, is that most managers' only extended encounter with economists' thinking is when they were business students in college. Since business students as a group are very tool-oriented ("How can I *apply* this stuff?"), those economists who teach them are under considerable pressure to demonstrate the applicability of economic theory to the solution of management problems. Their courses tend to focus on cost analysis, demand analysis, and profit maximization—in other words, on those areas of obvious applicability to which their students most easily relate. The result of this situation is that the young future managers come to perceive their economics professors as teaching what is essentially managerial problem-solving and economists in general as management theorists. But this is a mistake.

Most economists are not managers. They're not trained as managers. They have no managerial experience. They *cannot* tell you how to run the day-to-day activities of your business.

As an important part of their training, of course, every economist studies in great detail the principles whereby a firm maximizes profits. But since these principles are quite simple and straightforward, and since they form the basis of the management curriculum at all business schools, most managers are *already* applying them. Because of this, such tasks as capital budgeting, cost minimization, and pricing, although well within the economist's sphere of expertise, are probably

already being handled fairly well in most firms, leaving the economist relatively little to contribute in these areas.

Now because there's probably *not* an enormous amount an economist can do to improve the operations of well-run firms, and because the former business students running those firms think of their old economics professors as solvers of operational problems (not to mention the general perception that economists tend to be somewhat idealistic and out of touch with the "real world"), most managers never seriously consider the use of an economic consultant. And this is truly unfortunate, because the potential contribution of an economist lies in an entirely different direction.

The biggest contribution that a good economist can make to a business enterprise is to do what every top manager knows he or she should be doing but can never find the time to do—keeping on top of the *external developments which significantly impact his or her firm.* Gathering and analyzing information on external developments, and doing so *early enough* to allow the timely exploitation of these developments, is the role of economists. It's the one place where the unique nature of their training enables them to do something for the manager that no one else can do. It's not an operations function at all, but an intelligence function. Economists probably can't do too much to improve the small decisions that you make each day, but they can do *a lot* to help you avoid the "big mistake" that could ruin your career.

Specifically, economists can make their major contribution in these four areas:
- [ ] Monitoring external developments of interest to the firm and briefing top management on a regular basis;
- [ ] Performing special studies as suggested by these briefings;
- [ ] Reviewing all major investment projects to assess the quality of

the underlying assumptions concerning the external environment; and
- [ ] Conducting periodic refresher seminars for management and other personnel on the principles and techniques of profit maximization.

Such advisory contributions may sound expensive, but they shouldn't when one considers the likely consequences of operating without someone committed to the systematic performance of this intelligence function. Large firms generally succeed much better than small ones, and a major (if not *the* major) reason for their success is that they do perform this intelligence function as an integral part of their strategic planning efforts. All firms must, of necessity, make decisions involving such operational matters as production, purchasing, and personnel, and insure that the books are kept. It's easy to see the need for devoting resources to such ongoing, day-to-day activities and for obtaining consulting help in these areas when needed. But it is also extremely easy to ignore the things *that aren't pressing* (things like being aware of gradual changes occurring in your product or input markets, or in the laws affecting your industry) until it's too late to exploit an opportunity or avoid a major setback. And it is precisely for this reason that most small to moderate-sized firms would probably find the services of an economic consultant to be one of the best overlooked bargains around. This is particularly so when one realizes that economic consultation is available in doses appropriate to the needs and resources of the client, and that a good deal of help can usually be obtained without anything remotely approaching a major study.

Give it some thought. Can your organization withstand those unpleasant surprises arising from a complex economy? Maybe the answer for you is an economic consultant. ≡

Organizations and Leadership Styles
The Impact of M*A*S*H on College Students

William G. Dyer
Jeffrey H. Dyer

When *M*A*S*H* ended in February of 1983, it attracted the largest viewing audience in TV history. It also had a devoted following of mostly teenagers and young adults that kept the series in the top three in TV ratings for 11 years.

M*A*S*H depicts a Mobile Army Surgical Hospital during the Korean War. While nominally a comedy, it also reveals many of the weaknesses of Army bureaucracy and the ways people have of circumventing the system. In addition, it shows people cooperating together to accomplish heroic tasks under very difficult conditions. Which of these themes appeal to college students? What kinds of attitudes do they have about organizations, and what kinds of organizations do students want to join or create?

In an attempt to understand these questions, we surveyed more than 1,000 college students from eight universities across the country. We found not only that college students watched *M*A*S*H* with devoted

regularity, but they also felt that their attitudes and values about people and organizations had been shaped by the program, and a large percentage felt they had actually changed some of their organizational attitudes. If *M*A*S*H* has had this kind of impact on organizational thinking, what are the images college students hold about organizations and the people who run them and work in them?

It should be noted that a preponderance of these respondents are students who are majoring in some aspect of business and management and are likely candidates for positions in companies in a very few years.

Is M*A*S*H Like Other Organizations?

An important focus in this study was to determine whether the student respondents viewed the *M*A*S*H* program as just pure, dreamed-up entertainment or as a realistic portrayal of organizational life.

Thirty percent of the respondents felt that *M*A*S*H* did, in fact, capture much of what organizational life is really like and that only a few exceptional organizations were better than the fictional 4077th. The largest number of respondents (47 percent) felt that organizations were too varied to be able to compare them directly with *M*A*S*H*—some organizations would be better, some worse. However, it would be fair to say that almost all college students see in *M*A*S*H* at least some of the kinds of people, policies, and practices they feel are representative of real-world organizations.

M*A*S*H Values and Processes

Students were asked to respond to 34 descriptions of values or actions that have been characteristic of the *M*A*S*H* culture. Respondents were then asked to indicate how important it was for them to have these conditions exist in organizations to which they would

belong. The highest-rated item, by a rather considerable margin, states, "When the chips are down, almost everyone pitches in to make sure the really important work gets done."

This value is central to almost every episode during the 11 years *M*A*S*H* was presented. Time after time the program would show incidents of practical jokes, horseplay, poking fun at others, and verbal jousts and squabbles, but when the sound of the helicopters was heard and the loudspeaker announced "incoming wounded," everything was dropped and people ran to their jobs. This issue seems to indicate a desire on the part of students to belong to an organization where everyone could be trusted to put aside petty activities and help get the important work accomplished.

This theme is repeated a number of other times in the values ranked near the top. Another highly rated item says, "Generally, people are loyal to each other and will stick up for each other." A similar value is expressed in another item, "People may play jokes on each other, but if something is known to be important to someone, the others will almost always help out," and in the item stating that "Even with all the differences between people, it is possible to develop a good working team."

These values from *M*A*S*H* seem to be important to college-aged viewers—conditions these students would like to see present in any organization to which they would belong. The central issue seems to be people having trust and confidence that others will be available with their resources when situations requiring those resources occur.

The negative side is also presented when the list of the least important *M*A*S*H* values are examined. The least important value states "Playing practical jokes is a way of putting some poeple down." *M*A*S*H* episodes are filled with practical jokes, and while viewers may laugh at them, they do not want practical

jokes as a part of their organizational world. A number of the low items relfect the same sentiment: There are behaviors people enjoy watching and will laugh at on the TV, but people don't want to personally experience those behaviors. Such is the case with "laughing at the incompetence of certain superior officers," "speaking up to contradict a superior officer," and "wheeling and dealing" to get things done. All of these conditions have been presented in M*A*S*H episodes and are the object of viewing humor but are not seen as desirable organizational behaviors.

Another highly rated value in M*A*S*H emphasizes the importance of people doing work that is worthwhile—work that makes a difference. Perhaps one reason college students respond so positively to M*A*S*H is the life-and-death consequences of what people do in a hospital unit. Most viewers will not be in the medical profession, but college students seem to be saying they want to be doing something in an organization that has real value and makes a difference.

One other highly rated M*A*S*H value identified the desirability of superiors interacting with others out of concern and a desire to understand. A similar highly ranked item focused on the importance of people of a higher status treating those in lower positions with respect.

College students also value competency. They feel it is important to be in organizations where competency is recognized and admired. Competency is valued, while achieving results through "wheeling and dealing" is not positively regarded even if it is for a good cause.

The M*A*S*H data were compared to the work values described in the Yankelovich study of college students in the early 1970s. He found that the main things students wanted from work a decade ago were friendly, helpful coworkers,

WHEN THE CHIPS ARE DOWN, ALMOST EVERYONE PITCHES IN TO MAKE SURE THE REALLY IMPORTANT WORK GETS DONE.

work that is interesting, an opportunity to use one's mind, work results one can see, and pay that is adequate.

The M*A*S*H results are strikingly similar. Students still want to be with coworkers who are loyal and helpful, do meaningful work, and receive adequate pay.

Organizational Concerns

Besides looking at the M*A*S*H values, students were also asked to identify those conditions in organizations to which they would belong in the future that worried them the most. Preliminary interviews identified a list of concerns college students have about organizational life. From these interviews, eleven concerns were used in the survey. One cluster of concerns deals with the fear that the person will get into an organization and will not do anything important and will then get lost in the shuffle. This means they would not be able to show their true abilities or have an opportunity to learn and grow. This fear expressed by college students has been shown
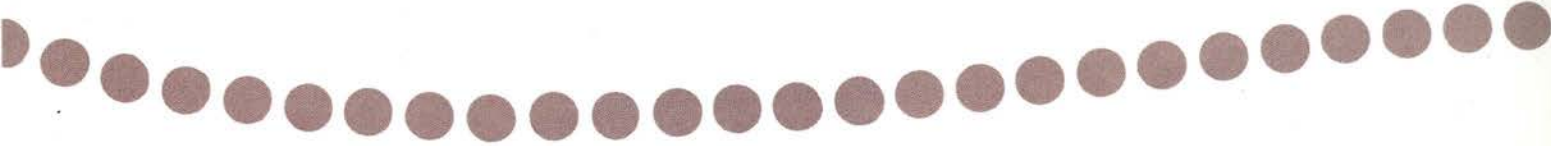
to be a major concern of those already in organizations.

The survey item that ranks highest in terms of the percentage of respondents who marked "extreme concern" is one which reflects anxiety about future income level. The basic fear is that the student may not be able to make enough income to live at an adequate standard of living. This fear is closely associated with the third highest-rated item, namely that people would get caught in the terrible dilemma of working in an organization they don't really like—just to achieve an adequate income. This research clearly shows that students want to work in organizations that do something worthwhile. They want to be competent and have a chance to grow, but the need for income may put them in the position of having to sacrifice working for an organization they truly admire in order to have the income they feel they need.

These fears about getting lost in the organization or of facing the dilemma about adequate income are followed by another major concern—

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that they will get into an organization and will have to *work under a superior they do not respect*. The students surveyed have a rather clear image as to the kind of leadership style they would prefer in a superior. This leads to a real concern that they will find themselves working for a boss they do not feel good about.

In his recent book on *Power in and around Organizations,* Mintzberg discusses the system of politics that goes on inside organizations. He describes a variety of "games" that can occur as one group tries to gain dominance in its ability to influence organizational outcomes. The *M*A*S*H* respondents (who are probably naive about organizational power) nevertheless seem to feel uneasy about getting into organizations where "wheeling and dealing" is an acceptable process, and the manipulators come out ahead of those who are competent and trying to do a good job.

Preferred Leadership Style

As indicated above, one of the major fears of college students about organizations is the possibility that they will find themselves working under a superior they would not respect or be able to follow with real commitment. What kind of leader or superior would they like to have? What are the behaviors or qualities this person should have? And, conversely, what kind of superior do they see as inadequate or incompetent?

In the survey, students were asked to evaluate the eleven major *M*A*S*H* characters and rank them in order of their preference as to the ones they would like to have as their superiors, their peers, and their subordinates.

Colonel Sherman Potter is a runaway first choice as the preferred superior, followed by Hawkeye as a distant second. Potter is clearly seen as the prototype of the desired organizational leader. His style is in strong contrast to the commander he

replaced—Henry Blake. Blake was portrayed as a very unorganized, easily manipulated, often slow-witted commander whom everyone liked. They also respected his skill as a surgeon, but the people under him found ways to manipulate him to get what they wanted.

He was replaced by Potter, and the new colonel represents a very different leadership style. He sees the seemingly nonsensical red tape that surrounds him, he understands its place, and he has learned to work with it. He establishes order in the schedules and routines. Although Radar is still his orderly, he cannot be diverted by Radar into signing orders without understanding what he is signing, which was characteristic of Blake. He portrays the tough old colonel who respects his junior officers and relates to them as a friend without becoming so familiar with them that they lose their respect for him and his position. He is very approachable and exhibits a high level of concern for the well-being of all of his subordinates. They also understand his devotion to his wife as well as his strong feelings for his daughter and grandchild. He can admit to being tired, frustrated, and sick of war and still retain the ability to give orders that are respected and obeyed.

Students surveyed were asked to identify the characteristics they felt best described the *M*A*S*H* characters. One of the 15 characteristics is "leadership," which was defined as being inspiring, decisive, and providing direction. This is the top-rated characteristic for Potter, and he is the only one of the *M*A*S*H* characters identified as having this quality. His other identified characteristics in rank order are: broadminded (being open-minded, receptive, flexible), competent (capable, productive, thorough), mature (experienced, wise, well-grounded, deep), and fair (objective, consistent, and democratic).

Hawkeye, who is the distant second choice, is identified with different characteristics. Like Potter, he is listed as being competent and broadminded, but his other qualities are: having a sense of humor, intelligence, and straightforwardness.

The *M*A*S*H* characters Frank Burns, Max Klinger, and Charles Winchester were selected by less than 5 percent as even being in the top three leadership choices. Obviously, these characters do not represent the kind of behavior college students want in their leaders. All three of these people are portrayed as being highly concerned with their own needs—Burns to fraternize with Nurse Hoolihan, Klinger to get out of the army, and Winchester to preserve a semblance of his Bostonian lifestyle. They do not show ability to provide direction, to inspire, to be objective and consistent in judgment, or to be concerned about the needs of other people.

Preferred Colleague Style

Hawkeye is the overwhelming choice as one the students would choose as a peer or colleague. But he is not the first choice as a superior nor as a subordinate. B.J. Honeycutt is the only other highly rated person as a colleague. He is listed in the top three choices by nearly 60 percent of the respondents. The first three characteristics for B.J. and Hawkeye are the same—sense of humor, competence, and broadmindedness. But B.J. is seen as also being sensitive and dependable, while Pierce is identified as being intelligent and straightforward. This combination of characteristics would probably describe the ideal colleague for our students—competent, broadminded, having a sense of humor, sensitive, dependable, intelligent, and straightforward.

Students were also asked which person they identified with most—who of all the *M*A*S*H* characters they felt was closest to their own values. B.J. Honeycutt was

the highest selected, followed by Hawkeye, Potter, and Radar. The selection of B.J.—who represents the "straight arrow" person who observes his marriage vows and keeps his personal commitments—shows traditional value orientations of current college students.

Crosschecking student preferences against grade-point averages suggested that better students make different judgments about the kinds of people they would select in role relationships. They would tend to select different people as desired superiors, subordinates, or peers and use different characteristic criteria in making these selections.

The data also reveal that females are significantly more positive about Nurse Margaret Hoolihan as their superior than are males. They would also select her as a colleague more than would males. There is often a question of whether women would prefer to work with or under men rather than other women. These data would indicate that female college students would prefer, more than males, to work with or under other females—at least one like Nurse Hoolihan.

Preferred Subordinate Style

In looking at one who would represent the kind of person others would choose to have as a subordinate, Radar O'Reilly is the overwhelming choice. He is selected twice as often as the number-two choice, Hawkeye. Radar seems to typify the "ideal" subordinate for many. His characteristics are seen as being dependable, competent, sensitive, cooperative, and loyal. It is interesting to note that, while Frank Burns is the last one selected as a superior or a peer, he is rated rather high as a subordinate, with 9 percent listing him as their first choice. He is identified as being loyal, determined, and straightforward—qualities which are seen as assets in a subordinate. The data rather clearly indicate that

students differentiate quite clearly between people they would like to have in various role relationships. Potter is clearly the one who fits their image as a superior, Hawkeye as a peer, and Radar as the subordinate.

Trend: Idealistic Conservatism

From the study of student responses to the *M*A*S*H* program, there emerges a view of students who are still quite idealistic and oriented toward traditional values. In his studies of student behavior, Yankelovich shows survey data that indicate college students shifted dramatically from a rebellious stance in the 1960s to a more conservative view in the 1970s. Our data indicate that students have continued in a more conservative, idealistic direction. It is clear from our survey that students identify more with *M*A*S*H* characters who are portrayed as holding to more traditional behavior patterns.

As *M*A*S*H* continued through the years, certain characters were replaced, and in every case the new character was more conservative and

traditional than the one replaced. This is true as Colonel Potter replaced Blake, B.J. replaced Trapper, and Winchester replaced Burns. Also, Hoolihan changes from "Hot Lips" to a dedicated career nurse, and even Klinger abandons his penchant for female dress. Students show a greater preference for the new, more conservative characters as persons they identify with and would prefer associating with.

Although *M*A*S*H* may not reflect all of the feelings college students have about organizations, it still is a medium that allows us to tap into many of the fears, hopes, and aspirations college students have about their organizational future. ≡

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EVEN WITH ALL THE DIFFERENCES BETWEEN PEOPLE, IT IS POSSIBLE TO DEVELOP A GOOD WORKING TEAM.

BUILDING A SUPPORT NETWORK

ONE KEY TO STRESS REDUCTION AND CAREER SUCCESS

Reba L. Keele

Sue and Nancy are both nurses in a new unit specializing in the care of terminal respiratory patients—those for whom experimental treatment is the last hope. Without this care the patients will not live much longer, and the survival rate is still only about 30 percent. All care given is critical, and every action taken by the nurses literally has life-and-death implications.

Sue leaves each shift emotionally and physically exhausted and goes home to fall into bed and try to recuperate. She limits her social interactions and, while always pleasant to work with, spends little time with her peers in any nonwork activity. She tends to try to solve problems alone, bringing others in only when the situation demands their specialization.

Nancy, on the other hand, goes home just as tired but seeks out her friends for a change of pace. Just as serious about her work as Sue, she chooses to consult frequently with others about the best care for a particular patient, spends most of her breaks with friends from the unit, and
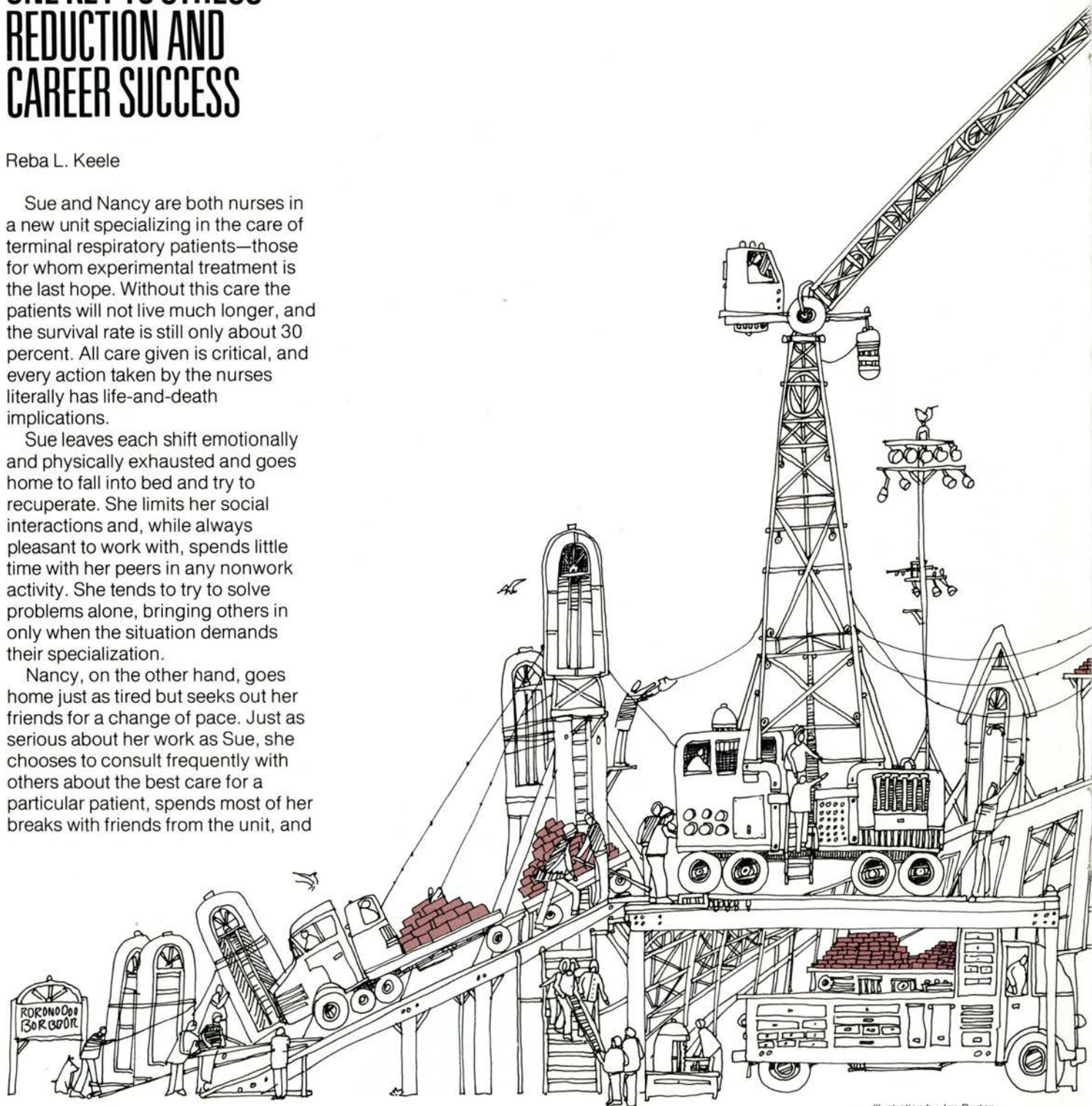

Illustration by Jon Burton.

maintains frequent contact with friends in other parts of the hospital.

Within six months Sue has taken a medical leave to nurse her newly developed ulcer, while Nancy seems to suffer no ill effects from exposure to constant stressors. Why?

The answers are complex, and it is impossible to absolutely determine real cause-effect relationships, but an increasing body of research indicates that "social support" (which comes from all kinds of relationships with other people) has the ability to prevent stress from being experienced, as well as to moderate the effects of stress on our physical and emotional health. Studies with animals have enabled us to measure actual physiological changes which come from the presence of humans and from their physical touch; studies with humans examine the correlation between health and the presence or absence of various kinds of support.

In cases of illnesses ranging from depression to arthritic swelling of joints to birth complications, research findings indicate that the availability of at least one person who cares or with whom the afflicted person can talk makes a difference in the existence or severity of stress-related illnesses.

Management researcher James House reports that having supportive supervisors and coworkers is especially helpful in moderating stress illnesses—more important than friends and spouses outside of work.[1] That is not to say that nonwork relationships are not important; rather, for work-related stresses, a stronger relationship was found with work-related support than with nonwork support.

Types of Social Support

What kinds of support are important for us? One *Academy of Management Review* article identified four types of exchanges that happen in supportive relationships:
- [ ] expression of affect,
- [ ] influence attempt,
- [ ] exchange of information (which may include "appraisal support"), and
- [ ] exchange of goods or services.[2]

The most important support is emotional, or the expression of affect, but all four play important roles in our

attempts to be more effective on the job.

Every manager knows the importance of calling on the resources of a colleague to accomplish an individual task. In his study of general managers, John Kotter found that access to many informative people is one of the distinguishing characteristics of effective general managers.[3] How does a manager build the kind of support system which will make him or her more effective and which will have moderating effects on stress?

Mentors as Sources of Social Support

The popular press at the moment seems to be suggesting finding a mentor as an essential part of career development. From a social support perspective, having a mentor has obvious advantages: A mentor is a person who provides care, information, influence, and goods or services. What more could anyone ask for?

There are some problems, however, when a manager focuses all of his or her energies on finding a mentor. First, the focus on the mentor may deflect the manager's attention from building other social support relationships with coworkers. Second, the mentoring relationship cannot be depended upon over a long period of time and may end when the mentor is transferred from the department or organization, or when the protegé wishes to become more independent. Finally, the mentor alone cannot meet all of the support needs that may develop from the particular stresses of a job.

The dangers of reliance upon a mentor may be especially strong for women and minorities, who may depend upon the mentor for social support because of difficulty experienced in integrating themselves into the work groups of their organization. As part of a larger study, writer Agnes Missirian interviewed ten of the top women executives in the country who reported mentoring relationships.[4] Eight of them reported feelings of being isolated at work and from social activities of work colleagues. "For the women in this study, there were no real peers, neither among

the women nor among the men. There was only the mentor." Such a manager is at high risk if anything happens to his or her relationship with the mentor. A better answer than just mentoring is that managers need to develop networks (a web of connections) of coworkers and supervisors who can provide the kind of social support necessary for their particular job.

In building a network, several questions quickly arise; Who would be included? What kinds of relationships are appropriate? How many people form a good network? How do I go about building a supportive network?

Who Should Be in a Network?

Kotter says that general managers need to set an agenda and to identify the people on whom they depend for accomplishment of that agenda. That may be superiors, peers, subordinates, subordinates of peers, superiors of peers, customers, suppliers, bankers, and anyone else who has an influence on what needs to happen.

The most important consideration for the person who is concerned about social support is the kind of support that is not currently available to him or her—for example, if emotional support is inadequate. But, if the employee finds that he or she is the last to know when decisions are made, then informational support needs to be increased. Different people may be included in an information network than in an emotional support network. And still others may provide access to resources of the organization or may influence others in behalf of the network builder.

Another concern is to separate personal from professional support. Emotional support for personal issues might come from family or close friends. But for work-related stress, those who provide moral support may not need to be as close. In reality, it is important not to expect coworkers or supervisors to meet personal emotional needs unless they are friends as well as coworkers.

What Kinds of Relationships Occur in a Network?

Social support can come from

relationships of varying intensities; close friendship is not a prerequisite for supportive effects. The relationships in a social support network might vary in intensity from the closeness of a mentor to the person seen rarely who knows information critical to the present task. It is not only impractical to forge a network of very close friendships, but also not as effective in offering social support. Some kinds of information—job information, for instance—are more likely to come from people who do not have strong ties with you.[5] Such information sources might be friends of friends or persons to whom you have been referred.

How Large Is a Good Network?

The size of a network is a function of its use. One study points out that "the crucial quantitative difference in the number of supportive relationships is between zero and one—between those who must face stressful events with no close relationship and those who are supported by at least one such relationship."[6]

One confidant may be all that is needed for emotional support, but informational support may require a large number of contacts. Kotter reported that each general manager studied had a large number of contacts. One manager was believed to know over a thousand people by name. The kind of support needed and the number of people on whom the manager depends for accomplishment of his or her agenda will determine the numbers.

How to Build a Network

If one develops a sensitivity to the amount of social support available to an individual, steps may then be taken to improve the support. The following steps will facilitate the process.

1. Evaluate the amount and the kinds of support presently available. Ask diagnostic questions such as:
☐ Is emotional support adequate? Information? Influence? Goods, services, and resources?
☐ Is there a distinction between the adequacy of personal support systems and professional support?

☐ Where does attention need to be paid?
☐ Is all the support coming from the same source?
☐ Where gaps exist, are they the result of inadequate resources available or of poor communication of needs?

2. Identify all the people on whom one depends for getting jobs done. Evaluate the relationships with all of those people. Ask:
☐ Have you paid enough attention to letting them know what they contribute to your job?
☐ Have you worked on the relationships effectively?

3. Make a list of the other people, organizations, or groups which might provide some of the support needed. Categorizing the kind of support they might be most likely to provide may be helpful.

4. Determine what you need to do to establish contact with these people in some systematic way. One man I interviewed in a large retailing organization starts by identifying an area about which he needs more information. He asks around and finds out who in the organization knows the most about that area, then calls the person, telling the person that he or she has been identified as the expert. He takes the person to lunch, picks his or her brain about the particular area, and then calls back whenever he has a question about that area. The people are flattered and become an important part of his information support network.

5. Don't maintain contact only when you need something from the other person. From the start, be clear in what you have to offer the other person, and be willing to build a reciprocal relationship. Lunches, cards, quick phone calls, or sending them an article they might be interested in will all help build the relationship.

6. Recognize that the small moments of time—often discouraged by time management "experts"— may be some of the most important in terms of keeping you current with the newest information in your organization and in building the relationships that can provide the kind of support that will help you cope with the stresses of your job. It's okay to "waste" a little time in building an effective network.

Social Support and Stress

There is, of course, no way to remove all stressors from the workplace. Stress is increased by ambiguity, demands, overload, and a host of other environmental factors that are common to most management positions. The consequence of stress for many managers is a heightened susceptibility to a wide range of physical and mental disorders, ranging from infectious diseases through cardiovascular problems to depression and possibly even cancer. Since we cannot remove all of the stress, it becomes important to consider ways of influencing our reactions to stress.

Evidence increasingly suggests that relationships in the form of emotional, appraisal, informational, and instrumental support have positive effects on the consequences of stress in our lives.

Ideally, the workplace should be structured to enhance the possibilities of social support occurring naturally. In the absence of such a structure, however, each manager needs to pay conscious attention to the adequacy of the social support he or she gets—and gives.

Initially, some support-building behaviors may feel contrived, and some people will have to struggle to develop the interpersonal skills that allow relationships to develop. Some may even decide that their organization is such a negative environment for social support that they need to leave. But the rewards of successfully building a support network are well worth the effort. ≡

Notes

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BRIEFLY

Management Society Growth

The School's regional alumni groups continue to flourish · nationwide. New chapters of the Management Society have been established in San Jose, San Francisco East Bay, Sacramento, and Las Vegas. Chapters will also be launched soon in Portland, San Diego, and New Orleans.

At the request of the Management Society leaders, the dean's office will be publishing a BYU Management Society Newsletter. The first edition will go to press in April and will enable Management Society chapters to share their experiences, progress, and challenges.

The School is also in the process of identifying members on each chapter's advisory board who will coordinate placement and corporate giving functions. We hope to have training sessions with these people throughout the summer months in preparation for a conference of Management Society leadership on November 8, 9, and 10.

Management Society membership is open to all BYU alumni and friends. For information about local chapter activities in your area, call Stan Quackenbush at (801) 378-4121.

Dr. Ronald L. Schill to Lead National Association

Ronald L. Schill, a BYU professor of business management, has been selected to be a member of the board of directors for the Association for Industrial Marketing, a new national organization that hopes to discover ways to liven up the nation's industrial market.

The association is comprised of business practitioners and faculty from throughout the United States and abroad.

Industrial marketing, which is Schill's specialty, is the "development, production, and sale of products and services to organizations as opposed to individuals."

Schill's specific responsibility will be in the area of government markets, where he will serve as chairman.

Schill has worked as a consultant to private and public organizations such as Digital Equipment Corp., Raytheon Co., and Sears. In addition, he was a research associate for the U.S. Department of Defense at its Air Force Business Research Management Center.

He has taught at universities in the United States and abroad for 18 years. Besides his BYU position, he is an adjunct professor for the Naval Postgraduate School where he teaches organizational buying and contracting.

Dr. William Baker, CAM

Congratulations to Dr. William H. Baker of our Information Management Department. Bill recently completed all requirements for the Certified Administrative Manager (CAM) designation.

The CAM program requires several years of extensive study in all phases of administrative management. Only six people in Utah have earned this prestigious designation awarded by the Administrative Management Society.

Bill also serves as faculty advisor to our student AMS chapter.

Professor Harold Smith of our faculty earned the CAM designation several years ago, giving BYU one-third of the CAMs in the state.

D. Kirk Hart Wins Award

Dr. D. Kirk Hart of our Institute of Public Management has won the Chester I. Barnard Award for the outstanding article in volume six of the *Southern Review of Public Administration*. The article, entitled "The Philosophy of American Management," was cowritten with William G. Scott. The award was presented at the annual Region Five Conference of the American Society for Public Administration held in Tallahassee, Florida, October 12–14. Gary C. Cornia, also of the BYU Institute of Public Management, was the recipient of the award last year.

Canada–U.S. Trade Relations Conference

The importance of a trading partnership between the U.S. and Canada was the subject of a conference cosponsored by the School of Management and the David M. Kennedy Center for International Studies in March 1984.

The major issues linked to the implementation of the Tokyo Round, the prospects for sectoral free trade, and adjustment mechanisms were discussed in detail at the conference.

The organizers of the conference were Lee H. Radebaugh, professor of accounting and international business, and Earl H. Fry, a political science faculty member and special assistant to the Office of the U.S. Trade Representative in Washington, D.C.

Other School of Management participants were Dr. Brent Wilson and Dr. Robert G. Crawford.

Peat, Marwick Professorship

Dr. K. Fred Skousen, director of the School of Accountancy, has been chosen as the first recipient of the Peat, Marwick Professorship in Accounting at BYU.

Frank McCord, a partner in the international public accounting firm, announced the $150,000 endowment. "Fred Skousen is one of the most outstanding accounting educators in the nation," McCord said. "He has been instrumental in helping BYU's graduate accounting program rank fifth in the country."

The purpose of the professorship is to support and encourage excellence in research and teaching, McCord said. Earnings from the endowment will be used as a supplement to Skousen's salary as long as he is a productive professor in the School of Accountancy.

Exxon Teaching Awards

Seven members of the School of Management faculty at BYU have won $500 each for teaching excellence. They are: Boyd C. Randall, a professor in the School of Accountancy; Dee W. Henderson, a professor in the Institute of Public Management/Health Administration; Robert H. Daines, a professor in the Master of Business Administration program; Garth A. Hanson, an associate professor of information management; Robert G. Crawford, an

associate professor of managerial economics; Warner P. Woodworth, an associate professor of organizational behavior; and William R. Lambert, an associate professor in the Institute of Business Management.

Dean William Dyer said the awards are the result of a $4,000 grant to the School of Management from the New York City-based Exxon Educational Foundation.

William R. Swinyard: Outstanding Faculty Award Winner

William R. Swinyard, professor of business management, received the School of Management's annual Outstanding Faculty Award.

The award honors a faculty member who has made outstanding professional contributions in professional service, publication, teaching, research, or administration.

Swinyard has been at BYU since 1978, teaching courses in marketing management, consumer behavior, and marketing research. He also taught at Arizona State University, the University of Santa Clara, and Southern Utah State College.

In 1974 and 1975, Swinyard worked for Saga Enterprises, Inc., in Menlo Park, Calif., where he developed, installed, and adminstered a periodic customer feedback system. He also has been a product manager for Vivitar Corporation in Santa Monica and a corporate marketing planner for MSL Industries, Inc., in Los Angeles. He received his doctoral degree from Stanford University in 1976.

City Manager Receives Administrator Award

W. Lynn Dredge, city manager of Tulare, Calif., for the past 12 years, is the 1984 recipient of the Administrator of the Year Award from Brigham Young University's Institute of Public Management and Health Administration.

Dr. Lennis Knighton, director of the Institute, said, "The award is given annually to a man or woman who has achieved distinction in public management and who represents in his or her personal and professional life the high commitment to

excellence and integrity that we want our students to emulate in their own careers."

Originated in 1972, the award has been given to such notables as Utah Governors Calvin Rampton and Scott Matheson; Elliot Richardson, former secretary of four departments in the federal government; Mark Cannon, administrative assistant to the chief justice of the U.S. Supreme Court; and Elmer R. Statts, retired comptroller general for the U.S.

Mr. Knighton further stated: "Lynn Dredge is widely admired and respected by his professional associates in city management and by those who have worked for him during his professional career. He is known as a person who cares about people and is genuinely interested in their development. He is an energetic leader, a good organizer, a decisive administrator, and a person who never expects of others a higher standard of performance than he demands of himself."

International Executive of the Year

Mr. Philip Caldwell, chairman of the board and chief executive officer of Ford Motor Company, was our 1983 recipient of the International Executive of the Year Award. At a November 18 banquet, Mr. Caldwell spoke of the importance of "rediscovering the wealth of nations."

Philip Caldwell has had a diversified, 30-year career in the company, including senior management responsibilities for automotive and truck operations in North America and for the company's international activities.

Succeeding Henry Ford II, he became president and chief executive officer on October 1, 1979, and chairman of the board and chief executive officer on March 13, 1980.

Mr. Caldwell's managerial experience at Ford spanned purchasing, engineering, product planning, and manufacturing. At one time he was executive vice president of Ford's International Automotive Operations and was responsible for all automotive operations outside the United States and Canada.

Outside of Ford, Mr. Caldwell is a

member of The Business Council, the Business-Higher Education Forum and the Forum's Executive Committee, the Business Roundtable, The Conference Board, The Trilateral Commission, and the International Advisory Committee of Chase Manhattan Bank. He is a director of the Chase Manhattan Bank and Digital Equipment Corporation, a trustee of the Committee for Economic Development, and chairman of the Motor Vehicle Manufacturers Association. He is a trustee of Muskingum College and a director of the Harvard University Associates of the Graduate School of Business Administration. Mr. Caldwell also is a vice chairperson of the board of trustees of New Detroit, Inc., and a director of Detroit Renaissance and the Detroit Symphony Orchestra.

A native of Ohio, Mr. Caldwell graduated from Muskingum College in 1940 with a bachelor of arts degree in economics, and in 1942 received a master of business administration degree from the Harvard Business School.

He has received honorary degrees from Muskingum (1974), Upper Iowa University (1978), Boston University (1979), Eastern Michigan University (1979), Miami University (1980), and Davidson College (1982). In 1950, he was the first recipient of the William A. Jump Memorial Award, given to the federal government employee under 32 years of age in the executive, legislative, or judicial branch of the government judged to be most outstanding in public administration. He received a Meritorious Civilian Service Award from the U.S. Navy in 1953.

Mr. Caldwell and his wife have three children and live in Bloomfield Hills, Mich. They are interested in American decorative arts of the eighteenth century and in historic preservation.

We are particularly proud to have Mr. Caldwell as our most recent recipient of the BYU School of Management's International Executive of the Year Award. Copies of Mr. Caldwell's speech are available through the Dean's Office.

GOING

An Interview with Karl Snow, BYU Faculty Member, State Senator, and Candidate for Governor of Utah

PUBLIC

Walter E. Balinski

Karl Snow, a professor of public administration in the BYU School of Management, recently announced his candidacy for governor of Utah. Professor Snow has served in the Utah State Senate for twelve years. (Legislators in Utah are not full-time state employees.)

The following interview explores the difficulties associated with a decision to "go public"—to make a full-time commitment to government service.—Editor

Dr. Snow, you recently announced your intention to seek the office of governor of Utah. Why would you leave a satisfying and productive career as an educator for the uncertainty of a political campaign?

To answer that, I really need to go back to when I originally sought the elective office of a state senator. Then, as a student of public management, I had occasion to observe the legislative process here

in Utah, the structure of government, the management of government. Based on these observations, I saw a great opportunity to make some substantial improvements.

So, was it kind of an "I could do it better" attitude that motivated you?

I felt I had been professionally prepared to make a contribution. My first involvement in Utah state government was in 1962 when I did a study for the state legislature on the

Department of Finance and was amazed at what I found. We were operating a business as large as the state of Utah using a three-man commission. Finance was not an instrument or a tool for management, but rather finance was a control mechanism apart and independent of the administrative process. Further consulting work for the state convinced me that government could be run much more effectively and efficiently.

Is that when you decided to run for the state senate?

Basically, yes. Through my consulting work, I had an opportunity to observe state government and to get a feel for the political process. One might say that I was "bitten by the bug."

What do you mean by being "bitten by the bug"?

In this sense I'm using that phrase to describe an "itch" to translate my academic learning into a hands-on experience where I could do something constructive to move the system forward, to make the system better, to develop a higher sense of responsibility and accountability in government.

About the same time, a group of my neighbors suggested that I ought to run for a seat that was going to come open because of reapportionment. A meeting was held one evening in the neighborhood to try to get candidates to run, and I was asked if I would consider it. I told them I would.

Did you really feel that running,

with all the ways it might disrupt your life, was worth the risk?

Running for a local office or running for the state legislature isn't that great of a risk. A candidate, of course, must make time and money commitments, as well as risk possible damage to one's ego—no one likes to experience defeat. But I didn't really consider my race for the legislature as being excessively risky. I still had a job—full-time employment—and other opportunities for community service.

How did your family feel about all this?

My family, especially the kids, thought it was exciting. My wife wasn't so sure. Women never want to see their husbands attacked or criticized. Yet this is an obvious risk that you take. You're subject to criticism; you're subject to challenge. People talk about you, not only in terms of your competency, but about your personal characteristics, too. It's not always comfortable—certainly not like the university environment, where colleagues disagree with each other in a way that is not disagreeable.

You're implying, then, that in the political arena people take more potshots at you.

I think that, unfortunately, there's a tendency for people who disagree to go on the attack.

Candidates for office put themselves before a critical public. One is labeled either a conservative or a liberal. One is described by saying he can't do this or he can't do

that, he's failed at this or he's failed at that.

Does this gossip get under your skin?

On occasion. I have to acknowledge that you get tired of it, but you have to learn to live with it, too. A certain amount of it you just simply have to let run off your back.

How does your wife react to all this? Does this ever get to be a strain on her?

Yes, but my wife's learned how to handle that extremely well. I think my wife has learned how to do that with our gradually increased involvement in public life during the past 12 years.

What rewards did you expect from holding a public office? In short, what's in it for you?

Anyone entering into the public arena has to have a certain amount of ego drive—some interest in recognition. But my major objective is to find satisfaction in the practical application of theories and ideas that I read about, that I study and research, and see if I can't translate those into making government more efficient—more effective and responsive in the delivery of the services government renders. I have received great satisfaction as a result of the many key legislative changes I have been a party to.

Aside from that, I've had opportunities as a member of the state legislature to see the world. I've been invited by three foreign governments to take a look at their problems and concerns. One of the more recent trips was to South Africa,

where I met with key government leaders and attended Parliament for the ratification of South Africa's new Constitution. This fall I was invited to join Chief Justice Warren Burger to tour prisons in Denmark and Sweden, and that was a learning experience. I've been rewarded greatly. These satisfactions help to make up for any financial losses that I have incurred as a legislator.

Speaking of the financial side, with your qualifications, you undoubtedly could be earning more money working in the private sector. To what extent does money influence you in your decisions to serve as a public official?

Obviously money did not influence me in my decision to run for the legislature. That has been a financial loss. And being governor is far from the most financially lucrative job one could aspire to.

You're a husband, a father, an active church member, a full professor, and presently a state senator. Do you ever grow weary of wearing so many hats?

Yes. Sometimes I feel fragmented. But part of my decision to run for governor is based on that fragmentation. I don't think I can continue to be effective both as an educator and a "full-time legislator," even though my legislative office is identified as a part-time job. My involvement has become so intense that my so-called part-time job has really turned into a second full-time job for me. I am faced with the question of whether I can realistically

wear both of these professional "hats."

How about your family? Do you ever feel like you don't have enough time for them?

We've tried to make time to be with the family. We've tried to involve our family in some legislative activities. We've been a lot of places together as a family because of the legislature.

What do you expect to face in your run for governor?

As a candidate for a major elective office, one is concerned with a number of things. You wonder if you have the physical stamina and the emotional toughness to deal with the rigors of the campaign—including the personal attacks. Also, raising the money needed to fund a campaign is an ongoing concern.

As I indicated in my announcement, the decision to run was a tough one. The anxiety of the situation tells you no, but faith says yes.

What do you think are the biggest challenges to your family arising from public office?

One challenge, of course, to me and to my wife is to be able to deal effectively with those who write letters or call on the telephone with their concerns and problems. Some people call, expecting that you can immediately help them, when in reality all you can do is perhaps refer them to someone else or to an agency of state government. That can be frustrating for me and for the caller. Another challenge is the irate caller who calls up and lets you have it with both barrels and threatens to

make sure you're never reelected. When people say that they will make sure I am defeated at the polls, I often tell them that they might be doing me a financial favor.

And then there are the anxieties that the children of public officials may face. No child wants to hear critical comments about his or her parent, yet they do face such comments.

So, all in all, is running for governor really worth all the aggravation?

I mentioned the anxieties. But I keep returning to the conviction that I have a contribution to make. I think it's worth the risk. All I have to lose is my ego, and I can recover that in a day or two.

But, of course, I do not intend to lose. I'm in this to win.

Realistically, of course, only one person can be governor. And, if the voters choose another candidate, I have other options. Being governor isn't the only challenge or calling in life.

I feel reasonably comfortable with myself. I don't wish to sound egotistical, but I have been honored on numerous occasions for my work in the legislature, which is gratifying. If this isn't my lot, so be it. There are other things I can do and will do.

The easy thing, of course, would be to ignore my commitment to good government, to go back to the university, and to go about my business. But nothing can be gained in life, from a personal standpoint, by inaction or by hesitation. ☰

Seven
about

Paul H.

The following remarks were taken from a forum presentation addressed to the BYU student body on October 18, 1983. Professor Thompson has carefully researched career development issues for many years. Although his comments were originally for students, he includes much food for thought for working people as well. —Editor

In the past 15 years, I have spent a great deal of time studying the careers of professionals; you might say I've made a career out of studying careers. One thing I've found is that since 1970 it has become more and more difficult for students and young professionals to choose and launch a successful career, primarily because as the number of college graduates has increased, the number of jobs for those with college degrees has not kept pace. This has created a dilemma which has forced many students to choose between studying in their field of interest or selecting a major that is more likely to lead to a job. In addition, there are a number of myths perpetuated by our society that confuse the issue and make this decision even more risky. First, there exists a cluster of five myths, each focusing on the "rightness" of a career choice:

Myth 1—To be happy, I must get into the right profession. For many students that means medicine, law, or perhaps dentistry.

Myth 2—To be happy, I have to get a job in the right organization. For many students, organizations other than IBM, Procter & Gamble, Hewlett-Packard, and the LDS Church are less than acceptable.

Myth 3—To be happy, I must make a lot of money. Students want to know which are the highest-paid professions.

Myths· Careers

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Myth 4—To be happy, I must rise to the top of the organization. The aim is to become the president or chief executive officer; anything less is not the *right* goal.

Myth 5—To be happy, I must please my family and pursue the career they have chosen for me.

Even though these myths each contain elements of truth, they are inaccurate as valid guides in the career choice process and tend to lead many people astray.
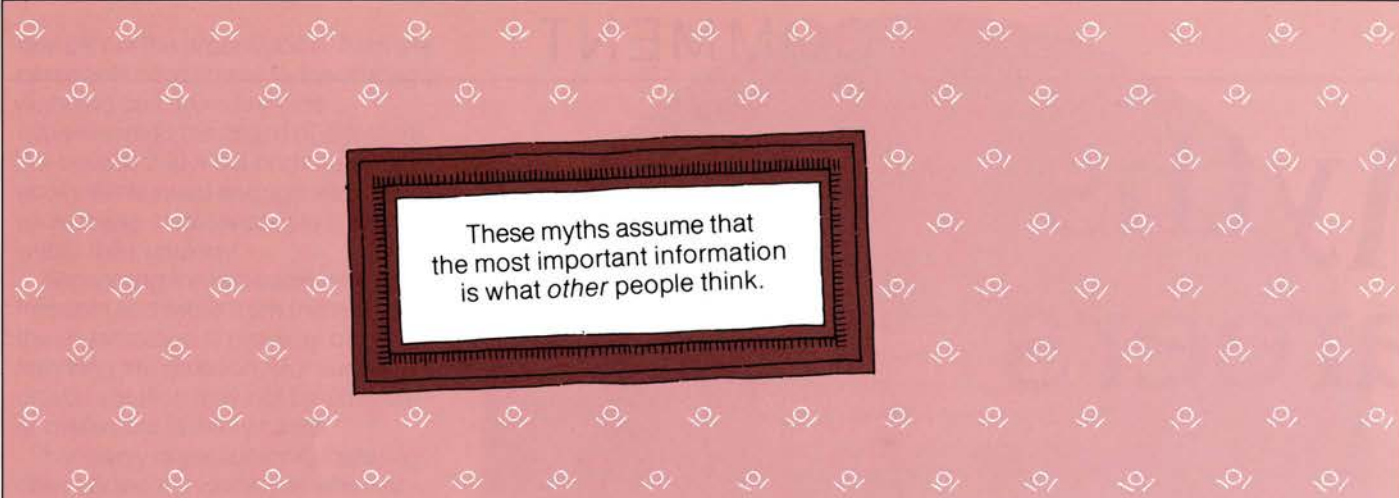
The main problems with these five myths is that they suggest that people should use *external criteria* to choose a career. They assume that the most important information is what *other* people think. They imply questions such as: Will people respect me? Will people think I'm important? Will I have prestige in the community? If you want a rewarding and productive career, those are the wrong questions.

Most people will spend about 40 years in the workforce. By working 40 hours a week, that comes to 2,000 hours per year and 80,000 hours in a lifetime. That's a long time to work at something you don't enjoy—even if other people think it's *right* for you.

In my view, the objective in choosing a career is to discover one's genius. By ''genius'' I mean those things that you do with excellence that you enjoy doing. I can best convey this idea by presenting some examples:

I have a friend who took a long time to get into her professional career. She went to college to get an education but married at the end of her first quarter and was pregnant by the end of the second quarter, so she dropped out of school to raise a family. When her fifth and last child was one year old, she started taking one class a semester in order to get her bachelor's degree. When her youngest child entered kindergarten, she found she could take a heavier load, and in a period of eight years she finished the bachelor's degree. She then went on to complete a master's degree, but even with a master's degree, it took her several years to get into her career. After working as a graduate assistant, she started teaching part-time and was eventually hired to teach full-time. Over a period of years she has

Illustration by Julie Young.

> These myths assume that the most important information is what *other* people think.

become an outstanding teacher. She has had many letters from students who say that hers was the best course they had ever taken. My friend has discovered that her genius includes being a loving wife and mother as well as an excellent teacher.

LaVell Edwards worked for ten years as an assistant coach at BYU before taking over as head coach in 1972. As an assistant coach, he was a defensive specialist. I suspect that very few football fans predicted that he would become the coach of the most successful passing team in the nation.

I won't repeat all of Coach Edwards' accomplishments. The football team's outstanding performance in recent years makes the point very well. My barber, who is widely recognized as an expert on BYU sports, explained to me what made LaVell so successful. He said that when LaVell became head coach, he did not try to pattern himself after Vince Lombardi or some other prominent coach. He was just himself. It took Coach Edwards a number of years to fully discover his genius, but—fortunately for BYU—he has certainly done just that.

Sybil Ferguson is now a business executive. As a young woman, she had no plans for a professional career and was married right after high school. She spent a number of years raising a family, and, after about 20 years of marriage, she experienced the blahs of middle age. She was overweight, she didn't like her appearance, and she didn't feel very good about herself. Eventually Sybil decided to find out how to lose weight. She read a lot of books and developed a weight-loss program that worked for her. People were curious as to how she'd accomplished this feat, so she shared her program with others. Finally she opened a diet center in her home. The center was so successful that she decided to franchise the program in other cities. After 12 years, her organization has 1500 diet centers throughout the United States. This experience changed Sybil's life. She has become a confident executive who does a lot of public speaking and has written a best-seller on losing weight.

Clayne Robison is a professor of music at BYU—perhaps some of you have heard him sing. However, he took a roundabout way to discover his genius. In college he had a difficult time deciding what career to pursue. He went to law school at Harvard and worked for a year in a major law firm before finding out he did not enjoy the work. He left the firm to work at BYU for a year and then for a large consulting firm for a year. He said, "I could feel what I wanted to be like at age 60, and those jobs weren't moving me toward that goal."

He then returned to BYU to study social psychology, also accepting an assistantship in music because he was singing in some productions at the university. By midsemester he had decided to pursue a career in music. That meant giving up his dream of saving the Constitution when it was "hanging by a thread." From the minute he started studying music, it was great fun. He enjoyed everything about his doctoral work. When you hear Clayne sing or watch him teach music, you know that he has discovered his genius.

Clayne's experience goes beyond the five "rightness" myths and illustrates a sixth myth about careers:

Myth 6—The career decision is so important that it would be disastrous to make a mistake. Many students find it very difficult to choose a major because they believe that they are choosing a permanent career and that the cost of making a mistake is very high.

There are at least two fallacies in Myth Six. The first fallacy is the idea that selecting a career is *one big decision*. This is simply not the case. A career consists of making hundreds of small decisions. You choose a discipline, then a specialty, then an organization to work for, a department, and so on. Then you may change organizations, specialties, departments, etc.

Secondly, all career decisions are correctable. If you're dissatisfied with your work, you can change to something else. Some of you may be thinking, "What a waste! Professor Robison is not using the training he received in law school." I can't accept that view because law school teaches a person to think, and he's

still doing that. Besides, our nation has too many lawyers. Law schools are turning out 35,000 graduates a year. But how many people can sing like Clayne Robison?

Unfortunately, it takes years for most people to find an activity that they do well—one which enables them to earn a living. In the meantime, they have to select a major and take a job without the benefit of knowing their genius.

James Michener, the author of several best sellers, wrote his first book after the age of 40. In an essay entitled "On Wasting Time," he said:

Many men and women win through to a sense of greatness in their lives only by first stumbling and bumbling their way into patterns that gratify them and allow them to utilize their talents to the maximum. . . . I believe you have until age 35 to decide finally on what you are going to do and that any exploration you pursue in the process will in the end turn out to have been creative.

But how can one go about discovering his or her genius? Let me suggest an approach: First of all, a self-assessment can help you to discover your genius. Self-assessment involves asking questions like: Who am I? What do I enjoy doing? What don't I enjoy doing?

I had an experience a few years ago that emphasized the importance of this process of self-evaluation.

One day a friend came to my office with a problem. He told me that he had studied art in college and then pursued a career in that field, which included a couple of teaching positions. It was while he was the director of an art museum that he finally realized that his profession was not going to provide him with enough money to support his large family. He thought he had solved his problem by taking a job in the advertising department of a large company. But two years later the company fell on hard times, and he was laid off. He came to me for advice, so I suggested that he read Richard N. Bolles' book entitled *What Color Is Your Parachute?* and work through the self-assessment activities included in it.

I didn't see him again for three years, when we met at a high-school reunion. He proceeded to thank me for all my help. When I questioned him, he explained that he

had read the book and completed the self-assessment. Based on that information, he decided he would really enjoy working in business, and he took a job selling life insurance. That job gave him a better income, and he thoroughly enjoyed the work. He felt good about the service he was providing.

Please don't jump to conclusions. I'm not saying that selling insurance is better than being an art director; I'm saying that *understanding yourself is important in making career choices.*

Part of self-assessment involves learning from experience. You might ask yourself: What have been the five best periods of my life—at work, school, mission, etc.? What have been the five worst periods of my life? Then analyze that information. What are the common themes in the best periods and the worst periods?

In this analysis you need to be careful that you don't draw the wrong conclusions from your experience. For example, when I returned from my mission, an insurance agent came to see me and offered me a job selling insurance. He convinced me that, having filled a mission, I was prepared to be a good insurance salesman, since the work was similar. I accepted the job and worked part-time for a year. To my surprise, I did not like the work at all. When I thought back on my mission experience, I realized that I didn't enjoy contacting people for the first time. I loved teaching Lessons Two through Seven, but not the first contact. Unfortunately, the insurance job was all first contacting, and it was painful for me.

I can't overstate the importance of a careful self-assessment in making career decisions. But I'd also like to offer a second recommendation—one which arises out of a seventh myth about careers:

Myth 7—I can't take the risk of pursuing an education; I must prepare for a job.

I see many students who are becoming overspecialized in their education. They are convinced that that's the best way to get a job. However, for people intent on building a career, that's a poor strategy. My recommendation is to focus on a complete education while you're at a university. Don't

misunderstand me; I recognize that this is an age of specialization, and people must specialize to a certain degree. But I strongly advise against overspecializing.

Not long ago I was reading a book by J. Paul Getty, who was a business executive and a billionaire. Mr. Getty said,

I regard as disheartening the growing trend toward overspecialization—many young men are devoting an inordinately large portion of their academic lives to the study of the useful disciplines while ignoring those subjects that aid in developing a multidimensional human being.

I consider my liberal arts education to have had far greater overall importance than any of the purely technical or professional subjects that I studied.

Some of you may be thinking, "What's the problem with overspecializing? It will get me a job!" I see at least four problems with that approach.

First, you may fail to acquire critical skills that are needed to be effective in organizations. What kinds of skills? In one recent survey, a large number of corporate executives were asked to assess the importance of various courses in the education of future executives. Among the most important: 98 percent said written and oral communication; 91 percent said science and mathematics; and 83 percent said history and social studies. Other courses—including art, philosophy, and foreign languages—also received support from the majority of those surveyed.

Two years ago Reginald Jones, the chief executive officer of General Electric, met with a group of our students. Someone asked him what skills they needed to succeed in business. His immediate response was, "Learn to write." He said that he often has to edit the memos written by his subordinates. He acknowledged that people get upset when he corrects their writing, but it's important that people communicate clearly.

My strong advice is to acquire the basic skills that are offered in general education—learn to think accurately, communicate clearly, and respond aesthetically.

A second danger in overspecialization is that those who overspecialize often fail to develop interpersonal skills. Much of organizational work is done in work teams or task forces. In our studies of careers, we found that one of the most common blocks to career progression was a lack of interpersonal skills.

Likewise, narrow specialists were unlikely to serve as mentors for younger professionals, and they were less effective in dealing with customers and suppliers. These problems meant that they were less likely to be promoted to supervisor or manager.

A third danger to those who overspecialize: They run a great risk of obsolescence. Several years ago I made a presentation to a group of 20 managers in a large computer company. After the presentation, I asked each of them to identify a person in their organization who they felt was blocked and frustrated in his or her career. At the end of the exercise, they each described a person who had specialized in a narrow area, and in many cases the company no longer needed the specialty. The managers were surprised that they had such a pervasive problem. But I was not surprised—the narrowly specialized professional becomes a victim of obsolescence.
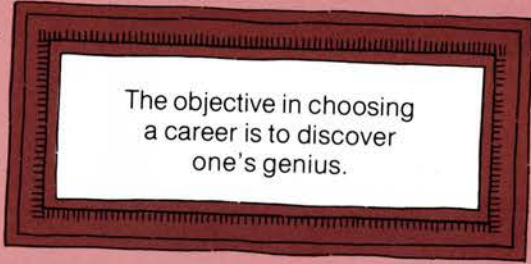
A fourth problem for those who overspecialize: They have less job mobility. This is true both inside and outside of the organization. A look at job-change statistics over a five-year period indicates that about 30 percent of all employed people changed their career field. Twenty percent of the people in managerial, professional, and technical jobs changed career fields.

There is a possibility that you may find yourself in Clayne Robison's position, where you don't like the work for which you are prepared. If you have overspecialized, it's much more difficult to change. John Gardner said,

Education can lay a broad and firm base for a lifetime of learning and growth. The individual who begins with such a broad base will always have some capacity to function as a generalist, no matter how deeply he chooses to specialize. Education at its best will develop the individual's inner resources to the point where he can learn (and will want to learn) on his own.

I hear many students who say, "I'll be so glad when I get all of these requirements out of the way so I can just take courses in my major." I strongly advise you to resist that attitude. Those broad-based, required

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courses may not help you get that first job, but they will certainly help you to grow and survive throughout your career.

Let me make one more point about educational preparation for careers by relating another story.

I have a friend who had a hard time choosing a career. In college he majored in accounting and worked part-time in an accounting firm. By the time he graduated, he had decided he didn't really want to be an accountant, so he applied to law school. After attending law school for just one week, he found he didn't like law and withdrew. He then enrolled in a master's program in educational psychology and lasted a full quarter in that program before dropping out. Next he entered a master's program in marketing and completed that degree, but could see no place for himself in the job arena of marketing.

By that time, he had a military obligation and spent four years in the Air Force. As he completed that assignment, he applied to the doctoral program at the Harvard Business School and was accepted. In his first year there, he discovered organizational behavior and finally found a field that he enjoyed. Since then he has become an outstanding researcher and teacher in the field. When people hear that story, they comment on all of the false starts. But the important thing is that, no matter what program he was involved in, he worked hard and received excellent grades. As a result, his academic record qualified him for admittance to Harvard. The moral: Even if you don't know where you're going, do your best work in order to keep your options open.

My third recommendation to students: Don't stay at the university too long.

This may sound a little strange coming from a person who has spent almost all of his adult life in a university. But a student can stay at a university too long. There is more knowledge there than you can learn in a lifetime, but much of what you need to learn is about yourself. And you can better do that away from the university.

Peter Drucker says that many times students go to graduate school as a delaying action. They can't decide what to do with their lives, so they continue in school. He suggests it would be better to take a job and use it as an *opportunity to find out more about yourself*—what kind of work you enjoy, what kinds of activities you don't like, etc.

That is good advice. If you're not clear about your future when you've completed your bachelor's degree, take the best job you can get and give it all you've got. After two years, if you decide you don't want to spend your life in that field, there is time enough for you to return to school to get a graduate degree in a field more closely related to your interest.

One word of caution: It's also a mistake to leave the university prematurely. Don't drop out today and go get a job. It's almost always wise to complete the degree on which you are working.

The fourth recommendation is to continue to learn on the job. Many students are convinced that the tough part of life is completing the degree. They assume that once they get a job there will be no more worries about education—no more homework, no more term papers. They can just join a bowling league and enjoy themselves. Unfortunately, that is not an accurate picture.

We are living in a time of rapid change, and everyone has to continue learning just to stand still. Professionals are subject to rising expectations. At age 25 an engineer who completes three projects a year and writes two reports would be considered a high performer. If he or she is doing the same level of work at age 45, managers want to know what's wrong, why that person isn't more productive.

After conducting hundreds of interviews, we have identified four stages in professional careers:

In Stage I, an individual works as an *apprentice* under the direction of others, helping and learning from a mentor or supervisor. In this stage people work under relatively close supervision. They are expected to do most of the detailed and routine work.

After two or three years, most people move on to Stage II, where they demonstrate their competence as *individual contributors.* They assume responsibility for their own projects or clients, etc. In this stage they work more independently and rely less on their supervisor for guidance. Those who do well in this stage move on to Stage III.

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Stage III is called the *mentor stage*. To make that transition, professionals need to make changes in two areas. First, they develop greater breadth of technical skills and apply those skills in several areas. Secondly, they become involved in the development of other people. That might happen as an informal mentor, or they might assume formal supervisory positions.

Some of those who master Stage III move on to Stage IV and are called *sponsors*. In that stage they exercise significant influence over the future of a major part of the organization. Professionals in this stage work with a wide variety of people both inside and outside the organization. They are also involved in sponsoring the development of promising people who might fill key roles in the organization in the future.

In my view, there are three things young professionals should learn from the concept of career stages:

1. Don't try to skip stages; many young people get tired of being students and can't wait to be the boss. But don't get impatient. Some students think they can get a job as assistant to the president for a couple of years, then become manager of a division, moving on to become president by age 30. It rarely works out that way.

You should accept the reality that, for the first two or three years, you'll be a freshman once again and will have to do a lot of routine, boring work. Do it well, and you'll move on to more challenging assignments.

2. Choose a specialty carefully. I've concluded that there are two mistakes one can make in a career—one is to specialize, and the other is not to specialize. I realize that's not extremely helpful.

In most professions, it makes sense to develop a specialty *once on the job,* to get to know something *in depth.* But, if you are going to avoid being pigeonholed after a few years, you also need to broaden your base and develop additional skills.

3. Strive to move at least into Stage III. We've found that those professionals who just wanted to do engineering or accounting, and couldn't be bothered with mentoring younger professionals or dealing with customers or suppliers, were not rated as high performers. Being an engineer is more than working

alone designing a system; it also involves the development of other people. This development calls for those interpersonal skills I was raving about.

Finally, the fifth recommendation for career success is to remember that a career is only a part of life. Some people get so caught up in their professional life that they neglect other aspects of growing and learning.

Last year I interviewed a successful young engineer who is highly productive and very well paid. When I asked how many hours a week he worked, he said, "Usually abut 80, but last week I worked 120." That is a very long work week! It would be very difficult to achieve a balance in life working 80 hours a week, let alone 120!

Is it any wonder that we hear a lot about burnout among professionals, or that many people are losing their motivation, finding it hard to drag themselves to work each day? It takes balance in life to remain productive for 35 to 40 years; you can't sprint for that distance. Thoughtful professionals will develop several aspects of their lives—including family, church service, and continued learning.

Eliot Butler, [Brigham Young University's] associate academic vice president, has some helpful comments on career preparation:

> I have reflected recently on my undergraduate years. . . . In each of those four years I had at least one class outside my major that has had a profound effect on my life ever since. What a disappointing void would have remained if I had missed taking those classes! By association with those fine teachers, who were educated people, more mature and much wiser than I, I was introduced to several subjects that I could hardly have hoped to encounter significantly otherwise, and the introduction was sufficient to make it possible for me to maintain reading and study in those areas. (from "Everybody Is Ignorant, Only on Different Subjects," *BYU Today,* October 1983)

President Butler's approach is to continue learning and growing in the many aspects of one's life. That is an important part of achieving balance.

It is not easy to choose and develop a rewarding career. However, it is possible with some effort to discover one's genius by recognizing the seven myths about careers. ≡

ABOUT THE AUTHORS

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Alan Hawkins works in Corporate Personnel at Bank of America Corporation in San Francisco. He has a BS in psychology from BYU and recently obtained a master's degree in organizational behavior from BYU. He has published articles on managing the international executive assignment. His research interests currently include managing human diversity in organizations and the work-family interface. He is married and has two children.

Robin Zenger-Baker graduated from Stanford University in psychology and recently obtained her master's degree in organizational behavior from BYU after working in a law firm for a year. Her research interests currently include careers and organizational culture. She is married and plans on entering a Ph.D. program in organizational behavior this fall.

Walter E. Balinski earned his BA degree in psychology from Central Connecticut State College. He is currently pursuing a master's degree in communications with an emphasis in public relations. Mr. Balinski has served as a special public relations project director for the BYU School of Management's MPA program.

As this issue of Exchanges goes to press, Jeffrey H. Dyer is graduating in the top 10 percent of BYU's MBA class of 1984. He graduated summa cum laude in psychology as an undergraduate and has been on the national dean's list. Mr. Dyer is anticipating doctoral studies in management.

William G. Dyer has been dean of the Brigham Young University School of Management for the past five years and is a behavioral scientist. He received bachelor's and master's degrees from BYU and a Ph.D. in sociology from the University of Wisconsin. Dr. Dyer has taught at BYU, the University of Wisconsin, Iowa State University, Utah State University, and the University of Utah. He has also served in consulting and advisory capacities around the world.

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Address Correction Requested