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WHAT PARENTS WANT

It's no secret that being a parent today is a juggling act. According to a National Parenting Association survey of 650 parents, the biggest challenge moms and dads face is balancing and family. The good news: employers are responding. Sixty-seven percent of parents say they can adjust their hours to accommodate family needs. Still, parents with lower incomes--who can least afford extra child care to accommodate last-minute schedule changes and emergencies--tend to for firms that don't have much family-friendly flexibility. More parents cite crime and violence as their biggest worry-40% this year, compared with 30% in 1996. More than half trace recent school shootings to "parents' failure to teach and watch their kids." --By Alice Park

[BOX]

What's the biggest challenge facing you as a parent?

	All parents	Parents working full time

Balancing work and family	30%	40%
Instilling moral values	27%	21%
Making ends meet	19%	19%
Overseeing education	16%	14%
Arranging child care	3%	4%

Source: National Parenting Association poll of 650 parents, Jan.-Feb. 2000

Sampling error +/- 4.5%

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Balancing Family and Work

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Balancing family and work is a challenge for contemporary American families. This fact sheet provides helpful information on how dual-earner and single-parent families can balance the competing needs of both family and work. Keeping these areas in balance will help you reduce stress and have a healthy family life, healthy relationships at work, and a sense of satisfaction about yourself.

Woman's Changing Role in the Work Force

In years past, a woman's decision to work outside her home was usually based on three factors: marital status, contributions from other family members (husband's salary), and children. Women worked outside the home prior to marriage, but a woman married to a man with an adequate income usually stayed home to focus on her husband, their home, and his career. A married woman with children nearly always worked only at home.

Attitudes toward women in the workplace have changed since WWII when "Rosie, the Riveter" went to work to further the war effort. Many females enjoyed the sense of competence they felt when they discovered that they could work and contribute financially to their families. Men often experienced less stress when not pressured to be the family's sole provider.

The role of women in the workforce has evolved in the past forty years. In 1960, approximately one-third women with children were employed outside the home. In 2003, 60.7 percent of mothers in two-parent families were employed. The percentage of married women with infants employed outside the home has fallen slightly since 1998, but still stands at about 53 percent. Women's occupations are also changing as they move into careers previously dominated by males. Women today fill approximately one-third of management positions, an increase from 19 percent in 1972. Most women, however, remain in jobs with little authority and low pay.

Attitudes about women working outside the home have changed markedly in the past four decades. A national survey reported that as late as 1977, most Americans (65 percent) believed the husband should be the breadwinner and the wife the homemaker. By 1996, opinions on traditional sex roles had reversed, with 60 percent in favor of a relationship where the couple shares responsibilities for the family. Four out of five Americans say it's fine for a married woman to work even though her husband makes enough money to support the family. The same survey reports that 83 percent believe most women have to work to support

their families. Also, during the last 25 years, divorce laws have become more liberalized, and the greater number of couples divorcing guarantees that more women must seek employment outside the home to provide for themselves and their children.

All of these events have resulted in a more complex family life for dual-earner and single-parent families. They now face the challenge of balancing responsibilities in both the family and work areas. Most people agree it has become more difficult to achieve this balance. Nearly half (48 percent) believe they are somewhat successful at the juggling act, and an additional 31 percent believe they are very successful. The number of people who feel they aren't very successful in balancing family and work is highest between the ages of 30 to 39. This is the age group that is most likely to have younger children at home.

Superwoman

Marian Thomas writes: *The good news is superwoman is dead. The bad news is she left behind an entire generation of women who are still struggling to figure out how to balance home and work.*

Much has been written about "having it all." To many couples that means a challenging career, a loving marriage, a house in the suburbs, two adorable children, and an interesting social life.

Jane, a cosmetologist, and her husband, Bert, a mechanic, work long hours and most nights fall into bed exhausted. Although they have good, reliable childcare, both feel guilty about not spending more time with Janet and little Bobbie. Jane sums it up: "We both love our jobs and our family. We do the best we can, but nobody ever told us it would be this difficult!"

Bert and Jane have jobs that pay well. People who work in lower-paying jobs have similar frustrations and less money available to help solve their problems. Even though we may "have it all," we need to recognize "we can't do it all by ourselves."

Even though family situations differ, the common concerns about balancing family and work involve relationships, time, and energy. People ask themselves, "How can I work *and* have time with my partner or for myself *and* be available for the kids *and* get the shopping done *and* find time to mop the kitchen floor, not to mention PTA, church, Boy Scouts, and soccer?" This balance is very difficult to achieve. Because employment has specific time and job requirements that must be met, sacrifices are often made in the areas of home and family. Approximately 95 percent of adults in a national survey reported they are concerned work takes too much time away from their families. Dual-earner couples make up about 40 percent of the present work force. Stress builds when there's more work to do than time or resources available to accomplish it.

The challenge of balancing family and work can be a difficult one and affects both men and women in either dual-earner or single-parent families. Women who work outside their homes often speak of being torn between family and work responsibilities. Men, whose wives work outside the home, sometimes resent being asked to take on household responsibilities and chores. Other men who are willing to do their fair share sometimes report that they don't know how and are frustrated because they don't meet their partner's standards for housework: "If I do the dishes, I don't put them away right. If I dress the kids for pre-school, I don't match their clothes right! I don't mind helping, but I do mind never doing anything well enough!"

For a single parent, the time and money crunch can be doubly severe.

Kathleen, a department store clerk, explains her situation: "I never seem to have enough time. I have to spend time with the kids, and the housework won't do itself. I fall into bed about 1:00 in the morning and get up at 6:20 to start all over again. I'm as tired when the alarm goes off as I was when I went to bed. Thank goodness my husband pays his child support. There's no way I could work any more hours than I do and still be there for the kids. I miss too many of their school and sports activities as it is."

The Work-Family Connection

Conflict between family and work responsibilities often causes stress. When conflict results, both the family and work suffer. Research has identified three principles to explain this conflict.

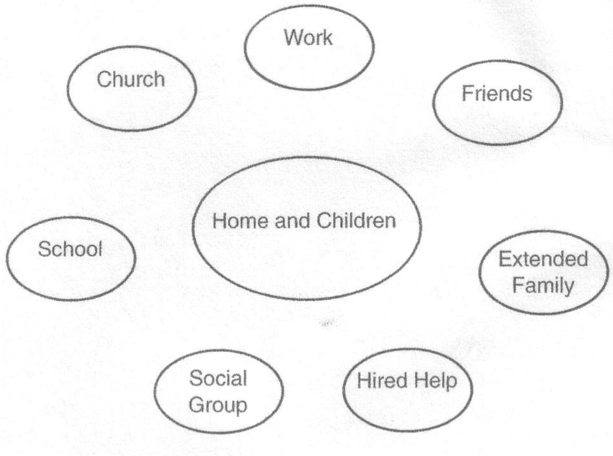
1. **Family and work settings have a built-in potential for conflict.**
   You may feel overwhelmed with the demands you have at work and at home. You may feel you have little energy or time to do all the things you are required to do as a parent and an employee, and still have time for yourself.
2. **Family and work environments influence each other.**
   Positive and negative feelings go with you to work and to home. You may have had a great day at the office and arrive at home ready to spend time and have fun with your family. When things are going well at home, you go to work knowing your family life is under control. On the other hand, you may come home after a difficult day at work ready for an argument at home. After a difficult night with a sick child, you might go to work exhausted and have difficulty focusing on your job.
3. **Balance between work and family settings will minimize stress.**
   Balance is easier to achieve when your job helps you reach family goals, and family activities help you be successful in your job. Ideally, what you take home from your job helps your family, and what you take to work from your family relationships helps you in your job. Arriving at a balance between family and work will mean different things to different families. What is important is that you have a balance between these two areas that is comfortable for you and your family.

Strategies to Attain Balance Between Family and Work

Identify your support system

Who can be counted on to help when help is needed? In the following diagram, the inner oval represents the needs of home and family. The surrounding ovals represent categories of people who might be willing to help.

Next to each category write the names of people who could be counted on if necessary. For example, if daily childcare is needed, who can be relied on to provide it: husband, relative, friend, paid baby-sitter, childcare center? Who will provide childcare in emergencies, or when the child is ill?



Realistically Evaluate Your Employment Decision

Do you need to work full-time? If finances allow, perhaps part-time employment will provide both a personal sense of accomplishment and extra money. If you work part-time, will you receive health care, retirement, and vacation benefits? Consider money needed for eating out and convenience foods. Calculate how much the decision to work will cost in time for family, child-care, clothing and dry cleaning, and household chores. Is full- or part-time the best decision?

Organize Family Activities

Set priorities for the family. What tasks are essential for the health and safety of the family members? What tasks are less important at this point in your family's life? How can the family be organized to meet the needs of its members? What needs to be done daily? What can be done monthly or on a specific week-end?

Conduct a family meeting to identify the tasks to be done and who will do them. A chart like the one below can help define and track individual needs and responsibilities for each member of the family. Let the children volunteer for tasks appropriate for their age. They can also decide what the consequence would be if they don't do their task. For example, if one task is to make their bed before going to school, the child might decide the consequence for not making their bed would be to have to make the bed of a brother/sister or parent for the next number of days.

Share the Load

Person's name ______________________

Personal care ______________________

Chores at home ______________________

Schoolwork ______________________

Bedtime and mealtime ______________________

Getting along with others ______________________

Be sure the chores are posted where both parent(s) and children can see them.

Children develop self-esteem, competence, and responsibility by helping with household tasks and family decision making. Knowing that their contribution is expected and appreciated helps all family members feel valuable. Creating structure lessens the chance that one member will be expected to do too much, and feel overwhelmed.

Hold weekly family meetings to review the chores assigned to each family member. Give praise for accomplishing tasks for the week. Re-evaluate chores based on the activities for the coming week. Use chore time as family time. Working with the children on family chores can help them stay focused and complete the project.

Be Realistic. Are housekeeping standards realistic? Does the kitchen floor really need to be mopped four times a week? Is laundry a daily necessity? Who cooks and shops? How can chores be shared?

Don't set expectations that can't be achieved. This only sets you and your family up for failure. Instead, you and your family want to feel successful in managing family and work.

Plan Ahead for the Next Day. Spending time working away from home means that there will be fewer hours available in the day to accomplish the same number of jobs around the house. To make mornings less stressful:

- Take time on the week-end to plan meals, chores, and activities.
- Before bedtime, help youngsters organize themselves for school the next day by setting out their clothes and school items.
- Set out your work items and clothes for the next day.
- Have a morning routine that children can rely on to start the day. If possible, have both parents share in getting through the morning routine.
- To lessen separation anxiety, especially with younger children, tell them who will take them to daycare and who will pick them up at the end of the day.
- Take time for breakfast. The children can help set the table for breakfast the evening before.
- Get up early to prevent starting the day in a rush. If you are responsible for getting the children ready in the morning, get yourself dressed and ready before you waken them.

Afternoon and evening time can be equally stressful. Family members need time to make a transition from work/school/daycare to family life at home. This transition can be easier when:

- You (and your partner) can leave work on time and leave your "work life" at work.
- You use your commute time to shift gears and plan activities for the evening.
- Children have clear tasks to be done, such as setting the table for dinner, finishing homework, or taking care of pets. For the young child, a nap may be helpful.
- Clothes are changed so you and your family are dressed for family activities.
- Family members have a small snack to hold them until dinner. Children can help prepare the snack the evening before so they know where to get it when they return home.
- You and your family spend some time re-connecting by sharing a snack or meal and talking about the day's experiences before the tasks of the evening are started. Even 10 minutes spent with the family sitting together and talking about their day can help to set the tone for the rest of the evening.

Reward yourself.

Working and keeping a home running smoothly requires tremendous effort and energy and sometimes becomes a grind, not only for adults but for children. Family members can take a few moments together to list the rewards each enjoy most. Family members can write their favorite things on a chart like the one below. These need not be expensive. They can be activities such as bike riding or games, favorite foods, or thoughtful snacks or drinks provided at the right moment. If time is a factor, and it usually is, it's possible to limit time in a positive way: "Let's play 15 minutes of a favorite game after dinner," or "Let's ride our bikes to the store and back." Taking time for fun makes working easier and more pleasant.

Favorite Things

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

Managing the responsibilities of work and family is one of the most challenging tasks for working parents. Identifying priorities, strategies, resources, and strengths can help establish that necessary balance to reduce stress and keep you and your family physically and emotionally healthy.

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Resources to help you balance family and work. You may be able to find these at your local library.

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Group 3 base article. (Etiquette)
It seems Long b/c the margins are too Large.

Chapter 1: Little Things Mean a Lot

Two consultants vied for a single lucrative client. To make the final call, the potential client had a business lunch with each contender.

Candidate A dressed for the lunch in khakis, brown tassel loafers with argyle socks, a casual sport jacket sans tie—a notch below that of his dining companion. He kept a laser focus on discussion of business matters during the entire lunch meeting. In his follow-up, he kept equally focused on getting business answers to all that had been presented and discussed at lunch.

Candidate B dressed a notch above his potential client in a well-tailored suit. Candidate B recognized his challenge and this opportunity to establish trust and to develop the relationship. He assumed nothing and did much to prepare for their time together. He arrived in advance at the restaurant, which he had selected after learning it was his prospective client's favorite. He requested a private table and specified seating arrangements with the wait staff, giving his client the best seat. He became acquainted with his wait staff's first names and the location of the rest rooms, and he made arrangements so the check never arrived at the table. He waited at the door, ready to greet his guest, and allowed his guest to enter and be seated first at the table. He ordered course for course with his guest with complete disregard of his own appetite. Discussion included family, vacation plans, summer activities, travel, an insignia pin worn on his lapel, and some light politics. They discussed business only to the extent that it emphasized his expertise and specific ways in which he knew he could help his potential new client.

After the lunch, he returned to his office and handwrote a three-sentence note. He used his high-quality monogrammed stationery, thanked this individual for taking the time to join him for lunch, and expressed his hope that they would have the opportunity to work together.

Assuming all other elements were equal, which consultant do you believe would win the business? We believe it would be Candidate B. Why? Candidate B paid attention to the nuances, the small ways in which he could distinguish himself and make his potential client feel valued and special. This attention to detail and nuances helps distinguish him from his competition and builds a connection of trust with his potential client.

Nuances are a powerful tool in business. It is not that courtesies enter into the conscious decision-making process. Few individuals award business because they are impressed with someone's manners. This anecdote illustrates an often unspoken element of the decision-making process: Actions, even small and seemingly insignificant, influence overall perception. Nuances are the clues that illuminate the greater self. They show an individual who takes the time, makes the effort, and goes to the trouble to consider and execute a myriad of details. They demonstrate attention to the little things, which shows genuine interest and respect. The recipient will notice and consider: What else does this individual take the time, make the effort, and go to the trouble to learn, practice, master, and execute? I want to do business with this observant, attentive, detail-oriented individual.

There is nothing little about the little things in business. The little things in business are not insignificant. More than a quaint display of good manners, business etiquette is a critical business tool. Business etiquette is a set of signals you send to show respect, inspire confidence, and earn trust in order to earn the right to advance the relationship. These are the pillars of success in the business world.

The good news is these nuances, the little things, are not as difficult to grasp as one might think and I have a system for identifying and managing them. I call the system the Four Cs: Confidence, Control, Contribution, and Connection. When you consciously and very deliberately practice and ultimately master each, it becomes part of you and your personal style. These nuances will distinguish you personally and professionally when executed with positive energy, genuine enthusiasm, and sincerity, which comes across through your body language, eye contact, and behavior.

Let us begin with *confidence*, which starts with believing in one's self. Confidence is all about projecting positive energy, a positive mental spirit, and a positive attitude. Confidence comes from within. Anyone can project an air of confidence. However, it takes much practice to master the many steps and nuances involved so that others perceive your actions and demeanor as sincere, credible, and authentic. If your actions are not genuine, you come across as forced, contrived, and unnatural. This will lead to a disconnect. It is imperative you rehearse, practice, and master these nuances and your confident demeanor so they become part of you and your personal style. The confident aura an individual does or does not exude will hinder or help foster the relationship going forward. Projecting confidence, or not, will ultimately make or break any business interview, meeting, relationship, or deal. Projecting positive energy, confidence, and control must be present from minute one in any successful business relationship.

When I enter a room to give a presentation, I demonstrate how this works. I present two similar opening remarks, each with distinctly different energy and word emphasis:

1. "Hi. My name is Judy. I am here today to talk about professional presence, how exuding confidence and paying attention to the little things will help distinguish you in business."

When I say this in a cordial yet unremarkable tone, with a lack of facial expression and dead eyes, I am typically met with group-wide glassy stares. Then I begin again. The second version projects confidence, authority, and high energy. I punch out the words with emphasis and make a few adjustments:

2. "Hello! My name is Judith Bowman, founder of Protocol Consultants International. We specialize in professional presence and nuances, ways in which professionals can further distinguish themselves in business."

The second version, enunciated with high energy, enthusiasm, and sincerity, genuinely projects my personal style and my signature. The second version uses words to convey my key emotional concepts. Most importantly, the second version projects my confidence and energy.

The second version is always well received. The group is immediately engaged. The room has a shared positive energy and participants now positively anticipate what is to follow. I see smiles, positive nods, and many in the group shift forward in their seats. I have their attention, which is not a surprising reaction. Confidence is attractive! Confidence and positive energy are what we as human beings are naturally drawn to. When we see someone who projects confidence and positive energy, we instinctively consider this to be a person with whom we want to connect.

An important element of confidence is maintaining consistency, even outside a business context. What if I met you on the street and said, "Hello, Jack, how are you?" and you responded, "Don't ask. My kids are sick, I had another argument with my wife, my car needs more work, and I think I may be getting laid off." I would have one impression of you. However, if I asked the same question and, despite all this, you responded, "I am fabulous; thank you for asking, Judy. How are you today?" I might have a different impression. My question is this: To which individual are you more drawn? Clearly, the second person, because confidence and positive energy are powerful draws. They are factors to be considered in advancing any relationship. The irony is the more you assume "the role" and project a positive attitude, the more you naturally become positive. "I think, therefore, I am" applies. Confidence and projecting positive energy are powerful.

Experienced business professionals have radar up for your confidence level from the very first handshake. They look at how you walk into the room, how you carry yourself, what you are wearing, and if you make eye contact or not. They notice the way you sit down and what you do with your hands. All this speaks volumes about you and sets the tone for your entire relationship.

Here is an example: As a former "Miss" (Teen Queen, Syracuse, New York), a former pageant coach, and now a judge in the pageant industry, I remember approaching one of the more seasoned judges after the first pageant where I coached contestants. I explained that I had been working with the contestants. I was befuddled about the process for selecting the winner. "How do you decide who is the best? I have been working with these women and they are all beautiful, bright, and talented. How do you decide?" This gentleman said, "Certainly, the interview process is critical; however, I know who the winner is the moment she walks through the door and sits down in front of me." He was talking about confidence, a presence, the way one projects and carries one's self. Attitude, demeanor, carriage, body language, and personal style all go into the mix. Inner confidence and beauty will project without one single word being said.

The pageant judge's view was instructive. Remember that in business and in life, we are constantly being judged. And this first impression, this first blush assessment and, hopefully, connection, provides valuable information about you to your prospect. Your ability to exude confidence, even though you may not be feeling it, is critical. Again, the many nuances, the little things, that combine to project this all-important first impression can mean everything.

Next on my list of Cs is *control*. I am often asked about who should initiate gestures such as a small talk, conversation, a handshake, or even seating. Many wonder if this should be based on age, rank, or gender. However, in business, generally speaking, none of these considerations are related to age, gender, company rank, or status. Rather, whoever initiates the handshake, the eye contact, or the conversation takes the lead and acquires control, which should be your goal throughout the relationship-building process. The person who has taken control then has the opportunity to remain in control throughout the meeting, covering everything from seating arrangements to the agenda, handling questions, objections, and more. You want to be that person who initiates, acquires, and maintains control. Control is all about focus. Control is about taking the initiative, setting goals, and maintaining structure to achieve your desired outcome.

You maintain control by being aware of the rules of engagement and knowing proper etiquette, such as when to initiate the handshake, how and when to make eye contact, how to make conversation, how to negotiate, handle objections and receive questions, and more. The way in which you endeavor to accomplish this earns trust and inspires confidence.

One powerful way to demonstrate control is in your choice of seating arrangements. Consider the judge in a courtroom venue who physically sits higher on a raised platform and in a larger chair than those seated in the courtroom. Those in the courtroom look up to the judge, who subtly looks down on those in the courtroom, while passing judgments. The judge's chair always faces the door, where he or she has full awareness of all incoming and outgoing courtroom activities in order to remain in the control seat. Courtroom seating arrangements are not accidental and the message is very subtle, yet strong.

When being seated in business, endeavor to identify and get the control seat—the one facing the door—for the same reasons as just stated. The more you exude control, the more purpose you convey to your business counterpart, earning trust, respect, and confidence.

Making this control move early in the relationship is key. I heard businesswoman Carolyn Kepcher speak once about the advantage she was able to take by initiating a control move. Ms. Kepcher is best known for her appearances on the *The Apprentice*. However, long before the cameras rolled, she was often the only woman at meetings within the Trump organization and, because she was a woman, traditional gentlemen colleagues deferred to her to enter the meeting room first, allowing her the opportunity to select her seat first. Ms. Kepcher made a control move by choosing the power position: the chair to Mr. Trump's right. It became "her" seat. The perception then was that Ms. Kepcher was Mr. Trump's most valued person. This perception was cast simply by taking this seat. Ms. Kepcher seized the moment and took control.

The third C is *contribution*. When you are invited anywhere, to a meeting, a social or networking event, or a symposium, you should go prepared to contribute to help make this event a success. Resist the urge to tap a colleague and say, "Let's go, put in an appearance for 15 minutes, and then we're out of there." This squanders a terrific opportunity. And if, in your 15-minute appearance, you make a beeline to the buffet table or to the bar, this sends the message that you are there to eat and drink rather than to contribute, meet, and mingle.

Please know that no one invites us anywhere in business because they believe we need to be fed. We are invited for one of two reasons:

1. As a way to say thank you for your business.
2. Because others believe you have something to contribute.

Indeed, it is our responsibility to help contribute to the overall success of the event and present ourselves in a positive light.

Growing up, my parents instilled in us the importance of contributing to everything, from the family dinner hour to social entertaining to conducting ourselves in the business arena. "To whom much is given, much is expected" was a theme ingrained in each of us. I am from a family of five children and, from when we were very young, we would gather at the dinner table and were expected to come prepared with topical conversation. We talked about anything from what we learned in school that day to questions we had about current events, or we shared an interesting book we were reading. We learned to listen as others spoke and to learn from them. We practiced making dinner conversation and how to ask open-ended questions. It was made crystal clear that we were expected to participate and contribute to this family time together. We all knew we did not come to the table simply to eat.

This important mindset carries into business as well. If you have been invited anywhere, it is because someone believes you have something to contribute to helping make their event successful. Be mindful of this and arrive prepared to step up and contribute. This is a little thing that will set you apart.

The final C is *connection*. In order to effectively relate to another, you need to connect with the other individual on every level. Connecting with another helps you to relate, builds trust, and inspires others to do business with you. There are many ways to create a connection; however, one of the most effective and often overlooked techniques is mirroring—becoming chameleonlike. Be sensitive to the other person's behavioral style including demeanor, voice, tonal quality, pace, inflections, word usage, and more, and seek to mirror that individual, not within the same second, but very soon thereafter. Generally speaking, it is imperative to be aware of your own behavioral style, and, as soon as possible upon meeting, assess the other person's behavioral style. Then, adapt so as not to clash, and work to form a firm foundation for the relationship.

nuances together in order to become a part of your personal style while putting other people at ease is an art. Projecting positive energy, enthusiasm, and sincerity in your demeanor and personal style are undercurrents that will propel your positive perception as well as enhance your overall message and efforts.

Ultimately, your personal style, all these "little things" we discuss in this book, must be practiced. They are not just for when you think you need to call upon your most formal or professional demeanor. They need to be part of your regular habit, so practiced and so ingrained that they become a part of you and your personal style.

Nuances are also critical when the meeting is taking place in your office. Here is a quick list of little things that can mean everything when receiving a visitor:

- Close your office door after you invite someone in.
- Do not answer your phone during the meeting; place it on call forward.
- Do not sign papers, check e-mail, or attend to any other office task while the visitor is in your office.
- Initiate some small talk prior to conducting business.
- Ask visitors about themselves—their travel, family, and so on—in order to help put the other person at ease and grow the relationship.
- Prearrange seating in your office so that you are in the "control" seat and there are no barriers between you and the person with whom you endeavor to connect. Arrange seating so you sit corner to corner rather than across from your visitor, unless you are still evaluating this individual as a prospective client.
- Note powerful signals from the person's body language. Connect and mirror, or make the choice to break the rules in order to create the connection.
- Speak on their level, matching pace, word use, tone, and inflections.
- Be sure you are level to level while seated and standing unless you want to use your height, for example, to intimidate the other person.
- Hosts should make offers of hospitality, such as water or coffee; however, the savvy professional should graciously refuse such offers. Spilling will not enhance your reputation or grow the relationship in a positive way.

None of the above nuances alone are considered major; however, when added together, they will help create the professional, respectful tone of your meeting. They are small ways in which you can help place your visitor at ease, show respect, and begin to cultivate a feeling of trust between you and this individual in order to grow the relationship.

Little things can also play a role when calling on a client:

- Go to the rest room first, to check everything.
- Present your business card to the receptionist.
- Stand in the reception area, carrying your briefcase or portfolio in your left hand, leaving your right hand free to shake hands.
- Allow your host to lead to the meeting room.

I experienced a challenge wherein I was able to adapt my behavior to successfully establish a connection, thus forming a sound foundation with a new client. All this, without saying one word!

After much effort, I finally was granted a meeting with a gentleman who owns several radio stations. I wanted to explore any interest he may have had in a syndicated radio series and really wanted this meeting to go well. I was ultimately successful in making contact through the mutually respected third party and getting the appointment. However, when I arrived, there were some immediate barriers in place.

My host greeted me with a stiff, outstretched handshake, keeping me at arm's length—a physical barrier. He then invited me into his office and asked me to be seated. The only option was to sit across from him. I permitted him to be seated first and then I sat. I regarded his body language as he leaned back in his large, overstuffed chair and folded his arms in front of him, keeping his upper body closed, and crossed one of his legs by resting his left ankle up on his right knee, yet another "closed" signal and a barrier between us. The meeting had not even begun and there were already abundant barriers between us.

I was seated across from him, in my protocol-correct professional sitting position, focused forward with the straight of my back and the back of the chair forming a "V." I focused my attention forward, toward my host. Awareness of the correct professional sitting position is a hallmark in appropriate business etiquette. I was sitting two-thirds of the way back in my chair, focused forward, to indicate interest with my body language. My legs sloped correctly to the right and my hands, resting hand over wrist, were on my knees. I was perfect.

However, as I read his "closed" body language, I knew I had to make some sort of change or the barriers would remain up and no business would be conducted. I thought, "How can I break down these barriers so that I can begin to connect with this gentleman?"

I embrace the premise: The beauty in knowing the rules is knowing when it is okay to break them. And so I broke the rules. I shifted my position and leaned back in my chair. I put my feet out in front of me and my hands came down, dangling by my sides.

As I moved, he responded. He put his crossed foot down, and then uncrossed his arms. He sat forward in his chair and then picked up his pen. I then sat forward, asked permission to take a few notes, assuming nothing during the relationship-building process and showing the utmost respect. He said yes; finally, we were relating. The meeting proceeded positively.

What made this meeting successful? My ability to read and interpret behavioral styles, knowing when it is okay to break the rules in order to ultimately connect and mirror body language and behavior. If I had not put these little things into play, chances are I never would have gotten past his barriers and arm's length mentality. All my good business ideas and propositions would have fallen on deaf ears. By mirroring and adapting in order to connect, I was able to secure an opening in this gentleman's mindset, advancing the meeting, the relationship, and the deal.

Failure to connect and mirror can cost you business.

Here is another story to illustrate how mirroring can influence a deal. I once had lunch with an individual whom I was considering hiring as a public relations consultant. I traveled to New York for this meeting, which this individual arranged at a very upscale restaurant. I was very eager to have this meeting as this person had come very highly recommended.

However, when we first met, there was failure to connect. This individual was not dressed professionally and wore zero makeup. While I was in high gear, Type A mode, she was very laid back in her attire, demeanor, and delivery. She spoke so slowly that I found myself finishing her sentences. Rather than reading me and adapting to my pace, my energy level, and my body language to win my business, she was frustrating and annoying me. We clashed. As a result, not only did we not connect, but not one word of business or pleasure was further discussed.

Mirroring is hardly a new concept. Ben Franklin was famous for his ability to adapt to the styles and surroundings of his associates. When he visited the Midwest or Philadelphia, he would dress the part, wearing burlap clothing and warm hats to fit in. However, when he traveled to Great Britain, his clothing style shifted and mirrored that of the highest nobility. In so doing, he paid a subtle compliment to his hosts and offered unspoken respect for them, their personal style, and their culture. He conveyed, through the nuances of his dress, that he understood where he was and with whom he was speaking. He understood that in order to successfully relate to others, in order to successfully connect, one must become chameleonlike, mirror.

In addition to the Four Cs, another subset of little things falls under personal style. Personal style is something that alone will not get you anywhere; however, combined with these other skills, will help you rise a notch above and truly distinguish yourself socially and in business. However, until you master and "own" all of the many nuances, which are actually steps that need to be rehearsed and practiced until they become part of you and your personal style, manifesting these nuances alone will come across as forced, contrived, and unnatural, and there will be a disconnect. Developing one's personal style requires study. Look to those whom you admire. How do they dress, carry themselves, speak, sit, treat others? Developing one's own personal style takes much practice, determination, and will. Understanding your persona is tantamount to exhibiting confidence and inspiring trust in order to connect.

Personal style is more than just the clothes you wear. It also refers to your demeanor, the manner in which you present yourself to the world. It is the "self" as others see you, and perception is reality. Repetition is reputation in this business of life, socially and professionally. Crafting a compelling message and a strong sense of self will speak volumes about you and your personal style. Learning how to integrate all of the many

- Be sure everything with you has to do exclusively with this client. Resist the urge to carry your largest briefcase to this client meeting, which gives the perception that they are one of "many" rather than your "one and only."
- Allow your host to be seated first.
- If you have the choice of being seated across from your host or angular, choose angular if you want to grow the relationship.
- If you are given a choice of seating and you want to exude control, choose the seat facing the door. A person of honor is seated to your right and copresenters are seated across from you, so that together you can "control" the room and meeting.
- Exchange business cards before the meeting and keep them with you, subtly placed around your portfolio so you can effectively use the cards.
- Introduce instead of announce each meeting participant.
- Provide an agenda.
- Choose your words carefully. For example, say "hello" rather than "hi," "I believe" rather than "I think," "however" rather than "but." Use more professional, hardworking words and word tracks.

Talking about doing the little things is easy. Practicing them requires awareness at all times. Be aware of what your own voice sounds like. If you do not know already, practice with friends and family, or try recording your voice. Practice sounding confident and projecting positive energy. Otherwise your tone and delivery may sound weak or disingenuous. One must also practice maintaining control, connecting, and mirroring in order to make the connection and have these little things appear seamless and natural. Like magic tricks, if the effort is obvious, the illusion is lost and the audience is disappointed, even annoyed at the attempted manipulation.

Some of the most successful people in the world, people who are truly world-class individuals, work long and hard to acquire these skills. Bill Clinton, one of the most charismatic, sought after, and well-paid public speakers in the world, spent many years practicing his craft. When he was governor, he often drew criticism and ridicule for his bumbling. However, over the years and after many rounds of practice and faux pas, President Clinton has honed his skills to the point where he is magnanimous and able to put virtually anyone at ease, inspire trust, and create the connection.

Other world-class individuals acquired their skills through many years of practice. Jacqueline Kennedy was coached meticulously, not only when she became First Lady, but throughout her upbringing and adulthood, regarding nuances and the elements of style. Princess Diana spent six days each week, 10 hours per day, for one year being coached before making her first public appearance as a member of the Royal Family. Both these women are considered paragons of grace, style, and class. And both practiced their craft with fierce and deliberate dedication, determination, and forethought. Little things may be little; however, they never come without effort.

Ultimately, everything you do in business has an impact. The savvy professional will remember that while executing on the major plays—networking, meetings, negotiations, travel—it is the little things, the nuances, strategically put into play that will distinguish one in business, build trust, and help grow the relationship. Indeed, these nuances will have a significant impact and help determine whether or not future business is conducted.

Understanding Diversity

By Rachele Focardi-Ferri

As the war for top talent heats up, employers all across the world are acquiring new and revised managerial processes for developing a working environment that maximizes the potential of all employees by valuing diversity.

Diversity, including but not limited to age, ethnicity, gender, physical abilities/qualities, race, sexual orientation, educational background, geographic location, parental status and religious beliefs, is therefore very important when matching top talent with IDEAL Employers™.

"As the workforce demographics shift, the competition to attract diverse candidates substantially increases for those companies wishing to remain competitive in the marketplace," Camille Sautner, Diversity Employer Branding Specialist at Universum, global employer branding leader helping companies build employer brands to capture top talent, said.

Each year in the United States, Universum conducts a survey amongst undergraduate and MBA students with diverse backgrounds to determine what minority students are looking for in a future employer.

> *"Diversity: human qualities different from our own but manifested in others."*
>
> Adapted from *Workforce America!* by Martin Loden & Judy Rosener

This year, in The Universum IDEAL Employer™ Survey – Diversity Edition, more than 12,800 students at 115 schools across the country ranked their top companies and their top industries, and answered questions about career expectations and goals, IDEAL Employer™ characteristics, salary expectations and communication preferences.

The gold medal as IDEAL Employer™ for 2006 diversity MBA and undergraduate students goes to Google, followed by Walt Disney, Goldman Sachs and McKinsey.

According to Claudia Tattanelli, CEO of Universum USA, it is not surprising that these companies are ranked so high. Google, thanks to its innovative, progressive, young and anti-conservative culture is this year's new powerhouse all across the world; Goldman Sachs and McKinsey have always been the top players in the investment banking and management consulting industries, and Walt Disney – which prior to 2005 had always been at the top of the list – has regained a leading position thanks to its massive recruiting efforts and its strong consumer brand.

"There is a very strong correlation between employer brand and consumer brand," Tracy Lynn Van Es, VP of Marketing and Research at Universum, said. And Walt Disney is not the only company that benefits from a well-renowned name. Microsoft (n.4), Johnson & Johnson (n.5), Apple Computer (n.6), Sony (n.7), IBM (n.8) and BMW (n.11 - despite its reduced recruiting efforts) are all at the top of the list of IDEAL Employers™ for overall diversity students.

"Today, consumer branding efforts of big companies have a very strong impact on students, who often associate a well-known product – seen on commercials following popular TV shows, cited in the news or represented on billboards and magazine ads – to an ideal place to work for," Van Es said.

Understanding Diversity

Millennials vs. Gen-Xers

This year's rankings have been strongly impacted by the difference between generations. For the first time, most undergraduates correspond to the Millennials while most MBAs are part of Generation X.

The goals, expectations and priorities of the two groups are very distinct, and when recruiting an ideal candidate, it is imperative that employers understand these dissimilarities.

"It is very important to consider the difference between the two generations," Tattanelli said. The Millennials are positive, team-oriented and close to their family. They believe in the American Dream and think that it is up to them to make a difference, to give something back to society."

> *"To be competitive, companies need to understand the difference between generations."*
>
> – Claudia Tattanelli, CEO Universum USA

Gen-Xers, on the other hand, are more skeptical, cautious of giving trust and loyalty, have a "me attitude," and feel that the American Dream is long gone.

So, how do these contrasts between the two groups impact their decisionmaking process when considering a future employer?

Global awareness, for example, is one of the most identifying differences. Among Millennials, interest in companies that have a global social impact and solid values has never been as strong. Contribution to society is, for the first time, among the top career goals for diverse undergraduates, ranking number four. Only 13% of the diverse MBAs think that contributing to society is somewhat important in a career. Most of them selected balance between personal life and career, a strong financial base and the opportunity to reach a managerial level as their top priorities.

In addition, while financial strength remains the top priority for MBAs, for the Millennials it's no longer the most important characteristic of an IDEAL Employer™. Thirty-three percent of them chose high ethical standards as the second most significant factor when determining what company to work for.

The number one characteristic of an IDEAL Employer among the Millennials this year is a diverse workplace, especially for African-American students. Fifty-two percent of them chose it as a top priority compared to 18% of American Indian/ Alaskan natives and 29% of Latino/Hispanics. For MBAs, the number one characteristic is industry leadership.

Healthcare Number 1 Industry

This year, healthcare unseats financial services as the most popular industry among diverse students overall. Healthcare is also the top industry among undergraduate students followed by government/public service, financial services and education.

Top pharmaceutical companies including Johnson&Johnson, Pfizer, Mayo Clinic, GlaxoSmithKline and Merck are all listed by undergraduates in the top 40. Wyeth Pharmaceuticals rose from 186th to 64th, Eli Lilly from 95th to 80th, Novartis from 140th to 130th, and Roche from 154th to140th.

Understanding Diversity

In addition, new companies that were not ranked last year such as Hospira, Bayer and Takeda Pharmaceuticals North America all made it into the top 200 list.

Management Consulting—with McKinsey, Bain, BCG and Booz Allen in the top 10—is the top industry among MBAs followed by financial services, consumer goods, investment banking and venture capital.

Government agencies do particularly well among diverse undergraduates. The CIA, U.S. Department of State and FBI rank in the top 5 with Hispanic-American undergraduates and in the top 10 with African Americans and GLBT students.

According to Tattanelli, these results are not unforeseen. "The Millennials have been highly impacted by the political and global turmoil that has characterized the beginning of the new millennium. With everything that has happened since 9-11, the war with its soldiers and its heroes—now more than ever embodied by charming actors in some of the most popular TV shows—they are very eager to make a difference on a global scale."

"Diverse employees should participate in diversity/mentoring programs."

– Black/African-American MBA student from Howard

Defining Diversity

As companies position themselves among diverse students, it's especially important to understand how these students define diversity. According to Tattanelli, this is one of the first things employers must understand in order to present an employer brand that resonates with their target student groups.

When students define "diversity" in the survey, ethnicity is the top definition across the board, chosen by an average of 77% of the respondents, followed by gender, nationality, age and personality.

So what do companies have to do in the midst of the war for talent to attract, recruit and retain diverse employees?

According to most students, "walking the talk" is the number one way to gain the trust and the interest of a minority student. "So many companies present themselves on campus as a diverse workplace but the speakers are mostly Caucasian males," Marisol, a Hispanic University of Texas undergraduate, said. "They should start by showing me that there are positions filled by minority employees across the board. During presentations and days on the job, I want to see and hear from people who look like me."

Companies should, therefore, start by demonstrating and ensuring a workplace where diverse values and opinions are accepted and respected.

"Diverse students are looking for employers who are open-minded about other cultures and receptive to learning about those cultures," Camille Sautner said. "They should not get comfortable with tradition, but instead advocate the rights of people with different backgrounds and promote cultural events to increase employee awareness." ❑

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ONLINE

Insecurities

By ROBIN MORONEY
March 25, 2008 5:19 p.m.

The release of a report on the financial viability of Social Security has a nostalgic feel to it, harking to the time when the housing market didn't dominate economic debates.

The report gave a few more details as to the timetable by which Medicare and Social Security in the coming years will drain the trust funds established for them. It didn't change its estimates of when the funds will become insolvent[1] – Social Security in 2041, Medicare in 2019. However, it seems that the entitlement programs will start burning more money than they get at earlier dates than previously thought. U.S. Treasury Secretary Henry Paulson said this made the Bush administration's push for private social security accounts more urgent. The debates over entitlement programs from the 2000 and 2004 presidential elections have continued into this one. Sen. John McCain backs private accounts as the main solution. On the Democratic side, Sen. Hillary Clinton wants private accounts, but only to supplement Social Security benefits. Sen. Barack Obama wants to boost revenue for the program by lifting the cap on earnings subject to Social Security taxes, which is currently about $100,000.

WSJ ONLINE/HARRIS PERSONAL FINANCE POLL

Fewer Americans Plan to Rely On Social Security in Retirement

By BECKEY BRIGHT
March 22, 2008

A new poll shows nearly a quarter of Americans who plan to retire haven't taken any steps to plan for their retirement.

The Wall Street Journal Online/Harris Interactive personal-finance poll, conducted March 6-10, found that nearly half of respondents ages 18 to 34 haven't taken steps to plan their retirement

The mean age that people start planning for retirement is 32.3 years old, according to the survey. But the poll indicates people are beginning to plan for retirement earlier. For example, 28% of 18- to 34-year-olds said they began retirement planning between ages 13 and 20, compared with only 2% of those ages 55 or older.

The poll also indicates Americans expect their retirement to be funded by a variety of sources: 60% of those planning to retire expect Social Security will be a primary source of income during retirement, down from 65% in 2007[1]. About half of respondents said 401(k)s will be a primary income source, followed by IRA investments (31%), part-time work in retirement (30%) and pension plans (28%).

Of those currently planning for retirement, 30% are contributing to an employer-sponsored account such as a 401(k), 22% have opened a separate retirement savings account or a Roth IRA, and 19% are investing in taxable stocks, bonds, mutual funds or annuities.

However, 27% said they have tapped into their retirement savings, the online poll found. And nearly a third of those who tapped into retirement funds say they cannot pay back what they withdrew.

In order to prepare for the forum, please record ALL of your expenses from the past week.

	17-Apr	18-Apr	19-Apr	20-Apr	21-Apr	22-Apr	23-Apr
FOOD							
Groceries							
Lunches Out							
Dinners Out							
Snacks (coffee/vending machines, etc)							
Misc							
TRANSPORTATION							
Gas							
ENTERTAINMENT							
Evenings Out							
CDs							
DVD/Game Rentals							
Movies/Plays							
Books							
Hobbies							
Tobacco							
Misc							
ATTIRE/GROOMING							
Business Attire							
Personal Attire							
Recreational Attire							
Shoes							
Manicure							
Pedicure							
Haircut							
Hair Color/Highlights/etc							
Dry Cleaning							
Laundry							
PETS							
Food and Supplies							
MISC - list below							
DAILY TOTAL							

WEEKLY TOTAL = ____________

In order to prepare for the forum, please record ALL of your expenses from the past week.

24-Apr

WEEKLY TOTAL = ____________

Introduction

Every generation is known for something. My generation is revolutionizing work. Today there are new rules, new expectations, and new standards for success. If, like me, you are a member of Generation X or Y, that is, between the ages of eighteen and forty, this book will help you make good decisions so that you can get an exciting, rewarding career that helps you grow and accommodates your personal life.

As an older member of Generation X, I found myself constantly out of step with coworkers at the beginning of my career. I did not value the same things they did, I did not want their lives, I did not want their jobs—I wanted something different. After ten years in the workforce, I realized that I wasn't weird for expecting my job to be fun (and for being disappointed when it wasn't). I wasn't lazy for moving back home with my parents. I was actually part of a large trend, but when you're helping start a trend, often you look less like a trendsetter and more like a freak.

I wrote this book to provide a road map that I wish I'd had when I started out in business. This isn't a book by a career coach, advising you on how to navigate a world she never had to navigate. These are firsthand stories and practical advice on how our generation can successfully maneuver in the new workplace, from someone who's been there.

Here are some characteristics of the new generation of workers that set us apart from those who came before us:

- We move back with parents after college: In 2005 65 percent of college seniors planned to move back home.
- Career instability is a given and we hold more than eight jobs before age thirty-two.
- We invented the quarterlife crisis in which career and relationship problems come to a boiling point at around age thirty.
- Women don't aspire to be Superwomen; in fact, five years after business school, only 60 percent of women are working outside the home.
- We demand control and flexibility when it comes to work, which explains why 40 percent of all new businesses are started by people under thirty-four.

These new workers are forcing revolutionary changes in corporate life, and these changes will occur on magnitudes we have not seen since women entered the all-male office.

Work will become more fun, more fulfilling, and more accommodating of a personal life in the next five years. This revolution is due to the seemingly outrageous expectations of young people—and their already apparent ability to get them met. One of the biggest topics in management consulting right now is how to change corporate life in order to retain young workers, because they won't stay if they don't like what's happening.

But don't mistake Generations X and Y for lazy. We are passionate, hardworking, and devoted to our friends and family. We are ambitious, we work hard to be inclusive and to make the world a better place, and we have an unparalleled ability to make things in our lives happen fast.

So we need new rules and new guidelines for success. The old discussion about workplace issues is quickly becoming irrelevant because we are seeing the end of work as we—and our bosses—know it:

The end of gender-based pay disparity. Today, pay is equal for men and women until they have kids. But this inequality will change when Generation Y starts having kids, because the men of that generation are committed to being equal partners in child rearing and are choosing low-stress jobs from the start of their careers. Young men today are prepared to trade power and money for time at home with their children.

The end of the glass ceiling. It will end not because women will finally make it into the top ranks of the Fortune 500 in significant numbers, but because most women will stop caring. And so will men.

Generations X and Y will give up a lot to achieve balance in work and life—something the older generations were not willing to do. So advice like "Don't leave gaps in your resume" is simply unsupportive and unrealistic. Young people need to cope with inevitable gaps in clever, new ways.

The end of the grind. More and more people will choose a career because they love what they do. People will want to work to be part of something larger than themselves and as a path to personal growth. People will choose a career as a way to keep the job of raising children from becoming dull and alienating.

The end of consulting. All workers will feel like consultants, so the term will be useless. Employers will decrease costs by encouraging consulting rather than long-term, salaried employment in the office. Employees will push for this to get more flexible hours. This is not a large leap given that younger workers already feel no long-term loyalty and tend to be project-focused instead of job-focused.

The end of the stay-at-home parent. Both men and women will look for flexible jobs that accommodate child rearing. Many younger women have already rejected the idea of sacrificing time with their children to a relentless, high-powered, long-houred job, and men are following suit. The most fulfilled moms tend to be those with a flexible job that accommodates young kids in a way that doesn't make the mom crazy with guilt or stress. Like women, men who plan to stay at home with kids actually plan to work part-time, too.

So the question "Should you be a stay-at-home mom?" is not all that useful to the men and women of this generation, first, because it is gender-specific, and second, because it is too black and white. A more relevant discussion is how to plan for shared parenting and flexible work to accommodate raising children.

The end of hierarchy. Pecking order really only matters if you are working at the office all day, reinforcing ranks. So

the less time people spend at their desks, the less they will care about rank. Young people have no interest in climbing ladders when they know they probably won't be working at one place long enough to hit every rung.

The classic career topic of "How to Get a Promotion" will become irrelevant. That's not what today's employees are after. The younger generation of workers cares more about personal development and honing job skills they can take with them to their next job or career.

The new workplace emerges at a time when psychologists are just starting to quantify what, exactly, makes people happy. The new worker will respond to this data quickly: Happiness Studies 101 is the most popular course among Harvard undergrads, and the research is infiltrating every discipline imaginable. Here's a sample of the research: you only need $40,000 to be happy; after that, what impacts your happiness the most is your personal relationships. So ladder-climbing advice like "pay your dues" does not ring true to workers who believe money doesn't matter that much. What young people are looking for is advice about how to get interesting work without giving up a personal life.

If you recognize yourself in this new workplace, then this book is for you. If you don't feel that the old, typical rules of business should apply, then the advice in this book is for you. This book will advise you on how to be successful at work, knowing full well that the definition of success has changed radically so the rules have to change, too. The advice in this book would not have applied to the workplace fifteen years ago. Tips like *Use harassment to boost your career, Differentiate yourself by staring at the wall,* and *Make a strategic move to your mom's house* all provide tactics to get what you want from a career in the twenty-first century.

This book is for a generation that asks for more from their work than anyone has asked for in history—a generation that is making new roadmaps for new careers. This is a guide to getting the things that the current generation cares about from a generation that doesn't understand that. This book is about achieving success on new terms.

My own work life has unfolded in a way similar to many workers in the new generation: I was lost. But then I learned how to get what I wanted from my boss and I used these new rules to make adjustments to fit both my personal and professional lives.

My resume depicts a successful marketing executive, serial entrepreneur, and widely read business columnist. But my story began in the sand, as a professional beach volleyball player. I spent three years training twelve hours a day to get to the beach tour. I worked insane jobs that accommodated beach hours, and I often went hungry when rent was due.

When I reached the upper echelons of the sport, I realized that the skill that made me stand out most on the professional beach volleyball tour was not my jump serve but my ability to market myself to sponsors.

After failed attempts at hijacking my boyfriend's marketing business and at graduate school, I found my place

in the software industry in Southern California. I rose through the ranks fast. I had a knack for writing and for office politics—a lethal combination that allowed me to land plum assignments, enlist the aid of top workers, and then write scintillating reports to highlight my successes. I sailed through Fortune 500 companies, startups, an IPO, and a merger.

Then I had the good fortune to work for a CEO who gave me seed funding for a new company. After the startup phase, I sold my shares of the company and I started another, which exploded at the same time as the Internet bubble.

Proving that failure is necessary for success, soon after that, Time Warner asked me to write a weekly column about my life as an executive in corporate America. The column, Brazen Careerist, which still runs today, had ironic timing: I was unemployed, single, strapped for cash, and, for the most part, lost. I worried about revealing too much about my plight in the column, but it turned out that I was documenting a journey through a quarterlife crisis before there was a name for it, and the column gained a huge readership.

As a serial career changer who has had many business roles in many different fields, I relied heavily on books to guide me through my personal reinvention. But I never saw a broad-sweeping career handbook with proven advice that specifically reflected the experience of my generation back to me. So I wrote this one.

The chapters in this book are based on my own experience and the career advice columns I've written for the new generation of workers for publications such as the *Boston Globe, Business 2.0* magazine, and USATODAY.com, as well as advice I've gathered from successful young business people and a wide variety of experts. Many people who pop up in the chapters are those whom I've met through work during the past fifteen years, as well as friends and family who now know better than to tell me anything they don't want to see in print.

Part One covers the first stages of a twenty-first-century career: being lost, figuring out the type of career that's right for you, and marketing yourself to get the job you want. This section lays out options—grad school, the job search, entrepreneurship, travel—and helps you evaluate which are best for you. I'll show you how to feel good about making decisions for yourself in a world where there is not necessarily a right decision. Lastly, Part One introduces you to the idea that there are scientifically proven rules for how to find a career that's right for you and how to be happy, and you can follow them, easily, for great results.

Part Two helps you get what you want from your boss. This part of the book is for people who know what they want but are having a hard time getting it. You'll find advice to help guide you if you feel impatient with your current job situation; if you have great ideas and your boss keeps shooting them down; or if you work with people who drive you nuts. These tips will help you stick to what you value while maneuvering around corporate roadblocks and annoying personalities that get in your way.

Along the way you'll also find advice on how to protect your personal life from the demands of work. You must start planning early in order to position yourself to have synergy between your work and your home. This book is for visionaries who are changing the world one worker and

one family at a time. It's also for people who are already at the stage of their life when balance is imperative, but they don't yet have it; these tips will help you see a new workplace with new possibilities that were not there even five years ago.

For Generations X and Y work is not just a means of support, but a lifestyle choice that must challenge, entertain, and encourage personal growth. But the current workplace is not set up to offer this sort of work to young people, so you will have to maneuver strategically within a baby-boomer-dominated workplace to attain goals that are unique to a new generation. This book outlines the new rules for success and provides tactical moves to ensure that you get the kind of work you want without getting derailed by outdated ideas of what work should be.

COM 490 - Capstone Experience: Job? Career? Fulfillment?
Group 1: Daniel Fountain
Jill Hoeck
Kim Joyce
Andy Parker

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Aspects of Identity and Behavioral Preference: Studies of Occupational and Recreational Choice

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Aspects of Identity and Behavioral Preference: Studies of Occupational and Recreational Choice

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People differ in the relative importance they place on personal versus social aspects of their identities. Two studies were conducted to examine hypotheses regarding the relationship between an individual's salient aspect of identity and behavioral preferences. In the first study, respondents whose identities were composed primarily of personal elements rated personally-relevant job outcomes, such as personal growth and self-fulfillment, as more important in their choice of an occupation than respondents whose identities were not based heavily on personal attributes. At the same time, subjects with predominantly socially-based identities preferred jobs that offered social rewards such as status and friendships. In Study 2, respondents high rather than low in personal identity were found to participate in "individual" rather than "team" sports to a greater degree, and emphasized personal reasons for engaging in recreation. On the other hand, subjects who placed more importance on social aspects of identity preferred "team" sports and more strongly endorsed social reasons for participating in sports.

As people enter social situations they define the situation, others who are in it and themselves, then use these definitions to organize and guide their own behavior (Stryker and Serpe, 1982). Thus, we would expect to find that people's self-definitions are related to their preferences for certain roles and courses of action. Indeed, Backman and Secord (1968) found that college students choose occupations that are congruent with their views of their personal characteristics, and women choose marital roles (i.e., wife-and-mother, partner, companion) that are compatible with their self-concepts. In a similar vein, Stryker (1980) suggests that the self is composed of multiple identities (cf. James, 1890) that are arranged in a hierarchy of salience or importance and that behavioral choices are a function of the position of identities in the hierarchy. Since the location of an identity in a person's salience hierarchy affects its "threshold" for being invoked, the probability of a behavior occurring is related to the salience of the identity or identities relevant to that behavior (see Stryker and Serpe, 1982).

Most previous research examining the link between self-identity and behavior has focused on the *content* of people's self-concepts—those attributes that people use to describe themselves to themselves and others. More recently, Sampson (1978) has suggested that the *location* of an identity characteristic—whether it reflects an aspect of the person or is an aspect of the environment—has implications for personality and behavior. Elaborating upon this distinction, Cheek (1982; Cheek and Briggs, 1982) suggested that the characteristics that constitute people's identities may be dichotomized into personal and social elements. *Personal* aspects of identity are components of one's self-definition that uniquely "belong" to the individual, such as abilities, beliefs, feelings and goals. Self-relevant attributes such as "intelligent," "religious" and "unathletic" are examples. Identity is also composed of *social* elements, reflected in one's roles and relationships with others. For example, one's identity might include membership in a particular organization or a friendship with another person.

Although all individuals' identities include both personal and social elements, people differ in the relative importance they place on these components (Cheek, 1982; Sampson, 1978). Thus, rather than specifying the content of people's self-concepts along a large number of specific attribute dimensions (e.g., Gordon, 1968), we can determine whether the individual's identity is based chiefly on social or personal identity characteristics. This distinction represents a theoretically-meaningful way of

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characterizing individuals' identities at a deeper or more abstract level than their specific self-concepts.

Previous research on personal and social identity demonstrates that this distinction is relevant to understanding cognitive, affective and behavioral processes. For example, given that guilt occurs when a person has broken his or her personal standards, and shame arises from public violations of moral or social standards, Cheek and Hogan (1983) predicted that people whose identities were based upon personal characteristics would be more likely to feel guilty, whereas people with socially-based identities would be more susceptible to feelings of shame. Their data clearly supported these predictions. In another study, Hogan and Cheek (1983) showed that people whose identities were based heavily upon personal attributes, but weakly on social relationships, were more resistant to influence by others. (See also, Cheek and Briggs, 1982; Penner and Wymer, 1983).

The two studies reported here examined the hypothesis that people's behavioral preferences are based, in part, on the degree to which their identities are defined by personal and social identity characteristics. It was predicted that people with a strong commitment to personal aspects of their identity would pursue activities that provide personally-relevant outcomes, such as self-improvement, feelings of personal accomplishment and the validation of their personal values. People with an identity based primarily on social characteristics, on the other hand, were expected to prefer activities that provided outcomes relevant to their social identities, such as recognition from others, social contacts and friendship. Not only should people regard outcomes that are relevant to the aspects of self they view as central as more important or valuable than outcomes less relevant to their identity, but Sampson (1978) proposes that people try to establish a sense of continuity and stability to their identity by managing areas of their lives that are relevant to central aspects of identity.

Study 1

Study 1 tested the hypothesis that people pursue activities that provide outcomes relevant to their salient aspect of identity by examining people's preferences for various kinds of occupations under the assumption that one's occupation is an important part of most employed persons' identities (Rabinowitz and Hall, 1977) and that jobs differ in the degree to which they provide employees with personal versus social rewards. It was predicted that the importance people place on personal aspects of identity would be positively related to their preference for jobs that provide personal rewards, and that the importance people place on social aspects of identity would be related to their ratings of socially-relevant job outcomes.

METHOD

Subjects

Eighty-five college juniors and seniors were contacted individually in their residence halls and homes and asked to complete a short survey of "job preference."

Procedure

The questionnaire administered to respondents consisted of two parts. First, subjects completed the Aspects of Identity Questionnaire (AIQ; Cheek, 1982). The AIQ is a 21-item measure that asks respondents to rate the degree to which 21 attributes are "important to your sense of who you are." The *personal identity* scores reflects the degree to which respondents report that personal identity characteristics (e.g., my emotions and feelings; my feeling of being a unique person; my thoughts and ideas; my personal goals and hopes for the future) are important to their sense of who they are. The *social identity* score reflects the degree to which the respondents report that their identities are based upon social identity characteristics (e.g., my reputation; my attractive-

[1] There are similarities between this way of construing identity and the "A-B-C-D" scoring method developed for the Twenty Statements Test by McPartland et al., (1961). This procedure classifies respondents' twenty answers to the question, "Who am I?," into four categoires. The A category identifies the self in terms of physical attributes (e.g., blond, overweight), the B category in terms of socially-defined statuses (e.g., father, homeowner), the C category in terms of situation-free descriptors (e.g., happy, music-lover), and the D category in terms of comprehensive and transcendent characteristics (e.g., a living individual). Although conceptually similar, there are important differences between the A-B-C-D method and Cheek's (1982) aspects-of-identity approach. Most importantly, the A-B-C-D scoring classifies respondents into one of the four modes and information regarding their standing on the other modes is ignored. In Cheek's system, to be described below, personal and social identity are conceptualized as two orthogonal dimensions. (Indeed, research shows them to be uncorrelated; Cheek and Briggs, [1982]). Further, whereas the A-B-C-D method provides a qualitative classification, Cheek's aspects of identity model portrays identity quantitatively along two dimensions.

ness to other people; my popularity with other people; belonging to the various groups that I am a member of). Although the psychometric properties of the AIQ have not been examined in depth, earlier studies reveal evidence of reliability and validity (Cheek, 1982; Cheek and Briggs, 1982; Hogan and Cheek, 1983; Penner and Wymer, 1983).

The second part of the questionnaire listed 20 job characteristics. Eleven of these described attributes of jobs that are *personally* rewarding in the sense that they bolster the worker's subjective feelings of self-worth and are relevant to his or her personal identity. Examples of personally-relevant job characteristics include: being satisfied with doing a good job, using one's abilities to the fullest and having a job that fosters one's growth as an individual. The remaining characteristics reflected aspects of jobs that are *socially* rewarding: having good relationships with one's coworkers, achieving recognition, gaining social status and working in an organization that has an active social life, for example. (The exact wording of the items is given in Tables 1 and 2).

Respondents were asked to think about the kinds of jobs they would like to have and to rate each job characteristic according to how important it was in their choice of a job. Ratings were done on 5-point scales, labeled from "not at all" to "extremely important to me." It should be noted that there was absolutely no overlap in the nature of the items on the two questionnaires. Thus, it was unlikely that the subjects saw any connection between their responses on the two parts of the questionnaire, and there is no basis for believing that obtained relationships between the two parts of the questionnaire were spurious.

Subjects completed the questionnaires in private, then sealed them in an envelope, thereby assuring anonymity.

RESULTS

The interitem reliabilities of the personal and social identity scales were adequate: Cronbach's alpha = .64 and .73 for the personal and social subscales, respectively. The personal identity scale had a mean of 37.5 and a standard deviation of 3.74; the mean and standard deviation for the social identity scale were 23.5 and 3.72. The two scales were uncorrelated ($r = .21, p > .10$), supporting the idea that they tap distinct aspects of identity.

A median split performed on both the personal and social identity scores (medians = 38 and 23) classified each subject as either low or high (i.e., below or above the median) on each measure. Subjects' ratings of the importance of the 20 job characteristics were then submitted to a 2 (high versus low personal identity) by 2 (high versus low social identity) multivariate analysis of variance (MANOVA). One MANOVA was conducted on the set of personally-relevant job characteristics, and a second MANOVA on the socially-relevant characteristics.

A highly significant multivariate main effect of personal identity was obtained on the set of personally-relevant job characteristics, $F(11, 71) = 4.59, p < .001$. Neither the main effect of social identity nor the interaction approached significance, p's $> .50$. Table 1 shows the univariate main effects of personal identity for each personally-relevant job characteristic, along with the mean ratings for low and high personal identity subjects. As can be seen, a main effect of personal identity was obtained on all but one item. It should be noted that *none* of the items among the set of personally-relevant job characteristics revealed a univariate main effect of social identity or a personal × social identity interaction, p's $> .10$.

A highly significant multivariate main effect of social identity was obtained on the set of

Table 1. Univariate Main Effects of Personal Identity for Personally-Relevant Job Characteristics

Job Characteristic	Univariate F (1,81)	Personal Identity Low	Personal Identity High
The satisfaction of knowing I do my job well	8.33**	4.6	4.9
The opportunity for self-fulfillment in my job	25.92***	4.2	4.9
A job that allows me to achieve my personal goals in life	6.06**	4.2	4.6
A sense of personal accomplishment in my job	3.59*	4.7	4.9
A job that allows me to be creative	9.76**	3.8	4.3
A job that provides many opportunities for advancement	.38	4.1	4.2
A job in which I can make a significant contribution	10.20***	4.1	4.6
A job consistent with my own values	5.38*	4.0	4.4
A job in which I can use my abilities to their fullest	14.02***	4.2	4.7
A job in which I have a great deal of personal input	5.67*	3.9	4.3
A job that fosters my growth and development as an individual	24.42***	4.1	4.8

* $p < .05$. ** $p < .01$. *** $p < .001$.

Table 2. Univariate Main Effects of Social Identity for Socially-Relevant Job Characteristics

Job Characteristic	Univariate F (1,81)	Social Identity Low	Social Identity High
Good relationships between myself and my coworkers	15.77***	4.1	4.6
A job that gives me recognition from others	3.84*	3.3	3.7
The opportunity to become well-known in my field	.00	3.6	3.6
A job in which I can form friendships with coworkers	19.80***	3.4	4.3
A job that gives me social status	5.74*	2.6	3.2
A high-paying job	7.99**	3.4	4.0
A good relationship between myself and my employer	2.28	4.2	4.4
A job in which there is an active social life	10.60**	2.3	3.1
A job in a prestigious business or organization	7.54**	2.7	3.3

* $p<.05$. ** $p<.01$. *** $p<.001$.

items describing socially-relevant job characteristics, $F(9, 73) = 4.55, p < .001$. As Table 2 shows, a univariate main effect of social identity was obtained on seven of the nine socially-relevant characteristics. Neither a main effect of personal identity nor a personal × social identity interaction was obtained on any of the socially-relevant job characteristics, p's > .10.

DISCUSSION

As predicted, subjects' ratings of job characteristics reflected the degree to which their identities were defined in terms of personal versus social identity characteristics. Compared to subjects low in personal identity, subjects whose self-identities were composed primarily of personal attributes placed greater importance upon personally-relevant job outcomes such as self-fulfillment and personal growth. Respondents for whom social characteristics were central to their sense of identity rated socially-relevant job characteristics, such as social status and relationships with coworkers, as more important than did respondents scoring low in social identity. No evidence of a social × personal identity interaction was found on any of the items; nor were there any effects of personal identity on socially-relevant job characteristics or vice versa.

In the specific domain of job preference, the aspects of identity perspective provides an extension of "need satisfaction" models of job choice and satisfaction which assume that occupational choice, work motivation and job satisfaction result from a congruence between the individual's own "needs" and characteristics of the job (Holland, 1973; Salancik and Pfeffer, 1977). A central difficulty with this approach has been specifying dispositions that are relevant to job choice and satisfaction across individuals and jobs. Personal and social identity characteristics may reflect fundamental differences in the "needs" that motivate occupational behavior. Whether aspects of identity are related to actual job choice, motivation and satisfaction is a question for future research.

Despite evidence of a relationship between aspects of identity and preferences for certain job-related rewards, two questions may be raised about this study. First, the data consist solely of self-reports regarding job preferences, and it is not known whether identity characteristics are actually related to people's behavioral choices. Second, to the extent that one's occupation is a central aspect of identity, the obtained effects of personal and social identity may be limited to domains that are of major importance to the individual.

Study 2

Study 2 addressed these two qualifications by examining the relationship between identity and recreational behavior. Although many factors enter into a person's choice of sport activities, these choices may reflect, in part, whether the individual's identity is defined primarily in terms of personal or social identity characteristics.

Specifically, we predicted that individuals high in personal identity would prefer *individual* sports, whereas individuals high in social identity would prefer *team* sports. The distinction between individual and team sports revolves around the question of whether the sport requires interaction with teammates. For example, running, swimming, tennis (singles) and golf would be classified as individual sports, whereas basketball, baseball, volleyball and soccer would qualify as team sports. Note that individuals engaged in individual sports may, in fact, be members of a "team" (such as a tennis or golf team), but no "teamwork" per se is required during the activity itself.[2]

[2] In addition to the individual-team sport distinc-

It was predicted that people high rather than low in personal identity would prefer individual activities in which they can assume full responsibility for their training and performance, are able to receive unambiguous feedback regarding their personal ability and performance, and which are intrinsically enjoyable to them. In addition, they were expected to give more personal reasons for engaging in sports than people low in personal identity. It was predicted that people with a predominantly socially-based identity would prefer team sports that allow them to work together with other members of their team, thereby providing validation of their social identities as well as a variety of interpersonal rewards (e.g., praise, friendship, companionship).

METHOD

Subjects

Thirty-nine female and 41 male adults were approached in public parks and gymnasiums while engaged in one of six physical activities: running (n = 13), swimming (n = 12), tennis (n = 12), softball (n = 15), basketball (n = 14), or volleyball (n = 14). Respondents ranged in age from 17 to 46, with a mean age of 27.3 (*SD* = 10.7). All of the basketball players were male, and all of the volleyball players were female, but a roughly equal number of men and women were obtained for the other four sports.

Procedure

Respondents were approached as they were beginning or completing one of the activities above and asked to complete a short survey. The respondent was given a two-page questionnaire on a clipboard and then left alone.

The questionnaire first asked subjects to rate each of eight possible reasons for engaging in recreational sports on 5-point scales ranging from "This is not a reason . . ." to "this is the most important reason I engage in recreational activities." Four of the reasons reflected *personal* reasons for participating in sports (e.g., for self-satisfaction; to feel better physically; because it is enjoyable; to improve one's health and physical condition). The other four items reflected *social* reasons for participating—reasons based on the expectation of social rewards (e.g., to interact with other people; to improve my appearance; because I enjoy others knowing that I am physically active; because of the enjoyment of competing or exercising with others).

Respondents then rated the frequency with which they participate in 12 recreational activities on a 5-point scale (ranging from "never" to "almost every day"). Six of these sports were classified a priori as *individual* sports because they do not involve interaction with teammates: running, swimming, tennis, golf, racquetball/handball, gymnastics/aerobic dancing. The remaining six were classified as *team* sports: basketball, softball/baseball, soccer, squash/field hockey, football/rugby, volleyball.

The second page of the questionnaire contained the Aspects of Identity Questionnaire (Cheek, 1982) described earlier. After completing the survey, subjects were debriefed and thanked for their help.

RESULTS

AIQ Data

Personal identity scores ranged from 12 to 45, with a mean of 32.8 (*SD* = 6.50); social identity scores ranged from 10 to 37 with a mean of 24.6 (*SD* = 5.65). Both the personal identity scale (alpha = .81) and the social identity scale (alpha = .78) possessed adequate internal consistency. As in Study 1, a median split was performed on the personal and social identity scales (medians = 33 and 25, respectively), and each subject classified as either low or high on each measure.

Reasons for Engaging in Sports

One 2 (high-low personal identity) by 2 (high-low social identity) MANOVA was performed on the four personal reasons for participating in recreational activities, and a second MANOVA was performed on the social reasons.[3] A significant multivariate main effect

tion, athletic activities may be classified as either "solitary" or "social" in nature, depending upon whether individuals interact with others while engaged in the activity. Thus, although golf and racquetball are *individual* sports, they may be *social* in nature, allowing interpersonal contact between the individual competitors. Indeed, many such individual sports may be pursued for *social* reasons. Although the solitary-social distinction is, in some ways, more germane to our hypotheses involving aspects of identity, it is virtually impossible to classify sports a priori as solitary versus social since the classification depends more upon the individual's motives for engaging in the sport than upon characteristics of the sport itself. Thus, we focused on the distinction between individual and team sports, which is much easier to operationalize.

[3] Subject sex was initially included as a factor in the analyses. Although there were main effects of sex in the preference for certain sports, sex did *not* enter into any interactions with personal or social identity on any multivariate or univariate tests. Thus, sex was dropped from subsequent analyses.

Table 3. Univariate Main Effects of Personal Identity on Personal Reasons for Engaging in Sports

Reason	Univariate F (1,76)	Personal Identity Low	Personal Identity High
Because it gives me a feeling of self-satisfaction	8.06***	3.6	4.3
To improve my health and physical condition	4.33**	3.9	4.4
Because it makes me feel better physically	7.38***	3.8	4.4
Because I enjoy engaging in physical exercise	.39	3.8	3.9

** $p<.05$. *** $p<.01$.

of personal identity was obtained on the set of personal reasons, $F(4, 73) = 3.01$, $p < .03$. Neither the main effect of social identity nor the interaction approached significance, p's $> .70$. Univariate main effects were obtained on three of four reasons: seeking self-satisfaction, improving one's health and physical condition and feeling better physically (F-values and cell means are shown in Table 3). It should be noted that none of these items revealed a univariate effect of either social identity or the social × personal identity interaction.

A multivariate main effect of social identity was obtained on the set of social reasons for participating in sports, $F(4, 72) = 2.49, p < .05$. Significance was not obtained for the personal identity or interaction effects, p's $> .50$. As Table 4 shows, a univariate main effect was obtained on the item reflecting the desire for other people to know that one is physically active. The means for the other three items are in the appropriate direction, but only approached significance, p's $< .15$. As before, no univariate effects of personal identity or the interaction were obtained on any of the social reasons.

In brief, it appears that personal and social identity are each associated with a unique set of reasons for participating in sports.

Frequency of Engaging in Particular Activities

To informally validate our rationale for classifying sports as "individual" versus "team," we examined the correlation between the frequency with which respondents reported playing individual versus team sports and the reasons they gave for participating. As expected, participation in team sports correlated with social reasons for playing sports ($r = .31$, $p < .003$) and participation in individual sports correlated with personal reasons for participating ($r = .34$, $p < .001$).

A multivariate main effect of personal identity was obtained on the set of six "individual" sports, $F(6, 69) = 4.94$, $p < .001$. Of the six individual sports, the univariate ANOVA was significant for running, $F(1, 74) = 20.36$, $p < .001$ and swimming, $F(1, 74) = 10.70, p < .01$. Respondents high in personal identity indicated that they ran ($M = 3.9$) and swam ($M = 3.4$) significantly more often than did respondents low in personal identity (M's $= 2.6$ and 2.6 for running and swimming). No significant effects of social identity or the interaction were obtained on any of the six individual sports.

The multivariate main effect of social identity approached significance for the set of "team" sports, $F(6, 68) = 2.16, p < .06$. The personal identity and interaction effects did not approach significance. Inspection of univariate ANOVA's showed that respondents high in social identity played volleyball more frequently ($M = 2.6$) than respondents low in social identity ($M = 1.8$), $F(1, 73) = 6.47$, $p < .02$. In addition, the main effect of social identity approached significance for "football/rugby," $F(1, 73) = 3.52, p < .06$. Respondents high in social identity ($M = 1.9$) indicated that they played these sports more often than those low in social identity ($M = 1.7$).

Thus, overall, respondents high in personal identity reported engaging more often in sports than can be pursued individually, whereas respondents high in social identity reported engaging more in sports requiring interaction and teamwork.

Table 4. Univariate Main Effects of Social Identity on Social Reasons for Engaging in Sports

Reason	Univariate F (1,75)	Social Identity Low	Social Identity High
Because I enjoy competing or exercising with other people	3.16**	3.0	3.6
Because I like others knowing I am physically active	5.68***	1.9	2.6
To improve my appearance	2.26*	2.4	2.8
Because it allows me to interact with other people	2.00*	2.8	3.1

* $p<.15$. ** $p<.10$. *** $p<.05$.

Current Activity

The activity in which the respondent was engaged when approached by the researcher was classified as either an individual sport (running, swimming, tennis) or a team sport (softball, volleyball, basketball). A 2 (high-low personal identity) by 2 (team versus individual sport) chi-square analysis performed on this data revealed a marginally significant effect, $X^2(1) = 3.17, p < .07$). This effect showed that of those respondents approached while engaged in an individual sport, 60% were high in personal identity, whereas only 40% of those engaged in a team sport were high in personal identity. No effect was obtained on a chi-square analysis of the relationship between social identity and the respondent's ongoing activity.

DISCUSSION

Study 2 further demonstrates the relationship between one's salient aspect of identity and behavioral preferences. Respondents who were high in personal identity were more likely to be found engaged in individual sports, indicated that they engaged in individual sports more often and endorsed personal reasons for participating in recreational activities. Those who scored high in social identity, on the other hand, reported engaging in team sports somewhat more often and gave reasons for participating in sports that involved their relationships with other people.

Although the direction of the effects is consistent with predictions, the relationship between social identity and participation in team sports only approached significance. This may be because participation in team sports is affected by a larger number of factors than participation in individual activities. For example, people may engage in a team sport because of peer pressure, because membership in an occupational or civic group induces them to participate, or because the sport is associated with another activity (such as a picnic). In contrast, individual athletic activities, such as running and swimming, are more freely chosen, thereby reflecting the individual's personal inclinations more strongly.

In addition to its contribution to our understanding of identity and behavior, Study 2 adds to the growing literature on the relationship between personality and sport participation. Although several studies have examined characteristics that distinguish between athletes and nonathletes, exercisers and nonexercisers, and among people who prefer various sports (e.g., Bolton and Renfrow, 1979; Clitsome and Kostrubula, 1977), few have been framed within a general theory of personality or identity. The "aspects of identity" formulation, combined with symbolic interactionist models of the self (e.g., Stryker, 1980) may provide a framework for future research on sport behavior.

GENERAL DISCUSSION

The two studies examined the link between identity and behavior from a somewhat different perspective than that adopted in previous research. Rather than studying how specific aspects of individuals' self-concepts relate to identity-relevant behavior, we focused on the behavioral implications of having one's identity formed primarily of personal versus social elements. This distinction between personal and social identity (Cheek, 1982; Cheek and Briggs, 1982; Hogan and Cheek, 1983) may be viewed as lying at a higher level of abstraction than the construct of self-concept, as the term is usually used. Two people with very different self-concepts may, in fact, be quite similar in that their identities are based primarily upon either personal or social attributes. Sharing this similarity, they may view personal and social aspects of life similarly, be motivated by similar (personal or social) incentives, emphasize similar factors when making decisions, and so on. The differences in the specific nature of their self-concepts may obscure the fact that their identities are formed of the same classes of characteristics.

In our research, the degree to which personal or social attributes were central to respondents' identities was related to their preferences for jobs with certain characteristics, their choices of recreational activities and the reasons they gave for participating in sports. These data support the notion that people prefer to engage in behaviors that provide outcomes consistent with the salient aspect of their identities and suggest that people play an active role in maintaining their identities through their choices of lines of action and the situations in which those behaviors are played out (Sampson, 1978; Snyder, 1981; Swann and Read, 1981).

The distinction between social and personal aspects of identity that provides the framework for our research is based upon a long-standing dichotomy in psychology and sociology between "inner" and "outer" personality orientations. (See Hogan and Cheek, 1983, for a historical overview of the inner-outer metaphor.) The recent resurgence of interest in this dichotomy (e.g., Cheek, 1982; Fenigstein et al., 1975; Sampson, 1978; Wicklund, 1975) may stem from its ability to partly reconcile long-standing feuds between those who see behavior as primarily externally-controlled and those who see behavior as internally-mediated. The recognition that both internal and external factors affect behavior has led to an examination of situational and dispositional factors that determine the salience of external versus internal determinants of behavior. The personal and social identity constructs tapped by the Aspects of Identity Questionnaire (Cheek, 1982) seem to hold promise as a further way of identifying those individuals who are primarily motivated by internal versus external concerns.

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