AN EXPLORATORY STUDY OF THE CAREER ORIENTATION

PROFILES OF FIRST AND SECOND YEAR MBA STUDENTS AT

THE UNIVERSITY OF NATAL

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(ii)

DECLARATION

I HEREBY DECLARE THAT THIS WORK IS MY OWN WORK BOTH IN

CONCEPTION AND EXECUTION, AND THAT ALL THE SOURCES I HAVE

REFERRED TO OR QUOTED HAVE BEEN ACKNOWLEDGED AND

INDICATED BY MEANS OF COMPLETE REFERENCES.

SIGNED:...................................DATE. 19 - 09 - 2001

DEDICATION

THIS WORK IS DEDICATED TO: -

My husband Mandla, my daughter Mbali, and my son Malungelo.

EXECUTIVE SUMMARY

The main aim of the study was to investigate the Career Orientation profiles of first year and second year MBA students at the University of Natal in order to establish what particular profiles were prevalent amongst students with the view of using those as the diagnostic schedule of those that are likely to succeed in their careers.

The first aim of the study was to compile the profile of first and second year MBA students. The second aim of the study was to determine MBA students' career orientation profiles. A standardized Schein's Career Orientation Inventory Scale was used in the study in order to achieve the objectives of the second aim. The researcher constructed a biographic questionnaire in order to achieve the objectives of the first aim.

The measuring instrument was administered to groups of first and second year students. One hundred questionnaires were analysed, seventy for the first years and thirty for second year students.

The sample consisted of 42 first year male students and 28 first year female students, and 18 second year male and 12 second year female students.

The findings according to the first aim of the study, i.e. , the compiling of the profiles of the first and second year MBA students, revealed that there was no significant difference in terms of age, marital status, level of education, employment sector and salary range between the two groups of MBA students.

The findings based on aim two, i.e. , determining the career orientation profiles revealed that the most dominant career anchor for both groups of MBA students was the Pure Challenge followed by Autonomy / Independence.

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CHAPTER ONE

INTRODUCTION

1.1   MOTIVATION

Studies that have been conducted on MBA students have tended to focus on the impact of the MBA degree on their careers (Simmering M: 2000). Some studies have focused on ranking the MBA degrees offered by different graduate schools of business (Simmering: 2000) while some have evaluated the training offered by different universities (Slabbert: 1985). Literature review indicates that little data is available on career orientations of MBA students. The researcher has identified a need to conduct such research considering the fact that the career orientations of MBA students can have a strong bearing on their success later in their careers.

The importance of this study emanates from the need to explore and describe career orientations of MBA students in order to establish what particular profiles are prevalent amongst students with the view of using those as the diagnostic schedule of those that are likely to succeed in their careers. Future research will have to establish if there is a correlation between certain career orientation profiles and success in management and career progression.

1.2 STATEMENT OF THE PROBLEM

Despite the fact that career orientations of MBA students can have important implications for their success later in their careers, surprisingly little attention has been given to which career anchors are prevalent among MBA students. The purpose of this study is therefore to compile profiles and career orientations of MBA students in order to establish what particular career orientation profiles are prevalent among MBA students.

1.3 CRITICAL QUESTIONS

- What are the profiles of first and second year MBA students?
- What are the MBA students' career orientations?

1.4 AIMS OF THE STUDY

- To compile the profile of first and second year MBA students.
- To determine MBA students' career orientation profiles.

1.5 DEFINITION OF CONCEPTS

STUDENT PROFILES

In this study, the biographical characteristics of a student will determine his/her profile.

STUDENT CAREER ORIENTATIONS

In this study, career anchors as identified in Schein's Career Orientations Inventory will be a measure of students' career orientations.

MBA STUDENTS

In this study MBA students refers to students registered at the University of Natal for the first and second year masters in business administration degree.

1.6 LIMITATIONS OF THE STUDY

Due to difficulty in reaching students who are in a distance-learning programme, a low response from this group was received.

1.7 THEORECTICAL FRAMEWORK

The theoretical framework in this study is based on eight career anchors as developed by Schein and later on by DeLong which is going to be described in detail.

1.7.1 CONCEPT OF CAREER ANCHORS

The concept of career anchors is identified as the attitude component of managerial competence. The concept of career anchors was developed by Edgar Schein in 1975 during a study of a group of Alfred P. Sloan, School of Management Alumni who had completed their graduate training in the early 1960s and had spent more than a decade in their life careers (Schein 1975: 11-12; DeLong 1982: 50-510).

Eight career anchors were identified by Schein (1975, 1978 and 1982) and DeLong (1982, and in Katz 1982) and they were classified and defined as follows:

Anchor 1 : Security, some people find that security and stability become an overriding issue which comes to guide and constrain all career decisions at all times; **Anchor 2 : Technical/functional competence**, some people discover

as their careers unfold that they have a strong talent and that if they are moved into other areas of work they are less happy and less skilled, and begin to feel pulled back to the area they are competent in and like. Technical/functional people are motivated by the challenge of the actual work they do. Their anchor is the technical field, functional area, or content of their work, not the managerial process itself; **Anchor 3: Managerial competence,** for this group of people, it is advancement, high levels of responsibility, opportunity to contribute to the welfare of their organization, leadership opportunities and high income which are the most important job values and become their criteria of success.

Anchor 4: Entrepreneurship and creativity, the entrepreneurial creativity reflects a particular need to make his or her mark through creating an empire, a successful business which will survive on its own, and/or a financial fortune which will reflect the skill of the entrepreneur. Creative-orientated individuals keep getting into new ventures and trying their hand at new kinds of projects; **Anchor 5 : Autonomy and independence**, autonomy-orientated individuals are seeking work situations in which they will be maximally free of constraint to pursue their professional and/or technical/functional competence. **Anchor 6 : Sense of service/dedication to a cause**, individuals who are service-orientated are concerned with seeing people change because of their efforts.

They want to use their interpersonal and helping skills in the service of others;

Anchor 7: Lifestyle, some people who are highly motivated toward meaningful careers prefer careers that are integrated with the total lifestyle;

Anchor 8: Challenge, some people define career success as overcoming impossible obstacles, solving unsolvable problems and winning out over extremely tough opponents. As they progress they seek even tougher challenges.

According to Schein (1978: 126) "… career anchors can only be discovered over a number of years during the early career, because one cannot know until one encounters a variety of real-life situations how one's abilities, motives and values will in fact interact and will fit the career options available." Nor can career anchors be seen "… simply as a new list of motivational constructs to be compared with those of Maslow, McCleland or other motivational or value theorists" (Schein 1978: 171).

However, career anchors do reflect the following:

a   the underlying needs and motives which the person brings into adulthood,

b   the person's values, and

c   his "discovered talents".

CHAPTER TWO

LITERATURE REVIEW

2.1. INTRODUCTION

One of the most important things in a career is to feel comfortable in one's job and to want to get up in the morning to go to work. Most individuals unfortunately are not blessed with a career or a job that they really enjoy and that they want to go and do everyday. On average, people see work as a means to an end, in other words to earn money and to live comfortably. It is however extremely important for most people to feel happy and content in their jobs. We want to feel that we are really making a difference and enjoying our careers.

This is why career anchors or values are so extremely important, as this is the one thing in life or in your job that you enjoy doing the most. Most of us are not even aware of our career anchors until we are forced to make choices pertaining to self-development, family or career. Yet it is very important to become aware of our career anchors so that we can choose wisely when choices have to be made.

2.2   THE CONCEPT OF CAREER ANCHORS

Edgar Schein developed the concept of career anchors in 1975 during a study of a group of Alfred P Sloan, School of Management Alumni who had completed their graduate training in the early 1960s and had spent more than a decade in their life careers (Schein 1975: 11-12; Delong 1982: 50-51).

For the sake of clarity it is necessary to define what is meant by a career when talking about career anchors. A career can be defined typically as the pattern of work related experiences or sequence of positions occupied by a person during the course of a lifetime. (Greenhaus 1987: 6, Robbins 1996: 645).

To a certain extent this definition tries to link the two dominant, if sometimes conflicting streams of thought in more recent research and literature on careers. Derr and Laurent (1989: 454) characterise these as:

1.   the psychological approach (e.g. career motivation, career orientation, self development within a career).

2.   the sociological approach (e.g. career stages within organizations, career paths and occupational streams, the nature of various occupations in society).

A somewhat similar distinction in research tradition is made in a review by Kaplan (1990: 10) as the:

- differential (or trait and factor) approach exemplified by research on individual differences in aptitude, vocational interests, skills, needs, values etc.

- developmental approach that sees a career as linked longitudinally to a broader progression of life stages characterised by changing patterns of developmental tasks, career concerns, activities, values and needs.

These two definitions tie up with Schein's definition of a career as a set of stages or paths through time that reflects: -

1. An individual's needs, motives and aspirations in relation to work.

2. Society's expectations of what kinds of activities will result in monetary and status rewards for the career occupant. Schein (1978: 13).

The career anchor theory formulated by Schein straddles both approaches, since one central thrust is rooted in the identification of individual differences in values, motives and abilities while at the same time linking these to career decision making processes and developmental career progression. Schenk, H (1998: 161).

On the one hand, a set of job descriptions and organizational norms about what the rights and duties of a given title in an organization are, is reflected, while on the other hand a set of needs and motives which the individual is

attempting to fulfill through the work he does and the rewards that he obtains for that work, exists. (Schein 1975: 13)

The career anchor concept refers to the latter – that is the needs and motives in the individual, his self-image of what he is good at, wants and values, and how these are met in a career. The career anchor theory assets that individuals begin their work live with certain ambitions, hopes, illusions and fears. Early work experiences provide them with insight into initial interests, motives, skills and values. As experience is being accumulated through on the job self-discovery these motives, values and talents gradually coalesce in a total career self-concept. This career concept is described as a career anchor that guides and constraints an individual's entire career. (Schenk 1998: 162)

If individuals move into job situations in which they are likely to fail or which they perceive as inconsistent with their talents, needs, values, their anchor will pull them back into settings more congruent with their self concept. Although the career anchor becomes a source of stability that determines all career decisions, it does not imply that one will not grow and develop as an individual, but merely that it will prevent erratic or random career decisions.

CAREER ANCHORS

Eight career anchors were identified by Schein (1975, 1978 and 1982) and DeLong (1982 and in Katz 1982) and they were classified and defined as follows: -

ANCHOR 1: SECURITY

Some people find that they have an overriding need to organise their career in such a way that they will feel safe and secure, that future events will be predictable and that they can relax in the knowledge that they have made it. Security and stability become an overriding issue, which comes to guide and constrain all career decisions at all times. (Slabbert I 1987: 20). The implications are that individuals who are security oriented will accept, to a greater degree than the other career types, an organizational definition of their careers. The organization man as defined by Delong (1982: 52) would typify people who are security oriented, because in order to remain in the organization, individuals must socialize themselves to its norms and values.

Such people often seek jobs in organizations which provide job tenure, which have the reputation of never laying off people, which have good retirement plans and generous benefits, and which have the image of being strong and reliable in their industry (Schein 1982: 22).

Two groups of people whose careers are anchored in security were identified (two security anchors):

a. Security 1:   Security based on job tenure

This person becomes a kind of organization man, looking for an organization that provides long-term stability, good benefits and basic job security.

b. Security 2:   Security based on geographical stability

The persons with this anchor link themselves to a geographical area. They are putting down roots in a community and investing in a house and a way of living and would rather shift jobs or organizations whenever necessary in order to avoid being uprooted. Slabbert (1987: 21)

With the current changes in the work environment of the 21st century, having security as a career anchor can create difficulties for the individual. Most organization and constitutions today cannot promise employees security and stability. Companies are constantly downsizing, rightsizing and restructuring and because of this, most employees are not assured of a job for an extended period of time.

What this means for most employees is that the base of security or stability must shift from dependence on the institution to dependence on oneself, where individuals must try to develop themselves, take responsibility and no longer

rely on the institution to do it for them. They will benefit from this by being more employable and more flexible when it comes to their application in their institutions.

ANCHOR 2: TECHNICAL/FUNCTIONAL

Some people discover as their careers unfold, and as they get into certain areas of work that they have a strong talent and high motivation for a particular kind of work. As these people move along in their careers they further discover that if they are moved into other areas of work, they are less happy and less skilled and begin to feel pulled back to the area they are competent in and like. They build their sense of identity around the content of their work, the technical or functional area in which they are succeeding, and develop increasing skill in that area, becoming the modern version of the craftsman, whose ambition is to become better and better in the craft.

Technical/functional people are motivated by the challenge of the actual work they do. Their anchor is that technical field, functional area or content of the work, not the managerial process itself. The self-image of individuals in the technical/functional competence group is tied up with their feelings of competence in the particular area they are in.

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These individuals will therefore prefer to rather keep on doing what they are currently doing than to be promoted into a managerial position where they do not actually do the work they were originally trained for. These people are therefore not the kind of people who climb the career ladder because they are more focused on gaining knowledge and skills and using these to better their institutions or society.

The world will always need craftsmen and experts in specific functions. The need for technical experts specifically will increase as technological complexity of the modern day work environment increases, but the problem with the fast changing world of technology and knowledge is that one's skills and knowledge can become obsolete extremely quickly.

ANCHOR 3: MANAGERIAL COMPETENCE

As their careers progress some people discover that they really want to become general managers, that management per se interests them, that they are competent in it and that they want to reach a level in the organization where their management efforts and decisions will make the difference between organizational success and failure. For this group of people it is advancement, high levels of responsibility, opportunity to contribute to the welfare of their organization, leadership opportunities and high income which

are the most important job values and become their criteria of success. (Schein 1982: 28)

The fundamental basis for the managerial competence anchor is to be competent in the complex activities that comprise the idea of management. Basically, people with this career anchor must be highly motivated and be multi-skilled in three basic areas – each of which is important for effectiveness. (Schein 1978: 135).

1. Interpersonal competence – the ability to influence, supervise, lead, manipulate and control people toward the more effective achievement of organizational grouts.

2. Analytical competence – the ability to identify, analyse and solve problems under conditions of incomplete information and uncertainty.

3. Emotional competence – the capacity to be stimulated by emotional and interpersonal issues and crises rather than to be exhausted or debilitated by them, to bear high levels of responsibility without becoming paralyzed, and the ability to exercise power and make difficult decisions without guilt or shame.

For these people, the ultimate achievement will be to excel and achieve the highest possible rung of the managerial ladder. The opportunities for this in today's changing world however, are not as great any more because companies and institutions are flattening their hierarchies. It is however still a very important career anchor, as it will be based more on the number of skills that these people have and the success that they make of their position than the actual position in the hierarchy.

ANCHOR 4: ENTREPRENEURSHIP AND CREATIVITY

The prime motivation for people with this anchor is the launching of their own business venture and building or creating something entirely of their own making. These people discover early in their careers that they have an overriding need to create a new business of their own by developing a new product or service, by building a new organization through financial manipulating or by taking over an existing business and reshaping it in their own image. The entrepreneur's creativity reflects a particular need to make his or her mark through creating an empire, a successful business which will survive on its own and or financial fortune which will reflect the skill of the entrepreneur. Schein (1982: 24). Apart from starting new businesses, creativity anchored people often gravitate to specialised, relatively risky jobs in finance, consulting and project management.

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As the world becomes more dynamic and complex, the opportunities for individuals with this career anchor are increasing dramatically. There is enormous need for innovation in terms of both products and services. Individuals who strive towards creating new and exciting opportunities will make the difference in organizations of the future. Institutions must therefore try to create an environment that is both friendly and encouraging for people with this type of career anchor, as they will not only be the leaders of the future but they will also be the individuals who create wealth and job opportunities for others.

ANCHOR 5: AUTONOMY AND INDEPENDENCE

People with this anchor want independence and work situations with a minimum of organizational constraints. These people discover that they cannot stand to be bound by other people's rules, by procedures, by working hours, dress codes and other norms, which inevitably arise in most organizations. They discover that whatever the areas they are working in, they have the need to do things in their own way, at their own pace and against their own standards. They find organizational life to be restrictive, irrational and/or intrusive in their own private lives and therefore prefer to pursue their careers on their own terms (Schein 1982: 23). Autonomy orientated individuals are seeking work situations in which they will be

maximally free of constraint to pursue their professional and/or technical functional competence. They prefer to be self-reliant. The implications in the modern work environment are favourable for these individuals, as a lot of focus is currently placed on being more autonomous and self-reliant. Many individuals with this career anchor will therefore be entrepreneurial in character and employ themselves.

ANCHOR 6: SENSE OF SERVICE/DEDICATION TO A CAUSE

Some people enter an occupation because of some critical values, which they are trying to work out. They are oriented more to the values embodied in their work than the actual talents or areas of competence involved. Their career decisions are based on a desire to improve the world in some way.

Individuals who are service oriented are concerned with seeing people change because of their efforts. They want to use their interpersonal and helping skills in their service of others. Members of the help professions e.g. nursing, teaching, social work or the theological ministry are often considered to hold this anchor.

These individuals have a desire to work for a higher purpose than just achieving success and making money. However in the extremely materialistic world that we are currently living in, it is actually on the decline, as most

individuals feel a strong need to earn as much money as possible as a means to having a more comfortable life.

On the other hand, more and more people are also becoming aware of environmental problems and they have a strong need to do something meaningful, not just for themselves but for society or the world at large. Issues regarding overpopulation, health and welfare, social responsibility etc. are becoming more and more relevant and many individuals feel that they can make a difference on the world by concentrating their careers on this area rather than on making heaps of money.

ANCHOR 7: LIFESTYLE

The main concern of this anchor is finding a way to integrate the needs of the individual, the family and the career without letting any facet dominate. Such people want flexibility more than any thing else, but unlike those anchored in autonomy (who also desire flexibility) they are not averse to working in organizations as long as the right options are available at the right time.

These individuals feel very strongly that their time needs to be balanced between their careers and their lives outside the work environment. They will therefore not sacrifice their personal lives in order to advance in their careers. Mostly people in this category will choose a career which will suit both their

need for meaning in the work environment but also give them enough time to enjoy their social life.

With the coming of a dual career family, where the husband and wife both work for a living, this is becoming more and more relevant in the work environment, as people prefer to use alternative ways of work. When it comes to choosing a career, alternatives such as job sharing, flexitime, the virtual office concept, telecommuting etc. become very real options for people who prefer to spend more time at home with their families rather than being stuck at the office from nine to five everyday.

ANCHOR 8: PURE CHALLENGE

The career of a person with this anchor is driven by a perception that anything and anybody can be conquered. Success is defined as overcoming impossible obstacles and unsolvable problems and as they progress, ever-tougher challenges are sought. Individuals with this as a career anchor normally have a highly competitive nature and they enjoy conquering problems and issues, setting new standards and beating other people's records. (Schenk, H 1998: 162)

These individuals will also blossom in the new world of work, as there will never be a shortage of challenges to be met. They will however take into

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account that they will have to become active learners, to move with times and to understand that these challenges will not be stable and wait around forever to be solved. They will change constantly with the world and the individuals will therefore need to be quick acting if they want to overcome these problems.

ANCHOR 9: IDENTITY

Individuals who are guided through their careers by the status and prestige of belonging to certain companies or organizations are identity-oriented. To achieve and sustain an occupational identity functions as an anchor. Such individuals seek occupational situations, which would clearly define their role externally through titles or other highly visible means, even though such external symbols might have relatively little to do with the work they perform. Identification with a powerful or prestigious employer or organization often serves this function. (Schein 1978: 170)

2.3   CONCLUSION

Literature showed that the career orientation among students, especially those following MBA studies tend to differ by a level of study. The literature also pointed out that there are eight career anchors that were identified by Schein in developing his Career Orientation Inventory. These career inventories all measure students' career orientations and clearly distinguish between different orientations that different students may have.

CHAPTER THREE

RESEARCH METHOD

3.1 INTRODUCTION

This section focuses on the research method that was followed in this study. It also covers the ethical guidelines that govern the research process. Such ethics are necessary to state in this section, because the study involves critical information about human beings. A clear description of different types of research instruments used is presented in this section. The rationale for the choice of the research instruments is also discussed and how the instruments are scored. The sampling procedure followed, data collection procedures and data analysis methods used are presented.

3.2 EXPLORATORY STUDY

A descriptive, cross-sectional, exploratory research method was used in this study. The rationale for using this method is that the study is descriptive and a comparative analysis between first and second year MBA students was conducted. A Standardized Career Orientation Inventory was used. This scale was developed by Schein (1975) and DeLong (1982).

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3.2.1 ETHICAL GUIDELINES

The ethical guidelines governing the data collection and analysis in this study are as followed:

First year and second year MBA students at the University of Natal who participated in the study gave consent or their willingness to participate. They were informed or briefed about the process and possible risks that were part of this study. Participants were not harmed or exposed to danger of any kind, such as releasing their responses to the media. The researcher debriefs or informs the participants about the results. The researcher made it clear from the beginning that the results are for learning purposes. Confidentiality was maintained throughout this study.

3.2.2 SAMPLING PROCEDURE

According to Behr (1983), before the researcher compiles a sample, he/she should know the characteristics of the population. Full knowledge of the population enabled the researcher to draw up a representative sample. A quota sampling procedure was employed. This was done in order to ensure that the various characteristics of the target population were represented in the study (Kerlinger, 1996). These included groups of first year and second year MBA students, gender differences and age differences.

3.3   RESEARCH INSTRUMENTS

Research instruments in this study include a standardized Schein's Career Orientation Inventory and a biographical questionnaire. The rationale for using the Schein's Career Orientation Inventory is that it measures eight different kinds of career anchors/orientations. A number of similar research studies in this area have made use of Schein's Inventory (DeLong, 1982, Schenk, 1998; Slabbert, 1987). Schein's Career Orientation Inventory was standardized after its reliability and validity was calculated using factor analysis and validity and reliability ratios were calculated. The analysis showed that the scale is reliable and valid as a measure of career orientation.

3.3.1   RATIONALE FOR USING SCHEIN'S SCALE

The inventory has eight different career anchors. These career anchors were identified by Schein in 1978. Each of the career anchors represents a dominant area of the self-component (Schein 1982:22). The anchors are as follows: the Security / stability anchor defined by (Security based on job tenure and Security based on geographical location); the General managerial competence anchor; Technical / functional competence anchor; Creativity / entrepreneurship anchor; Autonomy / Independence anchor; Service / dedication to a cause and organizational / occupational identity anchor; Pure challenge anchor; Lifestyle anchor. The questionnaire developed by DeLong

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(1982) made provision for the same number of career anchors. This questionnaire consists of 40 items of which the first 22 must be rated according to their importance on a 6-point scale (where 1 equal to no importance and 6 equal to central importance) and the last 18 according to a scale of 1 equal not at all true and 6 equal completely true. The 40 items are arranged in such a way that the eight anchors can be calculated by means of a simple method.

The eight anchors can also be extracted by means of a factor analysis. A factor analysis was performed on the replies of items in a study by Slabbert (1987).

The overall pattern into which the items were grouped in this study is similar to the one identified by Schein (1982:16). Schein's method of calculation of career anchors was, therefore, used in all further data analyses in this research. According to this items making up a specific anchor, are calculated and taken as the value given to that anchor. The career anchor with the highest value is regarded as the dominant one and thus represents a person's career anchor.

3.4   METHOD OF DATA COLLECTION

Permission to conduct research amongst the MBA students was requested from the Director of the Business School.   Permission to distribute questionnaires to students during the lecture period was sought from relevant

lecturers. One hundred and twenty questionnaires were distributed, for a target return of one hundred. Seventy questionnaires were received from the first year students and thirty questionnaires were received from second year students. This number of responses equals half the group in each case. This means there was a proportional representation of the selected groups.

3.5   METHOD OF DATA ANALYSIS

The data was analysed using descriptive and inferential statistics. In the former, frequency tables, percentages and rank ordering of average deviation were used. In the latter, the one way and two-way analyses of variance and Tukey Honest Significant Difference statistics were used. The assumptions of the methods used in this study were taken into consideration.

3.6   CONCLUSION

The sampling procedure employed in this study and the research instruments used were appropriate, because the study compares the two groups of MBA students. The choice of the scale was based on its reliability and validity. The method of data collection as well as data analysis are clearly stated in this chapter, moreover this method has been used before by other researchers.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

4.1   INTRODUCTION

This section focuses on the findings obtained by means of research instruments. The questionnaire was used to obtain data that will form the basis of the analysis of the findings in this chapter. Subjects' responses and certain characteristics regarding the respondents are highlighted in this chapter. The discussion examines the similarities and differences between the first year and second year students' responses and also compares these findings with the literature study outlined in the previous chapter. Presentation of data will be in the form of tables and figures. The descriptive statistics and analysis of variance statistics will be used in the analysis of data.

4.2   THE CHARACTERISTICS OF THE RESPONDENTS

In the sample consisting of 100 MBA students including 70 first year students and 30 second year students employed in different organizations, the following characteristics were found among the respondents:

Table 1: Interaction between Gender and Age of respondents

Variable	First year students		Second year students	
	Male	Female	Male	Female
Age				
20 – 24	1	5	0	0
25 – 29	12	14	5	5
30 – 34	13	2	8	1
35 – 39	5	4	5	3
40 – 44	03	2	0	3
45&above	08	1	0	0
TOTAL	42	28	18	12

Table 1 shows the interaction between gender and age among respondents. Out of 100 respondents there were 70 first year students and 30 second year students. 42 first year students were males and 28 were females. 18 second year students were males and 12 were females. Among first year students, 1 male and 5 female students were within the age range of 20-24 years, 12 male and 14 female students were within the age rage of 25-29 years, 13 male and 2 female students were within the age range of 30-34 years, 5 male and 4 female students were within the age range of 35-39 years, 3 male and 2 female students were within the age range of 40-44 years and 8 male and 1 female students were 45 years and above. Among second year students no

respondents were within 20-25 years. 5 male and 5 female students were within the age range of 25-29 years, 8 male and 1 female students were within the age range of 30-34 years, 5 male and 3 female students were within the age range of 35-39 years, no male student and 3 female students were within the age range of 40-44 years and no students were 45 years or above.

Table 2: Marital status of the respondents

		First year students		Second year students	
Variable	Category	Frequency	Percentage	Frequency	Percentage
Marital status	Never married	34	48.5%	15	50%
	Married	34	48.5%	12	40%
	Divorced	02	03%	01	03%
	Widowed	00	00	02	07%

Table 2 shows the marital status of the respondents. Among first year students 34 never married, 34 were married and 2 were divorced. Among second year students 15 never married, 12 were married, 1 was divorced and 2 of the respondents were widowed.

Table 3: Highest qualification of the respondents

Variable	Category	First year students		Second year students	
		Frequency	Percentage	Frequency	Percentage
Qualifications	Certificate	00	00	00	00%
	Diploma	04	06%	00	00%
	Degree	36	51%	06	20%
	Postgraduate	30	43%	24	80%

Table 3 shows that 4 students among the first years had Diplomas, 36 had Degrees sand 30 had Postgraduate degrees. Among second year students 6 students had Degrees and 24 had Postgraduate degrees.

Table 4: Employment sectors of the respondents

Variable	Category	First year students		Second year students	
		Frequency	Percentage	Frequency	Percentage
Employment	Private sector	32	46%	15	50%
	Public sector	26	37%	05	17%
	NGO	00	00	00	00
	Parastatal	10	14%	07	23%
	Self employed	02	03%	03	10%

Table 4 shows employment sectors of the first and second year students. Out of 70 first year students, 32 were private sector employees, 26 were public sector employees, 10 were parastatal employees and 2 students were self-employed. Out of 30 second year students, 15 were private sector employees, 5 were public sector employees, 7 were parastatal employees and 3 students were self-employed.

Table 5: Salaries of the respondents per month

		First years students		Second year students	
Variable	Category	Frequency	Percentage	Frequency	Percentage
Salaries	R3000-R6000	21	30%	05	17%
	R7000-R10000	26	37%	12	40%
	R11000-R15000	10	14%	10	33%
	R16000 &Above	13	19%	03	10%

Table 5 shows salaries of first and second year students per month. Among first year students 21 earned between R3000-R6000, 26 earned between R7000-R10000, 10 earned between R11000-R15000 and 13 students earned R16000 and above. Among second year students 5 earned between R3000-

R6000, 12 earned between R7000-R10000, 10 earned between R11000-R15000 and 3 students earned R16000 and above.

4.3 THE PROFILE OF FIRST AND SECOND YEAR MBA STUDENTS

Table 6 : ANALYSIS OF VARIANCE SUMMARY TABLE

SOURCE	Df	SUM OF SQUARES	MEAN SQUARE	F-RATIO	SIGNIFICANCE
BETWEEN GROUPS	1	534665	534665	346.35*	3.96
WITHIN TREATMENT	78	120411.2	1503.73		
TOTAL	79	655056.2			

* = significant

To describe the profile of first year and second year MBA students, the Analysis of variance test is used to analyze the data. This type of statistic is used because the data is obtained from different groups, which are independent from each other. The subjects in each group are randomly and independently selected, the population distribution is normal, the population variances are homogeneous and the measurements are made on an interval scale.

As indicated in table 6, both first and second year students dream of having a career that will allow them the freedom to do a job in their own way and on their own schedule; they dream of a career in which they can solve their problems or win out

in situations that are extremely challenging; are fulfilled in their work when they are completely free to define their own tasks, schedules, and procedures; they dream of a career that will permit them to integrate their personal, family and work needs; are most fulfilled in their career when they have solved seemingly unsolvable problems or won out over seemingly impossible odds; they feel successful in life only if they have been able to balance their personal, family and career requirements and they are most fulfilled in their work when they have been able to use their special skills and talents.

It shows that from the ranking of the anchors in terms of means second year students dream of having a career that will allow them the freedom to do jobs in their own way and on their own schedule; security and stability are more important to them than freedom and autonomy and they seek out work opportunities that strongly challenge their problem solving and/or competitive skills.

Further analysis of data using analysis of variance yielded an [F-ratio of 346.35 (1.78 df), $p < 0.05$]. This indicates that the means of the two groups are significantly different at 5% level of significance. This means that the first year and second year MBA students' career orientation profiles are different.

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4.4   THE PROFILE OF FIRST AND SECOND YEAR MBA STUDENTS ON NON-DOMINANT CAREER ANCHORS.

Table 7 : ANALYSIS OF VARIANCE SUMMARY TABLE

SOURCE	SUM OF SQUARES	DF	MEAN SUM OF SQUARES	F – Ratio	SIGNIFICANCE
1ST YEAR STUDENTS	331.91	3	110.64	117.70*	2.62
2ND YEAR STUDENTS	123.67	1	123.67	131.56*	3.86
INTERACTION EFFECT	553.73	3	184.58	196.36*	2.62
WITHIN GROUPS	368.37	392	0.94		
TOTAL	1377.68	399			

* = significant

To describe the profile of first year and second year MBA students, the Analysis of variance test is used to analyze the data. This type of statistic is used because the data is obtained from different groups, which are independent from each other. The subjects in each group are randomly and independently selected, the population distribution is normal, the population variances are homogeneous and the measurements are made on an interval scale.

As indicated in Table 7, the two-way analysis of variance revealed the following results; with an [F-ratio of 117.70 (3.392 df), p < 0.05]; [F-ratio of 131.56 (1.392 df), p< 0.05] and [F-ratio of 196.36 (3.392 df), p, 0.05]. The rows, columns and interaction effects are significant at 5% level of significance. This means that the first and second year MBA students differ in their non-dominant career anchors.

In order to further investigate the differences in career anchors of the two groups, first year and second year MBA students, computations with Tukey's HSD statistics were performed. The analysis shows that the mean-scores for career anchors of first and second year students on Technical / Functional, Managerial competence, Security and Service are not statistically significantly different at 5% level of significance. These career anchors are not dominant in both groups.

4.5   THE PROFILE OF FIRST AND SECOND YEAR MBA STUDENTS ON DOMINANT CAREER ANCHORS.

Table 8:   ANALYSIS OF VARIANCE SUMMARY TABLE

SOURCE	SUM OF SQUARES	DEGREES OF FREEDOM	MEAN SUM OF SQUARES	F-RATIO	SIGNIFI CANCE
BETWEEN GROUPS	34.11	1	34.11	31.01*	3.86
WITHIN GROUPS	43.9	3	14.63	13.3*	2.62
INTERACTION EFFECT	9.119	3	3.039	2.8	3.83
ERROR WITHIN	425.27	386	1.10		
TOTAL	542	399	1358		

To describe the profile of first year and second year MBA students, the Analysis of variance test is used to analyze the data. This type of statistic is used because the data is obtained from different groups, which are independent from each other. The subjects in each group are randomly and independently selected, the population distribution is normal, the population variances are homogeneous and the measurements are made on an interval scale.

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As indicated in Table 8, the two-way analysis of variance revealed the following results, an [F-ratio of 31.01 (1.386 df), $p < 0.05$]; [F-ratio of 13.3 (3.386 df), $p < 0.05$] and [F-ratio of 2.8 (3.386 df), $p, < 0.05$]. The row and column effects were significant at 5% level of significance, whereas the interaction effect is not significant. In order to further investigate the differences in the four dominant career anchors, i.e., first year and second year MBA students, computations with Tukey's Honest Significant Difference statistics were performed. The analysis shows that, Autonomy, Entrepreneurial creativity, Pure challenge and Lifestyle were not significantly different at 5% level of significance. These career anchors were dominant in both groups.

4.6 THE EIGHT CAREER ANCHORS FOR SECOND YEAR MBA STUDENTS

Figure 1 : Mean-scores for career anchors of second year MBA students
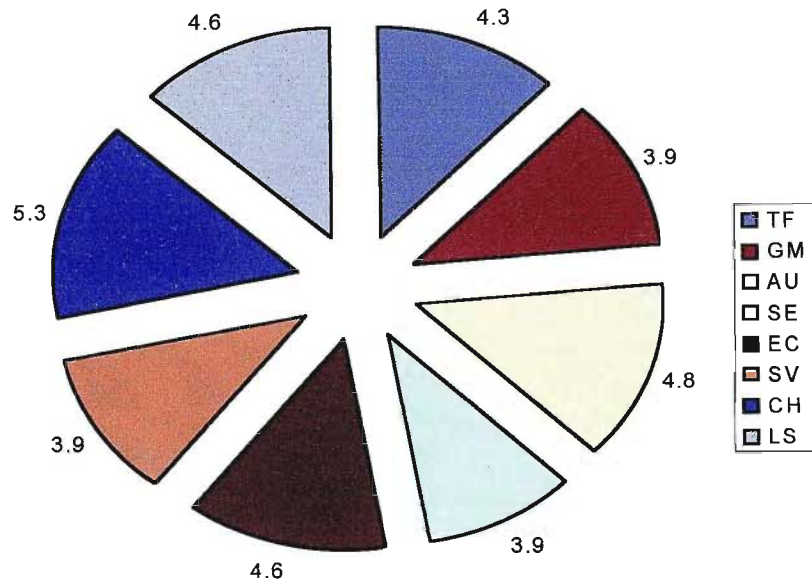
Figure 1 shows the average scores of the eight career anchors for second year students. Technical/Functional competence scored an average of 4.3, Managerial competence scored 3.9, Autonomy scored 4.8, Security/Stability scored 3.5, Entrepreneurial creativity scored 4.6 whereas Service/ Dedication scored 3.9, Pure challenge scored 5.3 and Lifestyle scored an average of 4.6. Therefore the ranking of anchors in terms of the average scores for the second year students was that Pure Challenge was the dominant orientation.

4.7   THE EIGHT CAREER ANCHORS FOR FIRST YEAR MBA STUDENTS.

Figure 2 :   Mean-scores for career anchors of first year MBA students
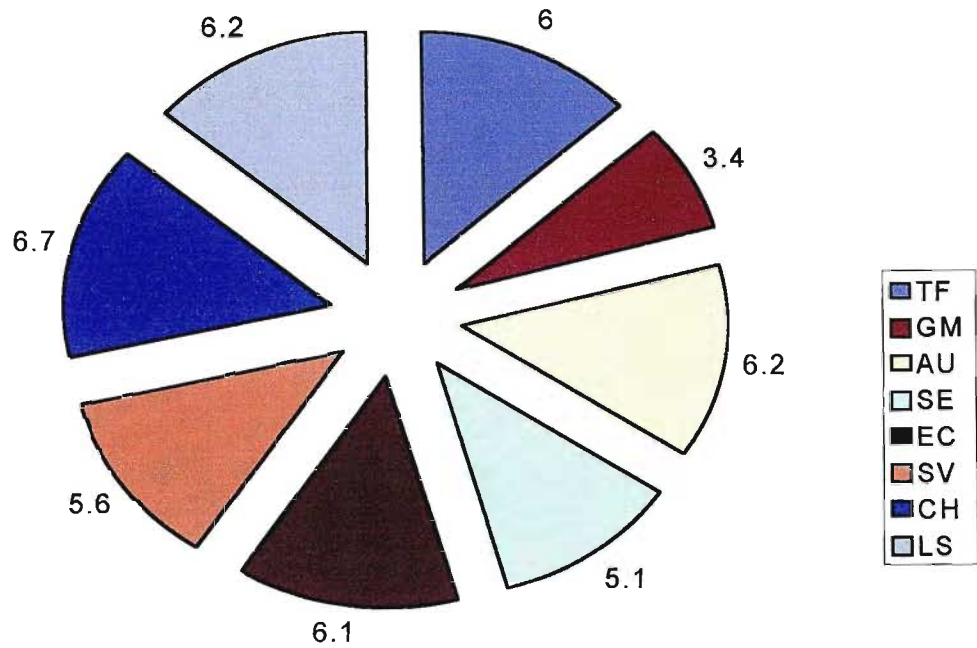
Figure 2 shows that the average scores of the eight career anchors for first year students. Technical/Functional competence scored an average of 6, Managerial competence scored 3.4, Autonomy scored 6.2; Security/Stability scored 5.1, Entrepreneurial creativity scored 6.1 whereas Service/ Dedication scored 5.6, Pure challenge scored 6.7 and Lifestyle scored an average of 6.2. Therefore the ranking of anchors in terms of the average scores for the first year students was that Technical/ functional, Autonomy/ Independence,

Entrepreneurial creativity, Pure challenge and Life style were the dominant career orientations, with pure challenge being the most dominant.

TABLE 9: COMPARISON OF THE FIRST AND SECOND YEAR MBA STUDENTS IN EIGHT CAREER ANCHORS

CAREER ANCHOR	FIRST YEAR STUDENTS		SECOND YEAR STUDENTS	
	$\overline{X}$	RANK	$\overline{X}$	RANK
Technical / Functional competence	6	5	4.3	5
Managerial competence	3.4	8	3.9	6
Autonomy/ Independence	6.2	2	4.8	2
Security / Stability	5.1	7	3.5	8
Entrepreneurial creativity	6.1	4	4.6	3
Service / Dedication	5.6	6	3.9	7
Pure challenge	6.7	1	5.3	1
Lifestyle	6.2	3	4.6	4

Table 9 shows that First year MBA students ranked high on Technical/ Functional competence, Autonomy / Independence, Security / Stability, Entrepreneurial creativity, Service / Dedication, Pure challenge and Lifestyle. On Managerial competence second year MBA students ranked high than first year MBA students. The Pure Challenge and Autonomy / Independence career

anchors were ranked 1 and 2 respectively for both groups. On both anchors the mean scores for second year students are lower than those of first year students. The high scores among the first year students on Pure Challenge and Autonomy / Independence career anchors are assumed to be a function of a limited occupational experience and exposure; whereas the dampening effect among second year students may be due to quality work experience and exposure to a work environment that present pure challenge and not autonomy as well as independence, but bureaucracy.

FIGURE 3: AVERAGE OF TECHNICAL / FUNCTIONAL COMPETENCE

☐ FIRST YEAR STUDENTS   ■ SECOND YEAR STUDENTS
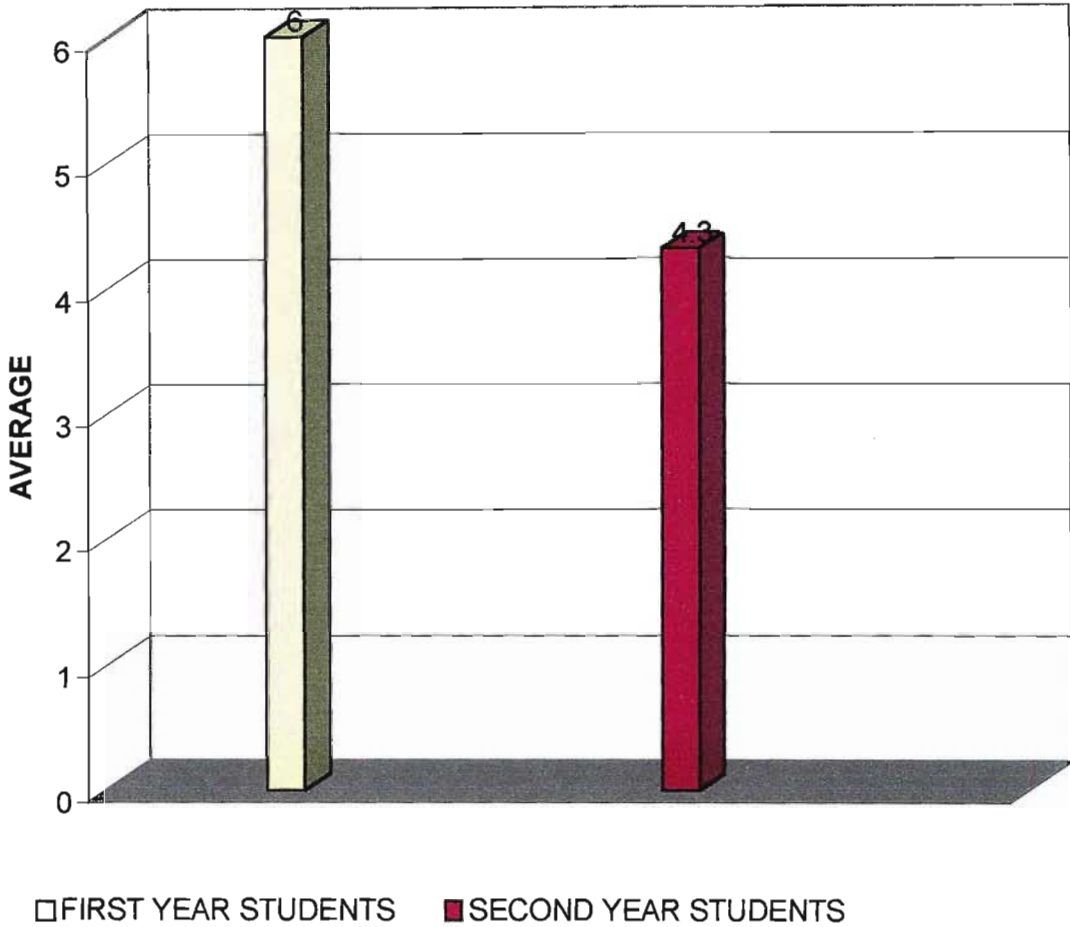
Figure 3 shows that first year MBA students' average is 6 whereas average for second year MBA students is 4.3 in Technical / Functional competence. Further analysis using Tukey's HSD statistics revealed that Tukey's HSD [12.91] is greater than the differences between the means of first and second year MBA students. This means that there is no statistical significant difference between the two groups at 5% level of significance.

FIGURE 4 : AVERAGE OF GENERAL MANAGERIAL COMPETENCE

FIRST YEAR STUDENTS ■SECOND YEAR STUDENTS
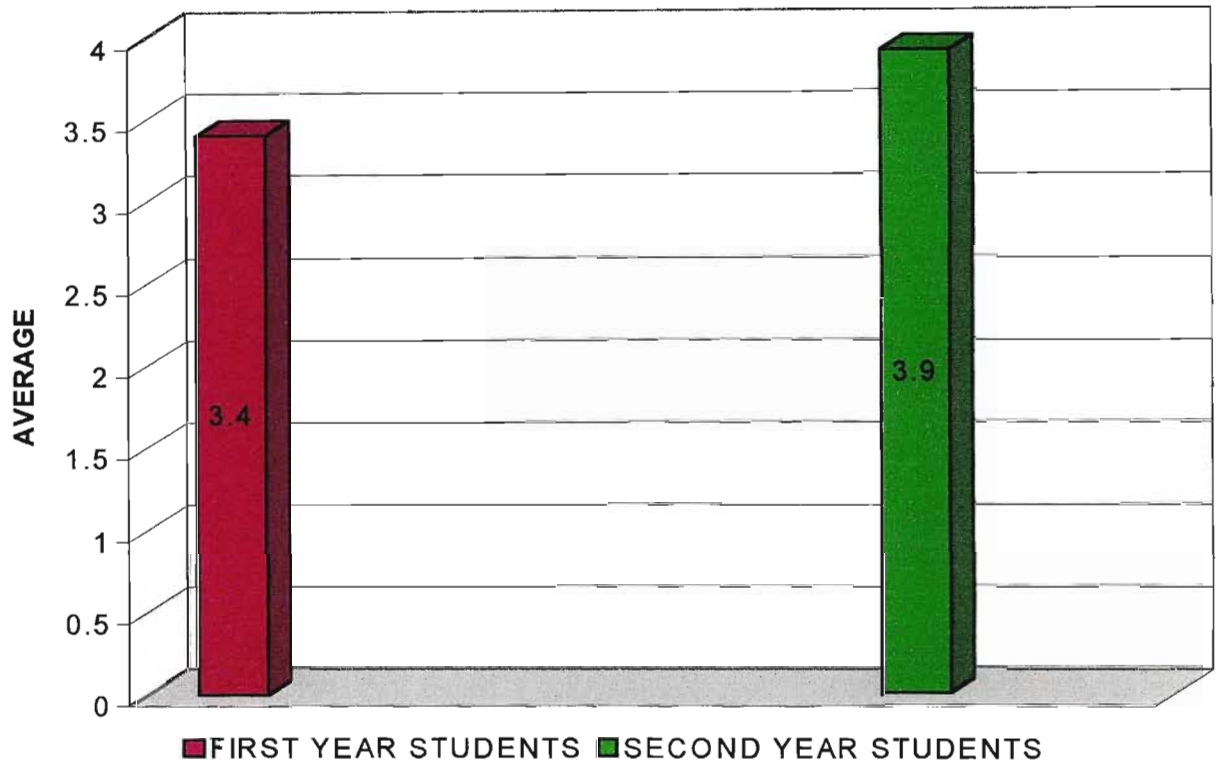
Figure 4 shows that the average for first year MBA students in Managerial competence is 3.4 which is lower than 3.9 average for second year MBA students. Further analysis using Tukey's HSD statistics revealed that Tukey's HSD [12.91] is greater than the differences between the means of first and second year MBA students. This means that there is no statistical significant difference between the two groups at 5% level of significance.

FIGURE 5: AVERAGE OF AUTONOMY/INDEPENDENCE
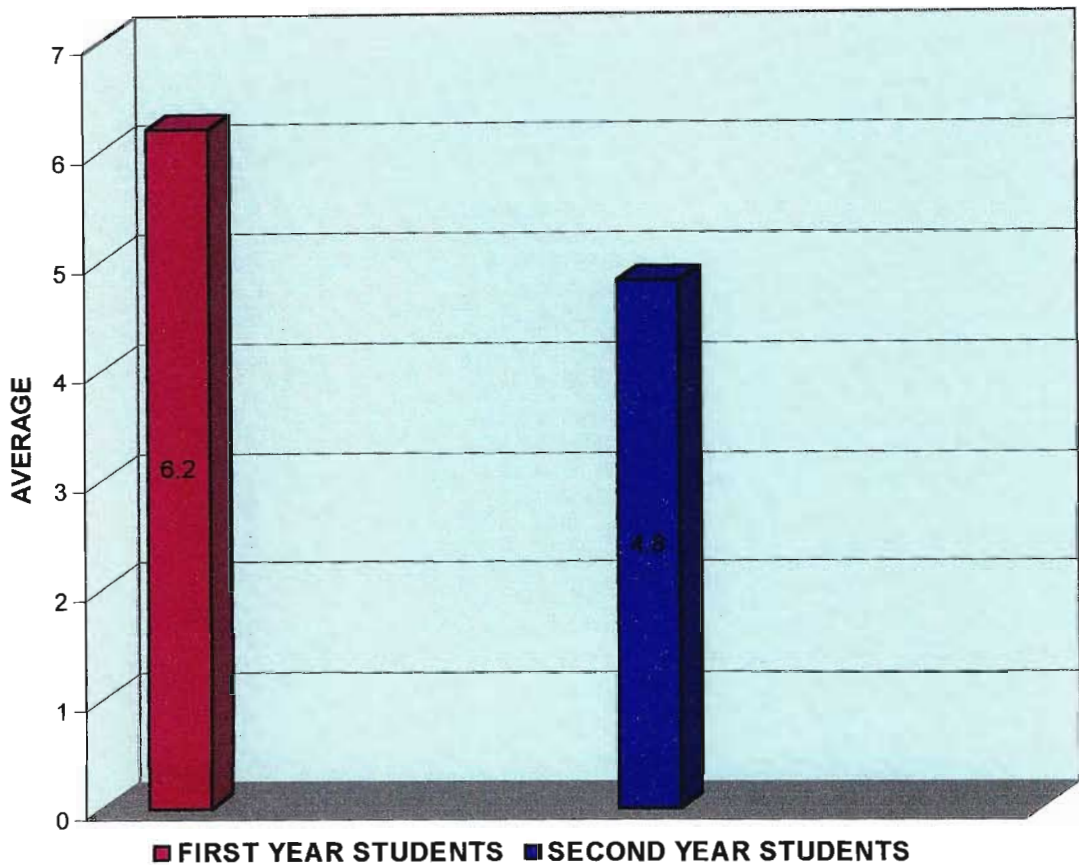
Figure 5 shows that first year MBA students average in Autonomy is high, which is 6.2 and the average for second year MBA students is 4.8. Further analysis using Tukey's HSD statistics revealed that Tukey's HSD [3.16] is greater than the differences between the means of first and second year MBA students. This means that there is no statistical significant difference between the two groups at 5% level of significance.

FIGURE 6: AVERAGE OF SECURITY / STABILITY
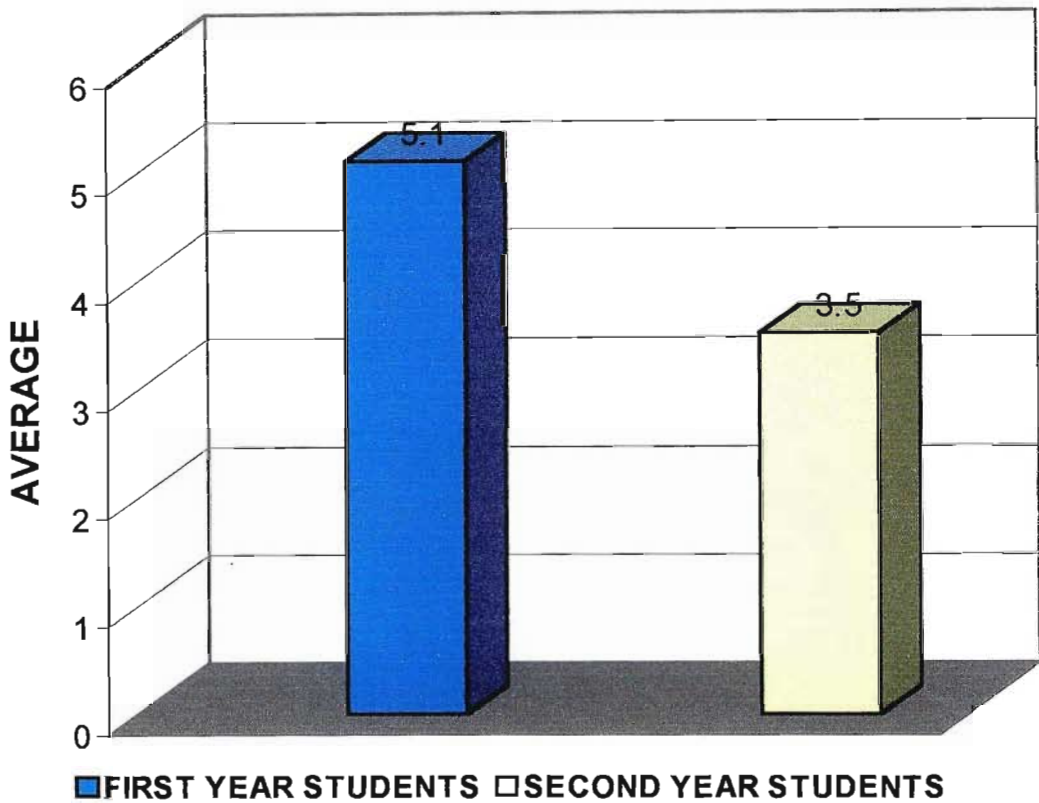
Figure 6 shows that the average for first year MBA students in Security/ Stability is 5.1, which is higher than 3.4 which is the average for second year MBA students. Further analysis using Tukey's HSD statistics revealed that Tukey's HSD [3.16] is greater than the differences between the means of first and second year MBA students. This means that there is no statistical significant difference between the two groups at 5% level of significance.

FIGURE 7: AVERAGE OF ENTREPRENEURIAL CREATIVITY

■ FIRST YEAR STUDENTS ■ SECOND YEAR STUDENTS
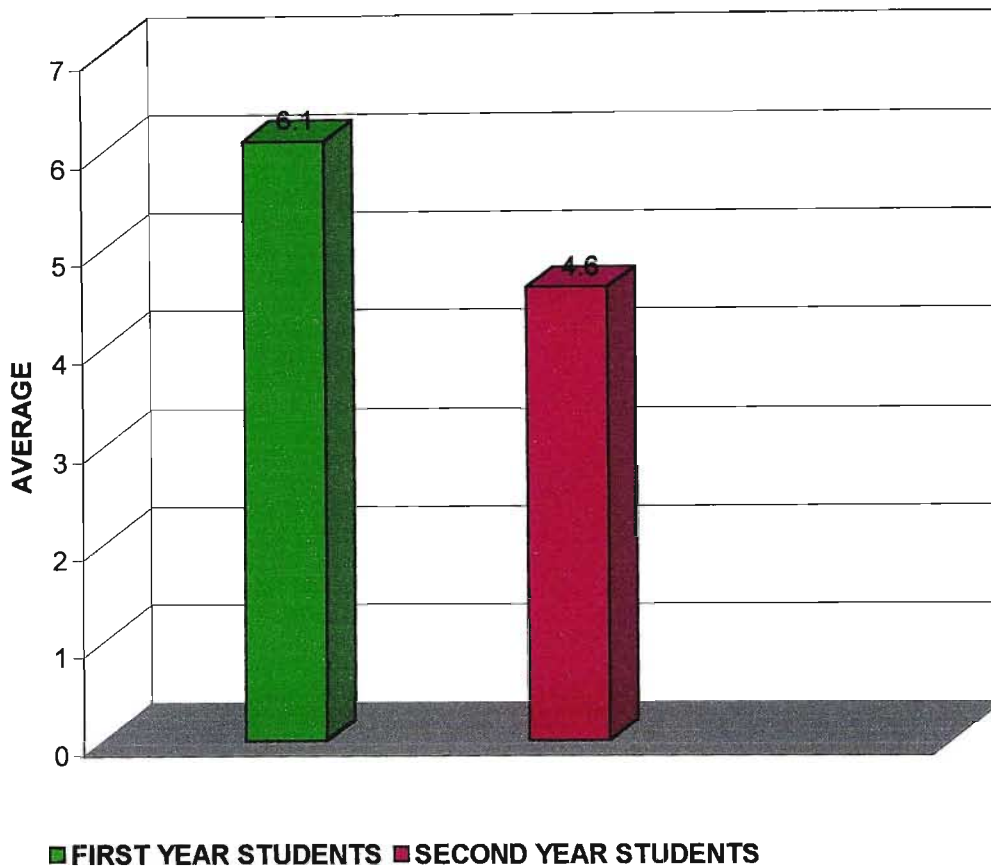
Figure 7 shows that the average for first year MBA students is 6.1 which is higher than average for the second year MBA students, which is 4.6 in Entrepreneurial creativity career anchor. Further analysis using Tukey's HSD statistics revealed that Tukey's HSD [3.16] is greater than the differences between the means of first and second year MBA students. This means that there is no statistical significant difference between the two groups at 5% level of significance.

FIGURE 8: AVERAGE OF SERVICE/ DEDICATION

■ FIRST YEAR STUDENTS □ SECOND YEAR STUDENTS
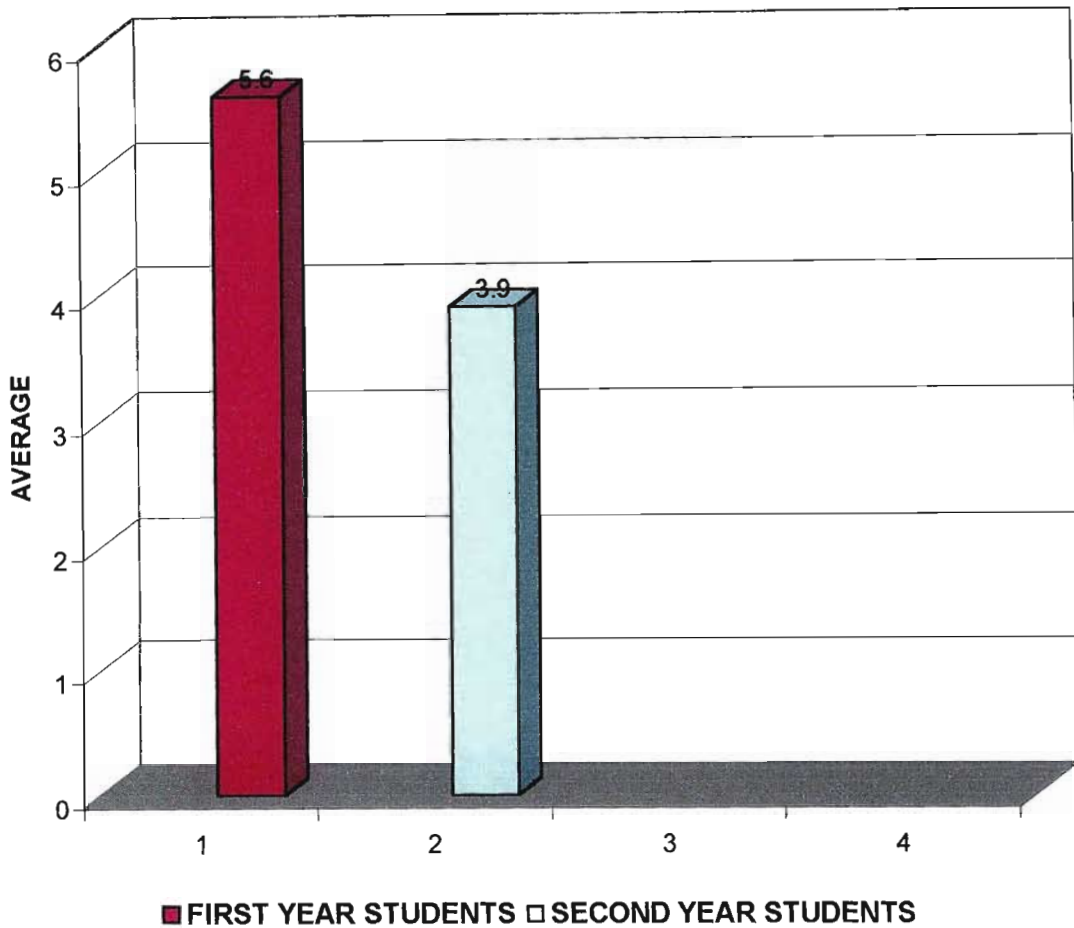
Figure 8 outlines the average for the first and second MBA students in Service / Dedication career anchor. It shows that the first year MBA students have a higher average than the second year students which is 3.9 in Service / Dedication career anchor. Further analysis using Tukey's HSD statistics revealed that Tukey's HSD [12.91] is greater than the differences between the means of first and second year MBA students. This means that there is no statistical significant difference between the two groups at 5% level of significance.

FIGURE 9: AVERAGE OF PURE CHALLENGE
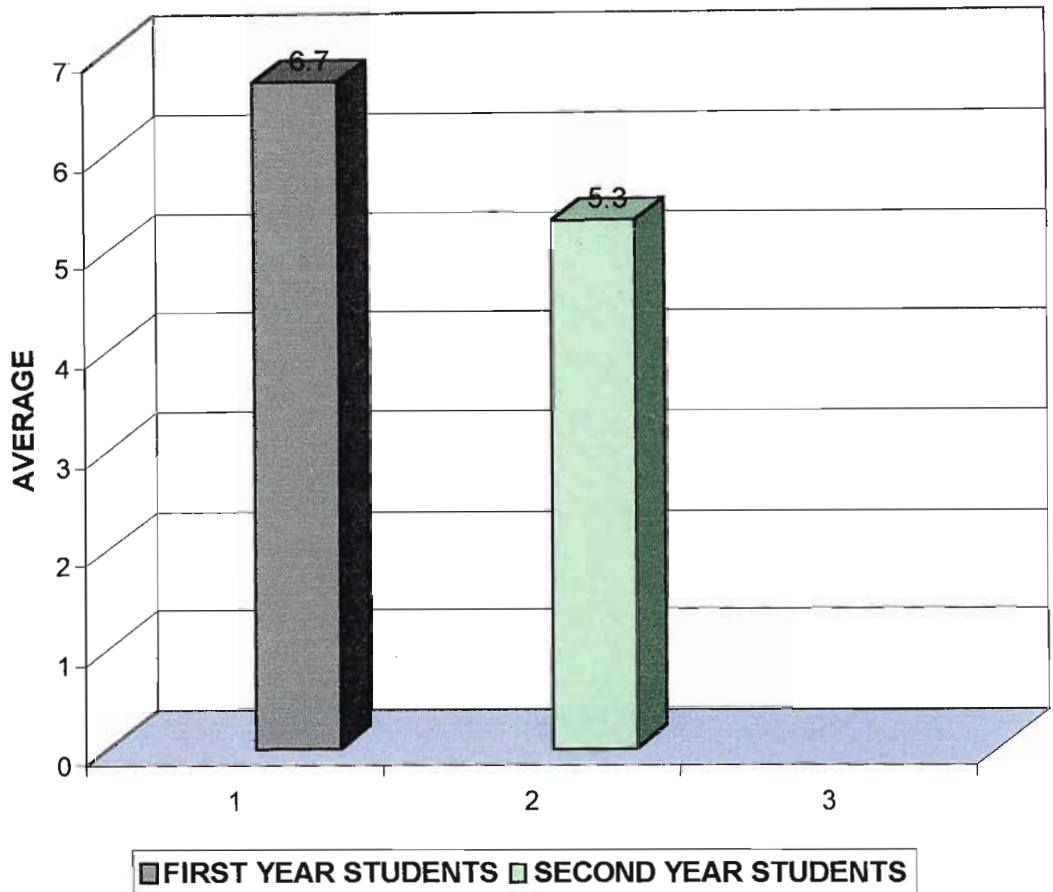
Figure 9 outlines the average for the first and second MBA students in Pure Challenge career anchor. It shows that the first year MBA students have a higher average than the second year students which is 5.3. Further analysis using Tukey's HSD statistics revealed that Tukey's HSD [12.91] is greater than the differences between the means of first and second year MBA students. This means that there is no statistical significant difference between the two groups at 5% level of significance.

FIGURE 10: AVERAGE OF LIFESTYLE
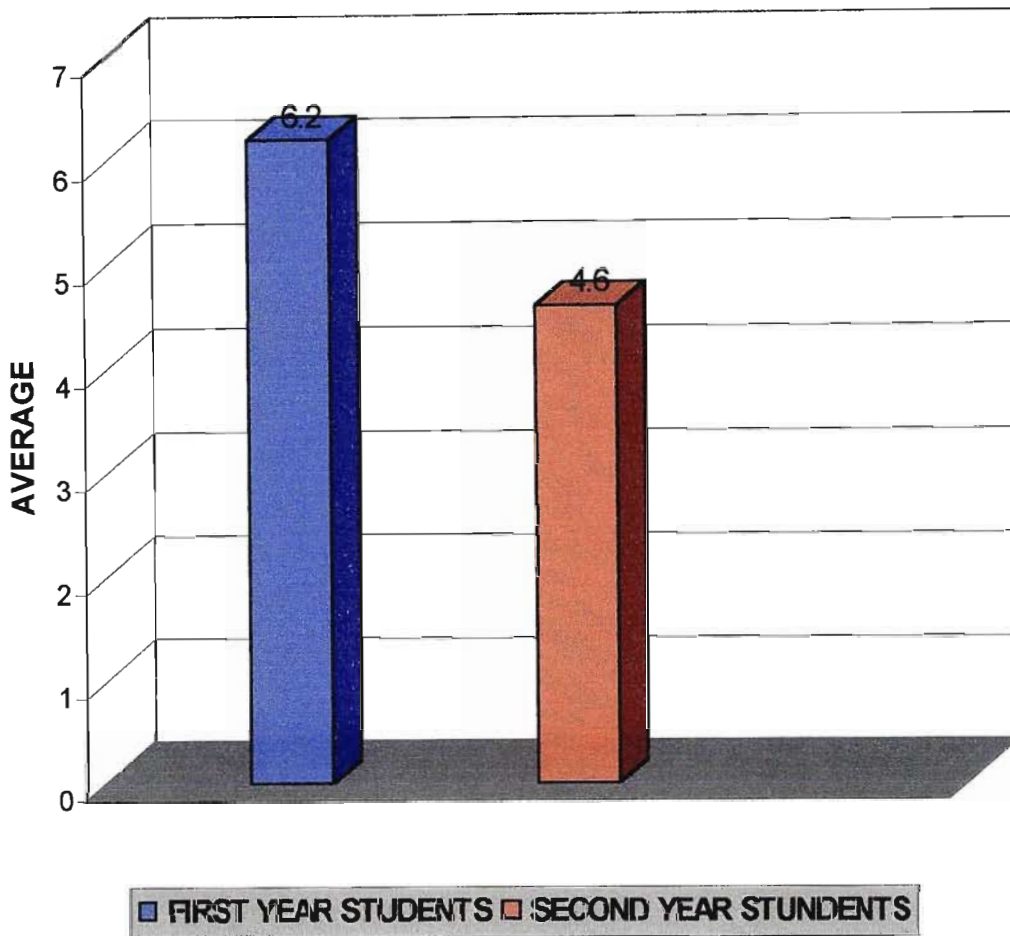
Figure 10 outlines the average for the first and second year MBA students in Lifestyle career anchor. It shows that first year MBA students' average is higher than average for second year MBA students, which is 4.6. Further analysis using Tukey's HSD statistics revealed that Tukey's HSD [3.16] is greater than the differences between the means of first and second year MBA students. This means that there is no statistical significant difference between the two groups at 5% level of significance.

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4.8   CONCLUSION

This chapter was about the presentation and analysis of results as they reveal themselves in the study. The presentation of results was done in accordance with the aims of the study. The findings according to the first aim of the study, i.e. the first year and second year MBA students profiles; was compiled and it revealed that the profiles are not similar in terms of the characteristics of the respondents. The findings based on aim two, i.e determination of career orientation profiles of first and second year students, conclusive evidence was found that the sample of MBA students differed in terms of hierarchy of dominant career anchors although the two most dominant career anchors in both groups were similar i.e Pure challenge and Autonomy /Independence respectively.

What is important in regard to these results is that MBA students' needs are different and as well as values underpinning the various career orientations of individual MBA students. A mismatch between first years and second years needs' may lead to individual dissatisfaction that needs the institutions to take cognisance of.

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CHAPTER FIVE

DISCUSSION OF THE FINDINGS

5.1   INTRODUCTION

The results of this study reveal differences in career anchors of MBA first year and second year students. It was important to make comparisons between first year and second year MBA students in order to establish the differences in Career Orientations of MBA students. This comparison procedure was also important in controlling nuisance variables that might have influenced the investigation of the variable. The discussion of findings in this section follows the same pattern as the presentation of the results. The discussion of the results according to the first aim of the study is presented first, followed by the discussion of the findings according to the second aim of the study.

5.2   FINDINGS ON THE PROFILE OF FIRST AND SECOND YEAR MBA STUDENTS.

5.2.1   FINDINGS ON THE CHARATERISTICS OF FIRST AND SECOND YEAR MBA STUDENTS

The findings are based on the sample of 100 MBA students including 70 first year students and 30 second year students employed in different organizations. The characteristics of respondents are as follows: 42 of first year students

were males and 28 were females. 18 of second year students were males and 12 were females. These demographics are representative of the South African professionals in business section (Uys, 1996 : 28-29). The age range was from 20 years – 40 years and above. This is consistent with the South African population distribution (Uys, 1996 : 28-29). Among second year students, the age range was between 25 years - 45 years and above. This characteristic is consistent with the South African employment sector and position at work (Uys, 1996 : 48). The qualifications of respondents were; 4 students among the first years had Diplomas, 36 had Degrees and 30 had Postgraduate degrees. Among second year students 6 students had Degrees and 24 had Postgraduate degrees. This is the consistent with South African statistics on the level of education (Uys, 1996 : 40).

47 students were private sector employees, 31 were in public sector employees, 17 were in parastatal employees and 5 students were self-employed. The earnings of respondents ranged between R3000-R16000.

5.2.2 COMPARISON OF CAREER ORIENTATIONS OF FIRST YEAR AND SECOND YEAR MBA STUDENTS ON NON-DOMINANT CAREER ANCHORS

The comparison of career orientation between first and second year students on non-dominant career anchors, i.e : Technical /Functional, General

Management, Service/Dedication and Entrepreneurial creativity shows that there are significant differences between the two groups of students [F-ratio of 117.70 (3.392 df), p < 0.05]; [F-ratio of 131.56 (1.392 df), p< 0.05] and [F-ratio of 196.36 (3.392 df), p, 0.05] on each of these factors respectively. Looking at the age range of respondents (Table 1), one would expert a high rating of Security/Stability, however it is the least rated anchor. The motive to study further may indirectly affect Security/Stability if one thinks of opportunities after the completion of studies. The least rated anchor among first year MBA students is Managerial competence. Given their little occupational experience, it is not surprising that Managerial competence related issues are not considered important.

The findings show that there are slight differences between the two groups of students on non-dominant career anchors i.e Technical /Functional, Managerial competence, Service / Dedication, and Entrepreneurial creativity. This means that these career anchors are generally not considered important irrespective of the level of work experience.

5.2.3 COMPARISON OF CAREER ORIENTATIONS OF FIRST AND SECOND YEAR MBA STUDENTS ON DOMINANT CAREER ANCHORS

The comparison of career orientation between first and second year students on dominant career anchors; i.e, (1) Pure challenge, (2) Autonomy /Independence, (3) Entrepreneurial creativity and (4) Lifestyle creativity shows that there are significant differences between the two groups of students [F-ratio of 31.01 (1.386 df), $p < 0.05$]; [F-ratio of 13.3 (3.386 df), $p < 0.05$] and [F-ratio of 2.8 (3.386 df), p, < 0.05], on each of these factors respectively. The differences though not statistically significant between the same career anchor (Pure challenge for first and second year students) in the two groups as indicated through Tukey HSD, have displayed the following trends:

(i) Job environment preferences

These findings show that first and second year students are orientated towards Pure challenge, Autonomy /Independence, Entrepreneurial creativity and Lifestyle. This means that, those employees with limited or quality occupational experience highly value these variables. The implications for this, is that MBA graduates will be more suitable in occupational environments which present Pure challenge, Autonomy /Independence, Entrepreneurial creativity and Lifestyle related opportunities. The job environment which is preferred by MBA graduates would be the one that

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presents and accommodates the four dominant career anchors. This may have a positive impact on productivity. A study conducted by Slabbert (1987) found that educationists were closely grouped to a security orientation. The findings further show that there are also relations between orientations and employment sector as well as theoretical expectations. Public sector employees were grouped around Managerial competence whereas self-employed individuals had Autonomy and Entrepreneurship as dominant career orientations. This interaction between career anchors and employment is consistent with the findings of this study.

(ii) **Dampening effect on career anchors**

The interaction between occupational experience and the four dominant anchors is found. The findings show that there are very slight differences between the two groups of students on dominant career anchors. This means that these career anchors are considered important irrespective of the level of work experience. The Pure Challenge and Autonomy / Independence career anchors were ranked 1 and 2 respectively for both groups. On both anchors the mean-scores for second year students are lower than those of first year students. The high scores among the first year students on Pure Challenge and Autonomy / Independence career anchors are assumed to be a function of a limited occupational experience and exposure; whereas the dampening effect among second year students may be due to quality work experience and

exposure to a work environment that presents pure challenge and not autonomy as well as independence, but bureaucracy.

5.2.4 FINDINGS ON MBA STUDENTS' CAREER ORIENTATION PROFILES

First and second year students believe that they always dream of having a career that will allow them the freedom to do a job in their own way and on their own schedule; they dream of a career in which they can solve their problems or win out in situations that are extremely challenging; be fulfilled in their work when they are completely free to define their own tasks, schedules, and procedures; they dream of a career that will permit them to integrate their personal, family and work needs; be most fulfilled in their career when they have solved seemingly unsolvable problems or won out over seemingly impossible odds; feel successful in life only if they have been able to balance their personal, family and career requirements and it is always true for them to be most fulfilled in their work when they have been able to use their special skills and talents. The analysis of variance between the two groups shows a significant difference. This means that second year students differ to first year students in the manner in which they perceive certain career anchors.

It shows that from the ranking of the anchors in terms of arithmetic means, second year students dream of having a career that will allow them the freedom to do jobs in their own way and on their own schedule; security and stability are more important to them than freedom and autonomy and they seek out work opportunities that strongly challenged their problem solving and/or competitive skills. Only managerial competence as a specific career orientation obtained a higher mean score in the second year MBA sample compared to the first year MBA sample.

Experience of the working world , while appearing to have a general dampening effect on the consistently held dominant anchors for the two groups, augmented second year MBA students managerial competence orientation mean scores. Presumably, this could be attributed to the managerial demands made on them in the work situation, and also an awakening as to what was realistically possible regarding , for example, 'Pure challenge and Autonomy / Independence in their daily work.

5.3 CONCLUSION

From the results of the study relating to the internal career perspective no conclusive evidence was found that proved that the sample of University of Natal MBA students differed in terms of hierarchy of dominant career orientation relative to the other research findings on MBA students.

Furthermore the profile obtained falls typically within the range of theoretically anticipated grouping of orientations associated with employees or students registered for the MBA degree.

The result of the study may have limited generalizability because it was confined to MBA students registered at the University of Natal. A notion of uniqueness as a special group of MBA students may therefore be difficult to entertain on empirical grounds. Conclusive evidence in this regard would, however necessitate research involving direct comparisons between representative samples from MBA students from different institutions.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1   CONCLUSION

The analysis of data according to the aims of the study led to the following conclusions:

(i)   The findings according to the first aim of the study, that is, the compiling of the profiles of the first and second year MBA students, revealed that both first and second year students are less orientated towards General Management, Service/Dedication and Technical /Functional and Security / Stability. The work environment which is preferred by MBA graduates would be the one that presents and accommodates the four consistently held dominant career anchors, i.e Pure challenge, Autonomy / Independence, Lifestyle and Enterpreneurial creativity.

(ii)   The interaction between occupational experience and the four dominant anchors was found. The career anchors are considered important irrespective of the level of work experience. The Pure Challenge and Autonomy / Independence career anchors were ranked 1 and 2 respectively for both groups. The high scores among the first year students on Pure Challenge and Autonomy / Independence career anchors may be a function of a limited occupational experience and

exposure; whereas the dampening effect among second year students may be due to quality work experience and exposure to a work environment that presents pure challenge and not autonomy as well as independence, but bureaucracy.

6.2 RECOMMENDATIONS

On the basis of findings and conclusions reached the following recommendations can be made:

> The study has opened avenues for further research, which will include all institutions offering the MBA programme in South Africa. The results from such a study can then be generalized.

> Further research will have to establish if there is a correlation between certain career orientation profiles and success in management and career progression.

> Pure challenge was found to be the most dominant career anchor followed by Autonomy/ Independence in both groups. Work experience seems to have a dampening effect on career anchors, what would be interesting is to do a longitudinal study to see if this dampening effect is evident in the same students over a period of time.

➤ The Schein's Career Orientations Inventory is a useful tool to be administered to students as one of selection criteria for entrance to the MBA programme and might serve as a guideline predictor of success in the programme and in the student's career after completing the MBA programme.

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APPENDICES

APPENDIX A: Arithmetic mean-scores of MBA students on career

orientation inventory items.

CAREER ORIENTATIONS INVENTORY ITEMS	FIRST YEAR STUDENTS RATI NGS	SECOND YEAR STUDENT RATINGS
1. I dream of being so good at what I do that my expert advice will be sought continually.	294 ($\bar{x}$ =4.2)	130 ($\bar{x}$ = 4.3)
2. I am most fulfilled in my work when I have been able to integrate and manage the efforts of others.	285 ($\bar{x}$ =4)	126 ($\bar{x}$ =4.2)
3. I dream of having a career that will allow me the freedom to do a job my own way and on my own schedule.	331($\bar{x}$ =4.7)	153 ($\bar{x}$ = 5.1)
4. Security and stability are more important to me than freedom and autonomy.	242 ($\bar{x}$ =3.5)	192 ($\bar{x}$ = 6.4)
5. I am always on the look for ideas that would permit me to start my own enterprise.	291 ($\bar{x}$ =4.2)	129 ($\bar{x}$ = 4.3)
6. I will feel successful in my career only if I have a feeling of having made a real contribution to the welfare of society.	277 ($\bar{x}$ =4)	116 ($\bar{x}$ = 3.9)
7. I dream of a career in which I can solve problems or win out in situations that are extremely challenging.	341 ($\bar{x}$=4.9)	148 ($\bar{x}$ = 4.9)

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8. I will rather leave my organization than to be put into a job that would compromise my ability to pursue personal and family concerns.	290 ($\bar{x}$ =4.1)	109 ($\bar{x}$ = 3.6)
9. I will feel successful in my career only if I can develop my technical or functional skills to a very high level of competence.	339 ($\bar{x}$ =4.8)	136 ($\bar{x}$ =4.5)
10. I dream of being in charge of a complex organization and decision-making that affect many people.	307 ($\bar{x}$ =4.4)	132 ($\bar{x}$ = 4.4)
11.I am most fulfilled in my work when I am completely free to define my own tasks, schedules and procedures.	312 ($\bar{x}$ =4.5)	144 ($\bar{x}$ = 4.8)
12. I will rather leave my organization altogether than accept an assignment that would jeopardize my security in that organization.	231 ($\bar{x}$ =3)	83 ($\bar{x}$ = 2.8)
13. Building my own business is more important to me than achieving a high level managerial position in someone else's organization.	218 ($\bar{x}$ =3)	111 ($\bar{x}$ = 3.7)
14. I am most fulfilled in my career when I have been able to use my talents in the service of others.	179 ($\bar{x}$ =2.6)	113 ($\bar{x}$ = 3.8)
15. I will feel successful in my career only if I face and overcome very difficult challenges.	328 ($\bar{x}$ =4.7)	132 ($\bar{x}$ = 4.4)
16. I dream of a career that will permit me to	342 ($\bar{x}$ =4.9)	138 ($\bar{x}$ = 4.6)

integrate my personal, family, and work needs.		
17. Becoming a senior functional manager in my area of expertise is more attractive to me than becoming a general manager.	259 ($\bar{x}$ =3.7)	108 ($\bar{x}$ = 3.6)
18. I will feel successful in my career only if I become a general manager in some organization.	224 ($\bar{x}$ =3.2)	93 ($\bar{x}$ = 3.1)
19. I will feel only successful in my career if I achieve complete autonomy and freedom.	271 ($\bar{x}$ =3.9)	118 ($\bar{x}$ = 3.9)
20. I seek jobs in organizations that will give me a sense of security and stability.	276 ($\bar{x}$ =3.9)	106 ($\bar{x}$ = 3.5)
21. I am most fulfilled in my career when I have been able to build something that is entirely the result of my own ideas and efforts.	334 ($\bar{x}$ =4.8)	133 ($\bar{x}$ = 4.4)
22. Using my skills to make the world a better place to live and work is more important to me than achieving a high-level managerial position.	272 ($\bar{x}$ =3.9)	96 ($\bar{x}$ = 3.2)
23. I am most fulfilled in my career when I solve seemingly unsolvable problems or win out over seemingly impossible odds.	337 ($\bar{x}$ =4.8)	140 ($\bar{x}$ = 4.7)
24. I feel successful in my life only if have been able to balance my personal, family, and career requirements.	329 ($\bar{x}$ =4.7)	141 ($\bar{x}$ = 4.7)
25. I would rather leave my organization than	209 ($\bar{x}$ =3)	79 ($\bar{x}$ = 2.6)

accept a rotational assignment that would take me out of my career expertise.		
26. Becoming a general manager is more attractive to me than becoming a senior functional manager in my current area of expertise.	215 ($\bar{x}$ =3.1)	99 ($\bar{x}$ =3.3)
27. The chance to do a job my own way, free of rules and constraints, is more important to me than security.	255 ($\bar{x}$ =3.6)	123 ($\bar{x}$ =4.1)
28. I am most fulfilled in my work when feel that I have complete financial and employment security.	281 ($\bar{x}$ =4)	114 ($\bar{x}$ = 3.8)
29. I will feel successful in my career only if I have succeeded in creating or buildingsomething that is entirely my own product or idea.	303 ($\bar{x}$ =4.3)	127 ($\bar{x}$ =4.2)
30. I dream of having a career that makes a real contribution to humanity and society.	273 ($\bar{x}$ =3.9)	130 ($\bar{x}$ =4.3)
31. I seek out work opportunities that strongly challenge my problem solving and/or competitive skills.	350 ($\bar{x}$ =5)	153 ($\bar{x}$ =5.1)
32. Balancing the demands of personal and professional life is more important to me than achieving a high level managerial position.	280 ($\bar{x}$ =4)	128 ($\bar{x}$ =4.3)

33. I am most fulfilled in my work when I have been able to use my special skills and talents.	336 ($\bar{x}$ =4.8)	146 ($\bar{x}$ =4.9)
34. I would rather leave my organization than accept a job that would take me away from the general managerial track.	332 ($\bar{x}$ =4.7)	86 ($\bar{x}$ =2.9)
35. I would rather leave my organization than accept a job that would reduce my autonomy and freedom.	255 ($\bar{x}$ =3.6)	112 ($\bar{x}$ =3.7)
36. I dream of having a career that will allow me to feel a sense of security and stability.	256 ($\bar{x}$ =3.7)	112 ($\bar{x}$ =3.7)
37. I dream of starting up and building my own business.	266 ($\bar{x}$ =3.8)	136 ($\bar{x}$ =4.5)
38. I would rather leave my organization than accept an assignment that would undermine my ability to be of service to others.	233 ($\bar{x}$ =3.3)	105 ($\bar{x}$ =3.5)
39. Working on problems that are almost unsolvable is more important to me than achieving a high level managerial position.	248 ($\bar{x}$ =3.5)	10 ($\bar{x}$ =3.6)
40. I have always sought out work opportunities that would minimize interference with personal and family concerns.	223 ($\bar{x}$ =3.2)	98 ($\bar{x}$ =3.3)

Cumulative frequencies and the mean $[\bar{x} = \sum fx$ $]$ were used to contract the table
n

APPENDIX B: First year students' career orientation inventory scores

	TF	GM	AU	SE	EC	SV	C H	LS
1	3.8	3.4	3	3.6	4.8	2.2	5.2	5.4
2	4.6	4.2	5.2	4	4.8	6.6	6.4	4.8
3	4.4	4	3.4	2.8	5.2	2.2	5.4	6.6
4	3.4	3	4.6	3.4	5.2	2.8	3.6	5.2
5	4.6	3.2	5.2	4	4.6	6.6	6	6.4
6	4.4	2.4	4	3	3.4	4.2	5	3.4
7	4.2	3.6	4.2	5.4	4.2	5.4	5.2	3.6
8	4.8	4.4	4.2	3.2	6.4	6	5.6	4.2
9	5.6	5.4	4.6	4	3.4	6.2	4.6	4.4
10	3.2	3.4	6.2	3.4	6.6	4.4	6.4	4.4
11	3.6	3.6	5.2	6.4	4	3.2	5.6	3.4
12	5.6	5	3.8	3.6	2.8	3.8	6.2	4
13	4.6	2.4	6.4	3.4	5.6	3.8	6.2	4.8
14	4	4.8	3.8	4.4	3.8	3.8	4.8	3.4
15	5.6	3.4	4.2	2.8	3	4	5.8	5.4
16	6.2	4.8	6.4	4.8	4.6	6.6	3.8	3.8
17	3.8	5.6	4	6	3.2	5.8	4.2	4.2
18	3.8	3.8	5.4	3.8	3.4	2.6	6.4	5.2
19	4.6	2.6	4	3.4	5.4	4.8	3.6	2.8
20	3.2	5.6	5	3.2	2.8	2.8	6.2	2.4
21	2.8	4.4	3.2	4.8	2.8	2.6	4.4	3.2
22	2.8	4	4.4	2.8	3.4	2	3.4	4.6
23	4.2	2	2	4	4.6	5.8	6.4	6.8
24	5.2	3.4	4	4.4	3.8	4.2	5.4	4.2
25	3.8	4	6.2	4.6	4.4	6.2	5.2	6
26	5.4	4.2	4.4	3.8	3.4	3	5	3.8
27	4.2	3.2	5	3.8	5.2	4.4	3.6	4
28	3.4	4	4	3.6	5.4	4	5.2	5.4
29	4	2.8	3.2	2.2	5.2	4	5.2	5
30	4	2.6	6.2	1.8	6.8	4.2	6.6	4
31	4.4	5.6	5.8	4.2	2.8	4.6	6	4.2
32	6.2	3.8	4.8	3.6	5	4.6	6	5.8
33	3.8	3.2	6.8	2.8	6.8	3.2	4.8	3.6
34	2.8	3.4	3.2	2.2	4.2	4.6	5.2	3.2
35	4	5.4	4.4	5.8	3.4	3	5.6	4.4
36	3.8	3.8	2.8	4.6	2	2.8	4.8	5.4

37	3.4	3.6	3.8	3.8	5.2	5.6	4.6	2.8
38	3.2	4.6	3.4	2.4	3.6	3.6	5.3	00
39	5.4	2.8	2.6	2.6	3.8	3.4	4.6	4.8
40	4	3.4	6.2	5	4	3.6	6.6	3.4
41	4.2	4.4	5.6	6.2	5.6	4.8	4.8	4.4
41	5	3.8	6.4	4.4	6.6	4.4	6.4	4.6
42	3.6	2.4	2.6	3.8	4.4	6.4	5.6	5.4
43	7	4.8	4.6	4	4.2	4.4	6.2	6.2
44	3.6	2.8	4.8	2.8	2.2	4.6	5.8	3.6
45	3.8	3.2	4.2	3.2	6	5.6	4.2	5.4
46	5	5.2	4.2	5.6	6.8	6.8	4.8	4.4
47	3.4	2.2	6	2.4	6	3.4	4	6.2
48	6.2	2.2	2.8	4.2	4	5.4	4.4	5.4
49	4.6	2.2	3.2	6.6	4.2	3.4	6	5.8
50	4.4	3.2	3.4	4.4	3.2	2.2	5.2	2.2
51	4	2.2	2.6	2.6	3.6	5.6	5.6	5.
52	5.2	4.8	6.8	6.8	4	3.8	6.4	6
53	4.4	2.4	4.	3	3.4	4.2	5	3.4
54	00	3.2	6.8	1	3.2	4.2	4.8	1.4
55	3.2	3	3.2	3	4.4	4.4	4.2	3.4
56	3.8	5	3.6	4	2.6	4.6	5	2.6
57	3	3.2	8.4	1	3.2	4.2	4.8	1.4
58	5.8	3.6	3.6	6.8	3.2	4.8	6.6	5
59	4.6	2.6	4	3.4	5.4	4.8	3.6	2.8
60	3.2	5.6	5	3.2	2.8	2.8	6.2	2.4
61	2.8	4.4	3.2	4.8	2.8	2.6	4.4	3.2
62	2.8	4	4.4	2.8	3.4	2	3.4	4.6
63	4.2	2	2	4	4.6	5.8	6.4	6.8
64	5.2	3.4	4	4.4	3.8	4.2	5.4	4.2
65	3.8	4	6.2	4.6	4.4	6.2	5.2	6
66	5.4	4.2	4.4	3.8	3.4	3	5	3.8
67	4.2	3.2	5	3.8	5.2	4.4	3.6	4
68	3.4	4	4	3.6	5.4	4	5.2	5.4
69	4	2.8	3.2	2.2	5.2	4	5.2	5
70	4	2.6	6.2	1.8	6.8	4.2	6.6	4
SUM	418.3	241.4	436.8	358.6	426.8	390.2	468.9	431

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APPENDIX C: Second year students' career orientation inventory scores

	TR	GM	AU	SE	EC	SV	CH	LS
1	4.2	2.4	3.4	3	4.6	4.8	5.4	4
2	3	4.6	3	4.6	2.6	2.8	4	2.6
3	4.6	3	2.2	5	3.2	2.2	2.6	4.6
4	4	4.8	6.8	2.2	5.4	4.6	6.8	6.4
5	0	4.		3.2	4.4	3	5.4	3.8
6	4.	4.8	3.2	1.8	3.4	3.4	5.4	5
7	6.2	3.6	3.2	4.8	6	6	4.6	4.2
8	4.4	4.8	6	3.6	6.2	3.4	5.6	5.2
9	5.2	3.2	6.4	4.6	6.8	6.4	5.2	5
10	4.6	4.8	6.6	2.8	6.8	1.4	6.8	3.8
11	3.2	4.6	3.4	2.6	5.2	3	5	3.4
12	6	3.6	5.6	5.2		4.2	6.8	4.8
13	4.2	2.8	4.2	5.2	5.6	3.2	5.2	3.8
14	4.4	3.2	4.6	3	2.2	3	3.2	4.2
15	2.8	2.4	7	3	2.8	3.8	1.8	4.2
16	3.4	3	5	2.8	2.8	3	4.6	4.4
17	3	3	5.4	2.8	6.2	3.2	6	4
18	2.4	3.	1.6	3.2	2.2	1.2	3.6	3.2
19	5.9	4.	5.2	3.4	4.2	4.	5.6	3.8
20	4.6	3.2	5.4	3	5.4	3.6	4.4	5.4
21	3.2	2.6	5.6	2.2	5.6	3.4	5.4	4.2
22	4.8	6.2	6	3.2	3.8	5	6.4	4
23	4.2	3	5.4	5.6	4.2	3.8	4.4	5.8
24	3.8	2.8	4.6	3.6	2.6	2.8	4.8	4.8
25	4	4	4.8	2.2		3.6	5	5
26	5	5.4	6.6	3.4	6	4.	9.2	3.6
27	6	5.6	5.6	5.2	4.8	4.8	5	5
28	4	2.8	2.4	3.8	5.8	3.4	6	5.2
28	4.2	3.4	4.4	3.4	4.4	5.2	5.6	6.2
29	5.4	3	4	2.6	5.8	6.8	4.4	4.2
30	3	4.6	5.4	3	5.8	2.6	4.2	4
SUM	127.7	116.2	143	104	139	115.6	158.4	137.8

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APPENDIX D: SCHEIN'S CAREER ORIENTATIONS INVENTORY SCALE

The students at the University of Natal are conducting a study on Career orientations. You are asked to honestly fill in this questionnaire. All the information obtained in this questionnaire will be kept confidential and only be used for research purposes. Please do not write your name.

A. DEMOGRAPHIC DATA

Kindly make a cross in the appropriate space below: e.g.

Height: Tall ☐   Short ☐

1. **Gender**

   Male ☐   Female ☐

2. **Age Group**   20-24yrs ☐   25-29yrs ☐   30-34yrs ☐   35-39yrs ☐   40-44yrs ☐   45yrs& above ☐

3. **Marital Status**   Never married ☐   Married ☐   Divorced ☐   Widowed ☐

4. **Highest Qualifications**   Certificate ☐   Diploma ☐   Degree ☐   Post Graduate ☐

5. **Employment Sector**

   Private sector ☐   Public sector ☐   NGO ☐   Parastatal ☐   Self-employed ☐

6. **Salary**
   R3 000-R6 000 ☐   R7 000-R10 000 ☐   R11 000-R15 000 ☐   R16 000&above ☐

7. **Occupation and position:** _____

8. **Company working for:** _____

9. **Years of working experience:** _____ ☐

10. **What job would you like to pursue after your studies:** _____

11. **Qualifications (e.g. B.A, B.A. Hons, etc.):** _____

12. **What motivated you to enroll for an MBA degree?** _____

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B.   SCHEIN'S CAREER ORIENTATIONS INVENTORY

Use the following scale to rate how true each of the items is for you and write the number in blank block.

| *Never True*
for me
1 | *Occasionally True*
for me
2   3 | *Often True*
for me
4   5 | *Always True*
for me
6 |

Rating		
	1.	I dream of being so good at what I do that my expert advice will be sought continually.
	2.	I am most fulfilled in my work when I have been able to integrate and manage the efforts of others.
	3.	I dream of having a career that will allow me the freedom to do a job my own way and on my own schedule.
	4.	Security and stability are more important to me than freedom and autonomy.
	5.	I am always on the lookout for ideas that would permit me to start my own enterprise.
	6.	I will feel successful in my career only if I have a feeling of having made a real contribution to the welfare of society.
	7.	I dream of a career in which I can solve problems or win out in situations that are extremely challenging.
	8.	I would rather leave my organization than to be put into a job that would compromise my ability to pursue personal and family concerns.
	9.	I will feel successful in my career only if I can develop my technical or functional skills to a very high level of competence.
	10.	I dream of being in charge of a complex organization and making decisions that affect many people.
	11.	I am most fulfilled in my work when I am completely free to define my own tasks, schedules, and procedures.
	12.	I would rather leave my organization altogether than accept an assignment that would jeopardize my security in that organization.
	13.	Building my own business is more important to me than achieving a high-level managerial position in someone else's organization.
	14.	I am most fulfilled in my career when I have been able to use my talents in the service of others.
	15.	I will feel successful in my career only if I face and overcome very difficult challenges.
	16.	I dream of a career that will permit me to integrate my personal, family, and work needs.
	17.	Becoming a senior functional manager in my area of expertise is more attractive to me than becoming a general manager.
	18.	I will feel successful in my career only if I become a general manager in some organization.
	19.	I will feel successful in my career only if I achieve complete autonomy and freedom.
	20.	I seek jobs in organizations that will give me a sense of security and stability.
	21.	I am most fulfilled in my career when I have been able to build something that is entirely the result of my own ideas and efforts.

Rating		
	22.	Using my skills to make the world a better place to live and work is more important to me than achieving a high-level managerial position.
	23.	I have been most fulfilled in my career when I have solved seemingly unsolvable problems or won out over seemingly impossible odds.
	24.	I feel successful in life only if I have been able to balance my personal, family, and career requirements.
	25.	I would rather leave my organization than accept a rotational assignment that would take me out of my area of expertise.
	26.	Becoming a general manager is more attractive to me than becoming a senior functional manager in my current area of expertise.
	27.	The chance to do a job my own way, free of rules and constraints, is more important to me than security.
	28.	I am most fulfilled in my work when I feel that I have complete financial and employment security.
	29.	I will feel successful in my career only if I have succeeded in creating or building something that is entirely my own product or idea.
	30.	I dream of having a career that makes a real contribution to humanity and society.
	31.	I seek out work opportunities that strongly challenge my problem solving and/or competitive skills.
	32.	Balancing the demands of personal and professional life is more important to me than achieving a high-level managerial position.
	33.	I am most fulfilled in my work when I have been able to use my special skills and talents.
	34.	I would rather leave my organization than accept a job that would take me away from the general managerial track.
	35.	I would rather leave my organization than accept a job that would reduce my autonomy and freedom.
	36.	I dream of having a career that will allow me to feel a sense of security and stability.
	37.	I dream of starting up and building my own business.
	38.	I would rather leave my organization than accept an assignment that would undermine my ability to be of service to others.
	39.	Working on problems that are almost unsolvable is more important to me than achieving a high-level managerial position.
	40.	I have always sought out work opportunities that would minimize interference with personal or family concerns.

SCORING SHEET

The following blank blocks represent the items you have just rated. Transfer your answers from the preceding pages to these blank blocks. Do not forget to add the four points for the three items that were most true for you. Total the number in each column, and then divide that total by the number of items in the column (five). The resulting average is your self-assessment of how true the items in that scale are for you.

		TF		GM		AU		SE		EC		SV		CH		LS
	1		2		3		4		5		6		7		8	
	9		10		11		12		13		14		15		16	
	17		18		19		20		21		22		23		24	
	25		26		27		28		29		30		31		32	
	33		34		35		36		37		38		39		40	
TOTAL																
		÷5		÷5		÷5		÷5		÷5		÷5		÷5		÷5
Average																